

ESP for economy and business: A critical needs analysis of English language teaching in today's market economy in Algeria



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ABSTRACT

Some decades ago, Algeria began a transformation from a planned economy to a market economy, for which English became a requirement. The Algerian government believes that promoting English language learning is an attempt to become competitive globally. This emphasis on English resulted in various curricular reforms influenced by economic globalization. The nation attempted to shape its educational systems to provide the skills for a growing global economy. Through this contribution, we believe that contributors must rethink English in education, employment, social status, and financial development. Moreover, in pedagogy, it is better to shift from ESP to teaching TEGCOM (Teaching English for Globalized Communication), allowing interaction between global forces in specific socio-cultural contexts. Therefore, in working together, the Algerian contributors can prove their English ownership and exercise their agency in their different market creative practices.



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1. Introduction

With the fast changes brought about by globalization and technological development, Teaching English as a Foreign Language (TEFL) professionals need to understand current socio-economic factors and their influence on English language teaching and learning. However, we argue that the increasing dominance of the English language in the market economy calls for the Algerian's higher education stakeholders to consider an issue that needs much attention [1], [2]. The industrial societies of the past are giving way to a new post-industrial economic profile based on globalized manufacturing and commercial exchanges. The application of science, technology, and information management as the key elements of productivity and economic growth, and continuous growing inequality between countries. Control technological and media resources and countries which are new in traducing them into their different economic field in general and in education in particular. These new global economic principles, termed informationally by Castells [3]. According to current higher education situations, to be reconsidered not only because of the mobility the new educational reforms offer [4], but to meet both needs: the needs of the socio-economic stakeholders and the learners' future professional requirements [5]. This paper tackles the main issues related to the target theme and presents evidence of the teaching and learning EFL current syllabuses implemented since the introduction of the LMD system in Algerian higher education. The LMD reform [6] was launched as a pilot scheme in the Algerian universities during 2003-2004. Three years after implementing the first cycle (Licence degree) and at the time of the implementation of the second cycle (Master degree).

Moreover, because of the importance of the English language embedded in teaching and learning English for specific purposes (ESP), it gradually becomes the language that vehicles communications in the global media and businesses. ESP still extends its reach into new domains throughout the world to best meet the economic and social imperatives of functioning in different world regions [7]. As this new stage of global capitalism expands and develops especially this last decade of the 21st century, the English language teaching profession constantly encounters new challenges influencing thus the English language teaching, which seems to be caught in a real dilemma related to (1) global English's (2) employment patterns, and (3) technology. As Castells put it, "we are not living in a global village, but in customized cottages globally produced and locally distributed" [2]. We are quite aware of the worldwide phenomenon which is gaining spaces at a vertiginous rate in the scale of all the nations. However, different positions and thoughts have been expressed so far regarding "Globalization." Its requirements regarding the human sources, the tools to put at its conveniences, the linguistic patterns, and the teaching/learning contents should meet both sides need (the needs of the economic sector and the pedagogical ones). We must admit according to the thoughts that, whether we like it or not, globalization is the key driving force behind the rapid social, political, economic, and cultural changes which are reshaping modern societies and world order [8], [9].

In addition, no matter what position one may take, there is no denying that the globalization process also influences culture in the whole world and each nation. According to Robertson and White [10], culture per se is also a complex whole, including knowledge, belief, art, law, custom, and any other capabilities and habits acquired by man as a member of society. Language, which is a part of the culture and an important conveyor of the different cultural elements, will be changed or influenced by other agents of globalization and further reflects changes on other social domains like the economic, the social, and the political. With the development of modern technology, especially information and communication technology, more and more business transactions, social communication, and international issues can be conducted more easily and quickly, mainly through languages. What language can be the dominating lingua franca in this trend? It was evident that more frequently, European languages like English, French, Germany are chosen as the lingua franca in international communication [11].

According to Devoir's research data in 1997, about 84% of the internet resources are presented in English [2]. There is no exception in Algeria. Mainly English and several other foreign languages are required to be learned by schools at different levels. English ranks the top in most non-English speaking countries as the priority for foreign language learning. Why does only English seem to become a universal language in the process of globalization? Various explanations can be searched in the literature. Pells attributes the straightforward structure and grammar of English as the most significant advantages to the wide acceptance of English and American culture [12]. Media and international organizations convey economic globalization, and the economic dominance of the US is the essential reason. However, suppose these instances can be used to explain the spread of English in Algeria. In that case, they may also justify the authorities' eagerness to implement ESP-Curricula-based in most educational institutions and encourage private schools to emerge with purely English language programs on Business, accountancy, management, and economic and commercial correspondence teaching and learning.

