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The Role of Languages for Specific Purposes (LSP) in Enhancing Entrepreneurial Readiness: An Exploratory Case Study of Islamic Finance Students

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ABSTRACT: *In light of the rapid expansion of the Islamic finance industry, there is an increasing need to prepare graduates with the linguistic and professional competencies required to enhance their entrepreneurial readiness. This study aimed to examine the relationship between Languages for Specific Purposes (LSP) namely English and French for Specific Purposes (ESP/FSP), and entrepreneurial readiness among Islamic finance students, as well as to investigate the effect of the different dimensions of LSP on this readiness.*
The study adopted a descriptive-analytical research design. Data were collected through a questionnaire administered to a purposive sample of 40 students and analyzed using descriptive statistics, Pearson's correlation coefficient, and simple linear regression. The findings revealed a statistically significant positive relationship and effect between LSP and entrepreneurial readiness. Among the LSP dimensions, only professional preparation and engagement with the entrepreneurial environment was found to be significantly associated with entrepreneurial readiness and to contribute to its explanation, whereas the remaining dimensions showed no statistically significant relationships. The study recommends strengthening the integration of LSP into Islamic finance programs by linking language learning to professional practices and fostering engagement with the international entrepreneurial environment, thereby enhancing students' readiness to participate in entrepreneurial activities.

KEYWORDS: Languages for Specific Purposes (LSP); Entrepreneurial Readiness; Islamic Finance; English for Specific Purposes (ESP); French for Specific Purposes (FSP)

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1. Introduction

The teaching of Languages for Specific Purposes (LSP), namely English for Specific Purposes (ESP) and French for Specific Purposes (FSP) have developed considerably within university programs, particularly in the fields of economics and finance. Rather than focusing exclusively on general linguistic competence, this approach is oriented toward equipping students with the linguistic and cognitive resources necessary to engage meaningfully with specialized content and to interpret it within their academic and professional settings. This orientation is particularly relevant in Islamic finance, a field characterized by conceptual complexity and a strong international dimension, where access to knowledge and its circulation are closely dependent on proficiency in foreign languages.

In parallel, entrepreneurial readiness has gradually evolved beyond its traditional association with theoretical knowledge or academic achievement. It is now increasingly understood as a multidimensional construct involving a combination of skills, behaviors, and cognitive dispositions. These include opportunity recognition, initiative-taking, decision-making under uncertainty, and adaptive responses to changing economic environments. This reconceptualization reflects a growing emphasis on students' preparedness for both professional integration and entrepreneurial engagement, supported not only by disciplinary knowledge but also by transversal communicative and analytical competencies.

Within this intersection between specialized language proficiency and entrepreneurial capacity, the present study seeks to examine the relationship between mastery of Languages for Specific Purposes and entrepreneurial readiness among students of Islamic finance. It starts from the assumption that proficiency in specialized language may extend beyond its academic function to play a role in shaping students' entrepreneurial orientation and preparedness.

1.1 Research Problem

The research problem is formulated as follows:

Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between Languages for Specific Purposes ESP/FSP and entrepreneurial readiness among Islamic finance students?

2.1 Research Questions

From the main research problem, the following sub-questions are derived:

1. Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the lexical-terminological dimension of ESP/FSP and entrepreneurial readiness among Islamic finance students?
2. Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the communicative-functional dimension of ESP/FSP and entrepreneurial readiness among Islamic finance students?
3. Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the semantic-contextual dimension of ESP/FSP and entrepreneurial readiness among Islamic finance students?
4. Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the enabling dimension—particularly in relation to monitoring the entrepreneurial environment through foreign languages—and entrepreneurial readiness among Islamic finance students?

3.1 Research Hypotheses

Based on the research problem and questions, the following hypotheses are proposed:

Main hypothesis:
There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between Languages for Specific Purposes (ESP/FSP) and entrepreneurial readiness among Islamic finance students.

Sub-hypotheses:

1. There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between the lexical-terminological dimension of ESP/FSP and entrepreneurial readiness among Islamic finance students.
2. There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between the communicative-functional dimension of ESP/FSP and entrepreneurial readiness among Islamic finance students.
3. There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between the semantic-contextual dimension of ESP/FSP and entrepreneurial readiness among Islamic finance students.
4. There is a statistically significant relationship at the ($\alpha \leq 0.05$) level between the enabling dimension (including monitoring the entrepreneurial environment through foreign languages) and entrepreneurial readiness among Islamic finance students.

