# การประเมินทางภาษา: บทบาทของการสอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ (ESP) ที่มีต่อสถานประกอบการพาณิชย์และอุตสาหกรรม

# Language Audit: Mapping the Role of English for Specific Purposes (ESP) in Commercial and Industrial Enterprises

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## บทคัดย่อ

การสอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ (ESP: English for Specific Purposes) ถือเป็นแนวทางการสอนที่ออกแบบมาเพื่อรองรับความต้องการด้านการเรียนภาษาที่เฉพาะเจาะจงในสายอาชีพต่าง ๆ เน้นหนักในด้านการใช้ภาษาตามบริบทมากกว่าการสอนด้านไวยากรณ์และโครงสร้างแบบดั้งเดิม งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ระหว่างความต้องการแรงงานที่มีความสามารถทางภาษาอังกฤษในสถานประกอบการและองค์ประกอบของหลักสูตรภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ ผู้วิจัยเก็บข้อมูลจากนักศึกษา 160 คนและผู้ชำนาญการด้านอุตสาหกรรม 12 คน ผ่านแบบสอบถามและการสัมภาษณ์ การวัดผลดำเนินการผ่านการประเมินแบบก่อนและหลังเรียน การทดสอบสถานการณ์จำลอง การนำเสนอที่บันทึกวิดีโอ และการประเมินโดยผู้เชี่ยวชาญจากภาคอุตสาหกรรมผลการวิจัยพบว่าหลักสูตรการสอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ มีความสอดคล้องกับสมรรถนะด้านการสื่อสารที่ภาคธุรกิจต้องการ ผู้เรียนมีพัฒนาการโดดเด่นใน 5 ด้าน ได้แก่ (1) ทักษะการสื่อสารเชิงเทคนิคเฉพาะทางโดยนักศึกษาสามารถใช้คำศัพท์เฉพาะทางได้อย่างถูกต้องเพิ่มขึ้น 68%(2) ทักษะการเจรจาต่อรองทางธุรกิจซึ่งพัฒนาขึ้น 42%(3) ความสามารถในการนำเสนอข้อมูลทางวิชาชีพ โดยคะแนนประเมินจากผู้เชี่ยวชาญเพิ่มขึ้น 56%(4) ทักษะการเขียนเอกสารทางวิชาชีพที่มีประสิทธิภาพ ซึ่งแสดงพัฒนาการเพิ่มขึ้น 61% เมื่อเทียบกับก่อนเข้าร่วมโปรแกรม และ (5) ทักษะการประชุมเชิงธุรกิจทั้งแบบเผชิญหน้าและออนไลน์ ที่มีอัตราความสำเร็จในการสื่อสารเพิ่มขึ้น 47% นอกจากนี้ ยังพัฒนาทักษะการคิดวิเคราะห์เชิงวิชาชีพ การแก้ปัญหา ความเข้าใจวัฒนธรรมการทำงานข้ามชาติ และความยืดหยุ่นในการปรับตัว

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ข้อคิดเห็นจากภาคอุตสาหกรรมชี้ว่าบัณฑิตที่ผ่านการเรียนการสอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะร้อยละ 83 มีความพร้อมในการปฏิบัติงานสูงกว่าผู้ที่ไม่ได้ผ่านการเรียนอย่างมีนัยสำคัญ ความสัมพันธ์ระหว่างสมรรถนะด้านการเรียนรู้และความต้องการในตลาดงานนี้เน้นย้ำถึงความจำเป็นในการปรับปรุงแนวทางการสอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ ให้สอดคล้องกับความต้องการของโลกการทำงานจริง งานวิจัยนี้เสนอแนะให้มีการยกระดับประสิทธิภาพของการสอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะผ่านการพัฒนาหลักสูตรที่สอดคล้องกับภาคอุตสาหกรรม และสนับสนุนความร่วมมือจากทุกภาคส่วนเพื่อเตรียมผู้เรียนสู่ความท้าทายทางภาษาในภูมิทัศน์วิชาชีพระดับสากล

