INCUBATING ENTREPRENEURS; AN ENGLISH FOR SPECIAL PURPOSES COURSE

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Incubating Entrepreneurs;
An English For Special Purposes Course(*)

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Abstract

Entrepreneurship education has found significant interest recently. It has moved from a specialized field mainly related to business, to a domain that supports students in developing their independence and self-confidence. This paper explores the possibility of integrating Entrepreneurship education in an English for Special purposes (ESP) course. It investigates the effectiveness of theoretical and practical courses in promoting students' entrepreneurial alertness along with improving their English Language skills. There is no agreement, over Entrepreneurship Education, should it be through the incubators or through the educational system? The current paper presents an English language course that is specially designed for Entrepreneurship Education by transferring Entrepreneurship Education to English for Special Purposes (ESP) (considering the classroom as an incubator). The research gears ESP methodology to Entrepreneurship Education. Entrepreneurial learning develops students' skills in terms of innovation, problem solving, risk management and adaptability. It also plays an important role in mindset transformation, as it embraces uncertainty and views failures as learning opportunities. This in addition to real world application that the students gain from the course bridges the gap between theory of the language and its practice in real life situations. The course ventures at creating work opportunities, and stimulating innovation which eventually leads to a positive social impact. Findings suggested that due to the evolving nature of work and social changes, more emphasis needs to be placed on the development of entrepreneurial skills sets, and that education must change to meet those demands through any educational venue.

Keywords

English for Special Purposes (ESP), Entrepreneurship Education, Incubator, Applied languages, Egypt

اتخاذ التدريب على رياده الاعمال اداه لتدريس اللغة الإنجليزية

وجد تعليم ريادة الأعمال اهتماما كبيرا في الآونة الأخيرة. لقد انتقلت من مجال متخصص يتعلق بشكل أساسي بالأعمال التجارية ، إلى مجال يدعم الطلاب في تطوير استقلاليتهم وثقتهم بأنفسهم. تستكشف هذه الورقة إمكانية دمج تعليم ريادة الأعمال في دورة اللغة الإنجليزية للأغراض الخاصة. (ESP). يبحث في فعالية المقررات النظرية والعملية في تعزيز يقظة الطلاب في تنظيم المشاريع جنبا إلى جنب مع تحسين لغتهم الانجليزيه : يوجه البحث منهجية ESP إلى تعليم ريادة الأعمال. يطور التعلم الريادي مهارات الطلاب من حيث الابتكار وحل المشكلات وإدارة المخاطر والقدرة على التكيف. كما أنه يلعب دورا مهما في تحويل العقلية ، لأنه يحتضن عدم اليقين وينظر إلى الفشل على أنه فرص للتعلم. هذا بالإضافة إلى تطبيق العالم الحقيقي الذي يكتسبه الطلاب من الدورة يسد الفجوة بين نظرية اللغة وممارستها في مواقف الحياة الحقيقية تهدف الدورة إلى خلق فرص عمل وتحفيز الابتكار ، مما يؤدي في النهاية إلى تأثير اجتماعي إيجابي. وتشير النتائج إلى أنه نظرا للطبيعة المتطورة للعمل والتغيرات الاجتماعية، هناك حاجة إلى مزيد من التركيز على تطوير مهاره تنظيم المشاريع، لذلك فان التعليم يجب أن يتغير لتلبية تلك المطالب من خلال أي مكان تعليمي.

الكلمات الرئيسيه:

حاضنه اعمال , تعليم اللغه الانجليزيه اغراض تخصصه, لغات تطبيقيه , رياده اعمال , لغات تطبيقيه , الجامعه الفرنسيه فى مصر

1.   Introduction

Entrepreneurship is key for economic growth and innovation (Inada, 2020). It has contributed in recent years to the development of employability, innovation, and political and social stability in many countries (OECD (1996). Entrepreneurship education is getting accelerated attention because it provides learners with the skills and competencies that qualifies them to the labor market. According to

Sam and Van der Sijde (2014), many changes have occurred in the field of education, which has become a lifelong learning process due to its immense effects. Universities are under pressure to prepare students for lifelong learning leaving higher education institutions to be "entrepreneurial" so that they can successfully cope with changes (Sam & Van der Sijde, 2014).