2. Literature Review

Recent academic literature has increasingly emphasized the strategic role of language proficiency in business and finance. Among the notable contributions, Ahmad and Khan (2023) examined the importance of integrating English for Specific Purposes (ESP) into university entrepreneurship programs. Their study investigated how developing specialized language and communication skills can strengthen students' self-confidence, encourage them to overcome linguistic and psychological barriers, and prepare them to participate in international entrepreneurial activities. Using a mixed-methods case study at the International Islamic University Malaysia (IIUM), the researchers collected data through online questionnaires administered to 177 undergraduate economics students. The findings indicated that proficiency in specialized English plays a significant role in enhancing students' readiness for global entrepreneurship. The study further argued that entrepreneurship programs that overlook language training may produce graduates who are less prepared for international business environments. In contrast, specialized language proficiency helps reduce psychological barriers, including the fear of failure, while increasing students' motivation to pursue entrepreneurial innovation in international markets.

Adopting a complementary perspective on entrepreneurial competencies, Rajović et al. (2024) identified linguistic competence as one of the key skills required for entrepreneurial success in the twenty-first century. Their study was based on a descriptive and critical review of contemporary literature in management and linguistics. Through content analysis and conceptual comparison, the authors explored the relationship between communication skills and entrepreneurship and incorporated these insights into the well-known 9F Concept model of the business environment and startups (the 9F Concept outlines the nine components common to technopreneurship: Founder, Focused, Fast, Flexible, Forever innovator, Flat, Frugal, Friendly, and Fun). The review concluded that proficiency in a specialized foreign language is an essential prerequisite for initiating and managing innovative international ventures. According to Rajović et al. (2024), a strong command of English has become an important strategic asset for entrepreneurs operating in increasingly globalized markets. The authors also emphasized that well-developed oral and written communication skills enable aspiring entrepreneurs to establish international professional networks, thereby strengthening their entrepreneurial preparedness before entering the labor market.

From a different perspective, Martinaj (2020) examined the role of foreign language proficiency in shaping successful career paths within the knowledge economy. The study adopted a descriptive-analytical approach, combining a critical review of international literature with empirical evidence from Kosovo. To support the analysis, the author drew on World Bank reports and assessments of graduates' communication competencies. The findings confirmed that foreign language proficiency represents an important dimension of knowledge management and contributes to long-term professional success. Martinaj (2020) further argued that specialized language training facilitates cross-cultural knowledge exchange while fostering essential soft skills. Together, these competencies strengthen strategic awareness and enhance the entrepreneurial readiness required to establish and manage independent business ventures.

At the institutional level, international organizations have also examined the economic consequences of inadequate foreign language skills. The European Strategic Report on the Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise (ELAN, 2006), conducted in collaboration with the British National Centre for Languages (CILT), investigated the commercial and economic costs associated with limited language proficiency among employees in small and medium-sized enterprises (SMEs) engaged in international business. To achieve this objective, the report employed a comprehensive multilingual questionnaire and developed benchmarking models that were tested across a large sample of SMEs and major companies throughout the European Union. The findings revealed that insufficient communicative language skills resulted in the loss of numerous international contracts and valuable business opportunities each year. Based on these findings, the report recommended integrating English language education more systematically into the curricula of economics faculties in order to improve graduates' competitiveness and strengthen their preparedness for the global business environment.

3. Research Gap

A review of the existing literature demonstrates a broad academic consensus on the importance of language proficiency in enhancing entrepreneurial and economic competencies. Previous studies have consistently highlighted the value of specialized foreign languages in improving employability, supporting international business communication, and reducing organizational challenges associated with language barriers (e.g., ELAN, 2006; Martinaj, 2020).

Despite these valuable contributions, limited attention has been given to the role of specialized foreign languages in developing students' entrepreneurial readiness for establishing and managing independent ventures. More importantly, this issue remains largely unexplored within the context of Islamic finance education. Unlike many other business disciplines, Islamic finance requires familiarity with specialized terminology that combines Islamic commercial jurisprudence, international regulatory frameworks such as Shariah standards of the Accounting and Auditing Organization for Islamic Financial Institutions (AAOIFI), and the rapidly evolving field of Islamic financial technology (FinTech). Accordingly, the present study seeks to address this gap by examining how specialized foreign languages (ESP/FSP) contribute to strengthening the entrepreneurial readiness of Islamic finance students. By focusing on this underexplored educational context, the study extends the existing literature and provides new evidence on the relationship between language proficiency and entrepreneurial preparedness in the field of Islamic finance.

