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## The Potential Role Of Communicative Language On The Alumni Competitive Advantage

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### Abstract

Academics can use research to examine their teaching practices and gain a deeper understanding of themselves, their teaching approach, the curriculum, and the classroom environment. This study investigates how language impacts teaching, learning, and classrooms. It discusses how language affects student learning and how alumni benefit from studying other languages and being bilingual or multilingual, as well as how nonverbal language abilities make alumni competitive and how they may send and receive nonverbal communications in a multicultural context. A mixed-methods strategy was employed for data collection. For the quantitative method, 123 student participants (64 females and 59 males) filled out an electronic questionnaire. Twelve lecturers in engineering, medicine, and management were selected for the qualitative phase. They were subsequently questioned about their experiences utilising English as the medium of instruction and communication in their respective classrooms, including instruction and programming. The results suggested that students acknowledged the vital influence of communication language on their learning environment as well as their future employment opportunities and multicultural intelligence. In addition, the results identified numerous benefits associated with the implementation of English-language instruction and programs, such as increasing the teaching staff's professionalism, expanding students' learning resources, boosting students' self-confidence and self-awareness, and assisting students in becoming competitive alumni. However, a number of obstacles, such as huge class sizes, individual variations, class design, and a lack of support from the teaching institution, were

found to impair the lecturers' work.

Keywords: Teaching process, Language of Communication, Learning environment, Competitive Alumni.

## INTRODUCTION

Education system in the Kurdistan region faces new problems and greater complexity as a result of the rapid evolution of our globe (Ali et al., 2021). There is a growing consensus that education must adapt to keep up with the rapidly changing, high-stakes environment for which students must be prepared, such as language of communication, instruction & programs, multi-culture and cognitive advantages. To meet this challenge, Sharif (2013) states that it is essential to consider the complexity of the educational system and the breadth of issues that must be addressed. For the system to undergo significant change, there can be no single, straightforward strategy.

There is a gap between what we expect students to learn and how they actually acquire this knowledge. In this paper, we discuss several theoretical and methodological challenges in teaching process, communication language, and learning environments, as well as some findings from recent research. Researchers employ a concept in order to explain the actions of students in a particular situation in terms of a collection of hypothetical claims, communication language, skills, and procedures. When teaching, it is essential to keep in mind that the minds of students are being shaped by their teachers' ideas. It is a term coined by a researcher to describe how students typically utilize and evaluate various types of information.

Humans use language to express, communicate, and convey their ideas in a particular and universal manner.

(Sirbu, 2015). It is also a chance to influence the knowledge, instruction, and teaching outside the classroom. Using clear and understandable language of communication in teaching as transmitter, in learning environment, how students as "receiver" will comprehend what their teacher sends to them as "sender" is the primary focus of this paper. To effectively communicate language of communication, instruction and programs, competitive alumni, multi-culture, cognitive advantages, and economic advantages, the sender must have a command of the language and an understanding of the context of the recipient's comprehension. Likewise, all forms of human communication help us recognize the importance of language in the classroom and in everyday interactions. Important to a teacher's ability to convey concepts, knowledge, skills, and attitudes to their students is the use of instructional language in the classroom. The importance of communicating effectively in the classroom cannot be overstated, given that learning can be hindered by

ineffective instructional communications and enhanced by excellent ones.

### **1.1 The Purpose of the Research**

This study has various goals and wants to focus on them. First, to find out how language affects both teaching and learning, as well as the classroom setting. It also focuses on how the language of communication influences student learning and how alumni benefit from studying different languages and being bilingual or multilingual. In addition to how nonverbal language skills affect and create competitive alumni and how they will be able to send and receive nonverbal messages effectively in a multicultural environment. And finally, this study aims to demonstrate how the learning environment influences the teaching process, instruction, and programs and how cognitive advantages all contribute to the manner in which students learn in the classroom.

### **1.2 The Important of the Research**

This study has a significant impact because it examines the model teaching process and the graduates' competitiveness. Through the teaching process, learning environments can be enhanced and expanded to include a larger number of students, instruction, and programs, as well as competitive alumni, multi-cultural diversity, and cognitive advantages. Certain features, such as the learning environment, can be of interest during the learning process. In this study, the significance of language is emphasised in the context of verbal and nonverbal communication skills utilised in lectures. It demonstrates the role of language in communication in the learning process, and as a result, we will graduate students with multi-cultural and cognitive advantages that make them competitive. Some of the more recent educational approaches are already on par with the more

established ones. As a result, a number of universities have been able to attract students from a wide range of competitive alumni and a variety of languages.

