Relationship between Perceived Needs and Actual Use of English By Graduates of Qatar University in the Workplace

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Abstract

This paper summarizes a survey of the perceived needs and actual uses of English in workplace by graduates of Qatar University. It was carried out by the Documentation and Humanities Research Centre at Qatar University in 2004. A questionnaire was designed to elicit such information. It comprises three parts: 1) demographic information, 2) perceived needs of English in the workplace, 3) the actual use of the different English language skills in the workplace. The sample consists of 644 employees who finished their education at Qatar Universit. In this paper the emphasis is on the interaction between perceived needs and actual use of English by the graduates. The results showed that English is used extensively in civil surface in all its skills. It is also evident that these skills correlate with each other. In addition, English is used at a high frequency. Implications for future research and Pedagogical Implications are also addressed.

Key Words: Need and Use of English, Language skills, Interaction between need and use

Introduction

Since the mid 1960s, research on teaching and learning foreign languages has grown in quantity and developed in scope and assumptions. One of the major developments is the need for linking foreign language instruction to the needs of the learners. Needs assessment surveys significantly contributed the organization, designing and writing of curricula and the revision of existing curricula (Richterich, 1983). The same also occurred in Canada (Yalden, 1983) and in the United States (Savingnon, 1997).

English is widely spoken in all the continents of the world. In two of these continents (Africa and Asia), lie the Arabic countries. English has strong effect in many regions of the world in which it is not the principal language spoken. It is much needed for the many different reasons. In this study, needs include the areas of work and the type(s) of skill(s) required by the job. The skills investigated comprise reading, writing, listening, speaking, and translation. There is scarcity of information regarding the need for and the use of English in the workplace. Qutbah's (1991) study is on perceived future needs of students not the actual needs of employers. The need for English is related to the instrumental motivation for learning the language.

It is widely recognized that a high percentage of today's school leavers find themselves unemployed due to lack of relevant skills and qualifications and low educational attainment. English has become a major vocational requirement in this age of technology and globalization. The English language courses taught by the University of Qatar seem to incorporate a large part of the needs for English in the workplace. However, the courses taught to the students of humanities need adjustments to meet the work needs. It is a truism now that successful education caters for the learners' needs.

Consequently, the present research is meant to provide the educational policy makers and course designers with reliable information about the need for vocational English so that they might reconstruct the existent courses and curricula to be more functional and successful.

2. The Present Study

2.1. The Content and Structure of the Data Collection Tool
A questionnaire was designed to collect the data of this survey. It consists of 30 questions. The questions divided into 5 different parts. The first two constitute independent variables whereas the other three form the dependent variables of "needs" and "use".
   a. Background information about the participants, e.g. age, type of school attended, number of years of experience (Qs. 1-12)
   b. Participants' self-valuation of their level of proficiency in 5 different language skills: Reading, Writing, Speaking, Listening and Translation (Qs.13 & 14)
   c. Needs for each of the above mentioned skills in workplace (Qs. 15- 21)
   d. Use of each of the above mentioned skills in workplace (Qs. 22- 29)
   e. Qualitative data (Q. 30)

The type of questions used varies from one area to another. In the background section, relevant options are given, e.g. male and female. As for needs and use, a 5-scale frequency (extending from never to all the time) was given. Participants have to tick where appropriate.

2. 2 The Pilot Study
The questionnaire was given to colleagues at the University of Qatar for evaluation. The conformity among the evaluators was 85 percent. Few items were adjusted accordingly. The result of these processes produced the first draft of the questionnaire which was tested in a pilot study. The pilot study was carried out in the Spring semester of the academic year 2000/2001 involving 44 participants randomly selected from the work force of the University of Qatar, The Ministry of Education, Qatar National Bank and the Ministry of Finance. On the basis of this run some items were not excluded because they were insignificant while others were added to cover some important issues. All of these processes resulted in the present form of the questionnaire with its items.

2.3. Administration of the Questionnaire
The survey participants were contacted by the Centre of Documentation and Humanities Research. The initial mailing of questionnaires took place in February 2003. Reminder letters were distributed to all members of the target population. A total of completed 644 questionnaires or approximately 64% of the distributed questionnaires were returned to The Centre of Documentation and Humanities Research. It should be noted here that there were 658 returned questionnaires but 14 of them were not completed.

2.4. Data Treatment and Analysis
The data was coded and turned into dichotomous and numerical data as appropriate. Background information was transformed into dichotomous data whereas the data of the self-rating of the level of proficiency, needs, and use was transformed into numerical data. The data was then submitted to statistical analysis using SPSS version 11 (Statistical Package for the Social Sciences). The statistical

techniques used include frequencies, reliability, analysis of variance, T-tests and Pearson correlation. The analysis was carried out by The Educational Research Centre. The survey results are based on the 644 questionnaires received from members of the target population. The results of individual survey questions are represented as percentages, based on the total number of complete responses of those questions.

