



English for Specific Purposes and Career Readiness in Saudi Technical and Vocational Training Centers

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Abstract: English for Specific Purposes (ESP) is increasingly important in technical and vocational education because employment requires not only professional qualifications but also the ability to perform specific workplace tasks effectively. Such tasks include completing safety forms, responding to customer inquiries, and communicating with colleagues. Accordingly, this literature review examines how ESP can strengthen career readiness among TVET students in Saudi Arabia and contribute to their broader employability. Career readiness is treated as preparation for entering the workplace, whereas employability refers to the broader capacity to obtain, perform in, and sustain employment. The review considers these concepts in relation to the Kingdom's Vision 2030 goals for human capability development and labor-market participation. It analyzes scientific studies, books, policy documents, and articles published between 2020 and 2025 on TVET reform, language-enabled learning, career readiness, and graduate employability. The review follows a structured approach organized around five areas: needs analysis, curriculum design, workplace communication, innovative technologies, and assessment. The findings indicate that ESP can improve career readiness through industry-specific education aligned with occupational standards, while also supporting longer-term employability outcomes. Key priorities include systematic needs analysis, instructor preparation, authentic workplace practice, accessible learning resources, and evaluation of communication performance.

Keywords: English for Specific Purposes, TVET, Career Readiness, Graduate Employability, Saudi Vision 2030, Technical Training, Workplace Communication.

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1. INTRODUCTION

Saudi Arabia's economic development requires employees who can work effectively across industries such as tourism, logistics, renewable energy, digital technology, hospitality, manufacturing, and healthcare. Education, training, and human capability development therefore play a central role in preparing individuals to compete in national and international labor markets (Vision 2030, 2025; Human Capability Development

Program, 2021). English education in technical and vocational settings should extend beyond general language study. Learners need to understand manuals, complete forms, communicate with customers, participate in interviews, use digital platforms, and locate professional information. ESP programs can address these needs by beginning with an assessment of the language demands of a specific occupation. The identified genres, vocabulary, language functions, and discourse patterns can then

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guide curriculum development (Salmani-Nodoushan, 2020; Basturkmen, 2021). In TVET institutions, ESP may include diagnostic language, maintenance communication, hospitality communication, safety language, customer relations, technical writing, interview skills, and business communication. ESP is likely to be more meaningful than traditional general English courses because learners can see its direct relevance to workplace entry and performance. Current research on vocational ESP emphasizes authentic tasks, career-readiness competencies, transferable skills, and digital media (Fadlia *et al.*, 2020; Sari and Wirza, 2021; Zeng and Della, 2025). This review follows a structured academic format to examine how ESP can strengthen career readiness among Saudi TVET students. Its significance lies in addressing curriculum alignment, supporting Saudization objectives, responding to the growing role of the private sector, and improving young people's longer-term employability. International evidence also highlights communication, confidence, digital literacy, and transferable learning as important factors in the transition from training to employment (World Bank, 2022; OECD, 2024).

In this review, career readiness refers specifically to students' preparation for workplace entry through communication skills, confidence, technical vocabulary, interview ability, and professional behavior. Employability is a broader concept that refers to graduates' capacity to obtain employment, perform effectively, adapt to workplace demands, and sustain their participation in the labor market. The terms are therefore related but are not used as synonyms.

2. Aim and Objectives of the Study

The goal of this review is to provide an evidence-informed understanding of how ESP instruction will benefit the professional preparedness of students enrolled in technical and vocational training programs in Saudi Arabia through Vision 2030. This paper consists of five objectives. Firstly, the review looks at current literature related to ESP, vocational language acquisition, and career success between 2020 and 2025. Secondly, it discusses the important language and communication skills necessary for TVET learners upon their entry into various job markets in Saudi Arabia. Thirdly, it explores pedagogic and structural factors which either facilitate or hinder ESP programs. Fourthly, it develops a theoretical framework regarding ESP and its relation to needs analysis, curriculum planning, job simulation, evaluation, and job placement.