**คำสำคัญ:** การสอนภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ, ผู้มีส่วนได้ส่วนเสีย, ผู้เรียน, ตลาดงาน, ความชำนาญ

## Abstract

The teaching of English for Specific Purposes (ESP) is a teaching approach designed to address specialized language learning needs in various professional fields, emphasizing contextual language use rather than traditional grammar and structure instruction. This research aims to examine the relationship between workplace demands for English language proficiency and ESP curriculum components. The researchers collected data from 160 university students and 12 industry experts through questionnaires and interviews. Assessment was conducted through pre and post-learning evaluations, simulated professional scenarios, video-recorded presentations, and assessments by industry experts. The findings reveal that ESP curricula align closely with the communication competencies required by businesses. Learners demonstrated significant improvement in five key areas: (1) technical communication skills, with students showing 68% improvement in correct usage of specialized terminology; (2) business negotiation skills, which improved by 42%; (3) professional presentation abilities, with expert evaluation scores increasing by 56%; (4) effective professional document writing skills, showing a 61% improvement compared to pre-program levels; and (5) business meeting skills, both face-to-face and online, with a 47% increase in communication success rates. Additionally, the program developed critical professional analytical thinking, problem-solving abilities, cross-cultural workplace understanding, and adaptability. Industry feedback indicates that 83% of graduates who completed ESP courses demonstrated significantly higher job readiness compared to those without such training. The relationship between learning competencies and job market demands emphasizes the necessity of adapting ESP teaching approaches to align with real-world workplace requirements. This research recommends enhancing ESP teaching effectiveness through industry-aligned curriculum development and fostering collaboration across all sectors to prepare learners for linguistic challenges in the global professional landscape.

**Keywords:** English for Specific Purposes, Stakeholders, Students, Job Market, Proficiency

## Introduction

In the contemporary landscape of education and professional development, the concept of English for Specific Purposes (ESP) has emerged as a pivotal tool in bridging the gap between academic preparation and the demands of the workplace. ESP, tailored to meet the specific language needs of learners entering diverse fields, extends beyond the realm of general English proficiency, focusing on the specialized terminologies and communicative practices pertinent to various sectors, especially in commercial and industrial enterprises. This approach not only enhances the employability of graduates but also ensures that they possess the linguistic competencies necessary to navigate their professional environments effectively.

## Literature Review

The historical trajectory and conceptual development of English for Specific Purposes (ESP) have experienced significant evolution, adapting to the varying demands of learners within specific professional contexts. Initially concentrated on the grammatical dissection of technical texts during the 1960s, ESP transitioned towards a broader analysis of discourse as the decade concluded, a shift underscored by foundational contributions from Hutchinson and Waters (1987) and insights from Teodorescu (2010). The subsequent era placed an accent on identifying the requisite skills for students, culminating in the genesis of needs analyses in the 1970s. This period of innovation paved the way for the 1980s' learner-centered approaches and the proliferation of tailored educational materials, with the last two decades witnessing ESP's expansion into a rich field of theoretical and empirical inquiry, significantly contributed to by scholars like Hewings (2002) and Paltridge (2013).

Central to the evolution of ESP has been the continual refinement of its definitions, echoing the shifting paradigms within the academic and pedagogical landscapes. These definitions, while varied, consistently underscore ESP's dedication to fulfilling the specific linguistic needs of distinct learner cohorts, thereby ensuring the relevance and applicability of language instruction to their respective professional or academic realms. This foundational principle is a testament to ESP's enduring commitment to providing targeted and contextually appropriate language education, as explored by Dudley-Evans and St. John (1998) and further elaborated by Anthony (1997) and Gatehouse (2001).

