

**برنامج مقترح قائم علي بُعد التنمية المستدامة للبرنامج الرئاسي لتأهيل
التنفيذيين للقيادة (EPLP) لطلاب إدارة الأعمال الدولية لتنمية
كفاءات اللغة الإنجليزية للأعمال**

A Proposed Program Based on Sustainable
Development Dimension of EPLP for Students of
International Business Management to Develop
Business English Competencies

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Abstract

Egypt is currently progressing comprehensive development plans in all fields as part of the national strategy 2030, which has embraced sustainable development targets across the country. Among the national initiatives is the Executive Presidential Leadership Program, EPLP. The program aligns with Egypt's Sustainable Development Strategy within the national vision of Egypt 2030. The current research is proposing a program based on EPLP as one of the sustainable development programs to develop business English competencies for international business management students at Sadat Academy for Management Sciences. The present study followed the analytical descriptive method for reviewing the related literature and studies in a background that includes an introduction, selected relevant literature that contributed to identifying research problem, questions, objectives, and research methodology. The findings of the present study emphasized the importance of sustainable development programs for the future of higher education in Egypt 2030.

Key words: sustainable development – International Business Management – business English competencies

المخلص

تتقدم مصر حالياً في خطط التنمية الشاملة في جميع المجالات كجزء من الاستراتيجية الوطنية 2030 ، والتي تبني أهداف التنمية المستدامة في مصر. تشمل هذه الخطط العديد من المبادرات ومن بينها المبادرة الوطنية للبرنامج الرئاسي لتأهيل التنفيذيين للقيادة (EPLP)، والذي يتماشى مع استراتيجية التنمية المستدامة في مصر وفقاً لرؤية مصر 2030. يقترح البحث الحالي برنامج (EPLP) كأحد برامج التنمية المستدامة لتطوير كفاءات اللغة الإنجليزية لطلاب إدارة الأعمال الدولية بأكاديمية السادات للعلوم الإدارية. اتبعت الدراسة الحالية المنهج الوصفي التحليلي لمراجعة الأدبيات التربوية والدراسات ذات الصلة والتي ساهمت في تحديد مشكلة البحث والتساؤلات والأهداف ومنهجية البحث. تؤكد الدراسة الحالية على أهمية برامج التنمية المستدامة لمستقبل التعليم العالي في مصر 2030.

Introduction

Over the past few decades, Egypt has made excellent achievements in human development, including increasing opportunities for education, reducing the impact of contagious diseases, and increasing life expectancy rates. Egypt is currently one of the Arab world's dominant economies, with one of the Middle East and North Africa's fastest - growing middle classes. (UNDP, 2018)

With great ambition and a transformational vision, the global 2030 Agenda for Sustainable Development Goals (SDGs) was launched in September 2015 at United Nations Summit. The Addis Ababa Action Agenda (AAAA) for financing development was adopted in July 2015, and the Paris Agreement for Climate Change was adopted in December of the same year, making 2015 the year of negotiations that paved the way for reshaping the new paradigm for sustainable development for the next 15 years. Egypt has been effectively involved in the planning and negotiations for establishing this significant transformation, and will continue to be committed to the execution of these agreements through collaboration to eliminate poverty, face inequalities, and mitigate climate change, while making sure that everyone is involved. (SDGs, 2016)

"At the national level, inclusive and sustainable development is a core constitutional value and an overall strategic objective". Egypt committed to achieving sustainable development before the SDGs were launched in September 2015, through the Egyptian Constitution, which was drafted and adopted in January 2014 (Egyptian Constitution, 2014). Egypt announced its sustainable development strategy, "Egypt's Vision 2030," in March 2015, in line with the 2030 Agenda. It covers the three dimensions of sustainable

development, namely its economic, social, and environmental dimensions, and sets out the basic principles that will lead Egypt's development. (SDGs, 2016)

Aims of Egypt Vision 2030

The strategy's objective is for Egypt to have a marketable, stable, and powerful economy, based on innovation and knowledge, and based on justice and social integrity, and participation, in a balanced and diversified ecological collaboration system, investing in place- based ingenuity and human capital to achieve sustainable development and improve Egyptians' quality of life, in a state - led process with full participation of all interested parties. (SDEgypt2030)

Context of the Problem

The researcher of the present study observed that 3rd year IBM students of international business management at Sadat Academy were weak in understanding main concepts related to Egypt's current affairs and recent achievements in the sustainable development programs. Students were not aware of important issues that may influence their success and their future jobs. They had to study a significant amount of essential business vocabulary, terminology, and business phrases that were completely foreign to their culture and their business environment since these international business English textbooks are written in Western publishing houses, ignoring the Egyptian culture. While higher education should promote the knowledge, perspectives, and practices that support societies to accomplish development. (Anthony, 2017)

Research Questions

In order to resolve the research multidimensional and complex problem, the following questions need to be answered:

Question 1: What are the current concepts required for IBM

students in light of

Egypt' sustainable development programs?