3. Research Questions

The review will be structured around three research questions. Which ESP skills are pertinent to

career readiness in Saudi Arabia's technical and vocational education and training centers? How can ESP curricula, teaching, and testing be linked to the needs of the labor market as envisaged in Vision 2030? What kind of implementation strategy will facilitate sustainable and high-quality ESP programs in TVET institutions? Such questions are formulated pragmatically on purpose because ESP is defined by its usefulness in real-life settings. The review will not estimate the impact size of any particular intervention but rather provide a comprehensive overview of evidence.

4. METHODOLOGY

A narrative review design was selected because the field includes diverse forms of evidence, such as qualitative needs analyses, curriculum studies, learner-attitude surveys, research on technology use in education, policy documents, and theoretical reviews. A statistical meta-analysis was not appropriate because the studies differ substantially in populations, interventions, outcomes, and settings. The review involved four main stages: identification, screening, thematic extraction, and synthesis. Search terms included English for Specific Purposes, ESP, vocational education, TVET, employability skills, career readiness, workplace communication, Saudi Arabia, Vision 2030, digital language learning, and technical training.

The period from 2020 to 2025 was selected to capture recent developments in digital learning, post-pandemic education, employment, and labor-market change. Sources were included when they addressed ESP, vocational communication, career readiness, technical education, employability, Saudi education reform, or quality assurance in training. Sources were excluded when they focused only on general English, lacked sufficient relevance for thematic analysis, or did not address the research questions. Data extraction focused on five areas: context, learner needs, pedagogical approach, career-readiness outcomes, and implementation barriers. Employability outcomes were examined separately as broader labor-market results. Thematic synthesis categorized the evidence according to curriculum alignment, workplace communication, digital integration, teaching capability, assessment, and governance. Saudi national policies and institutional reports, including Vision 2030, the Human Capability Development Program, TVTC labor-market initiatives, and quality-assurance developments, were also considered (Vision 2030, 2025; HCDP, 2021; World Bank, 2022; OECD, 2024).

5. LITERATURE REVIEW

English for Specific Purposes is a direct result of shortcomings in teaching languages by a

"one size fits all" model. The main premise behind ESP is that the efficiency of the process depends on the purpose of learning, the discourse community, and task-oriented learning (Salmani-Nodoushan, 2020; Basturkmen, 2021). Thus, when it comes to vocational instruction, the trainee is expected not to study literary works or write academic papers but to comprehend the service checklist, explain the issue, write the maintenance note, read the safety data sheet, or self-introduce in the job interview. Consequently, ESP entails conducting an elaborate needs analysis that would incorporate the participation of trainees, teachers, employers, graduates, and occupational texts. The empirical research done in the field of vocational ESP demonstrates the importance of embedding the aspect of employability in English language courses. According to Fadlia *et al.*, (2020), there is a need for English textbooks for vocational schools. On the other hand, the study by Sari and Wirza (2021) shows that conducting a needs analysis may reveal the gaps between the content of the books and the actual demands of communication at work. Similarly, in the context of vocational higher education, studies show that ESP courses should cover such aspects as speaking confidence, professional vocabulary, teamwork, presentation, email writing, provision of customer services, and job interviewing (Chi, 2023; Virginiya *et al.*, 2025). These issues can be easily transferred to Saudi TVET, taking into consideration that the ultimate aim of the trainees is to get employed.

One more factor that has gained increased importance due to the last pandemic is technology. Blended learning, learning management systems, digital feedback, simulation-based learning, and mobile learning are common now. Technology in the context of ESP may include authentic input such as videos of the workplace communication, interactive vocabulary exercises, digital portfolios, and artificial intelligence-powered speaking. Nevertheless, technology itself does not automatically lead to improved results. Previous studies of learning technology in Saudi Arabia have demonstrated that both positive attitudes toward and barriers to the use of technology existed. Specifically, they included limited skills, equipment, and motivation (Al-Mekhlafi, 2018). Thus, the theory underlying the model paper, technology acceptance model, remains relevant. Namely, perceived usefulness and ease of use determine the extent to which students and instructors use technology. It is true, though, that this concept has been further developed as modern studies address issues of digital pedagogy, roles of teachers, and aligning learning technologies with employability aims (Alenezi, 2020; Zeng and Della, 2025).