There is no uniformly accepted definition of entrepreneur incubator, (International Board of the International Association of Science Parks). While there is no formal or legal definition of the term "Incubator", Smilor and Gill (1986, 1) provide a useful early definition, namely: - "...an incubator is an apparatus for the maintenance of controlled conditions for cultivation". The incubator seeks to give form and substance, in addition to, structure and credibility to start-ups or emerging ventures (Smilor and Gill, 1986). They suggest that entrepreneur incubator is "an organization managed by specialized professionals, whose main aim is to increase the wealth of its communities by promoting the culture of innovation and the competitiveness of its associated businesses and knowledge-based institutions". Linking entrepreneurship to education is growing every day, owing to the effect of small businesses on economies (Kyro, 2006). However, entrepreneurship education is still considered an uncommon area of study in many countries, (Seikkula-leino, et al., 2012) and little research has been conducted on entrepreneurship education (Joensuu et al., 2015). In fact, according to research by *The Wall Street Journal* in January 2015, 60% of fresh graduate has shown interest in entrepreneurship but due to lack of experience, networks and education the start-up rate of the questioned group was much lower reaching 23% (Mullins, 2015). Do-it, the Washington research Center for Disabilities, opportunities, interworking and technologies in a report published in 2021 titled; 'What can students do to improve their chances of finding of finding employment after college?' has confirmed that,

There is a myth that if you have a college degree, you have a job. The fact is that approximately 53% of college graduates are unemployed or working in a job that doesn't require a bachelor's

degree. It takes the average college graduate three to six months to secure employment after graduation. The New York University Wasserman Center for Career Development conducted its Graduate Career Outcomes Survey, between July 1, 2019, and June 30, 2020. One of its significant outcomes was that   around 70 % of the graduates spent more than 6 months applying for graduate or any position.

In the Egyptian context, the Egyptian labor market is suffering from the scarcity of job opportunities in both the private and public sectors (Sheta, 2012). The unemployment rate recorded in 2021 is 7.3 percent in quarter 2 in 2021, which is the same in 2023 according to Egypt CAPMAS (Egypt Today, 2021). Yet in December 2023 report CAPMAS has declared that "the number of graduates of the higher education increased in 2022 to reach about 738,000 graduates in comparison to about 667,000 graduates in 2021 with a 10.6% increase": recording 495,000 graduates for governmental universities and 48,000 graduates for the private universities. The continuous instability in the Egyptian economic situation and the uncertainty in the job market, makes entrepreneurship education a necessity survival knowledge, to develop students' creativity, critical thinking, project management, problem solving, innovation competencies and entrepreneurial knowledge and skills in addition to boosting Egyptian economic growth (Sheta, 2012).

According to the Global Entrepreneurship Monitor Report (2020), the level of "Total Early-Stage Entrepreneurial Activity (TEA)" in Egypt is the lowest. Almost 7% of adults in Egypt think of starting or running a new business, compared to other 10 countries in the Middle East and Africa, as illustrated in figure 1. The figure shows that less than 2% of adults in Egypt own and run their established business (Sheta, 2012). Therefore, this study aims to explore the views of entrepreneurship education as an English for special purposes course (ESL) in the Department of Applied Languages at the University Francaise d'Egypte (The Universities of France in Egypt, UFE) as an opportunity for students to learn about entrepreneurship in their formal university education.
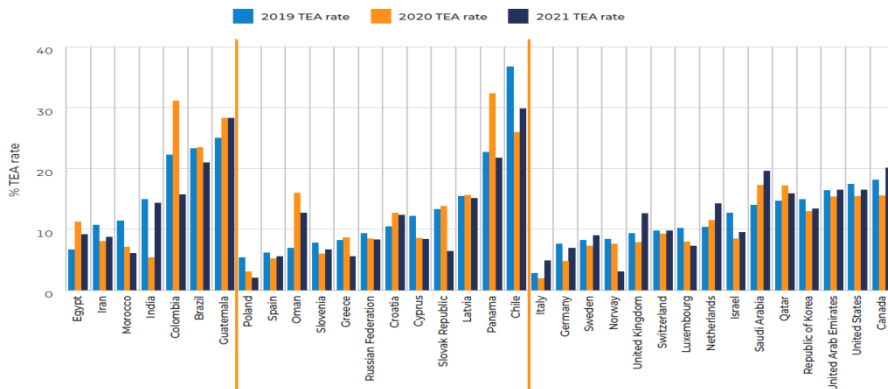
Fig. 1. Total early-stage Entrepreneurial Activity Image

Can entrepreneurship education be taught in English for Special Purposes (ESP) course? The term "specific" refers to the specific purpose of learning English (Hans and Hans, 2015). ESP assesses the students/learners' needs and integrates motivation, subject matter, and content for the teaching of relevant skills (Fitria, 2020).

