

The Role of English Language Skills in Promoting Leadership in Energy and Industry Sectors: Insights From Saudi University Teachers

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Abstract—This study examines teachers' perspectives regarding the relevance of the English language skills for developing leadership in the Saudi higher education context for the energy and industrial sectors. The data was collected using structured questionnaire based on quantitative method from 40 ESP instructors through a structured 25-item questionnaire covering leadership development, teaching practices, skill development, challenges and career readiness. Data were analyzed using descriptive statistics such as mean scores and coefficients of variance. The results indicated that teachers had a strong belief in the contribution of English language teaching to the development of leadership qualities, communication skills, critical thinking, employability and global competitiveness. Interactive ESP activities including presentations, discussions and negotiations were seen as useful for developing leadership skills. However, the study indicated a few obstacles such as students' lack of English proficiency, unavailability of industry-specific teaching materials, lack of institutional support, time limitations and the need for more teacher training. The study suggests that ESP-based English instruction plays a vital role in preparing students for leadership and professional achievement in energy and industrial sectors, especially, in alignment with Saudi Vision 2030.

Index Terms—ESP, energy, industry, youth employment, technology

I. INTRODUCTION

English is the most used language of communication in the energy and industrial sectors in the current period of globalisation and technical advancement (Tan, 2024; Hodges & Seawright, 2023; Patel & Shriwas, 2025). It is regarded as the language of science, technology and international business and is vital for facilitating collaboration and knowledge sharing across borders (Almudibry, 2023). This reality is very much in accordance with the national transformation strategy set forth in the Saudi Vision 2030 in Saudi Arabia, which gives importance to economic diversification, industrial expansion and the building of a globally competitive workforce. The Kingdom's investments in big scale industrial and energy projects such as NEOM have led to a remarkable expansion in the demand for graduates who have not only technical expertise, but also great communication and leadership ability (Alghamdi & Alghamdi, 2020; Alrashedi, 2025; Summary Report, 2020; NEOM Careers, n.d.; Bindawas, 2024).

In this context, leadership in the energy and industrial sectors goes beyond technical knowledge to encompass the capacity to communicate in English, manage multicultural teams and engage in strategic decision making. Therefore, competence in English, especially in discipline-specific contexts, has become a crucial element for professional success. English for Specific Purposes (ESP) has become a crucial technique in meeting these needs, as it provides learners with the language abilities required for particular academic and professional fields (Ulyani, 2025; Chi & Vu, 2024; Pavlenko, 2023; Kumari, 2024). Research shows that ESP programs help learners build their linguistic skills and socialize them into professional discourse communities and so facilitate their academic and career development (Yu et al., 2025; Azami et al., 2026). In Saudi institutions, ESP courses are being offered in engineering, medical and industrial

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disciplines to equip students to meet the workplace communication demands (Almudibry, 2023).

However, despite the increasing importance of ESP, some research indicates continuing challenges of its implementation in Saudi higher education. For example, studies on Saudi engineering students have shown that ESP education is often insufficient to address students' real academic and workplace communication needs, resulting in a discrepancy between curricular content and professional demands (Muhammad & Raof, 2019). Research on the needs of engineering students highlights gaps in technical vocabulary, genre familiarity (reports, proposals) and discipline-specific oral and written genres employed in professional contexts (Salehi, 2010; Alhadid et al., 2026; Tomak & Atas, 2019; Kausar, 2025). Students are aware of the usefulness of ESP but they are confronted with pedagogical and material-related problems. At the same time, English-medium instruction (EMI) is growing in STEM programs, opening up prospects for content-language integration and tensions over language support (Alqarni et al., 2024). Likewise, recent research suggests that ESP courses in Saudi schools do not always adequately prepare students for practical communicative tasks, especially those involving higher-order speaking, presentation, and leadership abilities (Bashir & Fouad, 2017). Moreover, students' perceptions of ESP and English for General Purposes (EGP) courses indicate that even while students recognize the relevance of English, they are still challenged to develop the required language abilities for academic and professional success (Gaffas, 2019).

The above problems raise a broader research issue of whether or not ESP curriculum could be in consistent with the changing needs of the energy and industrial sectors. ESP strives to integrate language learning to professional practice, yet current curriculum focuses more on basic language skills and technical terminology, often disregarding higher-order abilities such as critical thinking, persuasive communication and leadership. Furthermore, there is a dearth of empirical research on the effect of English language instruction in the development of students' leadership qualities in technical fields.

A. Research Problem

The energy and industrial sectors have grown significantly, although many experts are struggling to participate in global discussions because of poor English skills. This results in less prospects for collaboration, innovation and leadership on the international stage. Existing ESP courses typically lack leadership, leading to professionals who are technically adept in English but ill-prepared for leadership jobs. This research therefore tries to fill the gap by finding out what specific language skills and training methods can build leadership in energy and industry. It caters to the global requirement for experts adept at engaging in international dialogues on energy security, sustainable industrialization and technology growth. Thus, the main goals of the study are to respond to the following research questions:

1. How important do teachers think it is to have English language competency in order to build leadership abilities in energy and industry?
2. How do teachers integrate leadership curriculum and industry-specific communication strategies into English language instruction?
3. What is the function of English language teaching in enhancing students' critical thinking, communication and problem-solving abilities as viewed by teachers?
4. What are the challenges for instructors when it comes to incorporating leadership development into English language teaching?
5. What do teachers think about the influence of teaching the English language on the employability and leadership preparedness of students in the energy and industrial sectors?

B. Research Objectives

The following are the objectives of the present study –

1. To investigate teachers' perspectives on the usefulness of English language proficiency for building leadership skills in the energy and industrial sectors.
2. To explore how teachers incorporate leadership curricula and industry-specific communication skills into English language teaching.
3. To examine the role of English language education in increasing students' critical thinking, communication and problem-solving skills from teachers' viewpoints.
4. To identify the problems faced by instructors in integrating leadership development in English language education.
5. To explore teachers' perspectives of the influence of English language teaching on students' employability and leadership readiness in the energy and industrial sectors.

