SUITABILITY OF THE CURRENT ALGERIAN ENGLISH LANGUAGE TEACHING CURRICULA AND PRACTICES IN MEETING EMPLOYABILITY DEMANDS: ADDRESSING THE DISCREPANCIES

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Abstract: *THE PRESENT STUDY AIMS AT INVESTIGATING THE STATUS OF TEACHING EMPLOYABILITY SKILLS IN THE ALGERIAN CONTEXT. QUANTITATIVE AND QUALITATIVE DATA WERE COLLECTED FROM NINE EFL INSPECTORS, 62 SECONDARY SCHOOL AND UNIVERSITY TEACHERS, AND 200 UNIVERSITY STUDENTS THROUGH ONLINE QUESTIONNAIRES AND SEMI-STRUCTURED INTERVIEWS. OBSERVATION WAS ALSO EMPLOYED AS A DATA GATHERING TOOL. FINDINGS SHOW THAT THE ENGLISH TAUGHT DOES NOT PREPARE THE STUDENTS TO THE NEEDS OF EMPLOYABILITY. THIS IS BASICALLY DUE TO THE WIDESPREAD "CULTURE" OF "LEARNING FOR THE EXAM", LACK OF TECHNOLOGICAL RESOURCES AND TEACHERS' PROFESSIONAL DEVELOPMENT.*

Keywords: EMPLOYABILITY SKILLS, ALGERIAN EFL CURRICULA, TEACHING PRACTICES, CHALLENGES, AWARENESS.

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1. Introduction

Human potential has always been the main driving force in the development of any country. Therefore, it is important to invest in it from all aspects. Education has both direct and indirect impacts on human capital. In other words, it plays a major role in building it up, increasing its productivity, and hence boosting economic growth. Léné (2005) maintains that "Dans la théorie du capital humain, l'éducation est considérée comme un investissement que l'individu effectue en vue de la constitution d'un capital productif. Cet apprentissage est coûteux, mais en retour, les connaissances acquises apportent à l'individu des gains dès lors qu'elles sont mises en œuvre dans le cadre d'activités professionnelles" (p. 94). This quotation shows the tight relationship between education and human capital. Translating it from French to English, it says that in the theory of human capital, education is

regarded as an investment the individual makes to build up productive capital. Such a learning is costly, but in return, the knowledge acquired would be very fruitful once it is put into professional practice.

In order to improve the quality of education, Algeria has carried out a series of educational reforms which gave foreign languages a special attention. Being the language of science and technology, English has recently received the most attention. The latest of these reforms, introduced in June 2022, replaced French with English as the first foreign language to study starting from the third grade of the primary school. The present study attempts to probe into the effectiveness of the current English language teaching curricula and practices to the requirements of employability. In doing so, it seeks to answer the following questions:

1. Does the English taught in EFL classes prepare the learners for the needs of the workplace?

2. What are the teachers', inspectors', and students' attitudes towards the teachability of English for employment in EFL classes?

3. How can English for employability be better implemented in EFL classes to prepare future productive citizens who contribute in the economic growth?

2. Literature review
2.1. Structure of the Algerian educational system

As per the guidelines set by the Ministry of National Education, the educational framework in Algeria encompasses distinct tiers:

Preparatory Level: It is designed for children aged 5 and it is non-mandatory.

Basic Level: It encompasses two stages: Primary school (lasting 5 years) and the subsequent middle stage (4 years).

Post-Basic Education: This stage delineates two trajectories, namely General and Technological Secondary Education. The pre-university trajectory within secondary schools (lasting 3 years) falls under the jurisdiction of the Ministry of National Education. Conversely, professional education comprises two cycles: vocational (3 years) and higher professional (2 years) and it falls under the purview of the Ministry of Training and Professional Education.

Vocational Training: This category encompasses both initial vocational training and continuous training. The former endeavors to address school dropout at various levels, while the latter takes place in employment.

Higher Education: It is under the supervision of the Ministry of Higher Education and Scientific Research.