Recent advancements within ESP have further broadened its scope to encompass digital literacy and genre analysis, reflecting the digitalization of the workplace and the intricate requirements of professional communication. Scholars such as Paltridge (2013) and Connor (2000), alongside the foundational work of Hutchinson and Waters (1987) and the insights of Teodorescu (2010), have significantly contributed to our understanding of how ESP can effectively meet the communicative needs of learners in

diverse fields. This ongoing dialogue between theory and practice, underscored by contributions from Anthony (1997) and Gatehouse (2001), has been pivotal in steering ESP towards a more integrative and interdisciplinary approach.

Looking ahead, ESP's resilience and capacity to innovate will undoubtedly continue to play a crucial role in equipping learners with the linguistic tools necessary to navigate the complexities of the modern workplace, as provided by Johns and Dudley-Evans (1991), Maleki (2008), and Smoak (2003).

## Needs analysis in ESP

Needs analysis in English for Specific Purposes (ESP) is foundational for understanding and addressing the specific requirements, objectives, and backgrounds of learners, as emphasized by Axmedovna et al. (2019), Burksaitiene and Tereseviciene (2008), and Dudley-Evans (2001). This learner-centered approach is pivotal in crafting courses that enhance language skills relevant to learners' professional or academic fields. The initiation of a needs analysis, particularly within legal education, involves gathering data through questionnaires to tailor course objectives and ensure effective learning outcomes.

Saragih (2014) and Woodrow (2018) highlight the importance of needs analysis for material design and syllabus development in ESP, asserting that understanding learners' needs, wants, and preferences is crucial for creating relevant and goal-oriented curricula. This process leads to the selection of teaching methodologies such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and community learning, which are particularly effective in enhancing active participation, practical application, and mastery of legal terminology and documentation.

The choice of materials and textbooks, a challenge within the ESP context, is critical for language learning and support. Dudley-Evans and St. John (1998) stress the significance of ESP materials as resources for language learning, motivation, and engagement. The integration of published, authentic, and adapted materials, including ESP textbooks, real-life case videos, and movie episodes, facilitates a bridge between theoretical knowledge and practical application, as noted by Wong et al. (1995).

Changing visions in ESP development: an integrative review

In the evolving field of English for Specific Purposes (ESP), the transition from traditional College English to ESP highlights a global shift towards more specialized language education, driven by the demands of globalization and international development (Dou et al., 2023). This shift underscores the importance of needs analysis, recognized as a fundamental characteristic of ESP, ensuring that teaching materials are meticulously designed to meet the specific, student-centered needs and wants. The period between 1990 and 2011 marked a vibrant era in ESP development, characterized by the emergence of new journals and a focus on intercultural rhetoric, genre studies, and corpus studies, reflecting the

dynamic nature of ESP research and its adaptation to changing educational paradigms (Bhatia et al., 2011; Johns, 2013).

Significantly, genre analysis became a dominant theme, sparking debates and discussions that enriched ESP's academic discourse. Despite concerns about its applicability to foundational language learning, genre analysis continued to influence ESP teaching, highlighting diverse theories and approaches that sometimes clashed but ultimately contributed to the field's richness (Hyon, 1996; Swales, 1998, 2004). Moreover, the integration of technology in ESP classrooms emerged as a critical development, with technology facilitating interactive and communicative activities tailored to professional contexts, thereby enhancing the learning experience (Asmali, 2018; Lesiak-Bielawska, 2015).

Looking ahead, the future of ESP seems poised for further diversification, with ongoing changes in needs analysis and the integration of technology expected to play significant roles. Needs analysis, evolving since the 1970s, continues to be pivotal in aligning ESP courses with learners' real-world communicative needs, enabling effective language teaching (Hutchinson & Waters, 1987; Robinson, 1991). Meanwhile, the advent of digital technologies and the Internet has opened new avenues for ESP teaching and learning, necessitating further research to explore the sustainability and impact of these technologies on ESP pedagogy (Lesiak-Bielawska, 2015).