II. LITERATURE REVIEW

The development of English language skills within the context of English for Specific Purposes (ESP) plays a significant role in fostering leadership capabilities, particularly in sectors such as energy and industry. Recent studies highlight the importance of tailored language instruction in equipping students with the communication and research skills necessary for leadership roles in specialized fields. For instance, Alhumaidan and Alghamdi emphasize the

integration of innovative approaches like Agile English for Specific Purposes (AESP) to meet the specific needs of hospitality and hotel management students, suggesting that customized ESP curricula can enhance professional competencies that underpin leadership in industry sectors (Alhumaidan & Alghamdi, 2023). In the context of Saudi Arabia, the strategic importance of English language education aligns with national visions such as Vision 2030, which aims to enhance the country's global competitiveness through improved language proficiency and industry-specific skills. The literature notes a shift in Saudi Arabia's approach to English education, emphasizing its role in supporting economic diversification and leadership in energy and industry sectors (Almesaar, 2024). This aligns with broader educational reforms in G20 countries, where curricula are increasingly designed to develop job-specific skills and leadership qualities necessary for emerging industries (G20 Indian Presidency Education Working Group, 2023). Moreover, innovative pedagogical strategies such as project-based learning are being explored to foster leadership qualities among students by promoting practical skills and collaborative problem-solving, which are essential in energy and industrial sectors (Zhang & Ma, 2023). The emphasis on skills development through tailored curricula and active learning approaches suggests that English language instruction is not merely about linguistic competence but also about cultivating leadership attributes necessary for navigating complex industry environments. Teaching English language skills within ESP curricula significantly contributes to developing leadership in energy and industry sectors. By focusing on research, communication, and industry-specific competencies, ESP programs can prepare students to assume leadership roles in their respective fields, aligning with national and global educational objectives aimed at fostering innovation and industry advancement (Al-Jarf, 2022; Al-Busaidi & Al-Seyabi, 2021).

English is a global language essential for academic and cultural exchange, and it has become a key component of higher education in Saudi Arabia, where all new university students are required to take English courses through the Preparatory Year Program. Despite substantial efforts and investments to promote English proficiency among Saudi students, outcomes have fallen short of expectations (Al-Wossabi, 2023). Hamouda (2012) highlights the challenges faced by Saudi students in participating actively in English classrooms, citing factors such as low proficiency, fear of speaking, and lack of confidence as barriers to engagement. In the realm of ESP, Wu (2014) emphasizes the importance of vocabulary learning tailored to specific fields, noting that abstractness and pronunciation are significant difficulties for learners. In the Saudi context, AlHashemi et al. (2017) identify specific academic writing needs among postgraduate students, emphasizing mechanics, correctness, and originality. Research on engineering and energy-track students indicates that successful ESP should encompass technical language, reading of standards and specifications, report writing, oral presentations, and work place communication genres. In addition, studies demonstrate that digital technologies and e-learning can facilitate ESP delivery, especially to "digital native" engineering students, but their successful integration needs teacher training and industry-oriented materials (Khan, 2019). Several Saudi studies reveal generally excellent attitudes by students to ESP where courses are explicitly related to professional outcomes. Task-based and project-oriented techniques are emphasized by teachers and literature refers to pedagogical adaptations such as realistic materials, simulation and engagement with industry partners as possibly effective in enhancing motivation and real-world preparedness (Alharbi, 2022; Montasser & Althaqafi, 2023). Recent work in Saudi contexts addresses the use of AI (e.g., ChatGPT) as an assistive tool for ESP writing and drafting, and institutional advances towards EMI create new modalities for language-and-content integration. These innovations demand careful curriculum design so that AI supplements rather than replaces pedagogically beneficial communicative practice and critical thinking required for leadership (Elmotri et al., 2025; Oraif & Alrashed, 2022).

III. RESEARCH METHODOLOGY

The demographic data indicated that the sample consisted primarily of experienced middle-aged male ESP professors in Saudi higher education institutions. The participants represented a wide array of academic disciplines and institutions, lending a diversity of viewpoints to the discussion about the importance of English language teaching in fostering leadership abilities in the energy and industry sectors. Although not evenly distributed among institutions and gender categories, the sample is representative of a purposive and professionally relevant population with the capacity to offer informed perspectives on ESP teaching practices and leadership development.

A. Sample and Population

The study sample consisted of 40 ESP teachers from various higher education institutions in Saudi Arabia. Table 1 presents the demographic characteristics of the participants, including gender, age group, teaching experience, teaching field, and institutional affiliation. The sample represented teachers with diverse professional backgrounds and varying levels of ESP teaching experience. Male teachers constituted the majority of the sample (77.5%), while females represented 22.5%. Most respondents were middle-aged professionals, particularly within the 36–40 years (30%) and 46–50 years (27.5%) age groups, indicating substantial academic and teaching experience that enhances the reliability of their perceptions regarding leadership-oriented English instruction.

Regarding specialization, Humanities represented the largest group in the sample (50%), followed by Engineering (20%), Business (15%), Applied Science (12.5%), and Medical (2.5%). This distribution provided perspectives from diverse ESP teaching contexts related to professional and industrial communication. Most respondents were affiliated with Prince Sattam bin Abdulaziz University (72.5%), while Tabuk University and the National Industrial Training

Institute each represented 10% of the sample. King Saud University and Hail University accounted for 5% and 2.5%, respectively.