Question 2: What Business English competencies are needed for IBM students?

Question 3: How is a program based on sustainable development dimension for IBM

students develop business English competencies presented?

Research Aim and Objectives

The current research aims at proposing a program that aligns with Egypt's Sustainable Development Strategy within Egypt's vision 2030. The proposed program is based on the Executive Presidential Leadership Program, EPLP. The aim is to develop business English competencies for 3rd year students of international business management at Sadat Academy for Management Sciences.

The following research objectives should be met in order to achieve the research aim:

1. Identifying the current requirements of IBM students in light of Egypt' sustainable development programs
2. Analyzing the most prominent business English competencies that are needed for IBM students
3. Proposing a program based on sustainable development for IBM students to develop business English competencies

Research Significance

1. It is critical for designers of business English programs to understand learners' requirements, needs, aims and objectives of studying, motivations and approaches, and eventually, their strengths and weaknesses.

2. It is salient for IBM students to understand their world of business, their state's current affairs, key business issues and the most recent accomplishments in sustainable development initiatives. Consequently, students will be aware of crucial aspects that could affect their success and future career prospects.
3. Using business courses based on a vision of IBM sustainable development locally and internationally meets the requirements of a global business.
4. It is objective to use a business material that interests students and their society. This makes students to be more open - minded, motivated and confident in their ability to deal with business subject- matters nationally as well as internationally.
5. By using programs based on business with a comprehensive development background provides students with a professional experience, extensive knowledge of specific business notions, effective business English competence, and high- quality training.
6. Students need to improve their competence of business English to advance on the career ladder or to move into new positions internationally as high- flyers.
7. Without a good command of English, it is very difficult to proceed in international business studies or in international future senior and higher executive positions.

Research Limitations

The present study was limited to:

1. The current research is limited to proposing a program based on the Executive Presidential Leadership Program (EPLP) as one of the sustainable development initiatives in

light of Egypt vision 2030.

2. Developing business English competencies for 3rd year international business management students, Faculty of Management Sciences at Sadat Academy for Management Sciences.

Research Methodology

To answer the research questions, the researcher took the following procedures:

1. Reviewing literature and previous studies related to the present study in the following areas:
 - Sustainable development
 - Egypt vision 2030
 - Executive Presidential Leadership Program (EPLP)
 - International Business Management (IBM)
 - Business English competencies.
2. Reviewing the required business English competencies needed for 3rd year IBM students
3. Designing a unit based on the proposed program of sustainable development (EPLP).
4. Providing suitable activities for the proposed unit
5. **Getting the research findings and discussing them**
6. **Providing a conclusion based on reviewing the previous procedures.**

Theoretical Background

The researcher of the present study believes that academic systems should adapt to learner and society growth needs, as well as requirements for comprehensive development and analysis of

academic goal achievement, and learning adaptations to individuals and societies' needs in light of a clear strategic goal for the development of the state in all fields, specifically on the academic level. Thus, this theoretical part represents the literature and studies related to the present study in the following areas: sustainable development, International Business Management (IBM) and business English competencies.

1. Sustainable Development

Definition of Sustainability

The future of sustainable development relies on the connection between four main elements: economic, social, ecological and political. These four elements are in a dynamic and mutual relation, in which each element influences on other elements and influenced by each of them. These elements are known as "Pillars" as they are crucial aspects of sustainability. (Williams ;& Millington, 2004)

Sustainability is the study of the principles of sustainable development and environmental science, with a focus on the role of current generations to renew, sustain, and develop global elements for future generations to exploit. (UNESCO, 2015)

There are hundreds of definitions of sustainability in the literature. Brundtlan's definition is one of the most often used. According to Brundtlan "sustainable development" is defined as "meeting current demands without affecting future generations' ability to satisfy their own needs". (United Nations, 1987:1)

Dimensions of Sustainable Development Strategy (Egypt 2030)

The sustainable development strategy deals with three main dimensions: economic, social, and environmental (Egyptian Ministry of Planning). The three dimensions include a number of pillars as economic development, energy, knowledge, innovation and scientific

research, transparency and efficiency of governmental institutions, social justice, health, education and training, culture, environment, and urban development. (The Public Policy Hub, 2018)

Dimensions of Sustainable Development Strategy

Economic Dimension

Economic Development, Energy, Knowledge, Innovation and Scientific Research, Transparency and Efficiency of Governmental Institutions