In order to have comparisons of needs and use on the different skills , the scores were computed in percentages. Therefore, all our results are presented in percentages (raw data are presented). Percentages were used because the number of items on the areas investigated were not identical. Standardization of raw scores (i.e. converting raw scores into Z scores) was deemed unnecessary. Since Z scores are for comparisons between different types of tests in the sense that each kind of test measures certain 'skills'. In our case the data are comparable (without the need for Z scores).

Statistical differences between the variance were mainly ascertained by the use of analysis of variance (ANOVA). Spearman's Correlation was used to find the strength of relationship between needs and use of English in the areas under investigation. The relationship between Proficiency Level and the different skills was also measured. The aim of correlation analysis is to determine the extent to which variation in one variable is linked to variation in the other. T-tests were used to measure the difference between the participants according to the independent factors, e.g. gender, age, nationality; etc.

2.5. Profile of the Participants

The analysis of the questions on the first part of the questionnaire gave a complete profile of the participants. The valid number of participants is 644 (567 Qatari nationals and 77 non-Qataris). 295 are males and 349 are females. The sample was randomly selected from different state and private institutions. Within the frame of this investigation, a systematic control of variables related to heterogeneity of the subjects was not feasible. It was not possible, for example, to control for socioeconomic or motivational and affective (psychological) variables or length of exposure in an English speaking environment. All subjects learnt English through specialized ESL instruction. Some of them who finished their higher studies had limited degrees of exposure to English in a host-language environment. The common independent variable here is that they all are graduates of the University of Qatar.

Table (1) shows the number of participants per subject of major.

Table 1: Distribution of the Participants According to their Majors

Major	Number	Valid Percentage
Business and Administration	122	18.9
Humanities	105	16.3
Education	118	18.3
Science	120	18.6
Engineering	47	7.3
Shari'a Law	32	5

The total number of the participants listed in table 91) 544, so the remaining 100 participants spread over a variety of majors that would not allow generalization. Only 75 of the entire sample have postgraduate degrees, five of whom hold Ph.D. degrees. Thirty one (31) participants had their postgraduate education in USA and UK. The participants are employed in different jobs. One hundred and thirsty (139) are administrators, 42 are accountants, 20 are clerks, 33 are secretaries and 53 are laboratory technicians. The others have miscellaneous jobs.

The participants represent a wide range of experience (table 2); 40.1% of the total number of participants have an experience ranging from one year to four years. The rest of the participants have an extensive experience ranging from five to 24 years. About one third of the total of the participants have an experience ranging from 10 years 19 years.

Table (2): The Participants' Number of Years of Experience

Number of of Y	Number	Valid Percentage
1 - 4	258	40.1
5 - 9	135	21.0
10 - 15	116	18.0
15 - 19	87	13.5
20 - 24	48	7.5

This means that 60 % of the sample of the participants have got reasonable professional experience. They should be thereupon aware of their needs and aims. This in turn prompts the hypothesis that their responses are based on good knowledge of their own professional situations, requirements and capabilities.

Table (3) displays the distribution of the participants according to their age group. As can be seen, the majority of the participants fall within the range of 20 to 39 years of age. A small percentage (1.7) are 50 and above. A large proportion of the participants (45.01%) are young employees.

Table (3): The Number of Participants in each Age Group

Age	Number	Valid Percentage
20-29	290	45.1
30-39	246	38.19
40-49	97	15.06
50 and above	11	1.7

As regards the question on self assessment of English language proficiency, 38% state that their level of proficiency ranges from weak to average. On the other hand, 61.5% estimate their level to range from good to excellent. The following table manifests the participants' own assessment of their proficiency levels as far as the fours language skills are concerned:

Table: (4) The Participants' Assessment of their English Proficiency Levels

Level	Reading %	Writing %	Speaking %	Listening %
0 valid	5.4	6.4	5.4	5.9
Poor	5.0	8.7	7.0	7.1
Average	18.2	27.2	23.2	23.1
Good	41.5	41.1	43.6	38.2
Excellent	30.0	16.6	21.0	25.6

3. **Results and Discussion**

3.1. Overall Results

Within this overall results is the fact that participants responses varied on :

 a. **Time dimension**: (i.e. variability according to years of experience). Looking at the results we observe a considerable variation of the responses.

 b. **Factors:** (i.e. Needs and Use).

 c. **Skills:** variability according to the different skills, i.e. Reading, Writing, Listening and Speaking.

 d. **Context/ Domain:**   variability according to the various language domains, i.e. Dealing with Mail, Reports, Research, etc.

 e. **Input :** i.e. variability according to different schools. It is hypothesized that some variation among the participants seems to result from type of school attended.