TABLE 1
DEMOGRAPHIC DESCRIPTION

	Frequency	Percentage
Gender		
Male	31	78%
Female	9	23%
Age Group (in years)		
25-30	1	2.50%
31-35	6	15.00%
36-40	12	30.00%
Variables	8	20.00%
46-50	11	27.50%
Above 50	2	5.00%
Teaching Experience		
0 years - 5 years	7	17.50%
6 years - 10 years	9	22.50%
11 years - 15 years	5	12.50%
16 years - 20 years	10	25.00%
More than 20 years	9	22.50%
Teaching ESP in the field of		
Humanities	20	50.00%
Business	6	15.00%
Engineering	8	20.00%
Applied Science	5	12.50%
Medical	1	2.50%
Working Institutions of teachers		
Prince Sattam bin Abdulaziz University	29	72.50%
King Saud University	2	5.00%
Tabuk University	4	10.00%
National Industrial Training Institute	4	10.00%
Hail University	1	2.50%

B. Research Instrument

The researchers developed a structured questionnaire as the primary data collection instrument to achieve the study objectives. The questionnaire consisted of 25 items divided into five categories: perceived importance of English language skills in energy and industry leadership, teaching practices and classroom integration, skill development through English language teaching, challenges and barriers, and impact on students' career readiness. Each category included five items examining teachers' perceptions of leadership-oriented English instruction, industry-specific communication skills, critical thinking and problem-solving development, challenges in integrating leadership into English teaching, and the role of English language education in enhancing students' employability and leadership readiness in the energy and industrial sectors.

C. Data Collection and Data Analysis

For this inquiry, the researcher used Google Forms. The researcher provided a link to the questionnaire via WhatsApp to the faculty who teach ESP from a number of higher education institutions in Saudi Arabia and asked them to fill out the questionnaire. The researchers employed a quantitative technique to explore the teachers' perspectives on the significance of teaching English language skills in boosting leadership in the energy and industrial sectors. Once a sufficient number of responses were received, the Google questionnaire was downloaded and imported into Excel in order to examine the quantitative data. Data were visually depicted with bar graphs to demonstrate the distributions of responses easily.

IV. RESULTS AND FINDINGS

In this section the results of the answers to the questionnaire are presented and analysed. The results are arranged to make the study's conclusions easy to comprehend. The questionnaire includes questions in five categories, corresponding with the five study questions. The first set of elements concerns the perceived value of English language skills to energy and industry leadership. In this category, five questions were posed to examine the opinions on the importance of teaching English language skills in enhancing leadership in energy and industrial sectors. The findings relating to the research question "How important do teachers think it is to have English language competency in order to build leadership abilities in energy and industry?" are summarized in Figure 1 and Table 2.

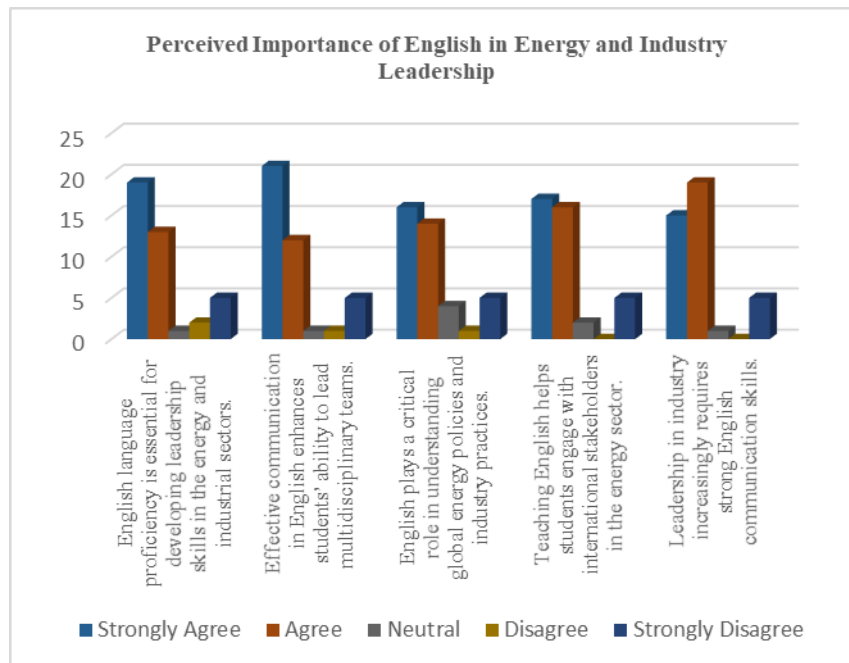


Figure 1. Variables of Perceived Importance of English in Energy and Industry Leadership

TABLE 2
DESCRIPTIVE STATISTICS AND ANALYSIS

No.	Variables	Mean (M)	Coefficient of Variation (%)
1	English proficiency supports leadership development in energy and industry.	3.98	34.41
2	English communication improves multidisciplinary team leadership.	4.08	33.05
3	English is important for understanding global energy and industry practices.	3.88	34.16
4	English teaching promotes engagement with international stakeholders.	4.00	32.02
5	Industrial leadership increasingly depends on strong English communication skills.	3.98	31.45
Overall Mean		3.98	