2.2. Foreign languages instruction in the Algerian educational system

Since gaining independence in 1962, Algeria has carried out several educational reforms to align with the demands of globalization and the knowledge economy. The decisions related to teaching languages were complex and influenced by a set of political, historical, and cultural factors. The initial reform phase witnessed the implementation of the Arabization policy which aimed at establishing the Arabic culture and eradicating all the traces of the 132 years of the French colonization. Arabization is conceptualized as a process of returning to authenticity and reclaiming Arabic identity attributes, achievable only through the restoration of the Arabic language (Ennebati & Lenba, 2020).

The second reform phase (1976-1979) marked a pivotal moment in the Algerian educational system. Arabic was declared the language of instruction for all subjects except sciences and medicine courses (Ibrahimi, 1995). During this period, English instruction commenced from the second grade of middle school. The delayed exposure to English, however, led students to be significantly influenced by their mother tongue or French (Vermeren, 2009). In 1993, the onset of the third phase explored the possibility of introducing English in primary schools. The objective was to enhance the teaching of

foreign languages at an early age by allowing parents to choose between French and English as a compulsory language. However, this took place in the schools of some wilayas only and was eventually abandoned by the Ministry of National Education due to the prevailing preference of parents for French over English (Ennebati & Lenba, 2020).

The radical changes in the Algerian educational system came in 2002. In one of his speeches of the presidential campaign in 1999, Abdelaziz Bouteflika asserts that « Le niveau a atteint un seuil intolérable, au point ou le diplôme algérien qui était reconnu par la Sorbonne, Harvard et Oxford jusqu'au années 80, n'est plus accepté pas même par les universités maghrébines. Les étudiants tunisiens et marocains venaient en Algérie pour étudier la médecine et la pharmacie. Aujourd'hui, c'est l'inverse qui se produit » (Quoted in Benranah, 2002, p. 78). Through this statement, Bouteflika contends that the academic standard has reached an intolerable threshold, leading to the rejection of Algerian diplomas even by Maghreb universities. He further noted a shift wherein Tunisian and Moroccan students, once drawn to Algeria for medicine and pharmacy studies, are now pursuing these disciplines elsewhere.

The educational reform initiated under President Bouteflika began to be implemented in 2003. It tackled general reorganization of the system, teacher training, and pedagogical practices. Moreover, it focused on foreign language education giving equal importance to French and English. In August 2019, Tayeb Bouzid, the Minister of Higher Education and Scientific Research, advocated for a preference for English in the country's 77 universities and institutions. He declared that "French does not get us anywhere". The move towards English is seen as a strategy to enhance access to scientific research, business prospects, and employment opportunities. The latest educational reform (June 2022) introduced English at the primary school. Making such a step, English has become the first foreign language in Algeria.

2.3. Employability skills associated with EFL

Future career readiness encompasses three pivotal skill categories: Academic skills, employability skills, and technical or job-specific skills. While fundamental academic skills furnish students with requisite professional knowledge, employability skills equip them with essential proficiencies applicable across diverse career domains (Cotton, 1993). The Employability Skills Framework employed in this study derives from the Department of Education, Science, and Training (2004). Therefore, employability skills deemed crucial for the 21st century are classified into eight main groups: (1) Communication skills, (2) Teamwork skills, (3) Problem-solving skills, (4) Initiative and enterprise skills, (5) Planning and organizing skills, (6) Self-management skills, (7) Learning skills, and (8) Technology skills. Recognized as a vital nexus between educational principles and occupational requisites, employability skills assume a paramount role. Beyond foundational and specialized knowledge, EFL students are expected to cultivate a repertoire of skills essential for employability and consonant with employers' expectations (Suarta et al., 2017). These skills should be emphasized in the learning process to foster students' critical thinking, collaboration, creativity, and social competencies (Fandino, 2013).

3. Methodology
3.1. Choice of the method

The present study used a mixed-methods design. It is believed that the integration of both quantitative and qualitative data yields a more comprehensive understanding of the issue investigated than either of each alone.

3.2. Participants

Surveying the whole Algerian inspectors, EFL teachers as well as students is practically impossible. Therefore, the researcher used convenience sampling. She opted for this technique because the participants are not required to satisfy any specific conditions. In other words, they are all eligible and dependent on the researcher's proximity to get involved in the sample. Nine secondary school EFL inspectors, 19 university EFL lecturers, 43 secondary school EFL teachers, and 200 university EFL students took part in the present study.