In the era of the knowledge economy, English as a foreign language is not only a form of knowledge, but it also becomes the primary resource of the economy in the special linguistic realm of Algeria. Language competence can enhance worker's employability as a high communication skill; language teaching, as marketable knowledge, has become a valuable trend for learners. Therefore, language as knowledge creates and extracts more economic values in the globalization context. In the new world economy market in its general facet and Algeria, linguistic competence is also transferred from an academic subject into a modern commodity. Due to the tremendous and important number of language learning demands from adults, a big market emerges, and a great deficiency appears in the working market. Language teachers, especially teachers of English versed in ESP, are more and more recommended to cement the profession which targets specific economic needs and to train professionals in the required field. As aforementioned, training schools for the specific economy and business purposes are emerging such mushrooms.

Many international organizations and private businesses increasingly recognize the market potentials of English training businesses. According to the investigation conducted previously in the local region, Bejaia, Algeria, some 30 private schools, in addition to the department of English, at the

University of Bejaia, value English language training in the market field and economy because English scores are of great importance for them and is the communication key to engage into the global markets. 'The most valuable of all capital is that invested in human beings. In the era of the knowledge economy, English as a foreign language learning has become an invisible investment for increasing human capital at the national and individual levels. Having realized the significance and importance of English, especially its economic productivity in the international field [13], [14]. The Algerian government increasingly focuses on English teaching in the education system from intermediate school to university. It presents it as a compulsory subject with different national curriculum frameworks for English teaching.

On the other hand, from the pedagogic perspective, EFL learners generally hold a very positive attitude toward English learning. A common phenomenon among these learners and university students is that they would like to take extra English classes out of school during weekends and holidays to establish good basics to achieve bilingualism (French and English in addition to the national languages: Arabic and Tamazight). Moreover, the university students' good English ability or bilingualism will add value to their 'linguistic capital' in Bourdieu's term [15], [16]. In other words, those who can speak good English or have high English qualifications will be capable of doing high-skilled jobs or taking high positions. This undoubtedly means 'linguistic capital,' which will increase their employability and be well rewarded financially. Another reason for the spread of learning English is the motivation to go abroad to study. The target countries for their study are always the English-speaking countries like the US, Britain, Canada, etc. The linguistic knowledge study is disseminated nationally and internationally. Therefore, globalization changes people's motivation to learn English for economic reasons, and bilingual competence as an important communication skill represents valuable 'linguistic capital,' which can further credit 'human capital' in market competition.

According to Mark Warschauer [17],

"Informational has given rise to economic, social, and cultural dynamics which are very different than those of the industrial area and which are shaped by an overriding contradiction between the power of global networks and the struggle for local identity (Barber, 1995; Castells, 1996; Friedman, 1999). Simply put, people's lives are increasingly affected by international networks operating via financial markets, transnational corporations, and the Internet, which impinge on traditional seats of authority and meaning, such as family, patriarchy, and nation. In response to the increased power of global networks, people--as individuals and in collectives--struggle to assert control over their identity and defend what they see as essential of their self."

Therefore, we admit that even though the term "informational" seems very new to the Algerian knowledge, it has already had an important impact on the field of teaching English as a foreign language. One of its consequences is the dominance of the communicative approach within the field of English language teaching. The increased global contact brought about in the new network society through international tourism, business, scientific exchange, and media places a premium on communication in a lingua franca. The communicative approach on functional interaction, rather than on achieving native-like perfection, corresponds to the imperatives of the new society, in which English is shared among many groups of non-native speakers. Using English as an additional language, this trend toward multinational integration has witnessed the furthest and fastest changes in the Algerian leading education institutions. Thus the shift toward communicative language teaching is expressed and taught at high-speed rates, especially in private schools. Furthermore, as this new stage of global capitalism expands and develops, new challenges are posed to the English language teaching profession.