4. Islamic Finance Education

4.1 Concept of Islamic Finance

Islamic finance refers to the provision of monetary and tangible financial resources through Shariah-compliant financing contracts. In its broader sense, it encompasses both charitable and profit-oriented financing, whereas in its narrower sense, it focuses on the mobilization, management, and investment of

funds to achieve the objectives of individuals and institutions within the framework of Islamic Shariah principles (قندوز، 2019، الصفحات 17-18).

4.2 Development and Current State of Islamic Finance Education

The teaching of Islamic economics and finance has witnessed significant progress alongside the growing academic interest in this field. A major milestone was the First International Conference on Islamic Economics, which recommended the introduction of Islamic economics into the curricula of Arab and Muslim universities, as well as the establishment of specialized academic and research centers to support teaching and scholarly activities in this discipline. In response to these recommendations, several research institutes and academic departments were established, including the Islamic Economics Research Center, the Department of Islamic Economics at Imam Muhammad ibn Saud Islamic University, the Department of Islamic Economics at Umm Al-Qura University, and the Islamic Research and Training Institute of the Islamic Development Bank Group. Together with other specialized research institutions, these initiatives played a pivotal role in establishing Islamic economics as an independent academic discipline and promoting both its teaching and research. As a result, Islamic economics gained increasing international recognition, and global and regional financial hubs such as London, Dubai, Kuala Lumpur, and Manama emerged as leading centers competing for prominence in the Islamic finance industry (المجموعة الشرعية في بنك الجزيرة، 2021، الصفحات 85-86).

4.3 Challenges in Preparing Islamic Finance Students

Recent literature indicates that the preparation of Islamic finance students continues to face a number of challenges that limit the ability of higher education institutions to meet the evolving needs of the Islamic financial services industry. One of the most significant challenges is the persistent mismatch between university curricula and labour market requirements, reflecting the limited alignment of educational outcomes with the competencies expected by employers. In addition, many higher education institutions struggle with inadequate academic resources, a shortage of qualified faculty members, and limited availability of specialized teaching materials. These constraints inevitably affect the quality and effectiveness of academic programmes in developing the human capital required by the industry (Moosa & Haji, 2026, p. 14). These challenges extend beyond the acquisition of disciplinary knowledge to encompass the professional competencies needed for successful integration into the workplace. Possessing technical expertise alone is no longer sufficient; graduates are also expected to demonstrate essential soft skills, including effective communication, teamwork, interpersonal interaction, and problem-solving. Such competencies play a critical role in enhancing graduates' readiness for employment in the Islamic financial services sector. Furthermore, the continuing shortage of qualified professionals is closely linked to shortcomings in curriculum design, as well as insufficient institutional support and policy incentives, all of which reduce universities' capacity to produce a workforce that meets industry expectations (Moosa & Haji, 2026, p. 17). Further challenges relate to the content and structure of educational programmes. In many cases, existing curricula remain insufficiently equipped to develop students' specialized knowledge in key areas such as Shariah audit, Islamic accounting, and Shariah governance. They also do not always reflect the practical requirements of the industry, resulting in persistent knowledge gaps and limiting the overall quality of educational outcomes. Moreover, although online learning has expanded opportunities for education and professional training, it continues to face challenges associated with technological limitations and inadequate practical exposure, which may hinder students' acquisition of the applied skills required for professional practice in the Islamic finance sector (Moosa & Haji, 2026, pp. 17-18).

5. Specialized Foreign Languages in Islamic Finance Education

5.1 Concept of Specialized Foreign Languages (ESP/FSP)

English for Specific Purposes (ESP) is founded on the principle of tailoring language instruction to learners' academic or professional needs through the analysis of the linguistic features of their fields of specialization and the identification of the skills and vocabulary they genuinely require. The emergence of this approach was also influenced by developments in educational psychology, which emphasized the central role of the learner and highlighted the diversity of learners' needs, interests, and motivations. Consequently, language programs have increasingly been designed according to the principle of relevance, whereby language content is aligned with learners' areas of study or work. Such alignment enhances learners' motivation, improves the effectiveness of the learning process, and facilitates the acquisition of the knowledge and skills required in their academic and professional contexts (Hutchinson & Waters, 1987, p. 8).