### **1.3 The Research Objectives**

The following objectives are noted in this research:

1. To identify the different teaching processes to be utilised by the educators to have an effective competitive alumnus (multi-culture, cognitive advantages).
2. To enhance the relationship between teaching processes and the language of communication regarding the competitive alumni (multi-culture, cognitive advantages).
3. To identify the relationship between moderators of language in communication, the teaching process, and mediators of the learning environment, such as (instruction and programs).
4. To investigate students' capability in managing the teaching process

in competitive alumni (multi-cultural, cognitive advantages) during the pandemic crises.

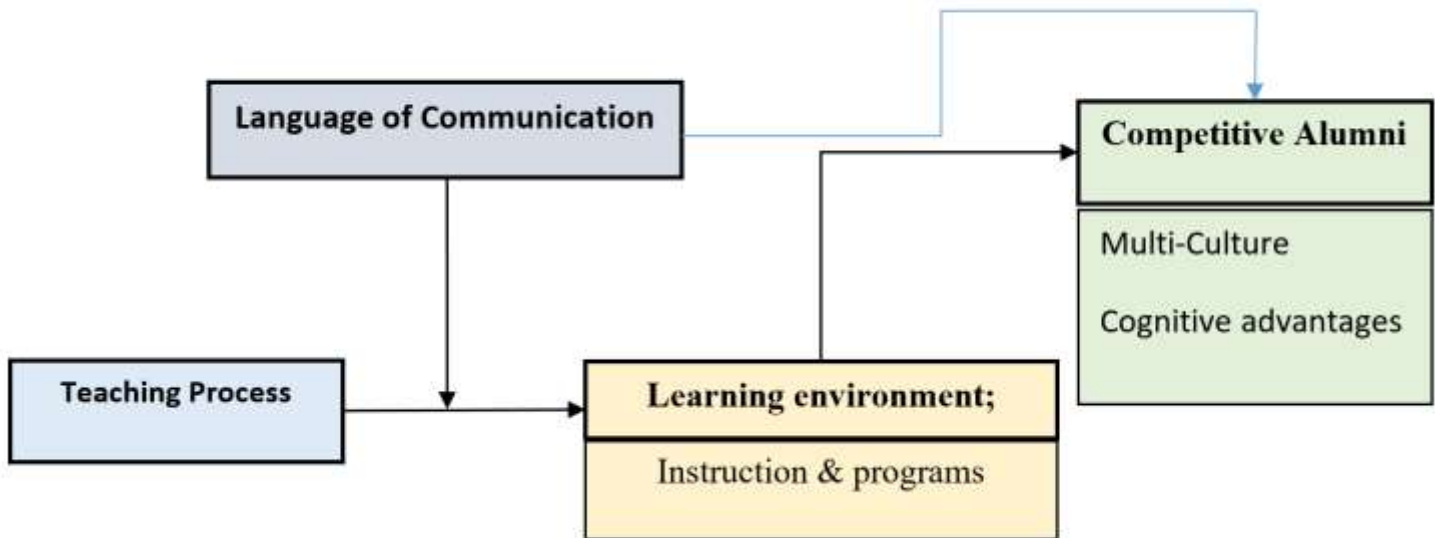
5. To find out the level of students' achievement regarding language of communication, learning environment, such as (instruction and programs) and competitive alumni (multi-culture, cognitive advantages) in all courses.

#### **1.4 The Research Question**

1. What are the different teaching processes, to be utilized by the educators to have effective competitive alumni, (multi-culture, cognitive advantages)?
2. What is the relationship between teaching processes and language of communication regarding the competitive alumni (multi-culture, cognitive advantages)?
3. What is the relationship between moderators of the language of communication, the teaching process, and mediators of the learning environment, such as (instruction and programs)?
4. Does the study investigate students' capability in managing the teaching process in competitive alumni (multi- culture, cognitive advantages) during the pandemic crises?
5. How can we find out the level of students' achievement regarding the language of communication, learning environment, such as (instruction and programs) and competitive alumni, (multi-culture, cognitive advantages) in all courses?

#### **1.5 Research Model**

This study examines the teaching process in higher education. There is a positive relationship between the independent teaching process and the mediator's learning environment, which includes instruction and programs. Consequently, it produces a competitive alumnus that is characterised by multi-cultural and cognitive advantages. However, the positive relationship between the teaching process, the learning environment, and competitive alumni is moderated by the language of communication. As the role of language in communication increases, the learning environment, instruction, and programs promote the student's level.



### 1.6 Hypotheses

**Hypothesis 1** : In attendance, there is a significant relationship between the Teaching process, Learning environment and Competitive Alumni; (Multi-Culture, Cognitive advantages, and Economic advantages) (H1A). The Teaching process may guide the development of relations between Instruction & programs, by structure of Communicative Language norms of reciprocity (H1B).