Social Dimension

Social Justice, Health, Education and Training, Culture

Environmental Dimension

Environment, Urban Development

Economic Dimension
Economic Development, Energy, Knowledge, Innovation and Scientific Research, Transparency and Efficiency of Governmental Institutions
Social Dimension
Social Justice, Health, Education and Training, Culture
Environmental Dimension
Environment, Urban Development

Figure 1: Dimensions of Sustainable Development Strategy

Source:www.sdsegypt2030.com

Education and training As a Pillar of the Social Dimension

What is occurring in Egypt influences every country in the Middle East and in the entire world as well. As a result, education’s ability to foster economic growth and future generations’ awareness of the causes and effects of environmental change, as well as how to respond to them, is important not only for Egyptians, but for all of

humanity. (Taylor; Quinn ;& Eames, 2015, in Singer, N., 2020)

Perspectives of the Future of Education (2030) in Egypt

Education is a critical element in enhancing all Egyptians' skills and knowledge in order to meet Vision 2030's goals, as well as the 2014 Egyptian Constitution, which states that education is a fundamental right for all Egyptians and that the state is obliged to provide it. "Providing the necessary skills to students and trainees to think creatively, and empower them technically and technologically. Contributing to the development of a proud, creative, responsible, and competitive citizen who accepts diversity and differences, and is proud of his country's history" is the main aim of the social dimension of SDS regarding education and training. (SDSEgypt2030)

Accordingly, Singer (2020) mentioned a number of perspectives of the future of education as follows:

- a. Assuring human rights in security, freedom, and enjoyment of all that is lovely in life. Respect for rights is the goal and proper incentive for an individual's commitment to fulfill his responsibilities in a way that benefits the public benefit.**
- b. Building generations of independent thinkers who are conscious of themselves, as well as the humanitarian and social situations and the world around them, and preserving the value of conversation that may result in a creative diversity.**
- c. Improving critical thinking skills in a social context that is acceptable, and the usefulness of applied sciences, practical exercises, and project - based and service - learning education.**
- d. Exposing to new experiences of others, and identifying difficulties, and challenges to overcome barriers.**

- e. **Scientific neutrality in specific options and exploring its implications, and assessing their positive and negative impacts.**
- f. **Appreciating the integration of knowledge according to a multidisciplinary perspective to reach new solutions to problems.**
- g. **Meeting the needs and requirements of society.**
- h. **Children are born with the ability to receive an education that ensures educational equality.**
- i. **The right of the learner to receive an integration education aims his body, conscience and mind.**
- j. **Individuals and formal social entities are raised on experience and skills that enable them to compete honorably with other nations in the knowledge economy, environmental concepts and phenomena, sustainable development, and other areas.**
- k. **Developing important and functional competences to exist in a complex environment, such as international languages, competency in basic science processes, and symbolic developments such as computers and necessary scientific tools.**

Vision and Mission of Higher Education in Egypt 2030

According to the Ministry of Higher Education, higher education and training system seeks to produce graduates with global standards - compliant competencies to be capable of competing on a regional and international level, as well as achieving national development goals according to the needs of the dynamic community. (Ministry of Higher Education)

Basic Features of Higher Education and Training Programs (2030)
(SDSEgypt2030)

1. Collaborating with civil society and private sector to establish higher education institutions
2. Increasing the importance of research centers in higher education
3. Establishing a local, regional, and international link between graduates and employment institutions
4. Adoption of the "Egyptian higher education Diplomas Equivalence System"
5. Curricula development based on the "National Qualifications Framework."
6. Improving higher education institutions' quality
7. Updating the higher education admissions system.

KEY PERFORMANCE INDICATORS FOR EDUCATION AND TRAINING UNTIL 2030

Higher education				
S.N	Indicator	Current value	2020 target	2030 target
Strategic results				
1	Global competitiveness index (higher education and training) (rank)	118/148 Score= 3.1	75	45
2	Unemployment rate among university graduates to total unemployed according to specialization (%)	35.1%	30%	20%
3	Number of Egyptian universities listed among the top 500 universities in the world (Shanghai Index) (universities)	1	3	7
Outcomes				
4	Growth rate of published scientific research in pre-reviewed international scientific journals	13.6%	15%	20%
5	Percentage of higher education institutions accredited by the "National Authority for Quality Assurance and Accreditation"	7.50%	30%	80%
6	Higher education enrolment rate (18-22 years old)	31%	35%	45%
7	Percentage of faculty members who obtained research scholarships from international universities	0.2% (foreign scholarships)	1%	3%
8	Percentage of foreign students to total students enrolled at Egyptian universities according to specialization	2%	3%	6%
Inputs				
9	Public spending per student in higher education (per specialization)	7600 EGP per student (2012 average)	Targets are developed jointly with the economic pillar and the Ministry of Higher Education	
10	Number of students per faculty member according to specialization (average)	1.42	1.38	1.35
11	Number of higher education institutions according to the density, specialization and geographical distribution (university)	44	50	64