Reforms carried out in Saudi Arabia provide opportunities for the success of ESP. First of all, the Human Capability Development Program aims to prepare people for labor market, promote lifelong learning, and connect education with economy (HCDP, 2021). Moreover, the results of World Bank's study of employability of TVTC graduates show the need to trace the careers of graduates and understand the connection between training and employment in the private sector (World Bank, 2022). Finally, the latest OECD profile of the Education and Training Evaluation Commission of Saudi Arabia highlights the need to pay attention to such issues as quality assurance, evaluation, and accreditation (OECD, 2024). All of this can be addressed with ESP and communicative competences development. Career readiness includes such competences as understanding workplace requirements, communication with supervisors and customers, solving problems, engaging in lifelong learning, using digital technology, and professionalism. Technical trainees will usually develop these competences with the help of English. Thus, automotive trainees will need to interpret the messages from diagnostic software. Hospitality trainees will be expected to welcome foreign clients and handle complaints. Health support trainees should comply with infection control regulations. Logistics trainees are expected to complete shipment documentation. Digital technology trainees should be able to comprehend tutorials, work in teams, and convey complicated processes.

6. RESULTS OF THE REVIEW

The first finding is that a needs analysis is the cornerstone of any ESP course design. While general English placement tests could help identify proficiency levels, they cannot demonstrate what specific actions are needed to complete tasks in a particular field of expertise. In the case of a Saudi TVET center, it will be important to conduct interviews with employers, collect information about graduate experiences, examine job postings and industry standards. These findings can be converted into desired language outcomes like describing a process, issuing safety instructions, clarifying information, writing brief reports, reading technical manuals, explaining a customer issue, or making a project presentation. The second finding is that ESP courses should be based on tasks and genres. A genre is a distinct pattern of communication that professionals use for particular purposes. It can be represented by various texts like an incident report, a service e-mail, a maintenance checklist, a handover note, a job interview response, or a customer briefing. Training programs should help students practice genres they will later need on the job. For instance, instructors may create thematic units where students analyze machinery problems, receive guests, explain

invoices, respond to safety hazards, troubleshoot digital problems, or prepare for an apprenticeship interview. The third finding is that career readiness implies the integration of communication and employability skills. In most cases, employers do not separate English abilities from such competencies as punctuality, teamwork, customer relations, initiative, and problem solving. When judging how a trainee performs in English class, instructors should also pay attention to his or her confidence and professionalism in completing complex tasks. Thus, ESP classes must involve role-playing exercises, group assignments, presentations, simulated interviews, telephone calls, complaints handling, negotiation training, and reflective portfolios. The fourth finding is that digital learning platforms could increase opportunities for practice. Learning management systems could be useful for creating a bank of vocabulary items, video demonstration of skills, testing, peer evaluation, and portfolio submission. Artificial intelligence could be leveraged to facilitate pronunciation drills, role-play activities, provide grammar instruction, and adapt to learner needs regarding vocabulary acquisition. Finally, virtual simulations may present frequent workplace situations ahead of internships. However, technology solutions must be carefully chosen for their applicability, usability, data security, accessibility, and teachers' competence in using them. The fifth finding is that assessment procedures must become more relevant and reliable. Written exams may reveal test-takers' strengths and weaknesses regarding vocabulary and grammar. However, traditional assessment methods are incapable of showing whether learners are ready for interviews, customer communications, safety-related discussions, and technical explanations. Instead, Saudi TVET centers may use a combination of brief tests, oral demonstrations, scenario exercises, written workplace documents, digital portfolios, collaborative tasks, and feedback from internship supervisors. Rubrics should include criteria such as grammatical accuracy, clarity, task completion, professionalism, interaction management, and use of technical vocabulary.

7. DISCUSSION

Overall, it appears that ESP can function as a strategic link between Saudi TVET institutions and the labor market. Indeed, the question is not whether trainees will learn English. The question is which type of English will benefit their occupational careers best. General English can serve as a foundation. However, such English may not motivate learners since they cannot see its immediate benefits. ESP motivates students as it shows the direct relevance of English to their future job performance through work-related tasks. Figure 1 provides an overview of the suggested implementation framework. The first step is labor-