**Hypothesis 2** : There is a significant relationship between the Teaching process, and the Language of Communication, in the educational system (H2A). The learning environment can expand the positive attitude and association between the Teaching processes with Language of Communication (H2B).

**Hypothesis 3**: Competitive alumnus: Multi-Culture, Cognitive advantages, have close impact to determine a guide to classify a teaching process into different methods.

**Hypothesis 4**: Competitive Alumni, Multi-Culture, and Cognitive advantages, has a significant relationship between the Teaching process, Language of Communication, and the Learning environment.

**Hypothesis 5**: There is a positive relationship between the Learning Environment, Instruction & programs, and Language of Communication, in the Teaching process.

## 2 LITERATURE REVIEW

## **2.1 Language of communication**

Every branch of the social sciences is concerned with, studies, and contributes to the general body of knowledge about communication because of its pervasive importance in all aspects of life. Often, a beginning student is overwhelmed by the variety of forms that the study of communication can take and finds it extremely challenging to reconcile one form with another or to develop a holistic evaluation of the subject as a whole (Shepard, 1988). According to Crystal and Varley (1993:4), "language is the transmission and reception of messages." It refers to any message, not just the highly structured, symbolically encoded message of language. Individuals may believe that language is the most effective means of communication, but it may not convey every message intended. Bloomer et al. (2005) and Ellis (2009) state that a teacher can select from a variety of options, such as language implications for politics, propaganda, advertising, prejudice and stereotypes, and various media (e.g., computers, radio, and news).

## **2.2 Learning environment**

The learning environment provides various explanations. The learning environment is a purposefully organised set of physical, social, and informational conditions in which the student develops and applies his or her knowledge, skills, and attitudes towards oneself and the surrounding world (Andersone, 2017). However, experts on education from all over the world discuss the necessity of transforming the learning environment to make it more suitable for today's learners, who are constantly learning and gaining experience on the Internet, in the classroom, at concerts, in the library, and in every aspect of life. According to research, a modernised learning environment can boost student performance by as much as 25 percent (Gribusts, 2016).

## **2.3 Teachings process**

Teaching is a key part of getting college students ready to be better members of society since they will eventually be in charge. Widdowson (1990) states that the teaching-learning process is the way that people try to learn the habits, skills, knowledge, attitude, values, and appreciation that they need to live in the information age. Therefore, teaching and learning become processes whereby behavioural patterns are modified through experience. Teaching facilitates the teaching-learning process, and the teaching process is the arrangement of an environment in which students can interact and study how to learn. The goal of the teaching-learning process is the transmission of knowledge, the transmission of skills, and the formation of attitudes, values, and behaviours (Viloria et al., 2018). Educationists have attempted to analyse the learning process in terms of individual and societal requirements.

The behaviourist school of educationalists categorises the learning process into cognitive, affective, and psychomotor domains. This research is limited to the cognitive domain.

Research demonstrates the importance of language in education. In an effort to improve the quality of education, Tupas (2009) explains that in the Philippines, the system of education has recently implemented mother-tongue-based multilingual education and that the use of more than two languages as a medium of instruction is now a policy that encompasses all academic levels. This conclusion was reached on the basis of numerous local and international studies that support the premise that bilingual education should include both the learner's native language and English. According to this study, teaching in more than one language will aid students' development of critical thinking skills in the Kurdistan region, particularly in higher education. Multi-linguistic alumni will lead to multi-culturally competitive alumni.

#### **2.4 Multicultural**

Business and work success is higher for multilingual alumni. Language studies help graduates succeed in a globalised environment. The global business world has long acknowledged the need for multilingual communication for relationship building and economic success. Learners learn about others' views, attitudes, and behaviours in multicultural settings. They will have better social skills with this awareness of others (Lloyd and Härtel, 2010). There is much literature that focuses on being multi-cultural in a work environment. Most of them show the advantages of working in a multi-cultural area, while some show the disadvantages.

Behfar and his colleague (2006) say that being multicultural at work can help with making decisions, being creative, coming up with new ideas, and marketing to a wide range of clients. In the same way, Bettenhausen and Murnighan's (1985) research shows that a cultural team is a competitive advantage for a company whose members understand how culture affects relationships between professionals. So, it shouldn't be a surprise that multicultural businesses have a wide range of skills. Employees from different cultural backgrounds bring different ideas and experiences to the table, which helps organisations broaden their view and range of action. Cultural diversity is also a way for companies to better understand their international clients and enter new markets through the cultural expertise of their employees.

Bettenhausen and Murnighan (1985), on the other hand, say that cultural differences can also lead to higher turnover, conflict between people, and communication problems. Leaders are told to keep an eye on how "multicultural" organisations change so that they can get the most out of the benefits of diversity and spend as little as possible.