This method of teaching languages focuses on learning the language through using it, in different domains. Hans and Hans (2015) state that ESP concentrates on language in context more than on teaching grammar and language structures. That puts ESP as a goal-oriented and focused English teaching and learning, designed for the specific learners according to learners' academic and needs. (Fitra 2019)

ESP combines the subject matter and English language teaching making language learning motivating because students apply what they learn in their English classes to their field of studies, and in their life. In this manner, Applied Language Studies (APPLS) combine the application of second language theories to practice learning, teaching, and assessing second language (Krashen, 1985) following ESL strategies. For example, students of Applied Languages, with business focus learn English in the universal environment of business. They use language learning about marketing, (international) trade, accounting, commerce, e-commerce, economics, finance, HR, insurance, IT, law, etc., moving language learning from the theoretical to the practical,

hands-on matter. Thus, language becomes a tool of learning other sciences, not a means.

2. Theory

English language teaching (ELT) was traditionally based on 'method concept' or 'systematic teaching techniques' which focuses on a certain linguistic theory or a grammatical structure to practice it in sentences and repeat it till it is learnt through exercise (Tefer, 2022). This methodology is more common in the British educational system of teaching the language. There is another method of ELT; the audio-lingual method of teaching that was later introduced in the United States and became the most significant paradigm in modern language education (Richards, 2001). Stephen Krashen holds the assumption that humans are born with the potential to acquire a second language and considers it a "universal phenomenon" (Krashen, 1985). Second Language acquisition to Krashen is a process near to that used by children when acquiring their first language. It requires meaningful interaction in the new language, in which the speakers are more concerned with the messages they are conveying and understanding rather than the accuracy of the language structures (Tefer, 2022). Krashen thinks that error correction and teaching grammatical rules do not add to the process of second language acquisition, as much as focusing on the process communicating (Mahnke, 1985). This hypothesis is known as the "comprehensible input" which assumes that learners acquire language by taking in and understanding language that is "just beyond" their current level (Krashen, 1985). Krashen defines comprehensible input as 'i+1', where 'I' is the current level of proficiency and '+1' is level of proficiency beyond the learner's current level. That is, putting the language learner in situations that are a little above his/her knowledge. An important condition for language to occur is that the acquirer understands via hearing or reading inputs of language that is a bit beyond his or her current level of competences (Baouche, 2021). Speaking, in that matter is a result of acquisition not its cause and if input is understood, and there is enough of it, the necessary grammar

and correct sentence structures is automatically provided (Krashen, 1985).

Krashen's theory of second language acquisition that the paper mainly bases its learning process on, are five main hypotheses. The first is 'acquisition-learning hypothesis' which entails learning the second language 'unconsciously', a process like child learning a first language. The second hypothesis concentrates on language-use correctness that happens with the repetition of the correct grammatical forms of the second language by applying some rules in the conversation. The Acquisition/Learning Hypotheses, the second hypnosis concentrates on the fact that adults have two distinctive ways of developing competences in second language … acquisition, that is by using language for real communication … learning … "knowing about" language' (Mahnke, 1985). The third hypothesis is the 'natural order' is based on research findings (Lightbown, 2006) assumes that the learner is acquiring grammatical structures in a fixed way that is based on meaningful interaction in the target language in a natural/ communicative way and starts correcting him/herself. The Monitor Hypotheses is a 'conscious learning … can only be used as a Monitor or editor' (Mahnke, 1985). The fourth hypothesis 'input hypothesis' is concerned about how the language is acquired, rather than learned, as soon as the student receives 'interesting and fun information' they get to learn and be involved in the learning process. 'Humans acquire Languages in only one way- by understanding messages or by receiving "comprehensible input"' (Krashen, 1985). The last hypothesis is the 'affective filter hypothesis' which adds to the process of second language learning, an emotional trajectory. Under this hypothesis, Krashen adds the psychological and emotional factors surrounding the learning process in its effectiveness, therefore, the learning environment has to be positive and stress-free so that the student is open for inputs. EFL or ESL shifted in the mid-1980s when the social part of language learning came to the forefront. The socio-cultural theory of language learning gained attention over the years. According to Lightbown and Spada, it starts from the social surrounding of the learner which affects the learning process (2006). The theory is expanded to include the individual's psychology and cultural surroundings that may affect his cognitive or mental functioning (Swain, 2011).