As illustrated in the chart in Figure 1 and descriptive statistics in Table 2, instructors generally hold strong favorable attitudes about the relevance of English language skills in developing leadership in the energy and industrial sectors. All variables had mean values of 3.98, showing general agreement among respondents. The statement English communication increases multidisciplinary team leadership had the highest mean score ($M = 4.08$). The result indicates that English communication is highly recognized by teachers as an important leadership competence in the industrial society today. The coefficient of variation ($CV = 33.05\%$) is reasonably low, suggesting that the respondents express moderately consistent ideas, implying a common attitude towards the necessity of communication skills in collaborative working environments. The statement “English teaching promotes engagement with international stakeholders” recorded a mean score of 4.00 with a comparatively lower coefficient of variation (32.02%). This result implies a high level of agreement and relatively consistent responses among teachers. The finding reflects the globalized nature of the energy industry, where English serves as the primary language for international communication, professional networking, and industrial cooperation. Likewise, the item on the need for English communication skills for industrial leadership earned a high mean score ($M = 3.98$) and the lowest coefficient of variance (31.45%) among all variables. The lower CV value shows more uniformity in the teachers’ responses showing a significant agreement on the increasing importance of English communication skills for leadership roles in industry. The statement about the role of English proficiency in establishing leadership qualities similarly obtained a high mean ($M = 3.98$), with a coefficient of variance of 34.41%. Overall, the replies were quite favorable but the slightly higher CV indicates some diversity in teachers’ perceptions probably due to differences in institutional contexts, teaching experiences or disciplinary backgrounds. The item on the comprehension of global energy policies and industrial practices had the lowest mean ($M = 3.88$) of the variables, although this still suggests a positive view. Its coefficient of variation is 34.16% which shows a moderate variety in answers. This means that some teachers see English as a tool for communication, not as a way to acquire technical and policy expertise in the global energy sector. Overall, descriptive statistics show that teachers value English language abilities for leadership, professional communication, and global energy and industry engagement. The low coefficients of variance indicate perceived consistency, corroborating the findings and emphasizing the importance of ESP-based English teaching in preparing students for leadership and professional success.

The second category of items deals with teaching practices and classroom integration. In this category, five questions were asked to assess the teachers’ responses regarding teaching practices and classroom integration related to leadership development in English language instruction. Figure 2 and Table 3 display the findings related to the research question

“How do teachers integrate leadership curriculum and industry-specific communication strategies into English language instruction?”

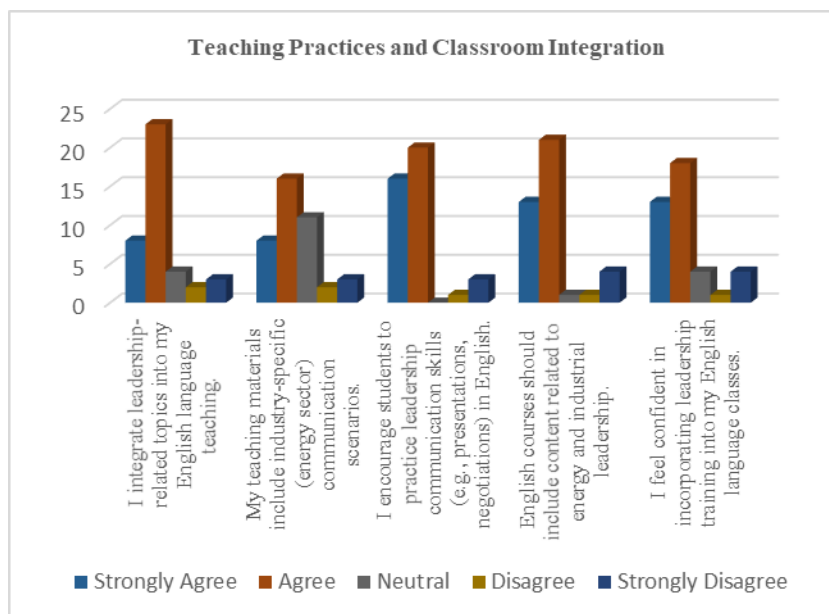


Figure 2. Variables of Teaching Practices and Classroom Integration

TABLE 3
DESCRIPTIVE STATISTICS AND ANALYSIS

Variables	Mean (M)	Coefficient of Variation (%)
Leadership topics are integrated into English language teaching.	3.78	28.4
Teaching materials include industry-specific communication scenarios.	3.6	30.68
Students are encouraged to practice leadership communication skills in English.	4.13	26.43
English courses should incorporate energy and industrial leadership content.	3.95	29.76
Teachers feel confident integrating leadership training into English classes.	3.88	30.98
Overall Mean	3.87	

Figure 2 and Table 3 show positive views toward integrating leadership-oriented and industry-specific content into energy and industrial English language instruction. The first statement, “I integrate leadership-related topics into my English language teaching,” was supported by most participants. Of 40 responders, 8 strongly agreed and 23 agreed, totaling 77.5% positive. Only 2 disagreed, 3 strongly disagreed, and 4 were neutral. The descriptive statistics showed a mean score of 3.78, indicating excellent teacher agreement. Coefficient of Variation (CV = 28.40%) shows reasonably consistent perceptions. These findings imply that many English teachers understand the need of teaching leadership to prepare students for professional and industrial settings. The second statement, “My teaching materials include industry-specific (energy sector) communication scenarios,” had lower agreement than the others. There were 60% positive responses: 8 highly agreed, 16 agreed, and 11 neutral. The variable had the lowest mean score (M = 3.60) and a CV of 30.68%, indicating increased response variability. This shows that while teachers recognize the necessity of industry-specific communication, some may lack teaching resources, institutional support, or energy-specific ESP materials. The third statement, “I encourage students to practise leadership communication skills (e.g., presentations, negotiations) in English,” was most agreed upon. Most responders (16 strongly agreed and 20 agreed) had good views, totaling 90%. This item had the highest mean score (M = 4.13), and its coefficient of variation (CV = 26.43%) indicated great response consistency. Teachers see communication activities as useful ways to build leadership, negotiation, and skilled interaction skills in ESP classrooms. “English courses should include content related to energy and industrial leadership,” was also widely agreed upon. 13 teachers highly agreed and 21 agreed, totaling 85% approval. The mean score was 3.95, suggesting strong agreement, and the CV (29.76%) showed moderate consistency. This shows that instructors support English language curriculum revisions that include leadership and industrial themes. The final statement, “I feel confident in incorporating leadership training into my English language classes,” received 77.5% positive answers, 13 strongly agreeing and 18 agreeing. With a mean score of 3.88 and a coefficient of variation of 30.98%, the item showed moderate agreement and acceptable consistency. The slightly higher variability may indicate disparities in teachers' professional training, teaching experience, or leadership-oriented instructional practices. Overall, teachers support integrating leadership development and industry-related communication skills into English language teaching. Mean scores show agreement across all variables, whereas moderate coefficients of variance show response consistency. Despite significant variation in industry-specific instructional materials, teachers stressed leadership

communication skills through interactive classroom exercises. These findings demonstrate the importance of ESP-oriented English training in improving energy and industrial leadership, communication, and workplace preparedness abilities.