3.3. Data gathering instruments

Two online questionnaires were employed to collect data in the present study: One for teachers and one for students. For the teachers' questionnaire, it consists of three sections: The first section confers an overview of their general information such as gender, age, qualifications, and teaching experience. The second section is concerned with their perceptions of the role of English in maximizing the chances of employability and boosting economic growth. It also seeks to probe into their opinion about the effectiveness of the current curricula in the development of the level of English language proficiency required for employability. The third section is an endeavor to provide an in-depth coverage of their actual teaching practices and the obstacles they face in teaching ESP.

For the students' questionnaire, it is made up of two sections only. While the first section asks for demographic information such as gender, age, grade, etc., the second one aims at knowing the responds' perceptions of the effectiveness of the English learned in the development of the skills required for employment, business, industry, and economic growth. Here, it is worth noting that the participants' general information required in the questionnaires and interviews is just to help foreground the study's context.

The two questionnaires were reviewed for their content and face validity by three teachers: Two TEFL lecturers from Batna 2 University and an ESP expert from Ourgla University. Necessary modifications and deletion of some questions were done to reach the final valid versions of the questionnaires.

Reliability testing of the two questionnaires was conducted by assessing their internal consistency through Cronbach's alpha coefficient. This turned to be $\alpha = 0.76$ for the teachers' questionnaire, and $\alpha = 0.79$ the students' questionnaire. This means that they are reliable.

Before administering the questionnaires to the present study's participants, they were piloted to guarantee their adequacy and reliability. Piloting is useful in checking the appropriateness of the language used and the sequencing of questions (Sapsford & Jupp, 2006). Participants of the pilot study were 28 first year English-major students and five EFL lecturers from the Department of English Language and Literature (Batna 2 University) in addition to eight EFL instructors from different secondary schools of Batna. They all differ from the participants of the main study. After getting their agreement to be subjects of the pilot study, they received the questionnaire along with a brief assessment form which aims at assisting them in providing feedback on the clarity of instructions and questions, indicating the time taken to complete the questionnaire, and mentioning any additional comments if desired.

After making sure that the questions were clear and adequately structured, the questionnaires were administered to the present study's participants. They were created using Google Forms and the links were sent to the respondents by email in July 2022.

There are two reasons why interviews were used: First, to gather qualitative data as they are more participant-directed and have a more open-ended format. Second, to triangulate the data drawn from the questionnaires.

Validity and reliability are not considered relevant when evaluating the results of qualitative data collection methods; instead, rigor is linked to reliability. Peer coding and peer face validity verification were opted for to make sure the results of the interviews could be trusted. It was requested of two EFL teachers from Batna 2 University's English department to review the interviews and provide feedback on whether or not they appear to "measure" what they purport to. They were also asked to verify that the questions were clear. They expressed agreement with the phrasing, style, and structure as well as the possibility that the intended audience could understand the questions. Additionally, they made sure they are clear and not leading.

Coding was done two coders: The researcher and an EFL teacher from Médéa University. Since Krippendorff's alpha is the most adaptable technique for assessing inter-coder reliability (Nili, 2017), it was used to evaluate the correlation between the two codings. PRAM software was used to calculate Krippendorff's alpha. It was found to be 0.73 which can be deemed appropriate for an investigative purpose (Lombard et al., 2002; Feng 2014). We can then assert that coding was methodical and consistent.

The semi-structured interviews were conducted with inspectors in July 2022 by normal and WhatsApp calls. The predetermined questions were supplemented with follow-up questions to get more in-depth data.

This instrument was chosen because it enables the collection of firsthand and detailed information about English is taught in Algerian universities. Dörnyei (2007) maintains that "classroom observation provides direct information and it is one of the three basic data sources for empirical research" (p. 178). The number of observation hours was reduced from 30 to 18 in each department due to the final exams. Observation was carried out in June 2022 in the regular classes of English in the Department of Sociology and Demography and the Department of Commercial Sciences. Both belong to Batna 1 University, Algeria. The aim of the current study's classroom observation is to scrutinize the following aspects with regards to employability skills: The skills cultivated, instructional methods employed, language utilized during sessions, classroom dynamics, assessment methodologies, students' weaknesses, and challenges faced by teachers.