3. Methodology

This paper follows Krashen's functional perspective of language acquisition. The theory explains the process by combining congenital and real to life approaches. It was thought that the theme of entrepreneurship lent itself to providing a suitable simulated context for delivering an applicable content with the ESP domain. The research follows descriptive qualitative and quantitative methodology tracking fundamental theories of learning, cognitive, constructivism, and connectivism through using; analysis-synthesis, induction-deduction, observation, and critical source analysis, to link between perception and practice.

3.1. Research Design

The primary focus of the current ESP course i.e., detailed explications of the nature of the language used or required to communicate in specific academic and occupational settings, accompanied by specific pedagogical applications on entrepreneurship (Master, 2001). This is a quasi- experimental research design in which a dependent variable is measured for one group of participants following a treatment. However, the lone of the limitations of the research is its weak evidence as the measured outcome cannot be compared to a measurement before the intervention, nor is there a control group. This is due to the small number of students in Applied Languages at the French University in Egypt who signed in the course and due to the novelty of the idea. Another limitation is relating academic content to the task and lack of general knowledge about current affairs from the students.

3.2.   Research questions

This paper is the result of an ESP course that puts Entrepreneurship education as its aim, to answer the question; can an ESP course be an effective entrepreneurship education vehicle along with improving the English language four skills? Although the under discussed curriculum work is in ESP and is concerned mainly with language, the research under discussion follows an ethnographic approach to both research and pedagogy. The research gears scientific methodology to teaching English for Special Purposes (ESP) and attempts to answer the question can ESP be a vehicle for teaching

other skills? Can students develop their English language proficiency in an entrepreneur education course?

3.3 Participants

The course under discussion is a one-semester English course offered to students of international affairs and business undergraduate-seniors of Applied Languages Department at Universite Française d'Égypte (UFE). The course started with the launch of the university's entrepreneur incubator, *MinVent* (Maison de l'Innovation & Venture) which is a funded project by Safir, Institut Francaise, Co-Funded by the European Union and AUF. It is a 3-month course, where the instructor has direct contact with the students once a week, for 3 hours. It is initially designed as English for Academic Purposes (EAP) that follows three years of learning English as a second language (ESL) in an academic context; with emphasis on reading academic textbooks and producing academic essays, listening to videos, and commenting on it. The course is taught for one semester aiming at linking the students into business knowledge; marketing strategies, expected risks, business plan, questionnaire, presentations, in which they have to use their English-language skills to understand the content matter, to express their opinion and to apply their knowledge in developing their own entrepreneurial project.

The course is designed on two-field; enhancing student's ability to acquire English and Subject-matter knowledge which serves as the main context for them to understand the English taught in the classroom. The theme of 'entrepreneurship' is selected as an alternative for the corporate job market amid the employment polarization along with wages conformity to the company's laws not to the market. Primarily, given the background described above it was thought to be timely and relevant. Secondly, it is suitable as a common theme discipline of the business focus (Economics, Business Administration, and management). Thirdly, the topic is chosen as a point of interest to students who are about to graduate and start their careers.

Students attended workshops on the subject matter, read about it, listened, watched, spoke about specific topics, and presented certain

issues related to the course out-line, an accumulated process that led to ESL acquisition. If students started the course with a B2 level, following this hypothesis would probably make them reach a C1 level of English Language proficiency.

3.4. Course design

Teaching ESP in general requires a teacher's awareness of the subject matter as it combines the subject matter and English language teaching skills. The course's main focus is to educate students about entrepreneurship through action learning that deals with real-world problems and adopts many of the entrepreneurship education principles advocated elsewhere (Kirby, 2003). Unlike in more traditional educational contexts, there is no formal curriculum, rather, learning is tailored to ESP entrepreneurship education course. In the process, the role of the teacher in this course is managing to adapt teaching skills and strategies. In other words, the teacher here becomes a facilitator of learning role rather than transmitter of information, (Doyle and O'Neill, 2001). The teacher's main role in this context is not to lecture but to ask questions and challenges the entrepreneur on his/her journey of discovery, by giving real life situations, asking them to put themselves in the same situation, and in a proper English language. Such integration is motivating for students because they put into practice their knowledge acquired during the class to their surrounding world in the required language.