Sources: SDS document

Table 1: Key Performance Indicators for Higher Education and Training 2030

From all of the above mentioned perspectives and features of the future education, the literature on future - focused teaching

recommends that we need to embrace a more detailed picture of experience, one that includes education, action, a sense of existence, and reconsidering how we structure and promote our educational systems, resources, and natural environment. (ElSayed, 2019)

University as a Development Generator

McBrierty (1999) confirmed that university is an essential part in achieving comprehensive development for the following reasons:

- 1. They are a self - contained source of potential knowledge that may be accessed through published literature re-search.
- 2. They study published scientific research and intellectual publications on a regular basis to evaluate recent trends of significance to business and industry.
- 3. They enrich the human capital by the abilities required to keep the development and application of incoming knowledge and experience.

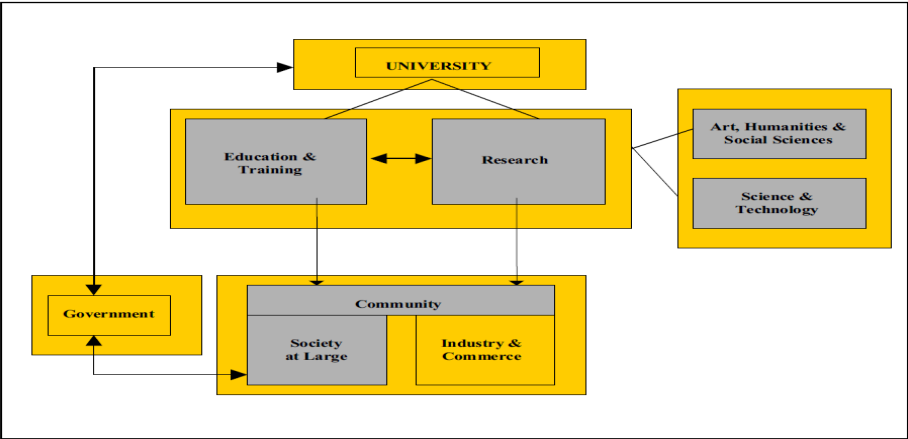


Figure 2: Schematic of a Modern University (McBrierty, 1999)

As mentioned in the above figure, universities are living a cross-functional role and a cross- entities pattern, connecting in turn to the

society they represent. They are not a cluster of diverse specialties working in a perfect isolation.

This is confirmed through reviewing Sadat Academy's Vision, "The sustainable leadership of the Academy as an institution for distinguished management education and development locally, regionally and internationally". In addition to a prominent mission as a leading independent public university in education and training, seeks through administrative development, business governance and the preparation of change leaders in the government sector, the business sector, local administration units and civil society organizations inside and outside Egypt. This is to bring about comprehensive development for society in the fields of university education, post-graduate studies and research, consultancy and training, committed to ethical, professional and total quality standards, keeping pace with local and international changes, and building institutional capacity based on knowledge and experience.

The Strategic Goals of Sadat Academy for Management Sciences As a University - Level Model (SAMS, 2022)

The strategic goals of the academy emphasize the close connection between the role of the university and the comprehensive development of the Egyptian society according to a national vision based on development as follows:

1. Sustainable development of administrative education and integration with other sciences.
2. Improving the reputation and position of the Academy locally, regionally and internationally as a distinguished organization.

3. Transforming the academy into an electronic organization.
4. Raising the efficiency of the governmental administrative apparatus, the business sector and local administration units.
5. Establishing distinguished relations and joint cooperation in the field of administrative training with local, regional and international organizations.
6. Contribute effectively to the rehabilitation and development of the capabilities of a generation of leaders and youth in the government sector, business sector and local administration units.
7. Qualifying cadres and leaders on modern methods and trends in combating corruption in all its financial, administrative and moral forms.
8. Providing consultations in all administrative fields for service and economic units in the Arab Republic of Egypt and the Arab countries.
9. Conducting scientific and applied research, and providing development, modernization and restructuring services to government, business and local administration units.
10. Developing the Journal of Administrative Research issued by the Academy to become a regional scientific journal.
11. Maximizing the institutional capacity of the academy's strategic activity units.
12. Building a local and international network to establish inter - relations of cooperation, sign partnerships and conclude agreements.