The third category of items relates to skill development through English language teaching. In this category, five questions were asked to assess the teachers' perceptions of the significance of English language education in improving students' leadership-related qualities such as critical thinking, communication, decision making, and problem-solving skills. Figure 3 and Table 4 display the findings related to the research question "What is the function of English language teaching in enhancing students' critical thinking, communication and problem-solving abilities as viewed by teachers?"

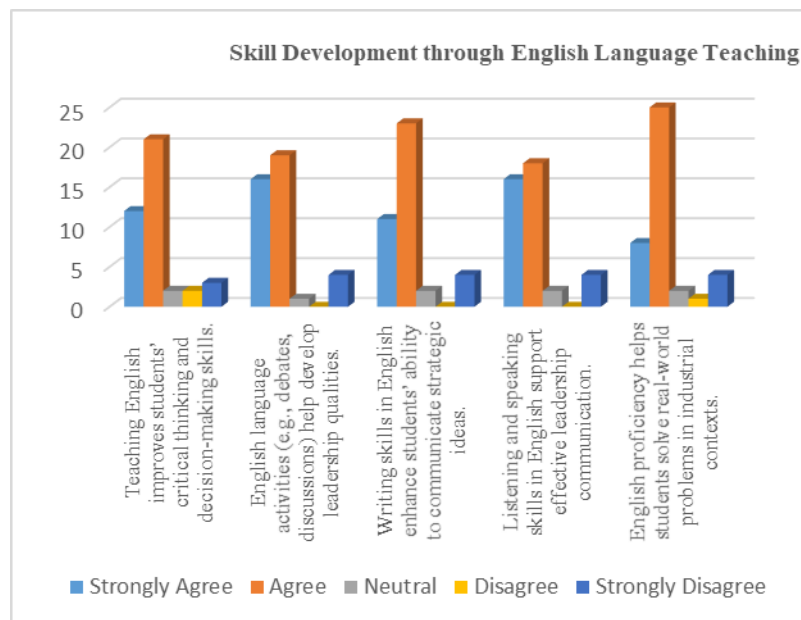


Figure 3. Variables of Skill Development Through English Language Teaching

TABLE 4
DESCRIPTIVE STATISTICS AND ANALYSIS

No.	Variables	Mean (M)	Coefficient of Variation (%)
1	English teaching enhances critical thinking and decision-making skills.	3.93	28.49
2	English activities help develop leadership qualities.	4.08	28.54
3	English writing skills improve strategic communication.	3.93	28.49
4	Listening and speaking skills support effective leadership communication.	4.05	29.02
5	English proficiency helps solve real-world industrial problems.	3.8	29.31
Overall Mean		3.96	

Figure 3 and Table 4 show that respondents strongly believe English language training helps students build professional and leadership skills in energy and industry. Participants strongly supported the first statement, "Teaching English improves students' critical thinking and decision-making skills." 12 strongly agreed and 21 agreed, totaling 82.5% positive responses. The item had a mean score of 3.93, suggesting excellent teacher agreement. The Coefficient of Variation (CV = 28.49%) indicates perceived consistency. This shows that teachers believe English language teaching improves analytical thinking and decision-making for leadership and workplace success. The second statement, "English language activities (e.g., debates, discussions) help develop leadership qualities," was most agreed upon. 16 strongly agreed and 19 agreed, totaling 87.5% positive replies. A CV of 28.54% and the highest mean score (M = 4.08) among all factors indicate relatively consistent responses. This shows how teachers value interactive English language exercises for developing leadership skills like confidence, collaboration, negotiation, and public speaking. Similarly, "Writing skills in English enhance students' ability to communicate strategic ideas," was widely agreed upon. Most respondents (11 strongly agreed and 23 agreed) said strategic communication required English writing skills. The item had a mean score of 3.93 and a CV of 28.49%, indicating favorable impressions and consistency. This shows that writing abilities help students articulate professional thoughts in industrial and organizational settings. Teachers also backed the fourth statement, "Listening and speaking skills in English support effective leadership communication." Overall, 16 strongly agreed and 18 agreed, 85% positive responses. The item's high mean score of 4.05 and CV of 29.02% indicate general agreement and acceptable consistency. Teachers may perceive oral communication abilities as crucial to leadership, especially in collaborative and multicultural industrial settings. The final statement, "English proficiency helps students solve real-world problems in industrial contexts," received fewer but still positive responses. 8 strongly agreed and 25 agreed, totaling 82.5% positive responses. The item recorded the lowest mean score (M = 3.80) and the highest coefficient of variation (CV = 29.31%) among the variables. Teachers agreed with the statement, but the

slightly higher variability implies some differences in beliefs about applying English competency to practical industrial problem-solving. In general, the data reveal that instructors firmly believe that English language teaching helps the development of leadership skills such as critical thinking, communication, teamwork and problem-solving. The high mean scores and moderate coefficients of variance demonstrate favorable and stable beliefs among respondents. Teachers emphasized the relevance of interactive English exercises to develop leadership skills and the importance of ESP-oriented training to prepare students for professional and leadership roles in energy and industrial sectors.