market needs analysis. The second is identification of technical genres and tasks, as each profession has unique communication demands. Then, learners engage in blended learning, collaborative projects, micro-simulation exercises, and feedback cycles. Workplace simulation helps to rehearse upcoming internships and jobs. Assessment artifacts prove career readiness. In other words, the upper part of the framework demonstrates the process of implementation. The lower part outlines the key enablers: industry partner involvement, teacher capability, digital technology usage, assessment evidence collection, and quality management. TVET institutions will require a specific governance approach to implement ESP. Namely, they will need to develop an ESP program based on the results of needs analysis and industry advisory board review. They need to create a profile of occupational language skills required for each TVET department. They also need to identify ESP outputs and align them with technical modules, design common assessment rubrics, and establish mechanisms for employer feedback. Industry boards can advise on additional communication situations to consider. Internship supervisors can indicate strengths and weaknesses of candidates. Quality units can measure language readiness indicators such as interview performance, successful portfolio completion, accuracy of workplace writing, and employer satisfaction. English instructors also need to be involved in program design. While many general English teachers possess necessary skills and qualifications, they may lack expertise in technical discourse, ESP, workplace communication, needs analysis, and collaboration with subject specialists. Instructors do not have to know technical topics; however, they need to be aware of communication practices related to those topics. In this regard, English instructors should develop their skills in ESP materials development, genre analysis, task-based instruction, digital feedback, rubrics creation, and co-planning with technical trainers. Meanwhile, subject teachers should help in ensuring content accuracy.

According to the literature review, learner motivation improves when they perceive English as a way of building their identity and career opportunities. When a trainee recognizes English as an element of becoming a proficient technician, supervisor, entrepreneur, or service professional, they will be more willing to work hard. To promote motivation, TVET can introduce career readiness activities such as development of an English portfolio. Namely, trainees will prepare such elements as a CV, recorded interview, technical explanation, workplace email, workplace safety poster, and presentation. This portfolio will be both a learning tool and a career asset. One challenge is the heterogeneity of trainees' English proficiency level. Some trainees may come to

TVET with insufficient knowledge of general English. Others, on the contrary, may be ready for more advanced language tasks. As a result, TVET should use a layered curriculum design. Namely, basic courses will prepare learners for survival at workplace and help them learn most frequent grammatical structures. Intermediate courses will focus on vocabulary specific to a particular department and corresponding communication situations. Finally, advanced courses will focus on project-related communication, presentations, documentation, and problem-solving. Time pressure also may pose a difficulty for implementation since technical curricula are already packed with content. Moreover, it is impossible to allocate too much time for English instruction. This problem can be solved through integration of language instruction and learning into technical modules. A maintenance module can involve fault reporting in English. Hospitality modules can require writing dialogue scripts with guests. An information technology

course can include explanations of processes in English. Safety education may incorporate understanding of hazard signs and instructions delivery in English.

8. Tables and Evidence Interpretation

Table 1 summarizes the relationship between ESP domains, career-readiness outcomes, and measurable implementation indicators. Table 2 presents a synthesis matrix linking evidence themes to practical implications for Saudi TVET centers. Together, the tables demonstrate that ESP is not a single standardized course model. Rather, it is a design approach that must be adapted to occupational sectors, trainee proficiency levels, institutional capacity, accessibility requirements, and employer expectations. The strongest programs are likely to combine policy alignment, industry engagement, instructor development, accessible digital practice, authentic assessment, and continuous feedback.

Table 1: ESP domains, career readiness outcomes, and measurable indicators

ESP domain	Career readiness outcome	Example TVET activity	Evidence indicator
Needs analysis	Language matches labor market demand	Review job ads and internship feedback	Updated occupational language profile
Technical vocabulary	Trainees understand tools, processes, and safety terms	Vocabulary bank from manuals and standards	Terminology quiz and oral explanation
Workplace speaking	Trainees interact with supervisors, clients, and peers	Role play: fault report or service encounter	Rubric score for clarity and tone
Professional writing	Trainees document routine workplace tasks	Maintenance note, email, incident report	Portfolio artifact with feedback
Interview readiness	Trainees present skills confidently	Mock interview and CV review	Recorded interview and employer rating
Digital communication	Trainees use online workplace platforms	LMS task, AI speaking practice, digital forms	Completed digital portfolio