The tabulated data present a comprehensive and broad picture of the English Language Need Typology. This can be summarized in the following table:

Table: (5): Percentages of The Commonly Needed English Language Skills (Need range from "sometimes" to "always")

Skill Need	Computer %	Reports %	Mail %	Research	Notes	Meetings	Public Communication	Contact With Other Firms	Contact With Foreign Colleagues
Reading	64.9	62	58.2	52.3	54.6				
Writing	64.6	51.8							
Listening					52.7	63.9	57.9	58.7	60.9
Speaking						62.1		60.4	60.1
Translation English-Arabic		45.1			33.4	37.9			
Translation Arabic-English		37			40.5	33.8			

All the other percentages of the skill needs are below 50%. It is quite evident that computer language is the top rank need for the majority of the research participants. Listening and speaking at meetings ranks second and contact with foreign colleagues comes third. In brief, the dire linguistic need pertains exclusively to actual, everyday life practice. It is striking that the needs for reading and writing are identical. This is evidence to the perfect interrelationship between both skills.

According to the data presented in Table 1, the same high positive relationship between listening and speaking is demonstrated.

It seems that we have eventually constructed an ESFL vocational needs mapping that has the following hierarchy:

1. Reading for computer   64.9
2. Writing for computer   64.6
3. Listening for meetings   63.9
4. Speaking at meetings   62.1
5. Reading reports   62
6. Listening for contact with foreign co-workers   60.9
7. Speaking for contact with other firms   60.4
8. Speaking for contact with foreign co-workers   60.1
9. Listening for contacts with other firms   58.7
10. Reading letters.   58.2
11. Listening for public communication   57.9
12. Listening for note-taking   52.7
13. Reading for research   52.3

Here the needs for reading and writing come first and foremost. Then it is quite evident that the need for the listening and speaking skills are absolutely intense. Perhaps the participants' realization that these particular receptive skills had received the least educational attention during their schooling, inclusive of the university, is the reason why they ranked it top as far as their ESFL needs are concerned. According to the above hierarchy list, two vocational activities require reading, one activity only requires writing. On the other hand, five activities require listening and three require speaking. This hierarchy sheds realistic light on the ESFL courses that are to be designed with vocational language use in perspective.
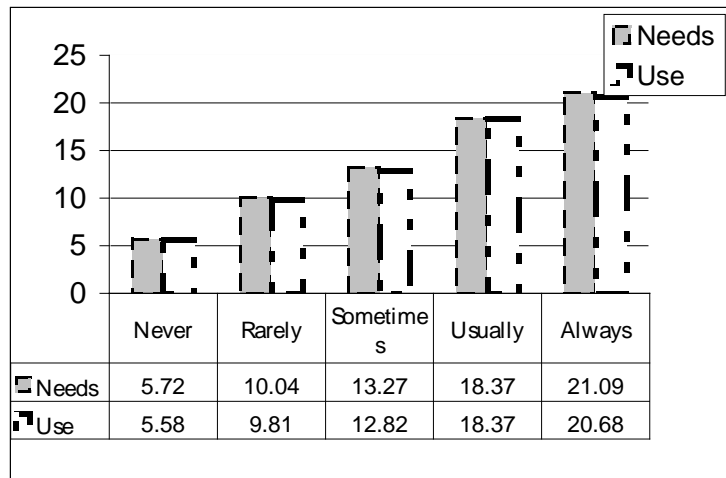
The results showed that English is used extensively in civil service in all its skills. It is also evident that these skills correlate with each other. In addition, English is used at a high frequency. The statistics have proved that the type of job affect the extent and the frequency of English use. It is also proved that the language skills, although extensively used, vary significantly. Furthermore, the use of skills varies from one domain to another. In other words, not all the skills are used at the same rate in all communicative situations. However, the results concerning job-based group may not apply to the populations that the sample of participants represent because the samples are too small. A further study should consider a large sample for each job-based group to help reach adequate and statistically reliable conclusions.

We will investigate the relationship between the perceived need and the actual use of the language with the aim of finding out if actual use meets the need for the language. The same statistical tools used the previous chapters are also used here. The last part of this chapter gives a summary of the main findings and draws dome conclusions and implications both for further research and curriculum development.

3.2. Relationship between Perceived Needs and Actual Use: Overview

The means of needs and use and their frequency are given in figure (1). These figures show clearly that the use of English and the frequency of this use satisfy the needs for the language in the workplace. 52.73 % of the participants need English at a frequency ranging from "sometimes" to "always" for their work. This is met by 51.87% occurrences of the use of the language at the same frequency.