The fourth category of items relates to challenges and barriers. Five questions were asked in this category to examine teachers' perspectives of the challenges and constraints of integrating leadership development into English language teaching within energy and industrial contexts. Figure 4 and Table 5 display the findings related to the research question "What are the challenges for instructors when it comes to incorporating leadership development into English language teaching?"

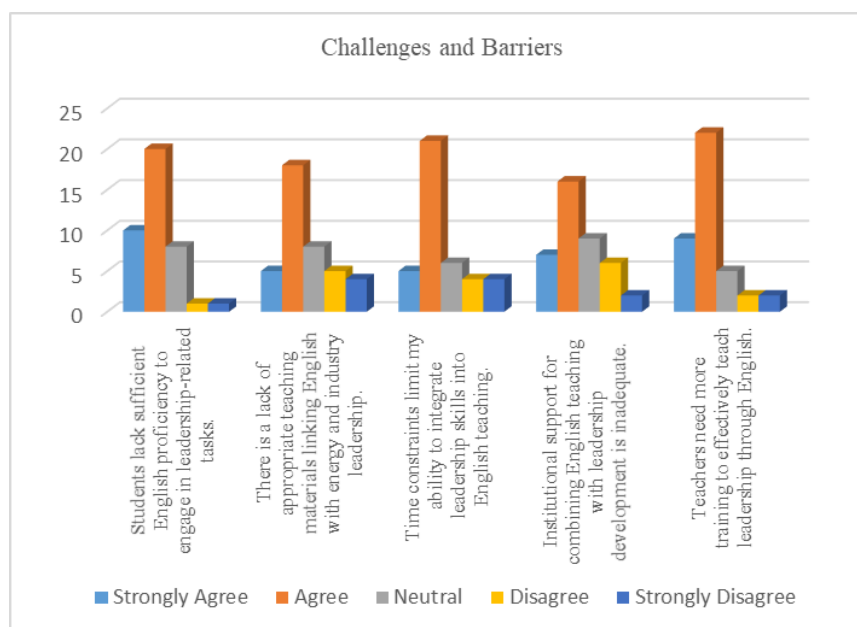


Figure 4. Variables of Challenges and Barriers

TABLE 5
DESCRIPTIVE STATISTICS AND ANALYSIS

Variables	Mean (M)	Coefficient of Variation (%)
Students have limited English proficiency for leadership-related tasks.	3.93	22.63
Appropriate teaching materials linking English with energy and industry leadership are lacking.	3.38	34.66
Time constraints hinder the integration of leadership skills into English teaching.	3.48	33.22
Institutional support for combining English teaching and leadership development is inadequate.	3.5	31.69
Teachers require additional training to teach leadership through English effectively.	3.85	26
Overall Mean	3.63	

According to Figure 4 and Table 5, respondents believe that institutional, pedagogical, and learner-related issues hinder leadership-oriented English instruction. The first assertion, "Students have limited English proficiency for leadership-related tasks," was widely agreed upon. 10 teachers highly agreed and 20 agreed, accounting for 75% positive responses. The item recorded a relatively high mean score of 3.93, indicating strong agreement among participants. The lowest Coefficient of Variation (CV = 22.63%) showed teachers' perceptions were consistent. This shows that poor English proficiency prevents students from participating in leadership communication, discussions, and professional activities. The second assertion, "Appropriate teaching materials linking English with energy and industry leadership are lacking," had lower agreement. Five respondents strongly agreed, 18 agreed, 8 neutral, and 5 disagreed. The item recorded the lowest mean score (M = 3.38) and the highest CV (34.66%), indicating greater variability in respondents' views. This suggests that while many teachers perceive a shortage of relevant ESP and leadership-oriented teaching materials, opinions differ depending on institutional resources, curriculum design, and teaching contexts. Likewise, the assertion, "Time constraints impede the incorporation of leadership skills into English instruction," obtained moderate consensus among respondents. A majority of educators (5 strongly agreed and 21 agreed) recognized time constraints as a challenge. The item achieved a mean score of 3.48 with a coefficient of variation of 33.22%, signifying reasonable consistency in responses. This finding suggests that extensive course content, restricted class

hours, and curriculum demands may hinder teachers' capacity to effectively integrate leadership-oriented activities into English instruction. The fourth statement, "Institutional support for combining English teaching and leadership development is inadequate," similarly indicated moderate agreement. 7 teachers expressed strong agreement, and 16 indicated agreement, but a significant proportion stayed neutral or disagreed. The item attained a mean score of 3.50 and a coefficient of variation of 31.69%, indicating moderate heterogeneity in perceptions. This outcome suggests that certain institutions may lack adequate administrative support, curricular adaptability, or professional resources essential for incorporating leadership development into ESP programs. Respondents strongly supported the concluding statement, "Teachers require additional training to teach leadership through English effectively." Nine teachers strongly agreed and 22 agreed, totaling 77.5% positive replies. It had a high mean score of 3.85 and a low CV of 26%, indicating consistent answers. This suggests the necessity for specialized professional development programs to help English language teachers integrate leadership skills. The findings reveal that educators identify multiple obstacles in incorporating leadership development into English language instruction, specifically students' inadequate English proficiency, absence of specialized teaching resources, time limitations, insufficient institutional support, and the necessity for further teacher training. The average scores demonstrate moderate to high consensus among the factors, whilst the coefficients of variance signify satisfactory consistency in responses. The results underscore the necessity for enhanced ESP resources, professional development, and institutional support to proficiently incorporate leadership abilities into English instruction for energy and industrial contexts.

The last category of items relates to impact on students' career readiness. Five questions were asked in this category to examine teachers' perceptions regarding the impact of English language teaching on students' career readiness, employability, leadership preparation, and global competitiveness in the energy and industrial sectors. Figure 5 and Table 6 display the findings related to the research question "What do teachers think about the influence of teaching the English language on the employability and leadership preparedness of students in the energy and industrial sectors?"