Similarly, The concept of French for Speciality (FS) initially emerged to describe language instruction designed for learners studying French within a particular academic discipline or professional field. Accordingly, teaching content was organized around the linguistic and communicative features of specific domains such as medicine, law, agriculture, tourism, banking, and business. However, the development of French for Specific Purposes (FSP) broadened this perspective by shifting attention from disciplinary content to learners' actual needs and objectives. Unlike FS, which is anchored in a given field of specialization, FSP is based on the analysis of the academic or professional situations in which learners are expected to use the language. Consequently, learners from different disciplinary backgrounds may share common linguistic needs, including understanding lectures, taking notes, reading academic texts, and delivering oral presentations. From this perspective, the design of language programmes is guided less by the boundaries of a specific discipline than by the communicative competencies required to accomplish particular tasks. Therefore, FSP represents a learner-oriented approach that seeks to respond to clearly identified needs, whereas FS primarily focuses on the language associated with a specific area of knowledge or professional activity (Mangiante & Parpette, 2004, pp. 16-17).

5.2 Characteristics of Specialized Foreign Languages

Languages for Specific Purposes are designed to meet learners' particular academic and professional needs within clearly defined contexts of language use. Unlike general language instruction, which aims to develop overall communicative competence, this approach focuses on the linguistic and communicative requirements associated with specific disciplines or occupations. Consequently, attention is given to specialized vocabulary, discourse conventions, communicative skills, and the types of texts commonly encountered in academic and professional settings. In addition, Languages for Specific Purposes draw upon the methodologies and practices of the disciplines they serve and may adopt teaching approaches that differ from those used in general language education. Although they are primarily intended for adult learners in higher education and professional environments, they may also be adapted to other educational contexts. In most cases, such programmes assume that learners possess at least a basic knowledge of the target language, while remaining flexible enough to accommodate varying levels of proficiency (Dudley-Evans & St John, 1998, p. 5).

5.3 Role of Specialized Foreign Languages in Higher Education

Foreign languages for specific purposes play an important role in higher education because they are closely aligned with students' academic and disciplinary needs. As a significant share of scientific and technical knowledge is produced and disseminated through foreign languages, proficiency in these languages has become essential for accessing specialized information and engaging with disciplinary discourse. Beyond language learning itself, they support the development of key academic skills such as understanding lectures, reading specialized texts, taking notes, and processing field-specific information. The importance of specialized foreign languages varies across educational contexts. In some higher education systems, they

serve as the principal medium of instruction, while in others they are mainly required in disciplines such as medicine, engineering, and the sciences. Even where instruction is delivered in the national language, specialized foreign languages remain valuable for accessing academic literature, scientific publications, and international sources of knowledge. Therefore, they constitute an important component of higher education by facilitating access to disciplinary knowledge and supporting students' academic development (Dudley-Evans & St John, 1998, pp. 34-35).

5.4 Importance of Specialized Foreign Languages for Islamic Finance Students

Specialized foreign languages play an important role in preparing students for professional life, particularly in fields that require interaction with international markets and institutions. In the context of Islamic finance, these languages facilitate access to specialized knowledge, professional resources, and global financial practices. They also enable students to communicate effectively with clients, investors, and business partners from different linguistic and cultural backgrounds (Madkur, 2018, pp. 221-224). The growing internationalization of Islamic finance has increased the demand for graduates who possess both technical expertise and linguistic competence. As a result, proficiency in specialized foreign languages has become an important asset for students seeking employment in financial institutions or aspiring to engage in entrepreneurial activities within the Islamic finance industry (Madkur, 2018, pp. 221-224). Furthermore, specialized foreign languages support a range of professional tasks, including presentations, negotiations, business correspondence, and participation in international projects. They also provide access to specialized literature and industry developments, allowing students to remain informed about changes in the global financial environment. Therefore, language competence can be considered a factor that strengthens the professional and entrepreneurial readiness of Islamic finance students (Madkur, 2018, pp. 222-225).

6. Entrepreneurial Readiness

6.1 Concept of Entrepreneurial Readiness

Entrepreneurial readiness is defined as the outcome of the interaction among a set of personal, social, psychological, and managerial characteristics that enable individuals to recognize, analyse, and exploit opportunities within their environment while mobilising their creative and productive capabilities to transform these opportunities into viable entrepreneurial ventures. Accordingly, entrepreneurial readiness extends beyond the mere intention to start a business, as it reflects an individual's actual preparedness to engage in entrepreneurial activity through the possession of the attributes and capabilities required for successful venture creation (Coduras et al., 2016, pp. 100–101).