According to the present study, Sadat Academy's IBM students struggled to grasp key ideas relating to Egypt's current affairs, important business issues and latest achievements in sustainable development initiatives. As a result, students were unaware of critical issues that could affect their future employment and their success as well. Thus, the researcher thought that using a program based on the Executive Presidential Leadership Program (EPLP) as one of the sustainable development programs improves students' business English competencies.

The Executive Presidential Leadership Program (EPLP)

Aim and Vision of EPLP Program

The aim of the program is to empower Egypt's efficient cadres to become capable of understanding and using modern methods in policy - making, management of decision - making and transforming the traditional thinking of public administration concepts into a more modern style, in line with the latest international applications and models. Dr. Rascha Ragheb, National Training Academy Executive Director declared that EPLP is "the flagship program of The National Training Academy. It has been prepared and designed to be the engine of progress, a beacon of hope and a hub for future leaders. Thousands of candidates compete to reserve a place in the EPLP but only the elite few are able to succeed. The state depends on this elite group to achieve progress and prosperity for the country. Diligence, perseverance, and belief in a dream are your way to join the program". (NTA, 2022)

Dimensions of EPLP Program (NTA, 2022)

The program integrates the following dimensions:

- *Egypt Vision 2030*: The program aligns with Egypt's overarching theme of the Sustainable Development Strategy.

- *Knowledge*: Understanding modern methods in policy - making, management and decision - making concepts.
- *Professionals*: Getting the required tools and skills to be familiar with all aspects of public management.
- *Leadership*: Real practical leadership Program that prepare for a better career path.

Pillars of EPLP Program (NTA, 2022)

The program encompasses ten critical areas as follows:

- Communication, Protocol and Etiquette
- Administrative Law and State Organization
- Economics
- Public Finance
- Public Administration and Management
- International Relations and Egyptian Foreign Policy
- Political Science
- Culture
- Practical Component on Simulation and Methodology
- French as a Foreign Language Course

2. International Business Management (IBM)

Definition of IBM

International business management, according to Grundy (2014), is the administration of business operations in diverse global markets. It requires experience and abilities that seem to be more than what is anticipated of a typical successful entrepreneur. Experience with the local market and competitive circumstances; comprehension of legal and financial conditions; and the ability to handle multicurrency transactions and cross - border management

are among the knowledge and abilities required. This set of cross - border skills demands a greater awareness of more practical aspects of marketing, finance, and successful international team's capabilities.

Pitelis, C. (2018) defines IBM as "International business concerns with multinational enterprises (MNEs); their administration; operations; governance; their relations with governments; and their function in globalization and localization of economic activity". Ansari, H. (2020) commented that IBM is a course that teaches students how to grow a local business into a global enterprise. It discusses how to succeed in international markets through business techniques and strategies.

From the above meanings of the international business management, it is essential for IBM students to be qualified enough with the most needed skills and competencies to deal with issues related to marketing, advertising, finance and competition locally and internationally. They need to have a clear aim for the success of their own selves and the whole country as well. This can be achieved through adopting sustainable development objectives in their programs to be studied at their universities and institutions and in their training programs as well.

IBM Students

The International business management program of the University of Birmingham is designed to keep up with the new trends of inter - cultural business. This guarantees a close connection to students' future career and equips them with the needed interpersonal skills and practical understanding that interest future employers and their country as well. (University of Birmingham, 2021)

IBM Students' Need for International Outlook

International management can refer to a variety of things, including: exporting inconsistently to other regions; having a more known effective plan; having international officers, stakeholders, or potentially sales agents in a variety of countries; and perhaps even having supply and/or manufacturing operations offshore. Enterprises can also make mergers and acquisitions abroad, that's a whole different deal with potentially accruing threats. This has always been essential in international management theory to 'think global but act local,' as exemplified by HSBC commercials highlighting the necessity of respecting local consumers' community. (Grundy, 2014)

Boundaries of international business still remain, but with the technological age and the growth of a universal shared language, English makes it simpler to approach the requirements of a global business and a global student as well. Thus, the researcher of the current study thinks that it is vital for IBM students to be equipped with the required international business management skills and competencies, in addition to business English skills in particular.

International Business Management Skills

Reynolds (2016) demonstrated 7 skills needed for international business Management. These skills that you need to succeed at work or in study include:

- 1. Cross - cultural communication skills**
- 2. Excellent networking abilities**
- 3. Collaboration**
- 4. Interpersonal influence**
- 5. Adaptive thinking**
- 6. Emotional intelligence**
- 7. Resilience**

Cross - cultural communication skills

Knowing how to communicate across cultures is an absolutely indispensable skill. It means making an effort to learn, understand, and appreciate cultural differences. Good communication is good for business - a breakdown in communication is one of the top reasons why projects fail. Moreover, listening skills are an often- overlooked element of effective communication. The researcher believes that developing business English skills is a crucial part in overcoming cultural and management differences abroad.