3.4. Techniques of data analysis

Statistical analysis was conducted utilizing Statistical Package for the Social Sciences (SPSS) version 23. Descriptive statistics were expressed in terms of percentages and means. Qualitative data, on the other hand, were analyzed through content analysis. NVivo 12 software was used to facilitate coding and categorization.

4. Data analysis and discussion
4.1. Teachers' questionnaire

Table 1 : The ultimate objective of teaching EFL in the teachers' eyes

Objective	n (%)
Develop learners' awareness of the importance of English as a means of international communication	42 (67.47)
Acquire basic language skills (listening, speaking, reading and writing) in order to communication with the speakers of English language	53 (85.48)
Develop learners' intellectual, personal and professional abilities	19

	(30.64)
Prepare learners to be active citizens aware of the cultural, economic and social issues of their society in order to contribute in giving solution	21 (33.87)

Table 1 indicates that a predominant portion of the respondents (85.48%) think that the ultimate objective of teaching EFL is to obtain the four basic language skills that enable the learners to communicate with the speakers of English language. The second highest percentage is that of teachers who believe that developing the learners' awareness of the importance of English as a means of global communication is the objective of teaching EFL (67.47%). The third-ranking objective is to prepare learners to become engaged citizens sensible of the social, cultural, and economic challenges in their society (33.87%) while that of developing learners' intellectual, personal and professional abilities ranked the last (30.64%). Emphasizing communication as a teaching goal by the teachers might be due to their influence with the Communicative Approach to Language Teaching.

Table 2 : Teachers' Attitudes towards the teachability of employability skills in the EFL classroom

Question	Yes n (%)	No n (%)
Can employability skills be taught in the EFL classroom?	47 (75.81)	15 (24.19)

As Table 2 shows, the majority of the surveyed teachers think that employability skills can be taught in the EFL classroom (75.81%). The 15 remaining ones hold a different opinion. When asked to justify their answers, all of them said that EFL classes are not the best place to teach employability skills and other more specialized subject classes can be created to fit this need.

Table 3 : EFL teachers' views of the effectiveness of the actual EFL curricula in the provision of the English required for employment

Question	Yes n (%)	No n (%)	No answer n (%)
Do you think that the actual EFL curricula help in equipping the learners with the English required for employment and prepare them to be future active citizens who contribute in the national economic growth?	2 (3.22)	59 (95.16)	1 (1.61)

As can be seen from Table 3, the majority of the respondents (95.16%) think that the actual EFL curricula do not help in equipping the learners with the English required for employment. Moreover, they do not prepare them to be future active citizens who contribute in the national economic growth. When asked as to why they think so, they replied by saying that the Algerian EFL

syllabi are poorly designed and confined to a haphazard selection of functions. They added that the English taught nowadays is not updated and it does not match the changing needs of globalization and economy.

Table 4 : EFL teachers' actual classroom practices regarding teaching English for employability

Statements	Never n (%)	Occasionally n (%)	Sometimes n (%)	Often n (%)	Always n (%)
I teach my students problem solving and high order thinking skills.	24 (38.71)	15 (24.19)	11 (17.74)	5 (8.06)	7 (11.29)
I teach my students the etiquette of face-to-face and telephone conversations related to the workplace.	49 (79.03)	7 (11.29)	5 (8.06)	1 (1.61)	0 (0)
I teach my students self-introductions and the skills required in job interviews.	38 (61.29)	3 (4.84)	11 (17.74)	7 (11.29)	2 (3.22)
I teach my students the basics of public speaking and small formal presentations.	4 (4.84)	3 (4.84)	17 (27.42)	30 (48.39)	8 (12.9)
I teach my students how to do context clues and how to read between the	0 (0)	4 (4.84)	8 (12.9)	31 (50)	19 (30.64)

lines effectively.					
I teach my students how to interpret schedules, charts, and graphs.	51 (82.26)	2 (3.22)	9 (14.52)	0 (0)	0 (0)
I teach my students how to collect information from notes, posters, websites, and written ads.	38 (61.29)	11 (17.74)	7 (11.29)	4 (6.45)	2 (3.22)
I teach my students how to write CVs, formal letters, and reports.	0 (0)	3 (4.84)	3 (4.84)	37 (59.68)	19 (30.64)
I teach my students how to fill out forms	28 (45.16)	21 (33.87)	11 (17.74)	2 (3.22)	0 (0)