This study is also aware of the significance of being a multicultural alumnus, presents a model for creating multicultural cognitive alumni requirements, and evaluates strategies pioneering teaching processes have used to change learning processes into the multicultural model. This will help boost project success and make the team more productive than a monoculture. Hence, multi-cultural teams are less likely to fail than "monoculture" teams, which have proven their limits. So, what makes this study different from others is how to prepare undergraduate students to be multi-cultural throughout the teaching process by using different language communication skills.

## **2.5 Competitive alumni / cognitive advantages**

Most of the time, the word "alumni" refers to people who have graduated from a certain school or university. While there may be many benefits to being an alumnus, such as maintaining connections with former classmates and professors, there are not necessarily any specific cognitive advantages associated with this status. Smith (2014) and Johnson & Johnson, R. T. (2009).

People who have gone to college and graduated, on the other hand, may have gotten some cognitive benefits from their schooling. For example, getting a degree often requires a lot of critical thinking, problem-solving, and analytical skills, all of which can help improve cognitive functioning. Also, getting a degree can introduce people to new ideas and information, which can stimulate the brain and help improve memory and other cognitive skills. Baumeister, & Leary (1995).

Furthermore, Berg et al. (2014) state that people who take part in alumni programs may also have the chance to keep learning and do things that are intellectually stimulating, like going to lectures, workshops, and other events. This can help to maintain and enhance cognitive abilities over time.

While being an alumnus may not inherently confer cognitive advantages, the pursuit of higher education and ongoing engagement with intellectual pursuits can certainly help to improve cognitive functioning and lead to a more fulfilling life.

Dweck, (2016) explains that there is more and more evidence that being bilingual may be better for your brain than only speaking one language. Some of these cognitive advantages of bilingual alumni include:

1. Enhanced executive functioning: Bilinguals often show better performance on tasks that require cognitive control, such as inhibitory control, working memory, and attention switching. This is because bilingual people are always juggling two languages. They have to stop using one language while using the other, which improves their ability to make decisions.

2. Improved metalinguistic awareness: Bilinguals have a greater awareness of language as a system, including grammar, syntax, and vocabulary, which can translate to improved literacy skills in both languages.
3. Delayed onset of cognitive decline: Bilingualism may help delay the onset of cognitive decline associated with aging and may reduce the risk of developing age-related cognitive disorders, such as Alzheimer's disease.
4. Increased cognitive flexibility: Bilinguals are able to switch between languages and adapt to different cultural contexts, which may lead to increased cognitive flexibility and creativity.

People who speak more than one language have a better understanding of different cultures and are better able to deal with cultural differences. This can help them communicate with others and solve problems better.

### **3 METHODOLOGY**

The study focuses on collecting data regarding the effectiveness of language in communication from both learners and lecturers' perspectives in a university context. Data collection uses a mixed method. An interview is created for the qualitative approach, and the tool's questions are attentively created in accordance with the model variables and research goals. It's used as an efficient tool for collecting data directly face-to-face from the research samples. A random sample of 12 lecturers with management, medical, and engineering specialisations who teach in a foreign language were chosen. Additionally, the qualitative data is collected by the researcher team over a one-month period.

Furthermore, for the quantitative data, a questionnaire is designed for gathering the data from the students. This tool is used to collect data from a large number of research samples efficiently and swiftly. The questions were designed in five categories in accordance with the model variables and research objectives. The survey includes a list of questions and multiple-choice answers. It was designed as a closed-ended question, and respondents

were required to make their selections by checking off options on a list or choosing from a list of options. A random sample of 123 students participated from the colleges of Management, Engineering, and Medicine at different universities, such as Erbil Polytechnic University, Tishk International University, Salahaddin University and University of Kurdistan Hewlêr. All the questions were filled out electronically as it was prepared as a Google form, and the link was shared through social media platforms that are popular in the Kurdistan Region, such as Viber, What's Up, Messenger, emails, and LinkedIn.

The quantitative data is analysed statistically using SPSS and AMOS

software to find the effects and relationships between the research variables. On the other hand, the qualitative data is analysed manually using a thematic approach to extract the interview themes.

#### 4 Discussion and Results

##### 4.1 Quantitative Analysis

##### 4.1.1 Stability coefficient for research variables:

Through Table 1, we determined that the stability coefficient of the research variables fell within the range of 0.758–0.860; the stability coefficient was also calculated for the questionnaire questions as a whole, and its value was found to be 0.852; it is noted that the stability coefficient value that is statistically acceptable should be greater than 0.758. Based on the prior data, we conclude that the elements of the variables and all questionnaire elements had an adequate stability coefficient.