The course is built on the assessment of purposes, needs, and functions for which English is required. Thus, it involves the four skills: reading, writing, listening, and speaking. In every class, at least two skills are class work and two homework both activities add up to their assessment. "Realia and authentic materials increase learners" motivation (Fitria, 2019) so, reading materials that are allocated to the students are about the theme of entrepreneurship in the students' local context (i.e., Egypt, and Africa), making students read about Egyptian entrepreneurs, their advice and Listen to their talks on podcasts and Tedx Talks. They are divided in groups to research African countries' entrepreneur success stories. In addition to inspirational and

motivational stories of entrepreneurs from around the world, such as Bill Gates (for his wealth), Mark Zuckerberg (the inventor of their main mean of social networking), Elon Musk (for his futuristic vision) and Hadia Ghalib (for being a female and inventor of a local burkini). Those Stories of personal success are an effective motivation dynamic, for students to read, listen and comment on them. They are also directed to comment on the entrepreneurs' marketing strategies, risks, and business plans.   In this way they read and listen to interesting material and use their English language to write or speak about them.

The following topics are examined thoroughly:
1. What is entrepreneurship?
2. What are the qualities of Entrepreneurs?
3. Types of entrepreneurships
4. Difference between Job and Entrepreneurship
5. Leadership.
6. Business model
7. SDGs for Business
8. Marketing fundamentals for Business
9. Risks Management

3.5. Procedures
In the first class the lecturer has explained to the students the intended learning outcomes of the course and the structure of the project, as well as assessment criteria and expected project logistics from *MinVent*. The teacher meets with the students once a week and has presented the topics they need to learn. Students are given short academic seminar-type vocationally oriented presentations about entrepreneurship. Texts from authentic business sources on successful entrepreneurs were collected and used as the basis for reading comprehension activities from *Economic Review*, *BBC news* and *The New York Times*, *The Financial Times*, which they summarize, find its synthesis, and relate it to their own experience. Students are also given a video on YouTube in which one of the famous entrepreneurs speaks on the subject matter and they have to record a speaking note on

WhatsApp application commenting on the video in an argumentative manner. Listening tests are also given using video recordings, taken from documentaries or TEDx Talks on the required topics.

Another component of the assessment is conducting market research on an entrepreneurship project to which they needed to formulate a questionnaire related to their research domain. This in addition to presenting an article or current news related to their subject matter. This activity has helped students in the selection and organization of material, in terms of synthesizing content.

The class is divided into project teams (three/four students per team) to come up with an idea, its logistics, its expected risks and expected profit. The class project teams have collected data about their entrepreneurial idea, its viability/ needs for it and have presented it to the class for discussion to get a more in-depth view of the clients thinking. This provided an opportunity for the class, and to put themselves in the entrepreneur's shoes (OECD,1998). Also, the project teams had time to question the intended clients on their entrepreneurial idea in a questionnaire that measures their needs and expectations based on their initial research into the problem domain. At the end of the semester each project team presented their entire project to the University's incubator (*MinVent*) representatives. Each team project was assessed, and the same mark given to all students in a project team with 10% of the module marks for the presentation and 30% for the business plan. The final assessment aimed at putting entrepreneurship education and ESP in one pot. Project assessment criteria involved inter alia; the clarity of the presentation; the uniqueness of the solution; the feasibility study and risk management. Students' presentations have focused on presenting their entrepreneurship idea, presenting their story, persona, risks, marketing strategies (including the questionnaire) and expected funding. Students took their presentation seriously due to their marks and because members of the university's incubator have been presented to evaluate their projects, which has given them hope of prospective funding.

3.6. Ethical Clearance

Data is collected for the study by means of the students providing feedback on the course using a structured template. Twenty-four students were surveyed in May 2023. Each student is asked to give or decline their assent on using the data for research purposes. Furthermore, the students are given assurance that any data will be anonymous. After the completion of the course, students are given a questionnaire to measure their learning outcome and their satisfaction with the course. Permission from the incubation center entrepreneurs and managers to use the interaction for research purposes is obtained by email.

4. Results

The course's outcome is checked following triangulation; following qualitative and quantitative methods to ensure the research outcome.