Table 2: Evidence synthesis matrix for ESP implementation in Saudi TVET centers

Evidence theme	Key insight from 2020-2025 literature	Saudi TVET implication	Risk if ignored
Employability integration	ESP improves value when linked to professional communication and soft skills	Embed interviews, teamwork, customer care, and reporting	English remains detached from employment
Industry partnership	Employer input improves relevance of content and assessment	Use advisory boards and internship supervisor feedback	Curriculum becomes outdated
Digital learning	Technology expands practice but requires purpose and support	Use AI, LMS, and simulations for authentic rehearsal	Tools become fragmented or unused
Teacher capability	ESP requires genre analysis and collaboration with subject experts	Train instructors in task design and rubrics	Courses stay general and grammar-heavy
Quality assurance	Accreditation and evidence systems can make language outcomes visible	Track portfolios, employer feedback, and transition data	ESP impact remains invisible
Learner motivation	Relevance improves engagement and professional identity	Use Saudi workplace scenarios and career artifacts	Low attendance and limited transfer

Graphical Representation 1

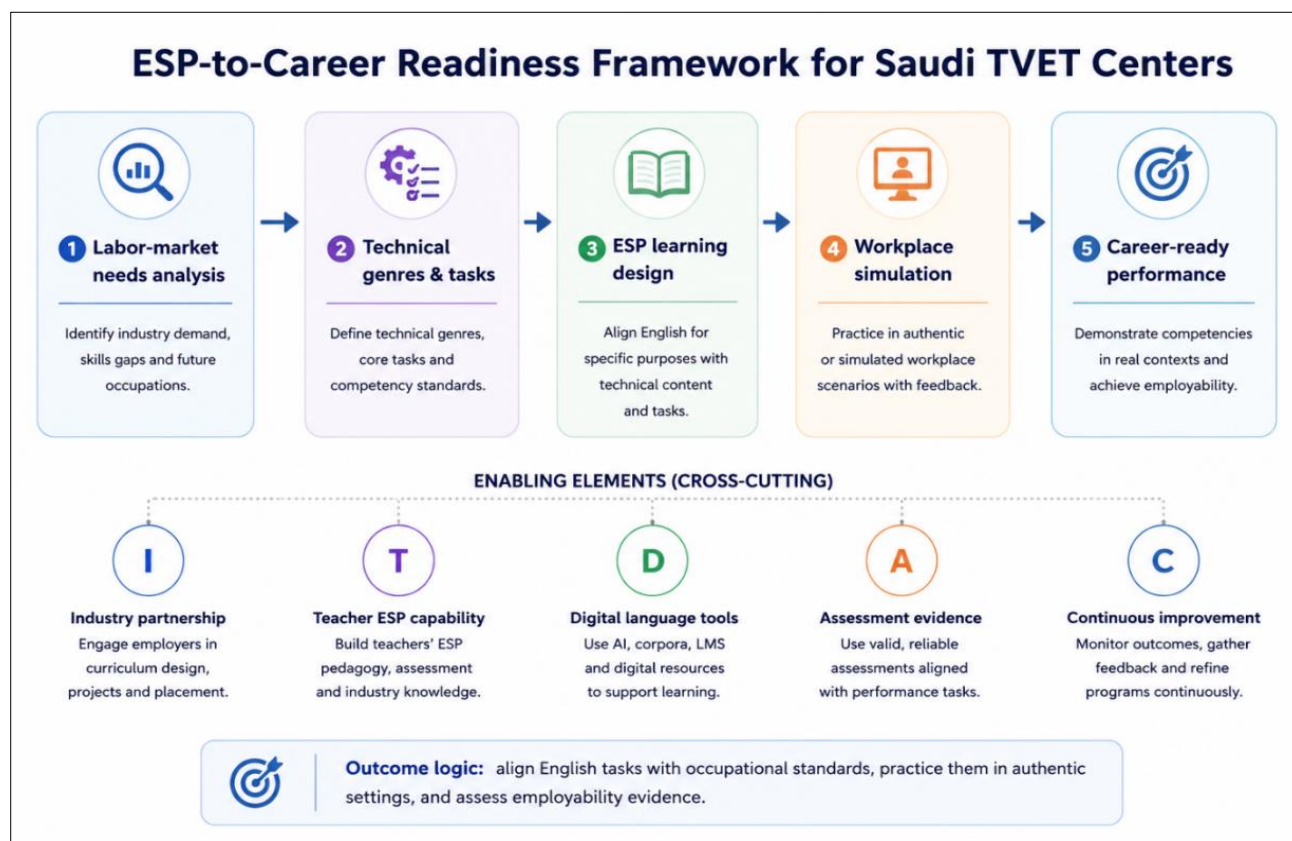


Figure 1: ESP-to-career readiness framework for Saudi TVET centers

Graphical Representation 2

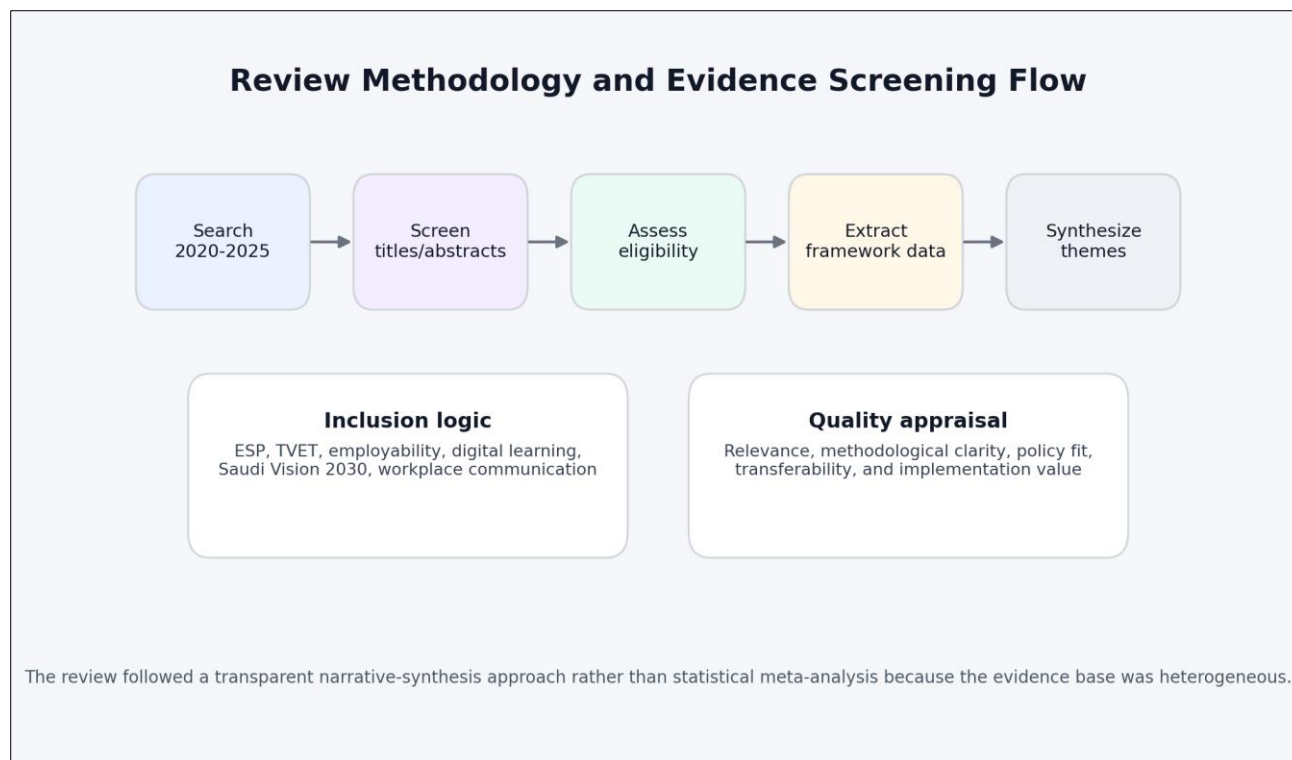


Figure 2: Structured narrative-review methodology and evidence screening flow

9. Practical Recommendations

First, each TVET department should conduct an annual occupational-language needs analysis using employer surveys, graduate interviews, internship reports, workplace documents, and formal feedback. Second, English competencies should be mapped to technical competencies so that language learning directly supports occupational standards. Third, ESP materials should include Saudi workplace scenarios as well as international communication situations. Fourth, instructors should receive training in ESP lesson design, accessible teaching practices, educational technology, and performance-based assessment. Fifth, each center should establish an ESP resource database containing video clips, role-play cards, vocabulary lists, assessment rubrics, workplace-document examples, complaint-handling scenarios, and student-portfolio templates. Sixth, employers should participate by reviewing scenarios, joining mock interviews, evaluating communication during internships, and providing structured feedback. Seventh, learners should complete their programs with evidence of career readiness, such as portfolios or micro-credentials. Finally, quality-assurance organizations should recognize occupational English as a contributor to career readiness and, over time, to graduate employability.