Recent literature conceptualises entrepreneurial readiness as a multidimensional construct that integrates psychological preparedness, personal capabilities, entrepreneurial skills, entrepreneurial interest, and entrepreneurial identity, thereby providing a more comprehensive assessment of an individual's capacity to engage in entrepreneurial activity. From this perspective, entrepreneurial readiness represents a broader concept than entrepreneurial intention, as it not only captures an individual's willingness to pursue entrepreneurship but also reflects the extent to which they possess the competencies necessary to translate that intention into entrepreneurial action when favourable conditions arise (Bahaw et al., 2025, pp. 58–66). Building on these perspectives, entrepreneurial readiness is defined in the present study as the degree to which Islamic finance students are prepared to engage in entrepreneurial activity based on the knowledge, skills, capabilities, and attitudes they possess to identify entrepreneurial opportunities, exploit them effectively, and transform them into viable business ventures. This definition is consistent with the objective of the present study, which seeks to examine the role of specialised foreign languages in enhancing the entrepreneurial readiness of Islamic finance students.

6.2 Dimensions of Entrepreneurial Readiness

The literature reveals no consensus regarding the dimensions that constitute entrepreneurial readiness, largely because of differences in theoretical perspectives, research objectives, and the contexts in which the

concept has been examined. While some studies have focused primarily on entrepreneurial traits or skills, others have adopted a broader perspective by conceptualising entrepreneurial readiness as a multidimensional construct that integrates psychological, cognitive, and behavioural dimensions enabling individuals to engage effectively in entrepreneurial activity (Coduras et al., 2016, pp. 100–101). More recent studies propose a more comprehensive conceptualisation of entrepreneurial readiness based on four interrelated dimensions, namely entrepreneurial intention, entrepreneurial potential, entrepreneurial interest, and entrepreneurial identity. These dimensions are defined as follows: (Bahaw et al., 2025, p. 66)

6.2.1 Entrepreneurial Intention

Entrepreneurial intention represents an individual's willingness and commitment to establish a future business venture and is generally regarded as the starting point of entrepreneurial behaviour. However, recent literature emphasises that, despite its importance, entrepreneurial intention alone is insufficient to determine an individual's entrepreneurial readiness. An individual may demonstrate a strong intention to start a business without possessing the knowledge, skills, or capabilities necessary to realise that intention. Consequently, entrepreneurial intention is considered one dimension of entrepreneurial readiness rather than a substitute for the construct itself.

6.2.2 Entrepreneurial Potential

Entrepreneurial potential refers to the set of knowledge, skills, abilities, and personal characteristics that enable individuals to recognise, evaluate, and exploit entrepreneurial opportunities while managing business activities effectively. This dimension highlights that entrepreneurial readiness should not be assessed solely in terms of an individual's willingness to become an entrepreneur but also in terms of the capabilities that make entrepreneurial action feasible when favourable conditions are present (Coduras et al., 2016, pp. 100-101).

6.2.3 Entrepreneurial Interest

Entrepreneurial interest reflects the degree to which individuals are attracted to entrepreneurial activities and their willingness to acquire entrepreneurial knowledge and explore business opportunities. It serves as an important motivational force that encourages the development of entrepreneurial competencies and practical experience, thereby strengthening individuals' readiness to participate in entrepreneurial initiatives.

6.2.4 Entrepreneurial Identity

Entrepreneurial identity refers to an individual's perception of themselves as someone capable of assuming the role of an entrepreneur. It is reflected in the adoption of values and behaviours associated with initiative, innovation, responsibility, and calculated risk-taking. A strong entrepreneurial identity enhances confidence in one's ability to engage in entrepreneurial activity and to sustain entrepreneurial efforts over time, making it an essential component of entrepreneurial readiness.

7. Methodology

7.1 Research Design

This study adopted a descriptive–analytical research design, as it is well suited to the nature and objectives of the study. This approach facilitates a systematic description of the phenomenon under investigation, enables the analysis of relationships among the study variables, and examines the effect of specialized foreign languages (English for Specific Purposes/French for Specific Purposes: ESP/FSP) on the entrepreneurial readiness of Islamic finance students.