4.1. Monitoring and registration

The students wrote reflection and feedback on a weekly basis, on their progress in the four skills: this in addition to the researcher's registered monitoring to each student's progress in every skill after every homework or class work.

4.2.   Focus-group feedback

The researcher met the students twice in focus-groups to register the student's feedback about their ELT progress. The following are some comments by some students in the focus group.

- Having to know about entrepreneurship in the university gave us an opportunity outside the normal academic environment which is a positive experience.
- The presentation gave a different level of pressure to present an idea to someone outside the class and I felt that pressure was beneficial.

- I would feel more confident in giving a presentation to people in the workplace after this project.
- It is very interesting to get out of the traditional English Language teaching methods. I find this way is more interesting.
- I have tried to learn English in the traditional way for years, but those 3 months made me speak and listen better than all the past years.
- The students commented about their appreciation of the close interaction with the lecturer.
- It is an important point that the lecturer spent time in learning about a subject out of the teaching domain, it is really appreciated.
- Talking to the Dr was the best thing about the course.

4.3.   Student's Questionnaire Feedback

In the final week of the semester each student is required to do an assessment on their own language acquisition and content knowledge. The following is the result of the students' language acquisition and entrepreneurship education questionnaire done by the lecturer. Figure 1 shows that 100% of the students who answered the questionnaire agreed that the course was useful for them.

Fig. 1 Learning Outcome

Figure 2 shows the result of questioning students about the readings materials that are related to entrepreneurship education. It shows that 93% of students find that the reading material is interesting.
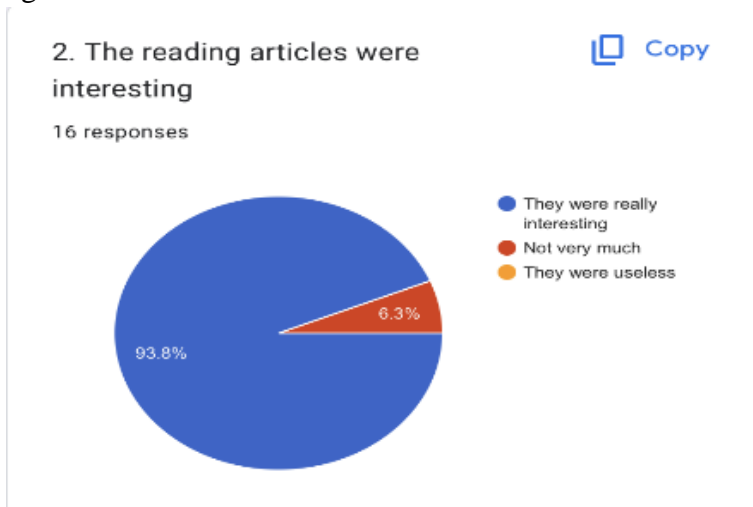

Fig. 2 Reading articles

Figure 3 shows the result of questioning the students about some ESL skills; composing a summary, expressing their opinion and relating the subject matter to themselves. Almost 68% of the respondents confirmed that.
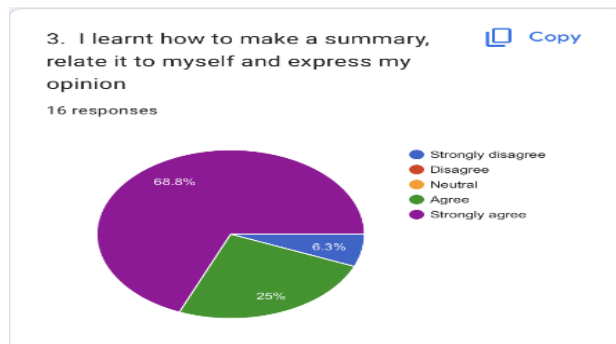

Fig.3 Summary making, opinion expression.

Figure 4 shows the result of questioning the students about their speaking skills to which 100% affirmed that they have improved it through the course's activities.

Fig.4 Speaking Skills

Figure 5 shows the result of questioning the students about their writing skills, to which 100% affirmed that they have improved it through the course's activities.