**Table (1): Cronbach's Alpha for study axes**

Study axes	Cronbach's Alpha	N. paragraphs
Teaching process _TP	0.858	4
Language of communication _LC	0.771	3
Learning environments _LE	0.783	3
Multicultural _MC	0.758	4
Cognitive advantages_CA.2	0.860	3
All paragraphs of the questionnaire	0.852	17

## **4.2 Research Hypotheses Test:**

### **4.2.1 Hypothesis 1:**

#### **4.2.1.1 H1A**

In Table (2), which is a matrix of correlation coefficients between variables related to the questioned hypothesis, the researcher discovered the following:

- Depending on the level of statistical significance, there is a positive direct relationship between the teaching process variable (TP) and the learning environment variable (LE), as it had reached (0.000), which was lower than the level of statistical significance that the research assumed, which was (0.05). It is also important to note that the correlation coefficient between the two variables was (0.456), which means that whenever the levels of one of the two variables changed, the levels of the other variable changed as well.
- Based on the level of statistical significance, there is no relationship between the (TP) variable and the cognitive advantage (CA.2) variable because it reached (0.431), which was higher than the level of statistical significance that the study assumed, which is (0.05). As a result, the educational process variable has no relationship with the cognitive advantages variable, rejecting the hypothesis that states there is a relationship between the two variables. In other words, the educational process variable does not adequately explain the potential changes in cognitive advantage levels.

#### **Table(2): Correlation Matrix**

#		TP	LE	CA.1	MC	CA.2
TP	Pearson Correlation	1				
	Sig. (2-tailed)					
LE	Pearson Correlation	.456**	1			
	Sig. (2-tailed)	0.000				
CA.1	Pearson Correlation	.246**	.325**	1		
	Sig. (2-tailed)	0.006	0.000			
MC	Pearson Correlation	.375**	.329**	.660**	1	
	Sig. (2-tailed)	0.000	0.000	0.000		
CA.2	Pearson Correlation	0.072	.206*	.866**	.197*	1
	Sig. (2-tailed)	0.431	0.023	0.000	0.029	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

#### 4.2.1.1.1 Hypothesis 1 H1B

- In order to test the aforementioned hypothesis, Table (3) was used, which represents the analysis of the relationship between the (TP) variable and the mediator variable (LE) with the existence of the upper and lower levels of the modified variable (LC), according to The hypothesis in question, where it was determined that the modified variable represented by (LC) and at its higher levels makes the relationship between the independent variable represented by

(TP) and the intermediating variable represented by (LE) more significant. Whereas the regressive weight of the effect between the independent variable and the mediator was (0.2881) in the absence of the rate variable, the relationship between the independent and mediator variables alters when there are levels of the rate variable. It amounted to (0.2417), and compared to the regressive weight before the presence of the rate variable, it decreased, and thus we find that the relationship has weakened and vice versa, and we conclude the acceptance of the hypothesis, which means that the variable (LC) plays a role in modifying the relationship between the independent variable and the mediator variable, as Shown in Figure (1)

**Table(3) : Moderating Path Coefficient between TP and LE**

Relationship	Moderator	Estimate	sig.	Decision
TP→LE	-----	0.2881	0.0166	Sig.
	LC /High	0.3345	0.0242	Sig.
	LC /Low	0.2417	0.0431	Sig.

**4.2.1.2 Hypothesis 2:**

**4.2.1.2.1 H2A**

According to the level of statistical significance, the (TP) variable and the (LC) have a direct positive relationship because they have reached (0.000), which is lower than the level of statistical significance that the r had assumed. Table (4) represents the correlation matrix, which includes the values of the correlation coefficients between the two variables (TP and LC) and the values of the significant level corresponding to them (0.602). According to this, the levels of the other variable vary by 60% in the same direction whenever the levels of one of the two variables change.

**Table (4): Correlation Matrix**

#	TP	LC
---	----	----

TP	Pearson Correlation	1	
----	---------------------	---	--

	Sig. (2-tailed)		
LC	Pearson Correlation	.602**	1
	Sig. (2-tailed)	0.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### 4.2.1.2.2 (H2B)

In order to test the above hypothesis, Table 5 was used. This table shows an analysis of the relationship between the independent variable (TP) and the dependent variable (LC), with or without upper and lower levels of the modified variable (LE). According to the hypothesis, we can see that the LE variable, at its higher levels, makes the relationship between the independent variable (TP) and the dependent variable (LC) negative. In addition, the regressive weight at the higher levels of the LE variable has weakened the link between the two variables.

As shown in Figure, it was concluded that the LE variable influences the link between the two variables representing the educational environment and the language of communication (2).

**Table (5) : Moderating Path Coefficient between TP and LC**

Relationship	Moderator	Estimate	sig.	Decision
TP→LC	-----	0.4659	0.0002	Sig.
	LE /High	0.4553	0.0004	Sig.
	LE /Low	0.4766	0.0002	Sig.