Excellent networking abilities

To work in international business, developing a strong network of connections is essential. Some reports claim that 80% of jobs are landed through networking. Mastering “elevator pitch” and attending industry networking events is one useful way meet like- minded professionals.

Collaboration

For success in international business, you need to work well with others. The ability to collaborate and work together for a common purpose is fundamental. Collaboration can expose to new perspectives and ways of addressing difficult business problems. It can also help to develop cross- cultural communication skills.

Interpersonal influence

The ability to influence others is fundamental to business success. The best business leaders gain influence by developing good professional relationships. Interpersonal influence eliminates the need for a hard sell, and encourage others to get on board with new ideas. That is why it is a core competency in the Hult leadership curriculum.

Adaptive thinking

In the business world, it is a must to have the confidence to react and adapt quickly. Adaptive thinkers thrive in an ever - changing environment, making them well placed for success. Developing adaptive thinking skills is a tactical skill demanded for global professionals today.

Emotional intelligence

Emotionally intelligent people are self- aware and in control of their emotions. They are better able to react calmly in critical or stressful business situations. As a result, Hult International Business School is conducting relevant studies on the role mindfulness practice can play in leadership training.

Resilience

Failure and setbacks are considered as a fact in the business world, but defeat is not. This is where resilience comes in.

Critical Competencies for IBM Students Needed for Sustainable Development

UNESCO (2019) stressed on eight competencies required for international students to achieve sustainable development as follows:

- The efficiency of systematic thinking: being able to study complex structures and think about how organized patterns might be incorporated into diverse areas and deal with uncertainty, and how to identify and comprehend relationships.
- Anticipatory Efficiency: To build distinctive visions for the future, use the concept of prevention, assess the implications of actions and practices, deal with risks and changes,

and evaluate what is predicted, possible, and preferred.

- Normative efficiency: The ability to comprehend and reflect on the norms and values that guide an individual's behavior, as well as to negotiate sustainability values, principles, goals, and targets in the face of competing interests, trade - offs, and uncertain contradictions.
- Strategic efficiency: Develop and implement new collaborative activities and practices at the local level to promote sustainability.
- Collaboration efficiency: Ability to learn from others, understand and respect their needs, perspectives and actions (empathy), deal with others and their sensitivity (empathic leadership), deal with group conflicts, and foster collaborative and participatory problem - solving.
- Critical thinking efficiency: Taking into account the individual's rules, practices, ideas, values, perceptions, and actions in order to promote the pillars of sustainable development.
- Self - awareness efficiency: Ability to consider one's role to evaluate and motivate activities, and to deal with one's own thoughts and desires.
- Integrated problem - solving efficiency: the ability to apply various frameworks to solve difficulties and generate feasible, comprehensive, and equitable solutions.

The researcher of this study inferred that developing the four skills of English as a universal language is very important for IBM students and entrepreneurs. In addition, it is a necessary to have leadership programs to achieve success. Moreover, excellent networking abilities, collaboration, interpersonal influence, confidence, emotional

intelligence and resilience are core skills for students and business - people' success in the international world. Also, they represent the main pillars of the PELP program which is based on Egypt's SDS. This confirmed that using a proposed program based on Egypt's SDS is effective in developing business English competencies.

3. Business English Competencies

The Necessity for ESP

English for Specific Purposes (ESP) developed as a technical text - analysis field in the 1960s. The study of language usage over language form became increasingly significant at the end of the decade. In the 1970s and 1980s, the emphasis on language skills and increased research grew more consolidated. Key concepts were genre, rhetorical movements, and expert consultant. Over the last two decades, research has expanded, particularly in the international field, where new journals and a flow of studies have proved the significance of ESP. Some regard it as an approach, while others regard it as a discipline, and it exhibits variable shifting characteristics. ESP has shaped itself to meet the individual professional or academic needs of its students. (Ramirez, 2015)

ESP and Business English

ESP (English for Specific Purposes) has been referred to as "applied ELT" as the content and aims of any course are determined by the needs of a specific group of learners. ESP is often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). Further sub - divisions of EOP are sometimes made into business English, professional English (e.g. English for doctors, lawyers) and vocational English (e.g. English for tourism, nursing, aviation, and bricklaying).