As Table 4 shows, the basics of public speaking and small formal presentations, context clues, reading between the lines, CVs, formal letters, and reports are the few areas that are often taught by the surveyed teachers. Surprisingly, the majority of them reported that they never taught problem solving and high order thinking skills, the etiquette of face-to-face and telephone conversations related to the workplace, interpreting schedules, charts, and graphs, collecting information from notes, posters, websites, and written ads, and filling out forms. Overall, results show that the skills related to employability are disregarded by the teachers.

The thematic analysis resulted in the generation of the codes presented in the subsequent table:

Table 5 : Difficulties that face EFL teachers in teaching English for employability

Code	Example
Lack of technological resources	The changing needs of teaching EFL should go hand in hand with the tools of teaching. The facilities I mean. We need access to Internet, computers, smart screens, and so on. None is available in our classes.
Students' low language proficiency	Students of nowadays have more facilities and opportunities but they miss the will to learn. Frankly speaking, their language level is very low. The majority of them can't produce a correct sentence

	and can't write a concise paragraph. These students can't be taught specialized language.
Lack of professional development	I think that continuous training that enables us to teach such kind of specialized English.
Loaded syllabi	The number of hours is limited and the syllabus is very loaded. We can barely teach the must. Those skills are obviously necessary but something extra.

As Table 5 reveals, the surveyed teachers reported several difficulties in teaching English for employability. The first challenge is the lack of technological resources. A lot of respondents stated that basic classroom technology is often limited in schools and universities. This lack of resources causes problems especially in teaching visual content such as graphs, posters, written ads, etc. Another reported obstacle is the students' low language proficiency which imposes severe limitations when learning more specialized English. Additionally, the teachers showed their dissatisfaction of teacher-training. They stated that they need continuous professional development to become more aware of the new teaching trends and methodologies and more creative in the ways of implementing the curriculum. Additionally, loaded syllabi were also mentioned as a challenge that faces the respondents in teaching English for employability. Moreover, the surveyed teachers expressed dissatisfaction with the restricted number of teaching hours designated for English. All these challenges were reported in previous research (e.g., Clement & Murugavel, 2015).

4.2. Students' questionnaire

Table 6 : Students' attitudes towards the aim of education with regard to developing employability skills and contributing in the country's economic growth

Question	Strongly agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly disagree n (%)
To what extent do you agree with the following statement: "The aim of education is preparing the students to get and keep jobs and do well in them in order to contribute to boosting the country's economic growth?	189 (94.5)	9 (4.5)	3 (1.5)	0 (0)	0 (0)

As Table 6 shows, most of the participants (94.5%) agree that the aim of education is preparing the students to get, keep, and do well in jobs in order to contribute to boosting the country's economic growth.

Table 7 : Students' evaluation of the effectiveness of the English learnt in preparing them for employability

Question	To an extremely large extent n (%)	To a large extent n (%)	To a moderate extent n (%)	To a small extent n (%)	To an extremely small extent n (%)
To what extent do you think the English you have been taught so far prepare for employment?	2 (1)	29 (14.5)	103 (51.5)	15 (7.5)	51 (25.5)

As Table 7 shows, the majority of the surveyed students (51.5%) think that the English they have been taught so far prepares them for employability to a moderate extent. Unsurprisingly, the option "To an extremely large extent" comes in the last place (1%). When asked to justify their answers, the students told some of their experiences. One student, for instance said "The teachers are eager to finish the program and not to train their us to communicate. Moreover, the lectures are not interactive. There's no discussion no debates no communication". Another student also complained "In the class of Oral Expression, each student choses a topic and delivers a presentation. There is no feedback by the teacher or the classmates. The speakers often do not ask for areas of improvement".