**4.2.1.3 Hypothesis 3:**

The value of the statistical significance level of the model, which was (0.006), was less than the assumed level of statistical significance, which was (0.05), according to the (F) Test. It was also found that the coefficients of the model, which include the two parameters of the categorical and the parameter of the slope of the regression, were also significant because the peak level of their statistical significance was less than the assumed level of significance, and on the other hand, through the value of the determination coefficient, it was found that the competitive output variable (CA.2) explains 1% of the changes that took place in the educational process (TP), and Table (6) illustrates how other variables not included in the model account for the remaining 99%.

**Table (6) : The effect of Competitive alumnus in the Teaching processes**

R Square	0.060
F Value	7.723
F(Significance)	0.006
Intercept Coefficient	2.325
T (Significance)	0.000
Slope Coefficient	0.343
T (Significance)	0.006

As for the cognitive advantages variable (CA.2), the F test shows that CA.2 doesn't explain the variable (TP) because the level of statistical significance of the model was higher than the level of statistical significance that was assumed. On the other hand, when analysing the model, it was discovered that the parameter of the slope of the regression was not significant, i.e., the CA.2 does not affect the regression, where the value of the level of statistical significance was (0.431), which is greater than the level of significance assumed by the research, and this result supports the



previously mentioned result of the (F) test. As for the significance of the categorical parameter, it was significant since its significance level was less than the assumed significance level, which means that if there were no (CA.2), the (TP) would have attained a constant value of (3,359) units, as shown in the table below:

**Table (7) : The effect of Cognitive advantages in the Teaching processes**

R Square	0.005
F Value	0.624
F(Significance)	0.431
Intercept Coefficient	3.359
T (Significance)	0.000
Slope Coefficient	0.065
T (Significance)	0.431

**4.2.1.4 Hypothesis 4:**

We observe that the competitive Alumni (CA.1) and at its higher levels make the indirect significant relationship between the (TP) and the (LC) variable through the (LE) and vice versa (affects positively, i.e., strengthens the relationship). In other words, the indirect relationship between the variables of the educational process and the language of communication via the educational environment variable and vice versa is stronger the higher the competitive output levels. And as depicted in Figure (3).

Through (LE), the multi-culture variable (MC) and its higher levels make the relationship between the (TP) and the (LC) strong (i.e., strengthen the relationship), and vice versa. In other words, the stronger the indirect relationship between the variables of the educational process and the language of communication through the variables of the educational environment, and vice versa, the greater the levels of multiple cultures. And as depicted in Figure (4).

In addition, we observe that CA.2, at its higher levels, makes the relationship between the TP and the LC weak (negatively affecting, i.e., weakening the relationship), but only slightly. And that is through the LE, but at the lower levels of the multicultural variable, the strength of the relationship changes very slightly in the direction of strengthening the aforementioned relationship, but in a very small way that is almost negligible, and in the presence of the learning environment variable, as depicted in Figure (5).

**4.2.1.5 Hypothesis 5**

This hypothesis was tested using Table 8. It was clear from Table 8 that the LC has an indirect effect on the LE through the TP variable. We know this because the level of statistical significance (Sig.) of the regression weight of the effect of the (LC) on the (LE) through the (TP) variable was (0.0151), which was less than the assumed significance level (0.05). In other words, the role of the TP is to transfer the relationship between the two variables, the language of communication and the educational environment. From the preceding, it is evident that the communication language variable directly explains the majority of the changes occurring in the educational environment variable and indirectly explains another portion via the educational process.

**Table (8): Mediation Path Coefficient**

Path	Estimate with Moderator	sig.	Decision
LC→LE	0.3156	0.0012	Sig.
LC→TP→LE	0.169	0.0151	Sig.

### **4.3 Qualitative Analysis**

#### **4.3.1 Theme One: Role of language communication in the learning process.**

The language of communication facilitates the transfer of knowledge and practise structures from the lecturer to the learner and in the opposite direction. Vitality controls the path to education and knowledge. Once a person has mastered a language, they are able to discover information, acquire essential skills, develop new understanding, and overcome the challenges associated with the learning process, as in A, B, C, and D.

A: "Language is an important means in human daily communication. In regard to the teaching and learning process, language is the chief tool to enhance students' learning. If the teaching language is the same as that of learners' language, it will result in better understanding and participation that is more active from the side of the learners."

B: "Language is the main tool of understanding and learning in the learning process and to improve knowledgeability of the person, also it helps students to become less time consuming in understanding the learning process objects."

C: "language is a tool for reflection and self-expression. Through writing and speaking, students can reflect on what they have learned and communicate their understanding of the material to others."

D: "Language has a significant role in the process of learning, because learning is the process of exchanging thoughts, knowledge and learning."