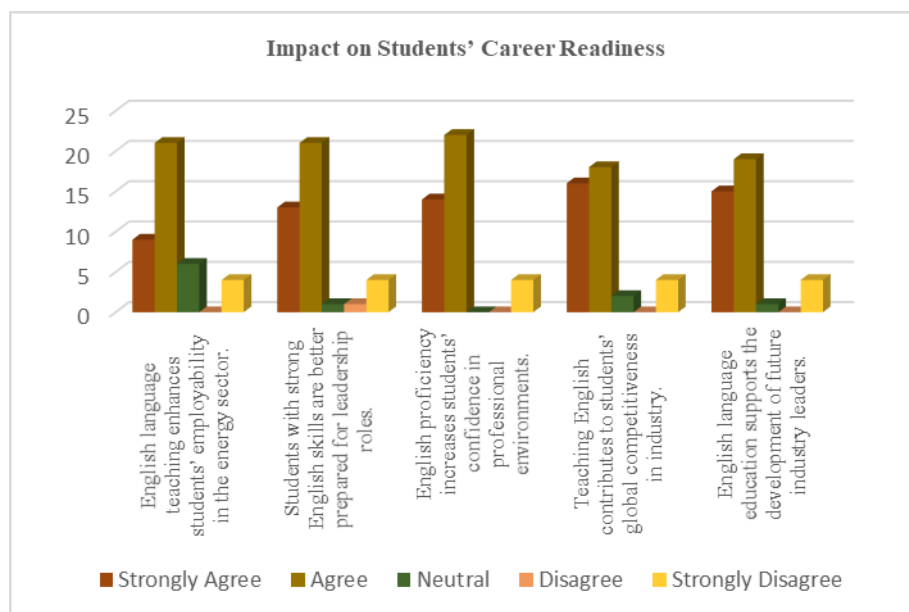


Figure 5. Variables of Impact on Students' Career Readiness

TABLE 6
DESCRIPTIVE STATISTICS AND ANALYSIS

Variables	Mean (M)	Coefficient of Variation (%)
English language teaching enhances employability in the energy sector.	3.78	29.68
Strong English skills prepare students for leadership roles.	3.95	29.76
English proficiency increases professional confidence.	4.05	27.92
Teaching English improves students' global competitiveness.	4.05	29.02
English education supports the development of future industry leaders.	4	29.95
Overall Mean	3.97	

Figure 5 and Table 6 show that respondents usually view English language instruction as beneficial to students' professional and leadership development. Most participants agreed with the first statement, "English language teaching enhances employability in the energy sector." 9 strongly agreed and 21 agreed, totaling 75% positive replies. Teachers agreed well on the question, with a mean score of 3.78. Response consistency is indicated by CV = 29.68%. This finding suggests that teachers perceive English proficiency as a key employability skill for energy-related professions where communication and technical interaction are required. The second statement, "Strong English skills prepare students for leadership roles," likewise received significant agreement from respondents. 13 teachers highly agreed and 21 agreed, making it 85% positive comments. The mean score of the item was 3.95 with a CV of 29.76%, indicating

favorable and relatively homogenous perceptions. This finding implies that the teachers closely link the ability of the English language to leadership readiness and career development in the industrial context. Similarly, “English proficiency increases professional confidence” was one of the statements with the highest level of agreement. The majority of respondents (14 strongly agreed and 22 agreed) believed that English proficiency was useful in improving students’ confidence in professional contexts. The item obtained high mean score (4.05) and lowest CV (27.92%) amongst all the variables showing good agreement and great consistency in teachers’ judgments. This research highlights the significance of English proficiency for students’ self-confidence in the workplace communication and professional engagement. The fourth assertion, “Teaching English improves students’ global competitiveness,” had a high level of agreement as well. There were 16 responders who highly agreed. 18 agreed representing 85 % favorable responses. The mean score for this question was 4.05 and the CV was 29.02%, indicating positive and somewhat stable answers. This indicates that teachers consider the teaching of the English language as a must for the pupils to compete well in the international and multicultural contexts of industries. The last assertion, “English education supports the development of future industry leaders,” was supported by several participants. A total of 15 teachers highly agreed and 19 agreed, making about 85% positive replies. This item had a mean of 4.00 and a CV of 29.95%, which suggested strong agreement with moderate consistency. This finding is a reflection of the teachers’ opinion that English language education benefits not just to linguistic competence but also to leadership development and professional readiness. Overall, the findings reveal that teachers firmly believe that teaching English is beneficial for students’ employability, leadership preparation, professional confidence and global competitiveness in the energy and industrial sectors. The high mean scores and moderate coefficients of variance show that the perceptions of the respondents were favorable and consistent. Teachers stressed the relevance of English proficiency in nurturing students into becoming leaders and professionals. They highlighted the role of ESP-driven instruction in fulfilling the workforce demands of internationally competing industries.

V. DISCUSSION

The present study’s findings are in line with previous studies that underlined the importance of English language proficiency and ESP-oriented training in leadership development in the energy and industrial sectors. Teachers thought that English communication skills were essential for working in teams, leadership and professional communication in internationally linked industrial enterprises. These results are consistent with the studies of Tan (2024), Hodges and Seawright (2023), and Patel and Shriwas (2025) who recognized English as the dominant language of international business, technological, and industrial communication. The findings are also consistent with the goals of Saudi Vision 2030 which stresses the importance of workforce competitiveness and global engagement.