Figure (1): Relationship between Needs and Use

	Never	Rarely	Sometimes	Usually	Always
Needs	5.72	10.04	13.27	18.37	21.09
Use	5.58	9.81	12.82	18.37	20.68

There is a small difference between the number of participants who reported that they need English 50%+ of the time and their actual use of the language. T-test (2-tailed comparing two samples with unequal mean) was used to determine whether these statistics are representative of the two aspects under investigation (needs and use). The probability that the statistics in table (1) represent reality is .95. This is a high degree of probability.
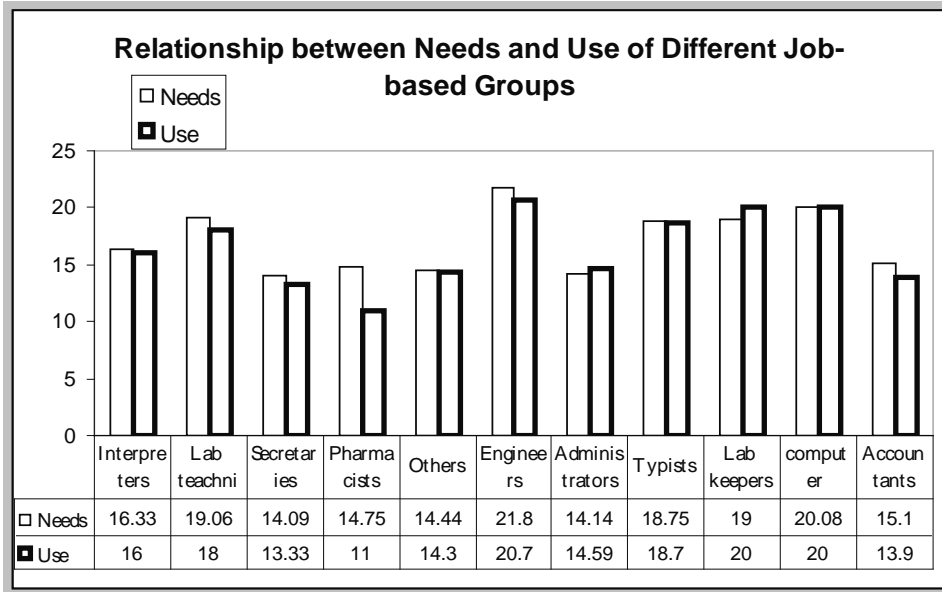
3.3. Interaction of Independent variables with Needs and Use

This section, we will consider the relationship between independent variables, on the one hand, and needs and use, on the other. The independent variables included in the analysis are only those that are responsibility of variation among the participants. These include job type, type of school and gender.

3.3.1. Job-based Groups

Figure (2) show the needs and use of the 11 job-based groups included in the study. As can be visually seen, most of the groups use as much English and as frequent as needed. Lab technicians and engineers use slightly less English than what they claimed they need. Pharmacists display a relatively great disparity between their needs for English and their actual use of the language. However, no strong conclusions can be drawn from this result because the number of individuals in this group is too small to allow us to do so. The figure shows that lab keepers use more English than what they claimed they need. This is a rather strange result that warrants further investigation using rigorous means and techniques of data collection.

Figure (2): Bar-graph of Needs and Use of English by Each Job-   based Groups

Relationship between Needs and Use of Different Job-based Groups

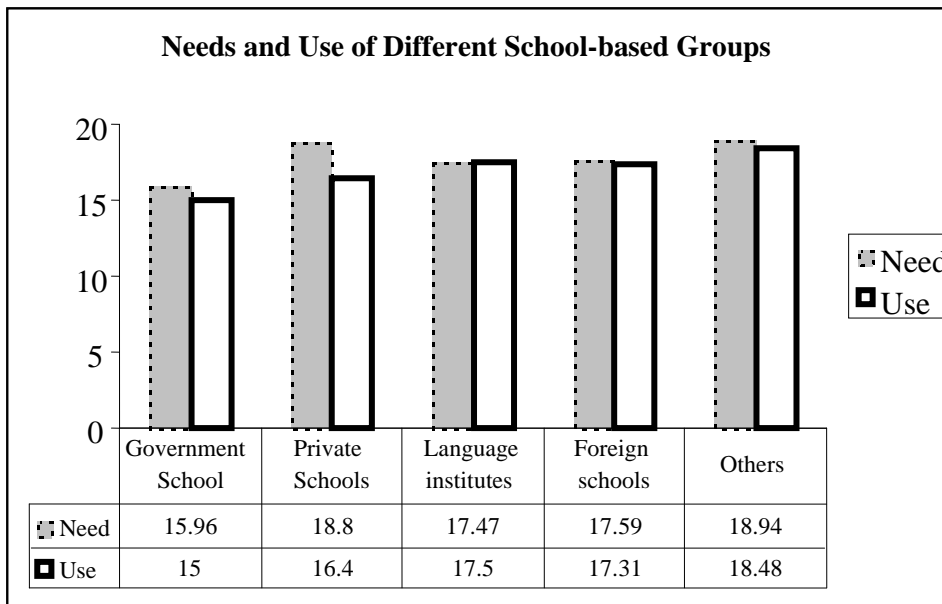|	Interpreters	Lab teachni	Secretaries	Pharmacists	Others	Engineers	Administrators	Typists	Lab keepers	computer	Accountants
☐ Needs	16.33	19.06	14.09	14.75	14.44	21.8	14.14	18.75	19	20.08	15.1
◼ Use	16	18	13.33	11	14.3	20.7	14.59	18.7	20	20	13.9