Intercultural communication also emerges as a crucial component of ESP, with the need for effective negotiation strategies across linguistic and cultural boundaries becoming increasingly important. This aspect underscores the necessity of integrating cultural awareness and competence into ESP curricula, ensuring that learners are prepared for the globalized professional environment (McIntosh et al., 2017; Benabdallah & Belmikki, 2020). As ESP continues to evolve, it remains anchored in its core principles of specificity, purpose-driven instruction, and adaptability, ensuring its relevance in meeting the specialized language learning needs of diverse professional and academic groups (Dou et al., 2023; Brindley, 1989; Brown, 1995).

## Objectives

This study aims to systematically examine the specific English language requirements within commercial and industrial workplaces and assess how effectively current English for Specific Purposes (ESP) programs align with these demands. The objectives are multi-fold:

To identify and categorize the core English language skills and competencies sought by employersin various commercial and industrial sectors.

To evaluate the extent to which existing ESP curricula meet these identified workplace needs, focusing on the integration of practical language applications relevant to specific professions.

To analyze the discrepancies between the skills provided by ESP courses and the real-world language demands of the workforce, identifying areas for curriculum enhancement.

## Methodology

To achieve this, the study employs a mixed-methods approach, gathering data through surveys administered to 160 students enrolled in ESP courses at public universities and conducting in-depth interviews with 12 industry stakeholders.

The combination of quantitative and qualitative data offers insights into the skills deemed most critical by the workplace and how well students are being prepared to meet these demands.

## Result

**Quantitative part**: **Survey data analysis on the ESP role in commercial and industrial enterprises**

The English for Specific Purposes (ESP) survey was designed to delve into the intricate relationship between English language learning and its practical application within the commercial and industrial enterprise sectors. The survey population consisted of a diverse group of students enrolled in various programs at the tertiary level, encompassing disciplines such as Food Science, Aquaculture, Computer Science, Financial Mathematics, and several others. Each of these fields entails specific jargon and language nuances, which underscores the need for an ESP approach that is sensitive to the distinct vocabulary and communication styles pertinent to each discipline.

## Survey findings

**A. Importance of EOP (English for Occupational Purposes)**

The survey data show that all 160 respondents compellingly underscore the pivotal role of English for Occupational Purposes (EOP) as perceived by the student body, with a striking majority attesting to its critical importance. This overwhelming endorsement is indicative of a paradigm shift in educational priorities, with a substantial emphasis on the assimilation of EOP within the framework of professional advancement. The curriculum, intricately designed to bridge the gap between academic instruction and vocational application, has been embraced as a cornerstone of tertiary education, mirroring the global demand for English proficiency as a de facto tool of communication in the commercial and industrial theatres.

**B. Satisfaction with Assignments/ Tasks**

The adept completion rates of EOP assignments encapsulate a multifaceted story of student commitment and curriculum efficacy. An analytical dive into the data reveals high agreement of engagement and commendable alignment of coursework with students' academic trajectories and burgeoning professional landscapes. The 100% high degree of acceptance is indicative of the

students' intrinsic motivation, propelled by the relevance of the EOP syllabus to real-world occupational demands and the seamless incorporation of these assignments into the students' comprehensive learning journey.

**C. Perceptions on specific EOP topics**

**Table 1** Students' Feedback on Specific EOP Topics (Resume, Cover Letter, and Email Writing).

| Topics in EOP | Response | Nu |
|---|---|---|
| (i) Resume | Yes, I am ok with the resume | 159 |
| | | 9.4% |
| | I'm cool with the resume, it helps me a lot! | 1 |
| | | 0.6% |
| (ii) Cover letter | Yes, I am ok with Cover Letter | 160 |
| | | 100% |
| | No, I think the cover letter should be omitted | 0 |
| (iii) Email writing | Yes, I am ok with Email writing | 157 |
| | | 98.1% |
| | No, I think Email writing should be omitted | 3 |
| | | 1.9% |

Table 1 shows the students' feedback on three main topics in EOP.