The study also verifies the prior studies on the usefulness of ESP programs in developing students’ professional and leadership related competencies. The teachers firmly agreed that activities in the English language such as discussions, presentations and debates assist greatly for developing leadership traits, communication competencies, and critical thinking skills. These results are in agreement with Yu et al. (2025) and Azami et al. (2026) who suggested that ESP programs encourage not only language development but also professional socialization. Similarly, Zhang and Ma (2023) highlighted the efficacy of project-based and interactive learning approaches in enhancing teamwork, leadership and problem-solving skills in the workplace. The findings are also consistent with the study of Alhumaidan and Alghamdi (2023) which stressed the importance of personalized ESP courses to prepare students for industry-specific communication and professional roles. In the current study, teachers expressed high support for the inclusion of the issues of energy and industrial leadership in English language teaching, and recognized the significance of workplace-oriented communication activities. It means that teachers consider ESP as a practical and professional approach rather than a subject for language learning.

However, some differences between the present results and prior studies can also be observed. In their previous study, Muhammad and Raof (2019) and Bashir and Fouad (2017) found that ESP courses in Saudi Arabia typically do not effectively prepare students for real-world communication and leadership challenges due to shortcomings in curricula and a lack of alignment with the needs of the industry. The present study also revealed challenges such as lack of teaching materials, insufficient institutional support and limited student proficiency but teachers generally had more positive attitudes towards the effectiveness of current English teaching practices in developing leadership-related competencies. This discrepancy might be due to new developments in teaching ESP, enhanced consciousness of the needs of workplace communication, or a growing focus on leadership-oriented teaching methods within Saudi universities.

Similarly, earlier research like Hamouda (2012) pointed out the lack of self-confidence of Saudi students and their reluctance to take active roles in the English classes. In the current study, teachers acknowledged students’ inadequate English proficiency as an obstacle to leadership-related communication, but they also strongly believed that English training improves students’ professional confidence and leadership readiness. This implies a change in former attitudes and this could be because communicative and interactive teaching methodologies are increasingly being utilized in ESP classrooms.

The results also diverge to some extent from previous research which has focused mostly on technical vocabulary and academic writing needs in ESP programs. Technical terminology, report writing and discipline-specific genres were

identified as the main components of ESP instruction by studies of Salehi (2010), Tomak and Atas (2019) and Kausar (2025). However, the current study emphasizes more on leadership communication, strategic thinking, teamwork and professional confidence. This distinction is a sign of the increased awareness of ESP in Saudi higher education where the teaching of the English language is more and more perceived as a way to develop wider professional and leadership competences besides technical communication skills.

Furthermore, the study findings corroborate the observations of Alharbi (2022) and Montasser and Althaqafi (2023) on the efficacy of interactive and task-based instructional approaches. In the present study teachers put a special emphasis on presentations, negotiations and discussions to develop leadership and communication abilities. However, unlike some earlier research that showed limited integration of practical activities in classrooms, the respondents of the current study displayed rather great confidence in integrating leadership-oriented tasks in English instruction. This may be a sign of improved awareness from teachers or curriculum change or institutional encouragement for more applied ESP teaching approaches.

Finally, the present study contributes to the existing literature by extending the debate of ESP beyond language proficiency and workplace communication to include leadership development in energy and industrial contexts. Previous studies mainly focused on communicative competence and professional language needs, whereas the present results suggest that teachers increasingly view English language education as a strategic element in developing future industry leaders, improving employability and increasing global competitiveness. These results represent the changing importance of ESP in the educational reforms and industrial transformation programs in Saudi Arabia under the Vision 2030.

VI. CONCLUSION

The current study investigated the teachers' perspectives about the significance of English language skills in facilitating leadership of the energy and industrial sectors in Saudi higher education institutions. The results showed that teachers are well aware of the value of English language ability in developing students' leadership skills, professional communication, critical thinking, teamwork and global competitiveness. The respondents also stressed the need to include leadership-oriented and industry-specific communication methods in teaching English, especially in ESP settings. The study also revealed that interactive language activities such as talks, presentations, negotiations and debates are important in developing students' leadership characteristics and preparation for the job. The study also identified some challenges that impacted the effective integration of leadership development into English instruction. These challenges included students' limited English proficiency, lack of specialized ESP materials, insufficient institutional support, time constraints, and the need for further teacher training. In general, the findings imply that English language education is no longer just a linguistic tool but a strategic mechanism to prepare future leaders in the worldwide competitive energy and industrial sectors.

A. Implications of the Study

The study has substantial educational, professional and policy implications. From an educational point of view, the findings point to the necessity for ESP curriculum which incorporate leadership development, workplace communication, and industry-specific competencies alongside traditional language instruction. Therefore, universities and curriculum developers should establish English language programs that provide students with critical thinking, professional communication, teamwork and strategic leadership competencies in the context of energy and industrial sectors. The study highlights the importance of English proficiency to enhance employability, leadership readiness and global involvement in industrial organizations. The results are also in line with the objectives of Saudi Vision 2030, which aims to establish a globally competitive workforce that can participate effectively in global sectors.

B. Recommendations

Based on the findings of the study, several recommendations can be proposed:

1. ESP programs should teach leadership and industry-specific communication skills.
2. English classes should be more engaging and task-based.
3. Leadership training is needed for ESP teachers.
4. Develop industry-relevant instructional materials and authentic communication assignments.
5. Strengthen institutional support and industrial partnerships at universities.
6. Students should develop their English foundation for leadership communication.
7. Digital and AI-supported learning tools should be used in future ESP programs.

C. Limitations and Research Gap

This study offers useful perspectives on the role of English language education in the development of leadership in the energy and industrial sectors, but its findings are restricted by the small size of the sample, the unbalanced representation of institutions, and its reliance on quantitative data based solely on teachers' perceptions. Furthermore, the study pointed out the research gap in analyzing the direct relationship between ESP teaching and leadership development in Saudi industrial contexts. Therefore, future research should include larger and more diverse samples,

incorporate students' voices and qualitative methods, and investigate the effectiveness of leadership-oriented ESP strategies, digital technologies, and AI-supported learning for the development of professional and leadership competences.

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