F-test (a one-tailed probability for testing the significance of the difference between two groups) was used. F = .621 proving that the differences between these needs and use are statistically insignificant at .05 level. We have already seen that job-based groups vary significantly in their use of English. The results in the above table and figure prove that use does not differ significantly from needs for the groups. Therefore, we can conclude that variations in needs are accompanied by variations in use.

3.3.2. Type of School

The results of language use did not show significant differences between most pairs of school-based groups. Here, we will consider how the needs of school-based groups differ from their actual use of English.

Figure (3): Bar-graph of Needs and Use of English by Each School-based Group

Needs and Use of Different School-based Groups

|	Government School	Private Schools	Language institutes	Foreign schools	Others
Need	15.96	18.8	17.47	17.59	18.94
◼ Use	15	16.4	17.5	17.31	18.48

The use of English by almost all the groups are is consistent with their needs. The participants who attended private schools have relatively greater needs than what they actually use. However, the standard deviation of use of English for almost all the group is relatively higher than that for needs. This indicates that each school-based group is more homogeneous in their expression of needs than in their reports on the use of English. This reflects greater variations among the members of each group in the use than in needs.

3.3.3. Gender

Thus far, the results showed that there is significant difference between perceived need and actual use of language by job-based groups and school-based groups. In this section we will consider the effect of gender. Figure (4) displays the means of needs and use by males and females.

Females have slightly more needs for English than their actual use. Generally, females have more needs than males. They also use English more than males. This result is not strange because there are 39 engineers in the sample of male participants and the results have shown that engineers are one of the high ranking groups in terms of language use. In contrast there is only one female engineer in sample of females included in this study. Furthermore, Males outnumber females in all the other groups that use English the most.

Table and Figure (4): Bar-graph of Needs and Use of English by Females and Males

	Males	Females
Needs	17.1	14.18
Use	16.56	14.07
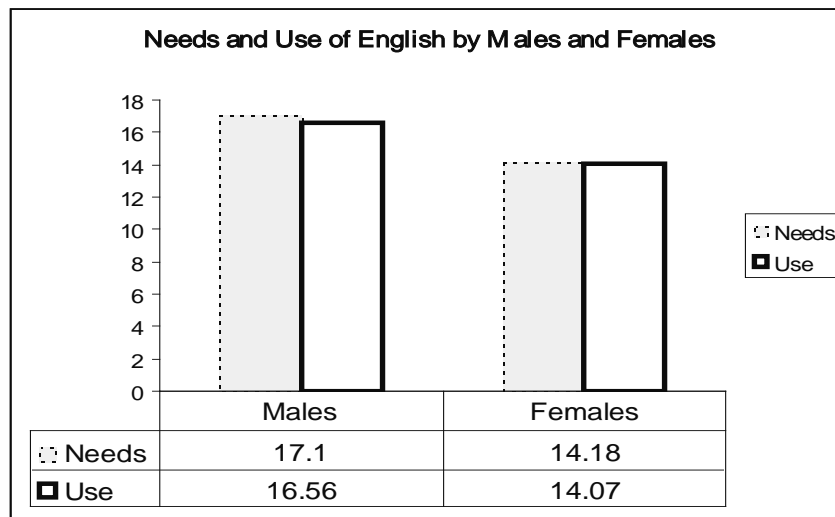
The statistics in table (4) give another piece of evidence that the extent English is used is more determined by needs which are in their turn determined by type of job more than other factors. The gender factor plays no role in the amount of English used.

3.4. The Research Questions and the Results of the Study

This section restates each question together with the main findings that address this question.

Q1. How do the graduates of the University of Qatar assess their English Language Proficiency level as far as the reading, writing, listening, speaking, and translation skills are concerned?

About two thirds of the total number of the participants rated their proficiency level as good to excellent. This rating of general proficiency applies to the participants' self-evaluation of their level of proficiency in each language skill with exception of writing. 42.3% of the participants rated their ability within the proficiency level average-poor.