7.2 Population and Sample

The study population consisted of students enrolled in Islamic finance, finance, and economics programmes at Emir Abdelkader University of Islamic Sciences. A convenience sample of 40 students was selected, representing different academic levels (Bachelor's, Master's, and Doctoral programmes) and various disciplines related to economics, finance, and Islamic finance. This diversity enhanced the representativeness of the sample. The demographic data further revealed that 60% of the respondents already had a business project idea, whereas 40% did not. Regarding language proficiency, most participants reported an intermediate level of English proficiency. In contrast, French language proficiency ranged from beginner to intermediate and advanced levels, indicating an acceptable degree of variation in the linguistic competencies of the respondents.

7.3 Research Instrument

Data were collected using a structured questionnaire developed on the basis of the relevant literature and aligned with the objectives of the study. The questionnaire consisted of two main sections. The first section collected respondents' demographic information, while the second measured the study variables. The specialized foreign languages variable was operationalized through four dimensions: lexical and terminological competence, communicative and functional competence, semantic and contextual competence, and professional preparation and monitoring of the entrepreneurial environment. Entrepreneurial readiness was measured through three dimensions: opportunity recognition, entrepreneurial intention, and entrepreneurial self-efficacy.

7.4 Statistical Analysis

The collected data were analysed using IBM SPSS Statistics (Statistical Package for the Social Sciences) version 26. Descriptive statistics, including means and standard deviations, were computed to describe the dimensions of the study variables. Pearson's correlation coefficient was employed to examine the relationships between the variables, while simple linear regression analysis was used to assess the effect of specialized foreign languages on entrepreneurial readiness. All statistical tests were conducted at a significance level of $\alpha \leq 0.05$.

8. Results and Discussion

Following the presentation of the research methodology, sample characteristics, and measurement instrument, this section reports the empirical findings and tests the study hypotheses. It first presents the descriptive statistics for the dimensions of the study variables and then examines the correlations and the effect of the independent variable on the dependent variable.

8.1 Descriptive Analysis of the Dimensions of Specialized Foreign Languages

To assess respondents' perceptions of the dimensions of specialized foreign languages, arithmetic means were calculated and interpreted according to the five-point Likert scale, as presented in Table 1.

Table 1. Mean Scores of the Dimensions of Specialized Foreign Languages

Dimension	Mean	Level	Rank
Professional preparation and monitoring of the entrepreneurial environment	4.175	Agree	1
Lexical and terminological competence	4.075	Agree	2
Semantic and contextual competence	4.025	Agree	3
Communicative and functional competence	3.413	Agree	4

Source: Prepared by the authors based on IBM SPSS Statistics output.

Results Interpretation
The findings indicate that all dimensions of specialized foreign languages achieved mean scores above 3.40, reflecting respondents' agreement regarding their importance in enhancing academic knowledge and professional competencies.

The highest mean was recorded for the dimension of professional preparation and monitoring of the entrepreneurial environment, suggesting that accessing foreign-language resources and following international entrepreneurial experiences constitute the most influential factors in preparing students for entrepreneurial practice.

Lexical and terminological competence ranked second, highlighting the importance of acquiring specialized terminology for understanding the scientific literature in Islamic finance. Semantic and contextual competence ranked third, whereas communicative and functional competence recorded the lowest mean despite remaining within the "Agree" category. This finding indicates that further efforts are required to strengthen students' professional communication skills in foreign languages.

8.2 Descriptive Analysis of the Dimensions of Entrepreneurial Readiness
To assess the level of entrepreneurial readiness among the respondents, the arithmetic means of the dimensions constituting this variable were calculated, as presented in Table 2.

Table 2. Mean Scores of the Dimensions of Entrepreneurial Readiness

Dimension	Mean	Level	Rank
Entrepreneurial intention	4.238	Strongly Agree	1
Entrepreneurial self-efficacy	4.088	Agree	2
Opportunity recognition	3.900	Agree	3

Source: Prepared by the authors based on IBM SPSS Statistics output.

Results Interpretation
The findings indicate that the respondents demonstrated a high level of entrepreneurial readiness. Entrepreneurial intention ranked first, reflecting a strong inclination among students to establish their own businesses in the future. Entrepreneurial self-efficacy ranked second with a relatively high mean score, indicating that students have considerable confidence in their ability to manage entrepreneurial projects and overcome the challenges associated with them. Opportunity recognition ranked third while remaining within the "Agree" category, suggesting that respondents possess a satisfactory ability to identify investment opportunities and connect their academic knowledge with practical entrepreneurial applications.