10. Proposed Model for Saudi TVET

There are four layers in the proposed model. The first layer is that of policy, where ESP connects itself with Vision 2030 aims, development of human capital, Saudization, and growth of sectors. In the second layer of institutional responsibility, different institutions take up various roles including those of leadership, quality management groups, English department, technical departments, and industries. In the third layer of curriculum, ESP defines workplace competences, language learning targets, learning modules and material based on occupational competences. In the final layer of evidence, measurement is done through rubrics, portfolios, internships, employer feedback, and labor market statistics. As a result, ESP becomes a controlled process from training to employment. In particular, the suggested framework will be very useful for Saudi Arabia because it considers TVET to be a realistic means of education and training. It does not assume that English language teachers give up their role as language educators, but only asks them to do what they do in a professional context. Neither does it require technical training teachers to become language teachers, but asks them to identify key communication contexts in their disciplines. In addition, employers' curricular development is not assumed here but is used only in curriculum updates.

11. Limitations

This review has several limitations. First, it combines heterogeneous forms of evidence and does

not include a meta-analysis. Second, although the review focuses on Saudi Arabia, the available literature on ESP in Saudi TVET remains less extensive than the broader international literature on vocational ESP, career readiness, and employability. Third, communication requirements vary by economic sector and geographic location, so the proposed framework must be localized. Finally, some recent studies and policies are still emerging, and the findings will require periodic updating.

12. Future Research Directions