We strongly believe that the struggle between global networks and local identity presents a severe challenge for the Algerian society in general and the educational institutions in particular as the increasing numbers of the Algerian people turn continuously to English as a requirement of international communication emphasizing their local variety of English expressing more or less their tendency to either American or British English accents standardized norms in order to project their identity and values. This is true in many cases. Perhaps most interestingly, the growing prominence of regional and local varieties of English has several implications for English teaching in the 21st century. First, English teachers need to re-conceptualize how they conceive the link between language and culture. As a Taiwanese educator proclaimed at a conference of English teachers in Taipei in 1997 [18],

Why do our students learn in their English classes to talk about the British parliament but not about our local government institutions? Why do they learn to talk about British media and cultural artifacts but not about Chinese forms of media and cultural expression? (Quoted in Warschauer, in press-a)

Culture remains an integral part of language learning. Still, our approach toward culture must become multi-faceted, considering the diverse cultures of the many people who speak English worldwide. There is no single formula for how to handle issues of culture in teaching. Teachers need to vary their approach based on the audiences being taught and their purposes in learning English and focusing on their learners' needs. This will impact the way we think about syntactic, lexical, and phonetic standards and the great importance teachers place on using "correct" language. It is also important for English language practitioners to consider the social, economic, cultural, and linguistic consequences of the global spread of English. However, it would also be odd to think that English is an entirely neutral tool without its weight. Instead, as Pennycook points out [19],

English carries a set of ideologies, values, and norms based on the history of its development and use. The spread of English thus privileges certain groups of people (including native speakers and non-native elites who have the opportunity to master it well) and may harm others who have less opportunity to learn it.

The need for highly advanced communication skills in English is also shaping adult education in Algeria. Recently, ESP courses are drastically taken by workers from different fields, mainly from maritime transaction import/export agencies, hydrofoils companies. They openly expressed their needs to communicate on a functional basis without a problem and needs to more sophisticated communication skills to carry out their work. Because of these needs, many private schools offering Specific English formations are trying to increase "thinking skills" in their education. As Fairclough [20] points out, it is perhaps more useful "to conceive of teaching people to think as teaching people to argue" in other words, equipping them with the skills to communicate clearly and forcefully enough to convince others of their views. Sophisticated skills of argumentation and persuasion may not readily emerge from the syntactic syllabi or basic functional syllabi evident in most English classes. Instead, new project-based approaches must be found to provide EFL/ESP students with the opportunity to learn and practice analytic problem-solving and argumentation needed in English because they compete for better jobs in society.

In addition to this, these kinds of skills are increasingly incorporated into vocational public high and private schools that train such individuals. However, it may seem unpleasant to praise a future world of English teaching whereby a more privileged group of students learns how to critique literature and produce multimedia reports. In contrast, the bulk of students focus on narrow vocational skills. This is, therefore, the unequal state of education in the informational era. English language educators need to be aware of this inequality and to consider how they can challenge it by promoting curricula that allow all learners of English the opportunity to critically think about their environment and express their own identity and views.

2. Method

The thrust of this analysis is demonstrated in the theoretical first part but focuses on the methodological profile as well (see Fig 1). It has been reported that there is already a wealth description about the host number of EFL learners enrolled either in public or private schools. Whether these education institutions deliver higher degree achievements or simply EFL cognitive knowledge reinforcements in the target field: "English for Economy and Business Purposes." Furthermore, the main usefulness of an economic perspective on EFL in Algeria seems particularly well-suited to the aims targeted by the country: "preparing citizenship and individuals to cope with the industrialized world and enable mobility in the market economy." Therefore, the devoted efforts to offer effective and efficient EFL teaching and learning processes are to achieve capacities to formulate, document, and compare with worldwide economic concepts and assist in decision making.

However, it is essential to focus on the economic tools and the endeavor, which is not a screw as it is purely related to the interdisciplinary field. So much so, regarded as a "human capital," teaching and learning English for Economic and Business purposes, must be appropriately linked to education economics where language skills can be interpreted as such. The second part of the paper seeks to

gather valid and reliable information embedded in three main-scale questionnaires addressed to EFL teachers, private school's main responsible and principal economy stakeholders, and personnel chiefs.