Participants concentrate specifically on the English language. They claim that because English is a universal language, it provides access to a variety of fields and locations around the globe. Mastering a language from a student's perspective entails acquiring the flexibility and variety of options to guide their learning journey.

F: "The importance of the English language can be noticed in every aspect of our lives. we can say English languages is the language of science, mathematics, technology"

Participants emphasise English. As a global language, it opens doors to many industries and spaces, they say. Students gain flexibility and choice by mastering the language. Unless they learn English first, students can learn and practise their expertise in English. Instead, due to passing pressure, freshmen may prioritise knowledge above language, which shows in their work, as stated in G and H.

G: "Students may need to be proficient in English in order to effectively participate in class and complete their coursework."

H: "Students who do not have good language skills tend to keep the words instead of learning the idea. Thus, affecting the level of knowledge and learning process."

Hence, teaching and learning international languages must be flexible. Depending on the field, students may prefer their native language to master particular expertise in a second or foreign language.

I: "Although the English language is the most important language in the world and it is spoken widely. The mother tongue and other languages should be given as optional for students to make a decision whether to study."

J: "I think it depends on what subject you are studying. Social subjects can be studied in Arabic or in your own language, as they serve different perspectives. while the scientific subject is much better, if taught in the English language, as most of the science textbooks are written in the English language."

#### **4.3.2 Theme two: Availability of learning resources in English language.**

This study found that lecturers who view the language of communication as one of the essential factors in an effective teaching and learning process are more effective in a variety of areas, such as enhancing students' learning, self-expression, and learning resources. They demonstrate that using a foreign language as a means of communication in a teaching and learning environment is a bold and significant move, as native languages may not provide easy access to a large number of materials through a variety of channels and formats. Consequently, it is essential to teach a variety of specialisations in English and to update knowledge and experience using the language's diverse resources. As illustrated in the following:

K: "English language is an important means of communication around the globe. It is the main language of the internet, science and writing. Searching for scientific and academic resources on the electronic libraries, downloading most pdf files and other references are mostly in English language."

L: "We don't have much resources in native language that's why we need to study another language"

Their justification for the curial of the English language is that the provision of diverse essential resources fosters an environment conducive to learning development, such as the generation of new ideas and the pursuit of the most recent learning trends. Here in Kurdistan, it is mostly agreed that since the English language is the dominant mode of communication in the teaching and learning process, as numerous and up-to-date resources are readily available in a variety of formats and at all times; conversely, lecturers and students may have difficulty acquiring required resources when necessary.

M: "English is the leading language in the fields of science, technology and almost other fields of knowledge, it creates an environment for students to have access to a wide range of learning resources."

N: "The variety of resources encourage students to study in different fields and easily generate and build new ideas and keep pace with the global improvement."

O: "There are sufficient resources available in the English language. Thanks to the internet, massive platforms are available that provide sources to students to access and find information."

P: "students in Kurdistan can have access to sufficient learning resources in the English language."

#### **4.3.3 Theme Three: Being Bilingual does not guarantee job opportunities**

Numerous professors believe that teaching foreign languages can assist students in learning a language concurrently with their field of study, allowing them to compete for better job opportunities after graduation. Multinational corporations seek graduates who can add value to the company and communicate effectively with both native and foreign individuals.

Q: "I prefer the employees with multi-language speaking because it helps alumni to have better opportunities to find a job in today's competitive job vacancy market."

R: "Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad."

And throughout their curriculum, they encourage students to speak more than just English as a second language, since many local groups need their members to be able to talk to each other in more than one language. Consequently, both professors and students must be able to

change and adapt when making the curriculum and taking the different required courses.

S: “many businesses hire bilingual and multilingual employees to reach customers who prefer to communicate in languages other than English. Others, such as healthcare centers, hospitals, and state and local governments, seek multilingual speakers to comply with laws and regulations.”

In contrast to the quantitative section of this study, the qualitative section reveals that bilingualism is not the only way to enhance employment opportunities. Professors believe that learning multiple languages is not the primary reason for employment opportunities but rather a factor for enhancing students' knowledge and experience, which consequently improves their employment opportunities. In addition to knowledge, IT skills, and teamwork, graduates need additional essential skills to perform their jobs successfully, such as information technology (IT) expertise.

T: “Bilingual people have better chances than others to find a job but not in all cases, in some scientific fields, language is very important, while in other fields maybe it is not that important.

#### **4.3.4 Theme Four: Being bilingual or multilingual helps alumni to communicate efficiently at work place.**

Some academics believe that effective communication is necessary in the workplace. It can have a significant impact on teamwork effectiveness, particularly in occupational communities. Moreover, bilingual graduates are able to handle professional communication tasks in diverse contexts as they are aware of the different cultural origins of the languages they speak, as shown in U, V, and X.