Q2. What are the work fields these graduates usually join?

The data gathered showed that the graduates of the University of Qatar are employed in many fields. The random sample of participants included the following:
1. interpreters
2. Lab technicians
3. secretaries
4. Pharmacologists
5. Engineers
6. Administrators
7. Clerks
8. Computer technicians
9. accountants
10. Others

This indicates clearly that the graduates of the University are in all departments of civil service.

Q3. What ESL skills do most graduates need in their jobs?

Q4. Which language domains are most needed?

Q5. Which language domains are most used?

These three questions are related. The survey showed both the domains of language use and the language skills needed for each domain. The domains of language use include the following:

1. Mail and Correspondence (reading, writing, translation)
2. Reports (reading, writing, translation)
3. Memos (reading, writing, translation)
4. Research (reading, writing, translation)
5. Materials on computer (reading, writing)
6. Bills (reading)
7. Materials for training (reading, writing, speaking, listening, translation)
8. Purchasing and selling (reading, writing, listening)
9. Accounts (reading, writing, translation))
10. Notes (listening / writing)
11. Meetings (listening and speaking)
12. Telephone conversations (listening)
13. Communication with customers (speaking, listening)
14. Communicating with other corporations (speaking, listening)
15. Communicating with foreign colleagues (speaking, listening)

The data and analysis give a clear answer to this question. It is shown that reading and writing are most needed computer work than in the other domains of language use. Listening and speaking are used most when communicating with co-workers, in meetings, public communication, and communication with other firms. Reading is needed most in research. However, the writing skill is not equally needed. The results also showed writing is not as much needed as reading when dealing with notes. This shows that inter-communication in public service is mostly conducted in English. These results give clear quantitative measurements of each skill and the domains in which they used. A detailed framework that shows the link between needs, domains, and skills have been drawn showing which skills are needed and in which domain or domains.

Q6. Is there a significant correlation between need and use?

Generally, the statistics show a clear relationship between the need for English and the amount of English used. The results of language use correspond with the statistics on language needs. It is evident that reading is used most in computer work, mail and correspondence, reports, memos, research, materials on computer, and bills. Writing is used the same domains with similar percentages

Q7. Are there significant correlations between and among the uses of skills?

Correlations showed that there are high positive correlations among the skills. However, reading and writing showed a higher correlation between them than between each one of them and any other language skill. Speaking and listening showed a similar result. These results apply to needs as well as use.

Q8. How could the ESL courses at the University of Qatar be developed, modified or adapted to cater of the students' future vocational needs?

By and large, the data presented in chapters 4-6 suggest that the university graduates need to improve their aural-oral communication on their jobs. They need to be capable of writing and speaking proficiently about materials they use on the job as well as of speaking at and understanding staff meetings. They also need to know something about the reading and writing of official or business letters. Communicating orally with foreign co-workers, clients and other firms' representatives is a required skill. This entails study of the different communicative styles and modes (i.e. formal / informal).

Given that, it is suggested that in-service ESL vocational courses should be designed to serve all those who are already on the national workforce. Most importantly, the current university ESL courses must be reviewed, modified, adapted or changed to be of actual function in the society at large.

Finally, it is suggested that more investigation should be carried out to elicit data about the specific and detailed needs for one individual skill. For example, in the speaking domain which activities are required most.
- Reading out or giving oral instructions.
- Presenting reports or summaries.
- Orally communicating with supervisors.
- Orally communicating with peers, (How different from the above?)
- Explaining how the job is done.
- Communicating socially with foreigners.
- Orally communicating with clients, persuading them to buy.
- Using different intonation patterns, etc.

4. Summary

The results showed that English is used extensively in civil surface in all its skills. It is also evident that these skills correlate with each other. In addition, English is used at a high frequency. The statistics have proved that the type of job affects the extent and the frequency of English use. It is also proved that the skills, although extensively used, vary significantly from each other. Furthermore, the use of skills varies from one domain to another. In other words, not all the skills are used in the same rate in all communicative situations. However, the results concerning job-based group may not apply to the populations that the sample of participants represent because the samples are too small. A further

study should consider a large sample for each job-based group to help reach adequate and statistically reliable conclusions.

Generally, the amount and frequency of English use is to a large extent controlled by the needs which are determined by the type of job. Other factors such as sex differences and the type of school do not seem to affect the frequency of English used. This is a logical conclusion because the use of any language is determined by the communicative context and situation and not by personal factors.