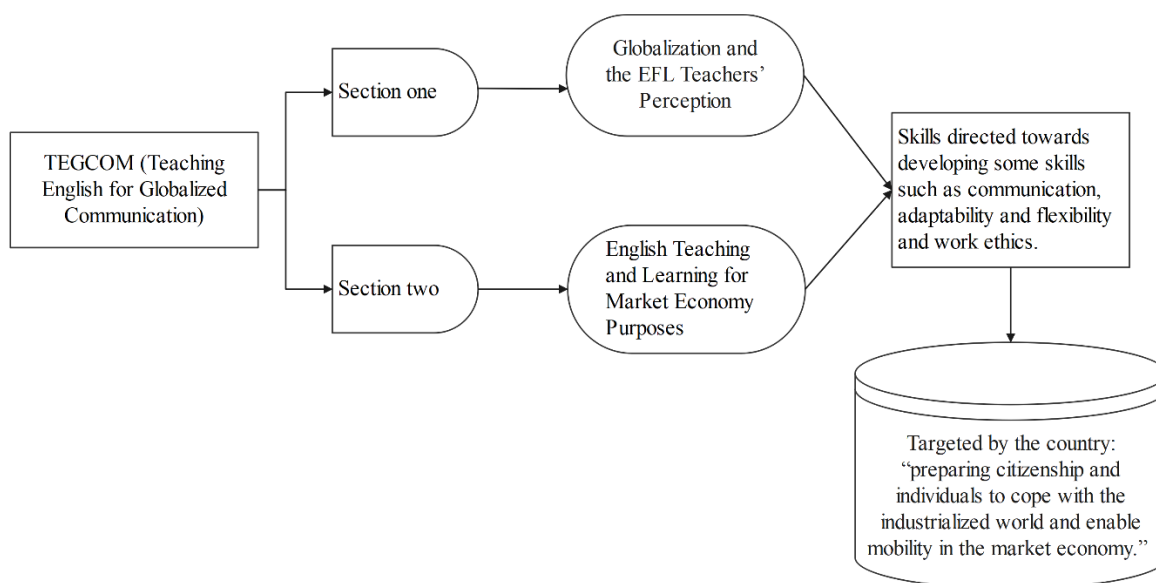


Fig. 1. Research flow chart

Based on the language in use analysis in the field of research, the present work documents the general and current EFL teaching and learning situation integrating the main aforementioned contributions and actors in the researcher's main town, Bejaia, with an eye to evaluate and assess the role of the restricted language maintenance as a factor of regional economic vitality to enable individual learners to engage into a teaching/learning process as a practical explanatory issue in economic models of development and progress in Algeria; bearing in mind that production, consumption, and exchange of "language goods" and "languages services" taught and learned in books, courses, action research, and curricula constitute a significant part of the language of Economy and business. As expressed by Grin [21]–[23]:

"(...) a systematic, rational, theoretical-based effort at the societal level to modify the linguistic environment with a view to increasing aggregate welfare. It is typically conducted by official bodies or their surrogates and aimed at part or all of the population living under their jurisdiction."

As stated before, three (03) kinds of questionnaires have been addressed to our informants. Each of the three questionnaires has been directed to each participant's specialization and profile of interest. (1) The EFL teachers questionnaire has been designed to gather data about the target language genre, the in-class English use, the content-based teaching and learning process, the teaching and learning methods and approaches adopted, the teaching and learning sources and materials, the teaching training contents and practices, and mainly the respect of the learners' needs for English of Economy and Business purposes learning process. (2) The private school's questionnaire seeks reliable data related to the why is, how's, what is, and whose teaching and framing learners are in English for Economic and Business purposes. (3) The third questionnaire, however, eagerly addresses the economic principle stakeholders and personnel chiefs. It thus seeks data on different key points related to the market economy, its importance, and the challenges and dangers it represents. It is also designed to collect information on professional skills in the mentioned domain, the specialized language teachers' abilities and criteria, and the field is teaching contents' requirements.

3. Results and Discussion

3.1. Section One: Globalization and the EFL Teachers' Perception

"Globalization is the diffusion of Western Modernity." What could be your perception, comments, beliefs, and attitudes related to the citation? (1) Globalization is the result of interaction between

different countries, and since the western nations are considered leaders in many fields, this resulted in the diffusion of Western Modernity. (2) Yes, indeed, globalization started from western regions and spread in the world by bringing the western way of life, of thinking, of working, practices, values, and technology that influence people's lives worldwide-that is modernity-. However, I do believe that we have brought, at least, a small contribution to this globalization since it touches every field such as trade, economy, education, culture. (3) I chime in with what is being said in the citation. The world nowadays is influenced by globalization which is propagated due to the influence of Western cultures. The development of media and technology and the need for business exchange across cultures. The English language becomes the tool for the global market.