U: “Communication in the work environment has a direct connection with the language one knows” V: “It helps more especially in some organisation with multi diversity human resources.”

X: “Alumni can easily communicate especially when they are bilingual”

In addition, as shown in Y, bilingual graduates may have diverse cultural backgrounds and communication skills, but they require continuous practise to gain the experience necessary to overcome the challenges they will subsequently face in the workplace.

Y: “Effective communication is a combination of various skills, including active listening, clear and concise speaking, empathy, and the ability to adapt communication style to different people and situations.

Developing these skills takes time and practice, so even if someone has

good communication skills in general, they may still face challenges in a new work environment. “

#### **4.3.5 Theme Five: Significance of Alumni’s learning technical language at work environment.**

The data appears in Z, AA, and AB, indicating that learning technical language is one of the essential skills that university students must study, as they practise it in job contexts when required. Alumni with strong technical language proficiency can engage in a variety of work tasks, including emailing, meeting discussions, and writing memos and reports. However, they can improve their language input by gaining more experience. The more efficiently they complete work tasks, the more their language and experience improve, even if they have been out of the workforce for some time after graduation, as shown in AC.

Z: “Rehearsing technical language can be a valuable exercise for alumni, helping them maintain their knowledge and skills, and stay current in their field.”

AA: “The technical language learned in a job context can certainly be beneficial for alumni in the future.

AB: “The development of the student's language related to any of the different fields of work is closely related to the period for working in that field. In the future, with a short time of reworking in their previous field, they can easily regain knowledge in their previous field of job.”

AC: “Work environment helps the alumni to learn more and increase the level of personal knowledge, and the level of technical language depends on the type of them and personal ability and capability to stay and learn the job language context.”

#### **4.3.6 Theme Six: Maintaining nonverbal language in regard to cultural differences.**

Some faculty members emphasize the significance of nonverbal communication in the workplace. In college courses, students must acquire the requisite competencies. On the other hand, teaching staff must take nonverbal language into account when designing course syllabi, particularly for language courses, as it constitutes a significant portion of graduates' communication abilities in the workplace, as in AD, AE, and AF. On the other hand, some others believe that bilingual alumni can successfully maintain nonverbal language in various contexts since they have received a good cultural background with the languages that they have mastered in AG.

AD: "If the alumni have a good language skill it will be easy for them to send and receive different kinds of messages related to work environment context."

AE: "the interest of employers and business owners in opening training courses for employees to learn about cultures that differ from their mother cultures."

AF: "it is important for them to be aware of and understand the cultural differences in nonverbal communication."

AG: "If the alumni have a good language skill it will be easy for them to send and receive different kinds of messages related to work environment context."

### **Conclusion**

The teaching process is an important part of learning environments, especially when it comes to dividing up tasks and responsibilities and giving alumni, people from different cultures, and people with different kinds of brains advantages. Teaching is essential for delivering an efficient and effective language of communication, instruction, and programmes, ensuring student satisfaction, and developing problem-solving and decision-making abilities. This study looks at the effects of language on classroom instruction and student learning. It examines the language influences on student learning and how bilingualism and multilingualism help alumni. Moreover, it shows that nonverbal language skills boost alumni competitiveness, and they can give and receive nonverbal messages in a multicultural setting. According to the findings, students understood how important communication language is to their learning environment, future work prospects, and multicultural intelligence. The results also revealed a wide range of advantages linked to the adoption of English-language instruction and programmes, such as raising the professionalism of the teaching staff, increasing student learning resources, enhancing students' self-confidence and self-awareness, and helping students become competitive graduates. The professors' work was found to be hampered by a number of issues, including large class sizes, individual differences, class design, and a lack of support from the educational institution.

Also, the research shows that the teaching method has a big effect on how highly competitive graduates turn out to be. Executives in universities need to have a clear strategic plan and goals in order to improve the teaching process, the learning environment, and the language used to communicate. For a great learning environment and competitive graduates, the right way to teach is needed. Effective teaching processes and strategies are needed to get better results from graduates who are competitive and have multi-cultural and cognitive



advantages around the world.

### **Recommendation**

- Revolutionary efforts needed from the part of Ministry of Higher Education & Scientific Research for improving the learning environment in terms of instruction & program by breaking the classical frame and trying out the newest teaching techniques.
- Academics and lecturers must make drastic changes to students' language conceptualization, as learning languages is a gate of knowledge attainment and improvement, rather than job opportunities.
- The need of refining curriculum by the directorate and committees of programs in terms of inserting technical languages in various studying fields.
- Students need to be provided with sufficient non-verbal courses like the verbal language in various specializations from the university training unit.
- Students need to be provided by cultural sensitivity and cultural awareness courses alike the various subject specializations from the university training unit.

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