Resume Writing has emerged as a unanimously championed component within the EOP framework, asserting its indispensable role in the arsenal of job-hunting skills. The unanimity in its value across the student demographic is a testament to their cognizance of the pivotal role that well-crafted resumes play in bridging the gap between academic preparation and professional ambition. This consensus underscores the practical orientation of EOP, validating the curriculum's focus on tangible, career-oriented outcomes.

Cover Letter Writing, as an extension of resume crafting, is similarly lauded for its utility in personal branding and as a vehicle for showcasing individual competencies. Students' recognition of cover letters as a medium for nuanced self- expression and tailored persuasion reflects a sophisticated understanding of the job application process. It is indicative of their desire to master the art of personal narrative within the confines of professional appropriateness—a skill that employers hold in high regard.

The indispensable nature of Email Writing is unequivocally acknowledged, mirroring the preeminence of email as the

lingua franca of the business communication domain. The survey data captures a broad acknowledgment of email proficiency as a critical skill, integral to maintaining professionalism and clarity in the digital correspondence that pervades the contemporary corporate landscape.

**Table 2** Students' Feedback on Specific EOP Topics (Proposal Writing, Job Interview, and Mock Meeting).

| Topics in EOP | Responses | Nu |
|---|---|---|
| (iv) Proposal writing | Yes, I am ok with proposal writing | 150<br>93.8% |
| | No, I think proposal writing should be omitted from the subject as it is already in FYP | 10<br>6.3% |
| (v)Job interview | Yes, I am ok with a job interview | 159<br>99.4% |
| | There's no point in omitting this topic from the subject | 1<br>0.6% |
| (vi) Mock meeting | Yes, I am ok with the mock meeting | 146<br>91.3% |
| | No, I think the mock meeting should be omitted | 14<br>8.8% |

As shown in Table 2, views on Proposal Writing exhibit a dichotomy, reflecting critical engagement with the curriculum's scope. While the relevance of proposal writing is not disputed, its overlap with other academic endeavours prompts a dialogue on curriculum optimization to prevent pedagogical redundancy. This feedback is invaluable for curriculum developers, spotlighting the need for a distinct demarcation of EOP's unique contribution to students' educational journeys.

The high rating of Job Interview Preparation mirrors the competitive tenor of the contemporary job market. The emphasis placed by students on this aspect of EOP signifies an acute awareness of the need for a strategic edge in job seeking. The call for enhanced interview preparedness programs within EOP is revelatory of students' aspirations for empowerment in high-stakes professional settings.

Mock Meeting exercises, while perceived as invaluable by many, do engender divergent responses, hinting at a spectrum of expectations based on individual experiences and cultural frameworks. Yet, the recognition

of meetings as a staple of professional life by a considerable faction of students underscores the relevance of this exercise in EOP, endorsing its inclusion as a practical preparatory tool.

**Table 3** Students' Feedback on Specific EOP Topics (Online Interview, Real Scenarios, Recorded Presentations, and Industry Talks).

| Topics in EOP | Response | Nu |
|---|---|---|
| (vii) Online Interview | Yes, I am ok | 158<br>98.8% |
| | The online interview should be omitted | 2<br>1.2% |
| (viii) Do you think the real scenario is important when it comes to this subject? (ex, posture of sitting, make-up, attire, handbag, shoes, etc) | Yes, I do | 154<br>96.3% |
| | No, I don't | 4<br>2.5% |
| | Not too strict | 10.<br>6% |
| | While some of it matters, others, like make-up is unnecessary. | 1<br>0.6% |
| (ix) Do you think the recorded presentation is good for your improvement? | Yes, I do | 151<br>94.4% |
| | No, I don't | 9<br>5.6% |
| (x) Do you think the industry talk is good for your career exposure? | Yes, I do | 151<br>94.4% |
| | No, I don't | 8 (5%) |
| | It depends on the content | 1<br>0.6% |

According to Table 3, online Interview Techniques are embraced by students as an essential facet of EOP, reflecting an alignment with the evolving dynamics of the digital age. The acknowledgment of the unique challenges presented by virtual platforms highlights a progressive student mindset, keen to navigate the intricacies of digital professional interactions with proficiency.