Interpretation. It seems from our informant's reactions and responses related to the given quotation that the ideas expressed coordinately as they all reflected the same behavior even if the words used varied from one informant to another. It is worth mentioning that they all saw that "Globalization" brought fundamental changes to the world. This had influenced the world communities in their standard of life and even in the cultural, environmental, economic, and political fields. Nowadays witness drastic changes, especially in the educational systems as most of the world education reforms target some world concepts based on mobility and the teaching and learning processes-ESP based on promoting English for professional purposes, which aims to reduce the impact of the academic ones. In addition to these concepts, one major objective of globalization has always been to connect the world as one interrelated community and to blend the education systems with new revolutionary and technological tools to meet first the individual learners' needs and the world's needs too.

"Globalization is the overwhelming impact of global economic process related to production, consumption, trade, capital flow, and monetary interdependence." To which extent do you agree or disagree with this reality? Could you illustrate with valid instances? (1) I agree with the statement because this wave of globalization resulted from a "new" economic process that emerged in the last decades based mainly on economic development, which opened doors for investment. Another factor is related to the development in the field of technology. Furthermore, we can also observe a new way of consumption. This last point is well illustrated in our way of life for example years ago in an average Algerian family we can find only one car for all the members. Still, nowadays, we can find two or more cars in the same family because we have adopted new habits which resulted from a new way of consumption. (2) Of course, but not only since technology has been the other principal driver of globalization and foreign languages education was and is the source of international communication that led this global economic process possible. (3) I strongly agree, and an example was the emergence of intercultural communication in the Post War 2 Era when the US wanted to rule the world. At that time, there was a need for exchanging goods across cultures. Therefore, they established a Foreign Language Institute, which Edward Hall managed and other prominent anthropologists to help people communicate through English.

Interpretation. We agree jointly with our respondents' positions and points of view. For instance, in the economy, multi-international conventions and agreements have been signed to build up a parallel- market economy unified by the same monetary regime. Another witnessing instance has been highlighted in education: the reforms, the scholarships, and the human resources motilities'. Limiting our examples to these major and key fields, according to the higher education's experiments on the new implemented and structured reform, much more effort must be done. These efforts must be directed to syllabus and curriculum designers to meet the world's economic needs and the learners' specific language needs and expectations. Furthermore, practitioners, teachers, and instructors need to be trained and formed in the specified and specific field, which globally answers the main questions on how, when, and what to teach and instruct.

To questions three and four are as follows: Conceived as social activities, has Globalization governed local institutions (Algerian local business, national government, and native culture)? 4. If your answer is yes, would you please document wealthily your perception? Most of our respondents answered, "Yes, arguing that to be accepted by the international community and to cope with the rapid changes the world witnesses, Algeria was obliged to review its policy, economy, and business. For example, the importance of football in Algeria has shifted since the independence to become a part of the transition process towards a market economy. Foreign languages, especially English, have received colossal importance in our country with the educational reforms of 2002. Therefore, most of the Algerian local business, national government, and native culture have been influenced by globalization. Starting with the local business, we can notice the emergence of companies that took

the name of foreign cultures, such as Saipem Contracting Algeria SPA, Dywidag International GMBH...etc. For the national government, we can see that we cooperate with many foreign countries, and the LMD system is an example. As far as the native culture is concerned, we observe that most Algerians follow foreign cultures in terms of clothes, behavior, and even religion. The respondents illustrated their declarations with the example of adopting the Western systems at all levels; we follow French politics, adopted the British LMD system, adhering to the international economic rules, etc. As for culture, we started losing identity and see our youth lost between western fashion, music; cinema, and this led to the massive wish of youth to go abroad (about 60% of the youth)

The second section is concerned with the University teachers and EFL Teaching and Learning processes. The questions directed our participants towards teaching the English language for targeted purposes, which are embedded in "Economy and Business." The questions are presented as follows: (1) As high-level teachers, do you honestly feel you are skilled enough to engage in the field of the teaching Economy fully? (2) If yes, that's alright as you perform appropriately and adequately your teaching for defined purposes with decisions in mind as your target aims are to meet the needs of your learners and deliver courses on both theoretical and practical scales. You may, however, list some of the difficulties you encounter (ed) as a teacher. Please do not refer to teaching and learning materials or sources as this part will be investigated apart. (3) If No, would you please, highlight the main hindrances /difficulties to permit a more comprehensive and in-depth analysis of the situation? (4) According to the English department at the University of Bejaia main directors and to the officially agreed document (cahier des charges), there existed a curriculum related to English for Specific Purposes. Who were the syllabuses designers of this specificity? (5) What main subjects (credits) were taught and learned? Were they officially structured? (6) What were the credits meant to cover and satisfy? (7) Who took these credits in charge?