Future research can be carried out to examine the effectiveness of ESP interventions at Saudi TVET institutions using different research designs. Some of the designs would be pre-test/post-test experiments to measure speaking confidence of trainees, assessment by employers of the students' ability to communicate during their internship programs, a comparative study of general English language programs versus ESP programs, as well as longitudinal studies examining transitions of graduates. Additionally, future research will also examine the effectiveness of Artificial Intelligence programs for pronunciation as well as computer-based testing and portfolios. Finally, future research must examine sectoral approaches to sectors like tourism, logistics, renewables, manufacturing, health care support, and information technology.

13. CONCLUSION

Integrating ESP into Saudi technical and vocational education is important because it connects English learning with the practical communication demands students will face when entering the workplace. Under Vision 2030, TVET graduates are expected to be professionally qualified, digitally competent, and communicatively prepared. A well-designed ESP program can strengthen career readiness by identifying occupational language requirements, teaching authentic workplace genres, developing interview and professional-communication skills, using accessible digital technologies, and applying task-based assessment. These forms of preparation may also contribute to broader employability by helping graduates obtain, perform in, and sustain employment. ESP should therefore not be treated as an additional general-language subject, but as an integral component of human capability development and high-quality TVET.

14. Policy and Implementation Roadmap

ESP development in Saudi TVET institutions should proceed gradually. First, institutional leaders should establish a small steering group comprising English-language instructors, technical trainers, quality-assurance specialists, career counselors, accessibility representatives, and employers. Second,

the group should identify priority departments based on graduate numbers, recurring employer complaints, trainee feedback, and links to expanding Vision 2030 sectors. It should then review existing materials, internship applications, technical documents, job advertisements, safety signs, complaint records, feedback reports, and interview questions. This evidence can be used to create an occupational-language profile that clearly states what trainees need to read, write, say, and understand during study, internship, and employment.