8.3 Hypothesis Testing
8.3.1 Correlation Analysis
To test the hypotheses concerning the relationship between specialized foreign languages and entrepreneurial readiness, Pearson's correlation coefficient was employed at a significance level of $\alpha \leq 0.05$, as presented in Table 3.

Table 3. Results of Pearson's Correlation Analysis

	Lexical and Terminological Competence	**Communicative and Functional Competence**	**Semantic and Contextual Competence**	**Professional Preparation and Monitoring of the Entrepreneurial Environment**	**Specialized Foreign Languages**	**Entrepreneurial Readiness**
Lexical and Terminological Competence						
Pearson Correlation	1	.302	.425**	.392*	.622**	.210
Sig. (2-tailed)	—	.058	.006	.012	.000	.193
N	40	40	40	40	40	40
Communicative and Functional Competence						
Pearson Correlation	.302	1	.481**	.860**	.857**	.264
Sig. (2-tailed)	.058	—	.002	.000	.000	.099
N	40	40	40	40	40	40
Semantic and Contextual Competence						
Pearson Correlation	.425**	.481**	1	.741**	.799**	.254
Sig. (2-tailed)	.006	.002	—	.000	.000	.114
N	40	40	40	40	40	40
Professional Preparation and Monitoring of the Entrepreneurial Environment						
Pearson Correlation	.392*	.860**	.741**	1	.940**	.350*
Sig. (2-tailed)	.012	.000	.000	—	.000	.027
N	40	40	40	40	40	40
Specialized Foreign Languages						

Pearson Correlation	.622**	.857**	.799**	.940**	1	.333*
Sig. (2-tailed)	.000	.000	.000	.000	—	.036
N	40	40	40	40	40	40
Entrepreneurial Readiness						
Pearson Correlation	.210	.264	.254	.350*	.333*	1
Sig. (2-tailed)	.193	.099	.114	.027	.036	—
N	40	40	40	40	40	40

Notes

- ** Correlation is significant at the **0.01** level (2-tailed).
- * Correlation is significant at the **0.05** level (2-tailed).

Results Interpretation

The results reveal a positive and statistically significant correlation between specialized foreign languages and entrepreneurial readiness ($r = 0.333$, $p = 0.036$), indicating a significant association between the two variables.

At the dimensional level, the findings show that professional preparation and monitoring of the entrepreneurial environment was the only dimension that exhibited a positive and statistically significant relationship with entrepreneurial readiness ($r = 0.350$, $p = 0.027$). In contrast, the dimensions of lexical and terminological competence, communicative and functional competence, and semantic and contextual competence did not demonstrate statistically significant relationships, although they displayed weak to moderate positive correlation coefficients.

These findings suggest that the practical aspects of specialized foreign language learning—particularly those related to monitoring developments in the entrepreneurial ecosystem and benefiting from foreign-language resources—are more strongly associated with enhancing students' entrepreneurial readiness than linguistic knowledge alone.

8.3.2 Hypothesis Testing Results

Table 4. Summary of Hypothesis Testing Results

Hypothesis	Correlation (r)	Sig.	Decision
Main hypothesis	0.333	0.036	Accepted
First sub-hypothesis	0.210	0.193	Rejected
Second sub-hypothesis	0.264	0.099	Rejected
Third sub-hypothesis	0.254	0.114	Rejected
Fourth sub-hypothesis	0.350	0.027	Accepted

Source: Prepared by the authors based on IBM SPSS Statistics output.

Discussion of the Findings

The hypothesis testing results demonstrate a positive and statistically significant relationship between specialized foreign languages and entrepreneurial readiness, thereby supporting the main hypothesis of the study.

Among the four dimensions of specialized foreign languages, only professional preparation and monitoring of the entrepreneurial environment showed a statistically significant relationship with entrepreneurial readiness. This finding confirms that the ability to use foreign languages to access current international developments, entrepreneurial practices, and global experiences contributes substantially to enhancing students' preparedness for entrepreneurial activities.

Conversely, the remaining dimensions did not exhibit statistically significant relationships with entrepreneurial readiness. This suggests that possessing specialized terminology, communication skills, or contextual linguistic competence, although important, is not sufficient on its own to explain differences in entrepreneurial readiness among the respondents.