According to this document, was there any economic sector contribution apart from signing conventions? We are main whether the sectors expressed their particular needs to form students contributing with suggested useful subjects to teach and learn. First, Please amplify your answers (Yes/ No) with arguments and comments. Second, Where did your ESP students land as soon as they covered their University instructions? If not in their target specification, why was that so? Section Three: English Teaching and Learning for Market Economy Purposes. First, Have you already managed any language trainings in the field (ESP)? Second, What were the main elements to consider in training (ESP)? Third, Where did your ESP students cover their training sessions? Four, Who supervised this training? Five, Were these training beneficial to your ESP students? Did they prepare them for any professional endeavor?

Have you already thought of Teaching English for Globalized Communication (TEGC) instead of teaching ESP? Would you further your answer (whether yes or no) explains the why, the how, the who (teachers and learners), and of course, then what? According to the points we eagerly want to analyze and interpret, this last question mirrors the important role of teaching and learning English for Specific Economy and Business Purposes. We undoubtedly must raise key issues about teaching two cultures simultaneously: economy culture and language culture. So much so, do you think that teaching and learning the target language within the target fields in a foreign context (Algeria) can alienate the national culture and identity? Please, would you provide us with answers on how, why, and what for?

For the needs of our study, which is investigating facts and looking for evidence that could maintain the ideas of teaching competencies and skills in the target language specifications, or reject them because there are no solid foundations so as to meet the criteria required for the purposes, we have been astounded to read our participants' answers as all of them declared that they were not skilled enough to teach this specific language. They argued that teachers for any language devoted to specific purposes should be equipped with some knowledge about the economy as an ESP teacher. Whatever the branch is (economy, sciences, computing) should have two hats: one for an English teacher with knowledge about this language and another teacher of the economy with knowledge about this specific branch. According to them, at a given time when the LMD system was integrated at the University, considering the University of Bejaia as the piloting higher institution amongst four others, the syllabus for ESP was structured around: English for business, English for tourism, Legislation translation, English for medicine.

Unfortunately, these specific fields were covered by part-time teachers thinking that everything was based on theory as there was no practice since there was a gap between the academic institutions,

i.e., the university and the economic sector. Moreover, there was no rigorous needs analysis concerning the purposes of this curriculum and the needs of the students, which urged them to complete their training curriculum in some schools teaching general English, or, at least in shipping consignment companies as “CORFAFA” limiting thus the needed training period which hindered them from being enough acquainted by the language itself and the different cultural behaviors related to the target language specifications.

3.2. Section Two: Globalization and the EFL Teachers' Perception.

If No, would you please, highlight the main hindrances /difficulties in permitting a wider and in-depth analysis of the situation? What were the main subjects (credits) taught and learned? Were they officially structured? What were the credits meant to cover and satisfy? Who took these credits in charge? According to this document, was there any economic sector contribution apart from signing conventions? We are main whether the sectors expressed their needs to form students contributing with suggested useful subjects to teach and learn. Yes/, No/ Please amplify your answers (Yes/ No) with arguments and comments. Where did your ESP students land as soon as they covered their University instructions? If not in their target specification, why was that so? To the questions above, most of the respondents could not provide us with valid and reliable answers. This can be interpreted through different facets. There were no syllabus designers. Only teachers could do with some suggested teaching units, or ESP was taught theoretically how it had been described in some authors' books, mainly Hutchinson's and Waters'. This truth leads us to reveal that our students' training in English for specific purposes could not be appropriately and adequately be achieved.