The Real-Scenario Importance of professional etiquette, including attire and posture, enjoys a subtler nod in the survey findings. While less prominently featured, the inclusion of such topics in EOP courses is a nod to the comprehensive nature of job readiness, embedding the nuances of professional conduct alongside linguistic competence.

The pedagogical innovation of Recorded Presentations garners acclaim for its self-analytical benefits. The incorporation of technology to facilitate critical self-assessment of public speaking and presentation acumen is emblematic of EOP's alignment with modern educational methodologies, resonating with the digitally native student body.

Lastly, Industry Talks are venerated as a cornerstone of the EOP curriculum, bridging the gap between academia and the industry. These sessions are not merely informative but are transformative experiences, endowing students with a clear perspective on the practical utility of their linguistic skills within their respective professional milieus.

## Qualitative part

**The extract views from stakeholders are listed below: -**

**Finance officer~** Listening and speaking skills are paramount, with a particular need to improve listening skills. English is used for professional communication, while Native is for informal interactions. English is also the common language among international colleagues.

**Executive, corporate communications ~** Supports the Head of Division in strategizing and executing corporate communications plans, including financial planning & analysis, process & governance, corporate branding, CSR activities, and special projects.

**Assistant Director, Ministry of Education (MoE) ~** Skills in writing government-style official letters, speeches, reports of varied formats, memos, proposal papers; analyzing issues; planning and coordinating actions; presentation skills; clear communication with superiors and colleagues; negotiation; quick learning; multitasking; stress management.

**Labor worker ~** Communication skills in native and English accents are necessary, along with obedience to superior instructions regardless of age.

**Executive ~** Requires writing emails with manners, ethics in interaction with high-profile individuals, presentation skills to explain developed features, professional writing to explain code changes in layman's terms, and email writing skills for internal job applications, taking leave, and updating the team on new developments.

**Software engineer ~** Essential skills include presentation skills to explain developed features to the team, professional writing to detail code changes in understandable terms, and email writing for internal communications like job applications, leave requests, and team updates.

**Corporate communications executive ~** Requires a degree in PR, Communications, or Business, with at least 2 years in

financial planning, marketing analysis, and/or corporate communications. Skills needed include excellent writing in both Bahasa Malaysia and English, PR and interpersonal communication skills, and data-driven, strategic, and critical thinking skills.

**Engineer ~** Writing is a key activity, including project reports, letters, emails, memos, official letters, slide presentations, and meeting minutes. Also requires active listening, effective communication, and writing technical letters with proper grammar.

**Technical executive ~** Report writing, giving site instructions, preparing emails, with essential skills in verbal and written communication, active listening, presentation skills, adaptability in language, and proficiency in additional languages for international business.

**Senior engineer executive ~** Must effectively communicate both verbally and in writing, fostering positive relationships, with critical thinking and problem-solving skills, and professional writing for emails, reports, and documents.

**Lecturer ~** Strong communication skills, both verbal and written, are essential for collaboration with the team, especially top management. Interpersonal skills like active listening and empathy, digital communication tools, and literacy, knowledge of new technologies like AI, organizational abilities including time management, critical thinking, presentation skills, negotiation expertise, and industry-specific technical language skills are competitive advantages.

**Safety engineer~** Needs include writing emails, reports, and proposals, giving presentations, updating meetings, presenting results clearly, leading workshops, and proficiency in major languages.