Fig.5 Writing Skills

This was from the ELT side, and the four language skills, but what about the business side, did the students acquire any real knowledge on entrepreneurship and business-related matters? Figure 6 shows the result of questioning the students whether they have learnt about entrepreneurship, to which almost 56% said they did.
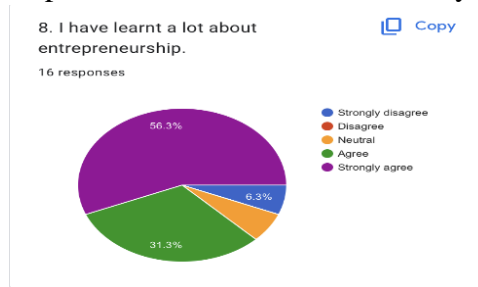
Fig. 6 Entrepreneurship knowledge

Figure 7 shows the result of asking the students whether they have learnt how to make a business plan, to which almost 62% that they did.
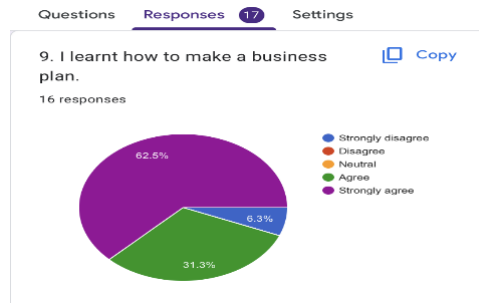

Fig.7 Business plan

Finally, Figure 8 shows that 100% of the students learnt some marketing strategies to market their products.
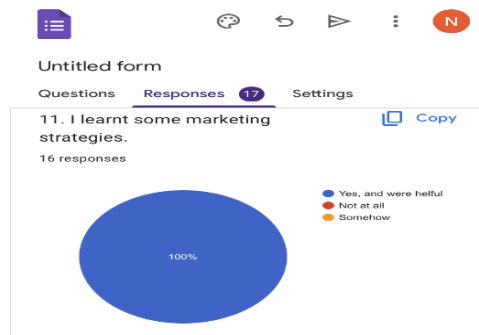

Fig. 8 Marketing Strategies

From what is shown the students showed improvement in English language acquisition in addition to their knowledge of business concepts related to entrepreneurship.

4.4.   Final assessment

The final written assessment showed the students' involvement in the subject matter in addition to their language ability. 60% of the students have shown excellence in expressing their entrepreneurship project in proper English, creating the persona, the target audience, marketing strategies and expected risks. 20% knew the content but

expressed it in basic English and only 2 students failed because of poor content and poor language.

4.5. Employment information for graduates of the course

The 24 students were employed in entities where they used their English Language and entrepreneurial knowledge. 3 were employed in start-ups, 2 started their own business, 3 were assigned media marketing jobs, 4 content creation, 2 in the marketing team of a bank and 2 in the marketing team of Coca-Cola. This shows the success of the course has opened up new employment opportunities for students in the language that is most needed.

5. Conclusion and recommendation for future research

This research addresses the introduction of entrepreneurship education at university levels and that it can be achieved through any educational domain. The need to address entrepreneurship education has become evident not only following international organizations and international policies, but also to support the local economies. This study indicates the need to strengthen entrepreneurship competence in university education. The goal of the course is a holistic approach towards an educational system that guides learners to identity and seize opportunities. It also aims at supporting incentive learning and encourages confidence in the learners' own capabilities.

The course has shown that it is possible to shift the emphasis away from passive ESL to an active one, thereby enabling students to have a hands-on experience. Thus, by emphasizing the pragmatist and activist learning styles, not only are the students being encouraged to acquire some of the entrepreneurial attributes, but an interactive, more useful ESL class is being created that recognizes and caters for the preferred learning styles of all participants. Entrepreneurship education embraces a non-traditional teaching method that requires specific teaching competencies, methods, and tools. Teachers of that

specific ESL course have to master knowledge about pedagogy, didactics and ESL techniques. Entrepreneurial learning plays a pivotal role in shaping aspiring entrepreneurs and fostering their success. It develops students' skills in terms of innovation, problem solving, risk management and adaptability. It also plays an important role in mindset transformation, as it embraces uncertainty and views failures as learning opportunities. This in addition to real world application that the students gain from the course bridges the gap between theory of the language and its practice in real life situations. The course is actually a new venture, creating jobs, and stimulating innovation, which eventually leads to a positive social impact.

Findings suggested that due to the evolving nature of work and social changes, more emphasis needs to be placed on the development of entrepreneurial skills sets, where education must change to meet the demands. The evidence is worthy of consideration and conclusive. Implementing entrepreneurship education will essentially have a positive impact in the society and economy and on students' future.

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