3.3. Section Three: English Teaching and Learning for Market Economy Purposes

Have you already managed any language trainings in the field (ESP)? What were the main elements to consider in training (ESP)? Where did your ESP students cover their training sessions? Who supervised this training? Were these training beneficial to your ESP students? Did they prepare them for any professional endeavor? Have you already thought of Teaching English for Globalized Communication (TEGC) instead of teaching ESP? Yes/ No/ Would you further your answer (whether yes or no) explains the why, the how, the who (teachers and learners), and of course, then what? Analysis and interpretation of the answers: To our great surprise, the above questions had met no answers. This kind of situation may urge us to think that the role of both actors: educational institutions and the economic sectors, could not find any agreement to launch such formations. Moreover, we can think that studying a language for specific purposes does not differ from any general purposes language teaching and learning. Therefore, can we still claim the need for teaching a language for the nation's specific purposes? According to the points we eagerly want to analyze and interpret, this last question mirrors the important role of teaching and learning English for Specific Economy and Business Purposes. We undoubtedly have to raise key issues about teaching two cultures simultaneously: economy culture and language culture. So much so, do you think that teaching and learning the target language within the target fields in a foreign context (Algeria) can alienate the national culture and identity? Please, would you provide us with answers on how, why, and what for?

To this question, most of the participants think that teaching these cultures hand in hand with the Algerian economic culture would be a step for the Algerian economy progress because we, as Algerians are influenced, in many ways, by, especially, the English culture and we tend to adopt many social conceptions, so why not involving the economic ones? This can raise the awareness of both teachers and students of the differences and similarities between the two cultures. This can be done through animating workshops and conferences. So much so, before concluding this paper, we believe that today's global economy demands highly educated citizens who master many required skills such as critical thinking, adaptability, and communication [23]. We are aware that this demand is affected by several trends and challenges, such as the development of information and communication technologies (ICT), automation, globalization changes, workplace change, and employers' increased expectations. In other words, well-balanced and logical thinking and developed communication skills are greatly recommended, too [24]. ICT and innovation are continuously developing, making the work fields more complex and challenging. Therefore, it is increasingly critical for students to learn these new millennium skills to appropriately adapt to the new business environment and ensure success in the current highly competitive workplace.

The current century skills involve knowledge, skills, work habits, and character traits that are important to today's world. Stakeholders such as educators, higher education professors, and

employers believe that these skills are necessary as they are constantly applied throughout the student's life, whether in an educational, career, or civic setting. The Glossary of Education Reform [25]. Furthermore, teaching and learning a language for specific purposes is an end to start a new and challenging adventure teacher, and learners must consider. These challenges require much risk-taking, determination, and decision-making as the final station towards skillfulness, success, and development cannot be reached without these meaningful ingredients.

Before deciding on teaching ESP for Economy and Business (see Table 1), we have to think logically and critically. We can ask the following questions: (1) What are the most important skills and competencies from the employer's and business teachers' perspectives that students need to develop in the global economy? (2) Is there a gap or any compatibility between the skills learned for business and economic purposes and the skills required by employers? The ESP students' future careers employers and ESP for the economy and business teachers have different views of many of the skills that their students need to acquire. Some of the focus is directed towards developing skills such as communication, adaptability, flexibility, and work ethics [26], [27]. We do agree with this suggestion, but there are other skills we must take into consideration.

Table 1. The ESP students' future careers employers and ESP for the economy and business teachers

The ESP students' future careers employers	ESP for the economy and business teachers
Work Readiness Skills	Basic/Fundamental skills
People-Related Skills	Technical Skills
Interpersonal Skills	Knowledge in the Specialized Area
Communications (Oral & Written)	Conceptual/Thinking Skills
Collaboration/Teamwork	Critical Thinking/Problem Solving
Personal Skills	Analytic Thinking
Adaptability/Flexibility	Planning and Organizing
Leadership	Decision-Making
Professionalism	Information Technology
Work Ethics	Business Skills
Voluntarism	Creative Thinking/Innovation
Social Responsibility	Global Business
Hard Skills	Multicultural awareness
Business Skills	
Dealing With Real-World Problems	
Creative Thinking/Innovation	
Global Business	
Multicultural awareness	

Adapted from: Khaled Alshare, Qatar University Maysoun F Sewailem, Qatar University

4. Conclusion

The undertaking is of great interest to different actors, mainly teachers, and policymakers. It is indeed of interest for the portion of people who target a deep understanding of the relation between education and work and the role they both must play as they are interrelated. Moreover, this paper raises the teachers' awareness of skills and competencies to integrate with the target language syllabus. As described in the tabular form, the recommendations require the partnership, consolidation, coordination, and participation of all actors. Moreover, the government stakeholders can bridge the gap between the different actors by funding "skills development" programs and implementing remedial reforms in educational institutions.

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