English Language Competency

In response to Noam Chomsky's (1965) notion of competence, Hymes, D. (1966) developed a more functionalist view of linguistic competence, in which real language usage is the decisive element. Although he recognized that grammatical information was necessary for competence growth, he also emphasized the relevance of the situational context in which communication occurs: "There are principles of use without which the rules of grammar would be meaningless." (Hymes in Mitchell, 1994).

Canale and Swain (1980) built on the idea of communicative competence as the ability to utilize language by adding three components: grammatical, sociolinguistic, and strategic competence. Grammatical competency comprises vocabulary knowledge as well as the rules for producing meaningful sentences. The sociolinguistic component is concerned with knowing what is suitable in a certain setting and circumstances, and the third component is concerned with the capability to employ various communication tactics. This explanation demonstrates more complexities, since it is dependent on the environment in which the communicator is functioning.

Business English as a Lingua Franca (BELF)

Business English as a Lingua Franca (BELF) is a relatively new feature in the study of linguistics. It refers to the use of English as the common language of choice in international business management contexts. The focus in BELF communication is to conduct business rather than the communication being correct and native-like (Rogerson- Revell, 2007). Despite the fact that most BELF communication is between non-native speakers, there are still a significant number of connections between native and non-native speakers. As a result, the definition of BELF in this study will be more abroad, referring to the usage of English as the common specific language in international business

contexts between parties with diverse lingua- cultural backgrounds.

BELF is distinguished by three characteristics: simplified English, specific terminology relating to business in general and professional knowledge in particular, and a hybrid of discourse patterns stemming from the speakers' mother tongues. This concept of BELF, as compared to Canale and Swain's three components of communicative competence, focuses on pragmatic tactics in conjunction with applicable knowledge of a specific field of business. Instead of Chomsky's (1965) idealized language, it is Hymes' definition of communicative competence as the ability to get the message across that is important, because a grammatically and lexically 'right' message may not always do the job, but a message with many 'mistakes' may (Kankaanranta & Louhiala - Salminen, 2007). The business management sector is frequently having a more pragmatic approach to language rules. (Rogerson- Revell, 2007)

Previous studies on The Importance of Business English in IBM

English as a lingua franca (ELF) has a very significant role in international business environment. (Jenkins, 2000, 2007; Seidlhofer, 2000, 2004; Bargiela- Chiappini et al., 2007; K. Bell, 2011; Charles, 2007; Ehrenreich, 2010; Kankaanranta,& Louhiala - Salminen 2007, 2010; Louhiala - Salminen, Charles,& Kankaanranta, 2005; Louhiala - Salminen ,& Charles, 2006;& Rogerson- Revell, 2007). The new advancements in technology in transportation, communication and the new globalization patterns have resulted in the accelerated expansion of international business and the global expansion of multinational corporations (MNCs). As a result, English now is the standard and basic language of the international business community (K. Bell, 2011; Ehrenreich, 2010; Kankaanranta ,& Louhiala- Salminen, 2007, 2010; Louhiala- Salminen et al., 2005; Louhiala- Salminen,& Charles,

2006; Neeley, 2012; McKay, 2011;& Rogerson- Revell, 2007). Because of its expanding essentiality, English is now utilized not only in intra - and intercompany operations and processes (e.g., sales, marketing, procurement, finance, and accounting), but also it is now the example of a business language of many multinational corporations (MNCs). (K. Bell, 2011; Charles ,& Marschan- Piekkari, 2002;& Neeley, 2012).

International Business Management Competencies

This context- dependent communication quality is similar to the social constructionist viewpoint, which holds that genre and context are strongly interconnected (Bhatia ,& Bremner, 2012). The issue of the target language community is critical in a functional approach to language description. Even a native English speaker might struggle to understand certain aspects of communication inside a highly specialized society, such as nuclear power plant development (Swales, 1990). To understand what communication competence entails in a business setting, it is necessary to evaluate the specific context. Each act of communication takes place in the context of a specific situation within one of the domains in which social behavior is structured (CEFR, 2011). As a result, the business English teacher should “provide a window on the business world” (Frendo, 2005), i.e., assist students in understanding the business world, integrate and demonstrate special terms and vocabulary items to students, and improve students’ professional communication skills, such as presentation, negotiation, and decision- making.

Components	Sub-components
Linguistic competence	Grammar
	Lexis
	Pronunciation
	Four language skills: reading, writing, listening, speaking
Business discourse competence	Business themes and topics
	Business communication skills
	English business discourse genres
Intercultural competence	National cultural competence
	Organisational/corporate cultural competence

Note. Based on Frendo (2005), Brieger (1997), Hutchinson and Waters (1987).