5. Conclusion

It is time to release rolled sleeves, dry out sweat and enjoy making conclusions from the results of the study. This research arose out of the need for first-hand information on the needs and actual use of English in the workplace by the graduates of the University of Qatar. The information gathered is huge. Although this report is comprehensive, more research papers can arise from the data collected. We believe that the statistics and results reported and discussed in this report are essential and vital for planning and designing any future English language courses at the university and by employers. This research is also of importance for any sociolinguistic study on the distribution of both English and Arabic in the workplace. One of the main research issues that arise out of this research is the factors that govern multilingualism in the workplace. More will come out of the data and more is needed to resolve the questions that our data is unable to answer.

6. Implications

It has been asserted from the very beginning that this survey delimits itself to the graduates of the University of Qatar. It is meant to find out whether the ESL instruction they have already received at the University has any relevance, and hence, usefulness to their vocational needs after graduation. The survey's questionnaire is meant to elicit data about the graduates' self-assessment of their own ESL proficiency levels, their vocational needs of English in general, and their needs of specific ESL skills in particular.

Under the great and sagacious leadership of HH Sheikh Hamad Ben Khalifa Al Thani, Emir of Qatar, a number of substantial social, economic, political and educational projects have been embarked on of late so that the State of Qatar could cope with and assimilate the phenomenal international developments in these fields. For example, the Supreme Council of Education, the Education Institute, and the Learning Centre were established in 1996 to review, develop, rejuvenate and upgrade the country's educational regimes and programs as well as promote their quality to meet international standards. Some specialized privately owned universities have also been established to provide Qataris and expatriates with specialized education in medicine, business, hotel studies, technology, and art. It is not well evidenced if such universities have conducted any research or survey to determine what their prospective students' actual vocational needs are.

In the light of the above expositions, it is a warranted corollary that the present survey would serve both the University of Qatar and the other public universities by furnishing them with on hand information about the actual vocational needs as far as ESL use in the Qatari work market is concerned. It is also an inevitable conclusion that the University of Qatar would fail its own end if it did not prepare its students to compete with the graduates of the other public universities in the work arena. The University of Qatar adopts the ESP type of instruction which by definition veers towards the theoretical aspects of language rather than to the practical communicative ones. The students of this university might be able to write a scientific text, yet find it difficult to orally and

socially communicate with others in their field of work. They might be trained to answer listening-comprehension questions, but find it difficult to listen and understand an English language speaker with a slightly different accent from the standard Received Pronunciation they have been taught. The consequences of divorcing actual use of language from its theoretical teaching could be immeasurably devastating.

Given that, the researchers would make the following recommendations hoping they would be taken into account by the current university reform project implementers. This would make the present research well timed and worthwhile.

In the light of the research findings, corroborated data and discussions, the following recommendations are made:

6.1. Implications for Future Research

- Designing a questionnaire to employers to assess their employees' language performance and specify the language skills they need more.
- An analysis of the relationship between curriculum and needs and use of English in workplace. Although researchers have been interested in understanding the lived experience of the learner than in the specific content of things to be learned, some of them have given attention to curriculum organization and content. " The tendency, however, is to view curriculum from the standpoint of the learner rather than as a collection of discrete subjects" (Ediger, 2002:25).

6.2. Pedagogical Implications

- The current ESL courses in the colleges of Humanities, Administration and Economy, Science and Engineering ought to be revised with intent focus on their future functionality.
- Elective ESL courses ought to be offered to meet the students' needs of the different language skills.
- The elective ESL courses should include: oral communication, argumentative skills, bilingual translation, phonetics and phonology, stylistics, and different writing skills (e.g. formal / informal letters, reports, descriptions, directions, instructions, etc.)
- Computer language and terminology ought to be a common core for all the courses in all the university colleges.
- Listening and note-taking should be intensified to include listening to varieties of spoken English.
- Courses for the Humanities Majors ought to incorporate all the language skills and not only reading as the case is at present.
- Reading for all students should include the reading of different texts inclusive of bills, manuals, catalogues, work instructions, memos, and even restaurant menus.
- It should be a standing practice to administer a students' questionnaire for the elicitation of the students' self-conceived needs.
- Each student should be asked for a list of information about himself or herself. This list should include honors, extra-curricular activities, interests, and information on their academic achievements, and anything else he or she can think of that might be relevant. Teachers can't be expected to keep track of the lives of all their students and may mix up information if it isn't laid out for them. Students also need to be told this so as to prevent them from feeling slighted. This can be motivation boosting.

- ESL courses and programs must be submitted to continual reviews to cater for any emerging needs.
- Comparison between the University's courses and programs and those offered by the other public universities ought to be regularly made to make sure that superiority does not adversely move
- Academic ESL teachers should have regular in-service training in vocational English teaching for one week per semester at least.