4.3. Inspectors' interview

In one question which asked for inspectors' suggestions to make EFL classes more effective in providing students with the language skills they will need for the workplace, they insisted on the following points:

Emphasis on interpersonal and problem-solving skills: The inspectors underscored the importance of shifting the instructional focus from traditional grammar teaching to the development of interpersonal and problem-solving skills. They suggested that fostering these competencies would better prepare students for the demands of the modern workplace.

Advocacy for a learner-centered approach: The inspectors advocated for a pedagogical shift from a teacher-centered to a learner-centered approach. They highlighted the benefits of an instructional methodology that places the learner at the center, fostering active engagement and personalized learning experiences.

Preference for formative assessment: In response to the question about assessment methods, the inspectors recommended a greater emphasis on formative assessment over summative assessment. They argued that continuous, ongoing assessment would provide more meaningful insights into students' progress and allow for timely interventions to enhance learning outcomes.

Integration of technology: Insisting on the incorporation of new technologies, the inspectors suggested introducing innovative tools and platforms in the classroom. They believed that integrating technology would not only make the learning process more engaging but also align with the contemporary skills required in the workforce, thereby enhancing students' interest and participation in the learning process.

4.4. Classroom observation

Classroom observation yielded the subsequent findings:

Classroom interaction: All the observed classrooms exhibited a teacher-centered approach. Although the classes were captivating, the teacher consistently assumed a dominant role throughout the instructional process. A minority of post-intermediate speakers actively engaged the teacher in discussions and posed additional questions, while the majority of students remained passive, listening quietly without direct interaction. Surprisingly, a notable observation was that most of the observed teachers played more of a translating role than that of an EFL teacher. Students in all observed classes frequently requested translations to Arabic, expressing difficulty in understanding English.

Course content and skills developed: Observation revealed that the lexico-grammatical content (e.g., sentence structure and elements, tenses, reported speech, and conditionals) was the most emphasized. The skill most emphasized was reading while the other skills were neglected. Vocabulary was introduced through English texts, with an emphasis on key terms. Grammar and vocabulary exercises (text titles, synonyms and antonyms, sentence reformulation, matching, etc.) followed the reading texts. Overall, interpersonal communication skills and problem-solving skills were not developed.

Assessment: The 12-hour classroom observation revealed that the sole assessment type employed by the observed instructors was summative assessment, primarily in the form of quizzes. Teachers exclusively concentrated on evaluating the final product, neglecting the learning process. In essence, formative assessment, which provides continuous feedback to guide instructional decisions and adaptations, was notably absent from the observed classrooms.

5. Conclusion and recommendations

Even though surveying a limited number of EFL teachers, inspectors, and students, as well as observing a restricted number of EFL classes within a limited timeframe, may not provide an exhaustive basis for generalization, the present study has unveiled several insights about teaching and learning English for employability in Algeria. Primary among these revelations is the early stage of development in curricula and teaching practices in this domain. Despite teachers' recognition of the importance of imparting employability skills and preparing students for the workforce to contribute to economic growth, the study reveals a considerable gap between this awareness and the actual teaching practices observed. The investigation underscores the imperative for targeted professional development initiatives for both secondary and university EFL teachers. Additionally, collaboration between teachers and students is advocated to comprehend student needs and formulate effective methodologies for enhancing employability skills. To address these challenges, the following practical recommendations are proposed:

1. EFL syllabus designers and teachers should stay informed about industry trends and changes in the job market so that they can integrate relevant skills and knowledge into the curriculum and the classroom.
2. EFL syllabus designers should incorporate real-world scenarios, tasks, and challenges relevant to various professional contexts. This can bridge the gap between academic learning and the workplace demands.
3. EFL teachers should prioritize the development of effective communication skills by offering students opportunities to engage in discussions, presentations, and written communication exercises to enhance their ability to express ideas clearly and professionally.
4. They should also foster critical thinking by designing activities and assessments that stimulate it. This includes tasks that require analysis, evaluation, and problem-solving.
5. EFL practitioners should incorporate technology into the curriculum to familiarize students with digital tools commonly used in the workplace.

6. The government should provide EFL learners with experiential learning opportunities such as internships, projects, or simulations to enable them apply theoretical knowledge in practical, real-world situations.

7. The Ministry of National Education should ensure that EFL teachers have access to ongoing professional development programs focused on incorporating employability skills into their teaching methodologies. This can enhance their ability to guide students effectively.