Table 2: Business English Required Competencies in a Course Syllabus

From the above mentioned table, linguistic competency is an international component that can enliven each English language course; therefore, it is not limited to business English courses. Although, strengthening business professionals’ discourse skills is likely to be the core of international business English program. The business themes and topics to be covered by the business English training course (e.g., sales, marketing, accounting, etc.) should be identified and integrated into the course. Business communication skills (e.g., negotiating, presenting, socializing, etc.) appear to be equally crucial aspects, as do the features of English business discourse and its genres.

Intercultural competence may be of significant value in international business procedures. Thus, some cross - cultural features of business communication may have to be incorporated in the business English course syllabus. Furthermore, corporate culture and organizational behavior may have an impact on internal and external business communication (Gibson, 2000), which business English teachers and learners should be aware of and consider when creating courses.

Business English training course content is divided into two main discourse competence dimensions: business English subjects and business English communication skills. Business English subjects include industrial and business sectors, as well as business tasks such as marketing, trading, production, finance, banking, etc. Bhatia & Bhatia (2011) argue that business English professors should explore sub - disciplinary variation as it is utilized by members of the sub - disciplinary community in order to incorporate discipline - specific vocabulary and genre repertoire into the business English course. Main topics and subtopics of international business syllabus can be illustrated in the following table:

Main topics	Sub-topics
People and jobs	Recruitment and selection, Jobs and responsibilities, Skills and qualifications, Pay and benefits, The career ladder;
Business organisations	Company structures, Employees and management, Organisation structures, Management styles, Corporate culture, Setting up a business, Corporate alliances and acquisitions;
Industries and business sectors	Products and services;
Finance and banking	Financial planning, Revenue and costs, Budget and profitability, Stock markets, Taxation;
Production	Manufacturing, Product development and innovation, Research and technology, Materials and suppliers, Outsourcing, Quality management;
International trade	Export and import;
Sales and marketing	Markets and customers/clients, Competitors, Products and brands, Pricing, Product distribution, Market research, Customer service;
Advertising and media	Promotion, Advertising campaign, Business media, PR;
IT	Internet and e-commerce, Computer technology;
Politics and the economy	Political issues, Global economy, Economic indicators, Inflation and unemployment, Sustainable development, International organisations;
Business and the environment	Environmental pollution, Recycling, Corporate responsibility.

Table 3: Main topics and subtopics of international business syllabus

Research Results

The results of the present study, in addition to the conclusions of

researchers from the literature and previous studies emphasized the significance of programs that aim to develop the competencies of undergraduate students (UNESCO, 2019 ; Ansari, H. ,2020 ;& Ramirez, 2015) to keep pace with modern developments and future visions (McBrierty, 1999 ;Williams, C., & Millington, A. ,2004 ;SDGs, 2016 ;& SDSEgypt2030) for comprehensive and sustainable development that keep pace with global innovations (UNDP, 2018) in business administration community (Brieger, N., 1997 ;& Grundy, 2014) and English language development (Charles, M., 2007 ; Ehrenreich, S., 2010 ;& Bell, K., 2011) as a tool for that development.

It is confirmed from the conclusions and results of the mentioned literature and previous studies that using a program of Executive Presidential Leadership (EPLP) that aligns with the comprehensive and sustainable development of Egypt Vision 2030, improves the business English competencies for international business management students.

Conclusion

Evolution of human development that aims at further greener, economic and interpersonal achievements demands linking scientific and academic success to growth and innovation of an overall vision for development. This satisfies the needs of the current and future generations to fulfill their unique requirements as well as supplying learners, teaching staff, and educational systems with the technical understanding, expertise, practical training and suitable philosophies and concepts that are needed to accomplish economic and social prosperity.

To achieve this economic and social prosperity, we need to integrate the new trends of teaching methodologies, needs of students and the recent global concerns and technologies into our

higher educational systems, as university students are the real engine of sustainable development as suggested by McBrierty (1999).

Among the most significant issues noted is the lack of alignment between the diverse academic levels and a consistent strategy of development. There can be a critical demand for new subjects and insights into academic curriculum and vocational training programs. This necessitates the involvement by researchers and national research institutes in order to successfully advance towards a sustainable society. It is vital to provide educational resources and modules that will help Egyptians deal with sustainability in a globally competitive environment in many technical and scientific fields (Singer, N., 2020).

As shown in the results of several studies, business English competencies and skills are fundamental elements in an international business management environment (Kóris, R., 2015). This global environment requires a consistent program of sustainability. This society is viable independent on the members' heritage, degree of knowledge, or development opportunities. Sustainability must be at the center of the academic curriculum, and it will need a lifetime and universal dedication on all levels of society and economy (Singer, N., 2020).

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