In the second phase of ESP reform, instructors should redesign selected course units around occupational communication tasks. For example, an electrical-technology unit may cover component terminology, warning labels, problem descriptions, requests for clarification, and service-note writing. A hospitality unit may focus on greeting guests, explaining services, handling complaints professionally, responding to customer feedback, and writing polite emails. A business-administration unit may address scheduling, telephone communication, meeting language, and report summaries. These units should integrate vocabulary, grammar, pronunciation, and soft skills while remaining focused on occupational needs. This approach preserves language-learning quality while giving trainees more opportunities to practice English within their developing technical and professional identities.

Third, career-readiness portfolios should be introduced. Each portfolio may include a CV, a recorded personal introduction, a workplace document, an explanation of a technical process, and a reflection on the trainee's communication development. Rubrics should assess task completion, clarity, accuracy, professionalism, vocabulary, interaction, accessibility, and progress. Employers may review selected samples or participate in mock interviews, while career counselors can use the portfolios during pre-interview preparation. Over time, these portfolios can provide evidence of students' communication readiness and help institutions identify departments that require additional support.

In the fourth stage, digital infrastructure should extend practice beyond classroom hours. An institution-wide ESP repository may include short videos, pronunciation exercises, flashcards, model dialogues, safety-language guidance, email templates, accessible documents, captions, transcripts, and workplace scenarios. Artificial-intelligence tools may support interview rehearsal and pronunciation practice. However, students should receive clear guidance on appropriate use, limitations, privacy, and

the accuracy of automated feedback. Digital tasks should be accessible, mobile-friendly, easy to navigate, and linked to assessment. These considerations are especially important for trainees with limited English proficiency or additional learning-access needs.

Finally, ESP reform should be evaluated continuously. At the end of each study period, leaders can review trainee feedback, instructor reflections, employer feedback, assessment results, accessibility issues, complaint records, and evidence of successful transitions into employment. When employers report that trainees struggle to explain problems to clients, prepare written documentation, respond to complaints, or communicate effectively in interviews, these needs can be addressed through revised ESP units. Successful activities can be adapted for other departments. In this way, ESP reform follows quality-assurance principles, responds to labor-market change, and provides an empirical basis for future research. An effective ESP system is adaptive, collaborative, accessible, and accountable to learners and employers. Language learning thereby becomes a direct component of career readiness and an indirect contributor to employability.

Another important aspect to pay attention to is equality of trainees. As mentioned before, some of them may have solid technical knowledge but insufficient English language skills, whereas others may speak English well but write poorly. Therefore, placement will have to diagnose general language level and occupationally-oriented communication readiness of the trainee. Those who do not meet standards can go through the support modules that will teach them survival vocabulary, common commands, workplace safety vocabulary, and interactions. Stronger students can be assigned to more advanced modules with projects, presentations, and technical documentation. Layering of the ESP program will prevent exclusion of underachieving students as well as overloading of strong students. Additionally, such program will be useful for female students, trainees from other regions, and those preparing for sectors where English is needed in international business.

Collaboration among various units of the institution is crucial due to multi-faceted character of ESP. Language departments can be responsible for creating content, whereas technical ones will check its validity. Career services can specify interview and CV requirements, whereas employers will share communication skills of employees. Quality assurance units can monitor all steps in the process to ensure that ESP reform will bring benefits to students. Thus, the burden will not be put solely on language department shoulders, which makes this

initiative less likely to fail. Collaboration will also fit into the general trends of evidence-based education and training reform that exist in Saudi Arabia at the moment.

The last idea concerns national research agenda in this sphere. It should include studies dedicated to ESP needs in various technical fields, piloting of blended ESP approaches, portfolio assessment models, employer perspectives on ESP, and effects of bilingual Arab-English communication practices. This type of research is essential to develop local theory and find new solutions. Currently, ESP reform in Saudi Arabia relies exclusively on foreign models that do not address the needs of the local labor market and cultural environment.

Finally, it is necessary to think about funding and workload management from the start. ESP reform takes much time to be completed successfully – needs analysis, development of course materials, peer reviews, consultations with employers, etc. If instructors are to create specialized courses without appropriate recognition and resources, the project is unlikely to be successful. Therefore, centers should allocate time for this process, prepare templates, and reward those who develop reusable teaching materials. Small-scale pilots may prove to be more beneficial compared to big unorganized initiatives. Pilots can begin with just one department, generate evidence, be refined and then implemented across other departments.

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