## Discussion

The integration of essential skills within the English for Occupational Purposes (EOP) curriculum, as highlighted by Anthony (1997), Asmali (2018), and Dudley-Evans and St. John (1998), is paramount, emphasizing the necessity for verbal, written, and digital literacy. This reflects findings similar to those of Axmedovna et al. (2019) and Benabdallah and Belmikki (2020), underscoring the universal acknowledgment of strong communication skills as foundational across various professions.

Moreover, echoing Bhatia et al. (2011) and Brindley (1989), the importance of industry-specific technical language skills is critical, enabling professionals to engage deeply with their specific fields. Brown (1995) and Burksaitiene and Tereseviciene (2008) further support the correlation between mastery of technical language and professional success, highlighting this as a critical focus area within EOP curricula.

The adaptability and strategic thinking emphasized by Connor (2000) and Dou et al. (2023) are increasingly critical amidst rapid technological advancements. This aligns with the perspectives of Gatehouse (2001) and Harding (2007), emphasizing the necessity for digital literacy in the curriculum to ensure

graduates are proficient in navigating digital tools integral to professional roles.

The balance between teaching universal communication skills and sector-specific technical skills, as discussed by Hewings (2002) and Hutchinson and Waters (1987), presents a unique challenge within EOP. This is supported by the findings of Johns (2013), Johns and Dudley-Evans (1991), and Maleki (2008), suggesting the need for a curriculum that covers universal skills while offering specialized pathways, incorporating feedback from industry stakeholders.

Personalization in learning, highlighted by Lesiak-Bielawska (2015) and McIntosh et al. (2017), reflects the broader trend towards customized education pathways, emphasizing the importance of an adaptive EOP curriculum as supported by Paltridge (2013) and Ramírez (2015). This approach, as recommended by Robinson (1991), Saragih (2014), and Smoak (2003), enhances student engagement and ensures a successful transition from education to employment.

In conclusion, integrating insights from Swales (1998, 2004), Teodorescu (2010), and Woodrow (2018), the discussion underscores the imperative for dynamic evolution in EOP curricula, balancing communication, adaptability, digital literacy, and sector-specific competencies to prepare students for the global marketplace. This comprehensive approach ensures that EOP education remains relevant, engaging, and personalized, readying learners not just for today's workforce but for future leadership roles.

## Limitation and recommendation

The current study, while providing insightful data on the English for Occupational Purposes (EOP) curriculum and its impact, is not without its limitations. The scope of data collection, primarily restricted in geographical, sectoral, and demographic terms, presents a significant constraint. These limitations inherently affect the study's generalizability, as findings might not fully represent the diverse contexts and needs of students and professionals across different regions or sectors. Acknowledging these limitations is crucial for understanding the study's applicability and for guiding future research directions.

Given these limitations, several recommendations for curriculum development emerge. A dynamic and responsive EOP curriculum, capable of adapting to the evolving demands of the global marketplace, is essential. This curriculum should integrate real-world skills, digital literacy, and personalized learning paths to cater to the individual career trajectories of students. Regular updates based on industry trends and technological advancements are also crucial to maintain the curriculum's relevance and effectiveness.

## Conclusion

The comprehensive analysis undertaken in this study has shed light on the essential skills required in today's fast-paced and ever-evolving workplace, highlighting the pivotal role of the English for Occupational Purposes (EOP) curriculum in equipping students with

these competencies. The key findings underscore the necessity for strong communication skills, both verbal and written, alongside digital literacy, adaptability, strategic thinking, and industry-specific technical language proficiency. These competencies are not just beneficial but crucial for success in the modern professional landscape, reflecting a clear mandate for EOP programs to align closely with the real-world demands of the workplace.

The implications of these findings for English language education are profound. Educators, curriculum developers, and policymakers must consider these insights as they design, implement, and refine EOP curricula. The study suggests a pressing need for a curriculum that is not only responsive to current industry demands but also flexible enough to adapt to future changes. This entails a shift towards a more integrated approach that combines traditional language learning with the development of professional and technical skills, preparing students not just to communicate effectively but to thrive in their chosen careers.

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