In brief, it is asserted here that if these suggested seeds are sown, success will be reaped.   It is advocated here as well that language teaching should be for survival in this economically bound world where competitors in the work market must be well equipped with all the necessary skills. The workplace is clearly changing these days with employers needing workers who have a much broader range of skills than in the past. Thereupon, workers need technical skills, academic proficiency, and problem solving skills to work as team members, and to communicate effectively with a variety of people in a workplace setting. Instruction that integrates vocational and academic subjects and classes can tremendously help students develop these skills.

It should be recognized that education does not focus solely on workplace needs. Education includes two distinctive and yet interrelated goals: (1) education for life and   (2) education for earning a living. "Dealing with these two broad goals as separate entities is "sometimes" quite difficult, if not impossible. Each goal must be considered in the light of the other" (Finch & Crunkilton, 1993:8). Thus, education for life might include studies focusing on areas where the language system could be taught to constitute the basis on which the entire language is built up. On the other hand, education for earning a living, which might include studies focusing on areas such as linguistically functioning as a member of a worker team, getting along with other workers, employers, and clients.

In a nutshell, integrating academic and vocational English will help to provide students with the occupational, academic, and higher-order skills needed to function effectively in a technologically advanced society, a globally competitive marketplace, and an information-based economy. If the university opts for employing vocational English teachers, they could cooperate with the academic ESL teachers and write a curriculum that consists of appropriate training goals, including job skills and job language.

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APPENDICES

Multiple Comparisons of the Means of Job-based Groups

GROUPS COMPARED	MEAN DIFFERENCE	SIGNIFICANCE AT .05
Interpreters vs. other groups		
Interpreters vs. lab technicians	- 2.00	.620
Interpreters vs. secretaries	2.67	.516
Interpreters vs. pharmacists	5.00	.336
Interpreters vs. others	1.70	.666
Interpreters vs. engineers	-4.7	.249
Interpreters vs. administrators	1.41	.722
Interpreters vs. typists	-2.7	.522
Interpreters vs. lab keepers	-4.20	.472
Interpreters vs. compute technician	-4.00	.359
Interpreters vs. accountants	2.10	.608
Lab technicians vs. other groups		
Lab technicians vs. secretaries	4.57*	.002
Lab technicians vs. pharmacists	7.00*	.048
Lab technicians vs. other	3.70*	.000
Lab technicians vs. engineers	-2.70	.058
Lab technicians vs. administrators	3.41*	.022
Lab technicians vs. typists	--.70	.695
Lab technicians vs. lab keepers	-2.00	.620
Lab technicians vs. computer technicians	-2.00	.342
Lab technicians vs. accountants	4.100*	.004
Secretaries vs. other groups		
Secretaries vs. pharmacists	2.33	.517
Secretaries vs. other	-.96	.441
Secretaries vs. engineers	-7.37*	.000
Secretaries vs. administrators	-.1.26	.340
Secretaries vs. typists	-5.37*	.006
Secretaries vs. lab keepers	-6.67	.105
Secretaries vs. lab technicians	-6.67*	.003
Secretaries vs. accountants	-.57	.718
Pharmacists vs. other groups		
Pharmacists vs. other	-3.30	.336
Pharmacists vs. engineers	-9.707*	.007
Pharmacists vs. administrators	-3.59	.298
Pharmacists vs. typists	-7.70	.039
Pharmacists vs. lab keepers	-9.00	.084
Pharmacists vs. computer technicians	-9.00*	.021
Pharmacists vs. accountants	-2.90	.415
"Other" Jobs vs. other groups		
"Other" Jobs vs. engineers	-6.40*	.000
"Other" Jobs vs. administrators	-.29	.575
"Other" Jobs vs. typists	-4.40*	.005
"Other" Jobs vs. lab keepers	-5.70	.149

"Other'' Jobs vs. computer technicians	-5.701*	.003
"Other'' Jobs vs. accountants	.39	.727
Engineers vs. other groups		
Engineers vs. administrators	6.11*	.000
Engineers vs. typists	2.00	2.83
Engineers vs. lab keepers	.70	.864
Engineers vs. computer technicians	.70	.747
Engineers vs. accountants	6.80*	.000
Administrators vs. other groups		
Administrators vs. typists	-4.11*	.012
Administrators vs. lab keepers	-5.41	.173
Administrators vs. computer technicians	-5.41*	.006
Administrators vs. accountants	.69	.567
Typists vs. other groups		
Typists vs. lab keepers	-1.20	.758
Typists vs. computer technicians	-1.30	.582
Typists vs. accountants	4.80*	.010
Lab keepers vs. other groups		
Lab keepers vs. computer technicians	.00	1.00
Lab keepers vs. accountants	6.10	.134
Computer technicians vs. other groups		
Computer technicians vs. accountants	6.10*	.005