8.4 The Effect of Specialized Foreign Languages on Entrepreneurial Readiness

To examine the effect of specialized foreign languages on the entrepreneurial readiness of Islamic finance students, simple linear regression analysis was conducted at a significance level of $\alpha \leq 0.05$.

8.4.1 Testing the Main Hypothesis

Table 5 presents the results of the simple linear regression analysis examining the effect of specialized foreign languages on entrepreneurial readiness.

Table 5. Simple Linear Regression Results for the Main Hypothesis

Indicator	Value
R^2	0.111
Adjusted R^2	0.087
F	4.737
Sig. (F)	0.036
B	0.256
T	2.176
Sig. (t)	0.036

Source: Prepared by the authors based on IBM SPSS Statistics output.

Results Interpretation

The regression analysis indicates that the proposed model is statistically significant ($F = 4.737$, $p = 0.036$), confirming its suitability for explaining the relationship between specialized foreign languages and entrepreneurial readiness.

The coefficient of determination ($R^2 = 0.111$) shows that specialized foreign languages explain **11.1%** of the variance in entrepreneurial readiness, whereas the remaining **88.9%** is attributable to other factors not included in the present model.

Furthermore, the standardized regression coefficient was positive ($\beta = 0.256$), and the t-test yielded a statistically significant result ($t = 2.176$, $p = 0.036$). These findings demonstrate that specialized foreign

languages exert a positive and statistically significant effect on entrepreneurial readiness. Accordingly, the main hypothesis is supported.

The estimated regression equation can be expressed as follows:

Entrepreneurial Readiness = 3.099 + 0.256 × Specialized Foreign Languages

8.4.2 Testing the Fourth Sub-Hypothesis

Since the dimension of professional preparation and monitoring of the entrepreneurial environment was the only dimension that demonstrated a statistically significant correlation with entrepreneurial readiness, its predictive effect was further examined using simple linear regression analysis.

Table 6. Simple Linear Regression Results for the Dimension of Professional Preparation and Monitoring of the Entrepreneurial Environment

Indicator	Value
R^2	0.123
F	5.312
Sig. (F)	0.027
β	0.231
t	2.305
Sig. (t)	0.027

Source: Prepared by the authors based on IBM SPSS Statistics output.

Results Interpretation

The findings indicate that the regression model is statistically significant ($F = 5.312$, $p = 0.027$). The coefficient of determination ($R^2 = 0.123$) reveals that this dimension accounts for **12.3%** of the variance in entrepreneurial readiness.

Moreover, the standardized regression coefficient was positive ($\beta = 0.231$), while the t-test confirmed a statistically significant effect ($t = 2.305$, $p = 0.027$). These findings provide clear evidence that professional preparation and monitoring of the entrepreneurial environment have a positive and statistically significant influence on entrepreneurial readiness. Consequently, the fourth sub-hypothesis is accepted.

The estimated regression equation is as follows:

Entrepreneurial Readiness = 3.206 + 0.231 × Professional Preparation and Monitoring of the Entrepreneurial Environment

9. Conclusion

This study examined the relationship between Languages for Specific Purposes (LSP) and entrepreneurial readiness among Islamic finance students by investigating both the nature of this relationship and the influence of LSP and its dimensions on entrepreneurial readiness.

The findings revealed a statistically significant positive relationship between LSP and entrepreneurial readiness. The results of the simple linear regression analysis further confirmed that LSP exerts a statistically significant positive effect on entrepreneurial readiness. At the dimensional level, professional

preparation and engagement with the entrepreneurial environment emerged as the only dimension that was significantly associated with and predictive of entrepreneurial readiness. In contrast, lexical and terminological competence, functional communicative competence, and semantic and contextual competence did not demonstrate statistically significant relationships with entrepreneurial readiness.

These findings suggest that the contribution of LSP to enhancing entrepreneurial readiness is not equally reflected across all of its dimensions. Rather, its impact appears to be particularly pronounced when foreign languages are used to monitor the entrepreneurial environment, access foreign-language resources, and draw on international experiences, thereby enabling students to keep abreast of professional developments and emerging entrepreneurial opportunities.

Based on these findings, the study recommends strengthening the integration of LSP into Islamic finance programs, with greater emphasis on its professional and practical applications. It also encourages students to use specialized foreign languages to engage with international developments and the global entrepreneurial environment, thereby enhancing their readiness to enter the labor market and pursue entrepreneurial activities.

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