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APPENDICES
Appendix A: Teachers' Questionnaire

Dear Participant,

Thank you for participating in this questionnaire. Your insights are invaluable in understanding the dynamics of teaching English for employability. Your responses will aid in enhancing educational practices to better equip learners for future endeavors.

Section 1: General Information

Gender:
- Male
- Female
- Other (please specify): _____

Age:

- Under 25
- 25-34
- 35-44
- 45-54
- 55 and above

Qualifications:
- Bachelor's degree
- Master's degree
- PhD or higher

Teaching Experience (in years): _____

Section 2: Perceptions of English in Employability and Economic Growth

The ultimate objective of teaching EFL in your eyes (select all that apply):
- Develop learners' awareness of the importance of English as a means of international communication
- Acquire basic language skills (listening, speaking, reading, and writing) to communicate with English speakers
- Develop learners' intellectual, personal, and professional abilities
- Prepare learners to be active citizens aware of cultural, economic, and social issues

Can employability skills be taught in the EFL classroom?
- Yes
- No

Do you think that the actual EFL curricula help in equipping learners with the English required for employment and prepare them to be future active citizens who contribute to national economic growth?
- Yes
- No
- No answer

Section 3: Teaching Practices and Obstacles in Teaching ESP

EFL teachers' actual classroom practices regarding teaching English for employability (select one for each statement):

I teach my students problem-solving and high order thinking skills.
- Never
- Occasionally
- Sometimes
- Often
- Always

I teach my students the etiquette of face-to-face and telephone conversations related to the workplace.
- Never
- Occasionally
- Sometimes
- Often
- Always

I teach my students self-introductions and the skills required in job interviews.
- Never
- Occasionally
- Sometimes
- Often
- Always

I teach my students the basics of public speaking and small formal presentations.
- Never
- Occasionally
- Sometimes
- Often
- Always

I teach my students how to do context clues and how to read between the lines effectively.
- Never
- Occasionally
- Sometimes
- Often
- Always

I teach my students how to interpret schedules, charts, and graphs.
- Never
- Occasionally
- Sometimes
- Often
- Always

I teach my students how to collect information from notes, posters, websites, and written ads.
- Never
- Occasionally
- Sometimes
- Often
- Always

I teach my students how to write CVs, formal letters, and reports.
- Never
- Occasionally
- Sometimes
- Often
- Always

I teach my students how to fill out forms.
- Never
- Occasionally
- Sometimes
- Often
- Always

Please list any challenges or obstacles you encounter while teaching English for employability.

Appendix B: Students' Questionnaire

Dear Participant,

Thank you for taking the time to complete this questionnaire. Your feedback is crucial in understanding the effectiveness of English language education in preparing students for employability and contributing to economic growth. Please answer the following questions honestly and to the best of your ability.

Section 1: Demographic Information

Gender:
- Male
- Female
- Other (please specify): _____

Age:
- Under 18
- 18-21
- 22-25
- 26 and above

Grade/Level of Education:
- High school
- Undergraduate
- Graduate
- Other (please specify): _____

Section 2: Perceptions of English Language Education and Employability

To what extent do you agree with the following statement: "The aim of education is preparing the students to get and keep jobs and do well in them in order to contribute to boosting the country's economic growth?
- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

To what extent do you think the English you have been taught so far prepare you for employment?
- To an extremely large extent
- To a large extent
- To a moderate extent
- To a small extent
- To an extremely small extent

Your input is highly appreciated. Thank you for your participation.

Appendix C: Inspectors' interview

1. To what extent do you believe that the primary aim of education should be preparing students to obtain and maintain employment, thereby contributing to the advancement of the country's economic growth?

2. In your opinion, can skills related to employability be effectively taught within the context of English as a Foreign Language (EFL) classrooms?

3. How do you assess the effectiveness of the current EFL curricula in equipping learners with the necessary English language skills for employment, as well as fostering their ability to become active citizens contributing to national economic growth?

4. Based on your experience and expertise, what do you consider to be the best practices for teaching English for employability within EFL classes, particularly in the context of meeting the demands of the modern workforce and contributing to economic development?