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English Language Needs and Skills in the Future Workplace from the Perspectives of Senior Students at Yemeni Universities: Enhancing English for Professional Purposes (EPP)

Dr. Hassan Ahmed Hassan Lab*an*

Assistant Professor: English Language Department

Hajjah University, Hajjah, Yemen

Abstract

This study aims to explore the needs and skills of English for professional purposes (EPP) required for the future workplace from the perspectives of senior students at Yemeni universities. 45 students from different departments of Yemeni universities participated in this study as a sample. The study employed a quantitative method approach that utilized a questionnaire adapted in some previous studies .The participants were asked to respond to the 46 items of the questionnaire to ascertain their important professional English needs, skills as well as sub-kills. The results of the study revealed that the participants rated their level of English proficiency as 'good'. The results of the study also showed that the two most important English skills for the future workplace are reading and listening. Moreover, the results indicated that the items "I need to listen to work updates"(M=47),"I need to read work-related documents"(M=44),"I need to do face-to-face negotiations" (M=40) and "I need to write letters related to my work" (2.44) are the most important English needs and necessities required for the future workplace. Overall, the participants' responses to the questionnaire items were positive viewing English language proficiency required in the workplace as important. The findings have some implications for syllabus designers, curriculum developers and subject teachers

Keywords: English Language Needs & Skills, ESP, EPP, Needs Analysis, Future Workplace

مهارات و احتياجات اللغة الانجليزية في سوق العمل في المستقبل من وجهة نظر الطلبة الخريجين من الجامعات اليمنية – تعزيز اللغة الانجليزية للأغراض المهنية

تهدف هذه الدراسة الى استكشاف احتياجات ومهارات اللغة الانجليزية للطلاب الخريجين من الجامعات اليمنية والمطلوبة لمكان العمل في المستقبل حيث شارك 45 طالبا من عدة أقسام مختلفة من الجامعات اليمنية في هذه الدراسة والتي استخدمت طريقة الاستبيان كأداة لجمع البيانات والذي يتكون من 46 فقرة. قام المشاركون و عددهم خمسة و اربعون مشاركا بالإجابة على تلك الفقرات للتأكيد علي مهاراتهم واحتياجاتهم الهامة في اللغة الانجليزية للأغراض المهنية في مكان العمل في المستقبل حيث اظهرت نتائج الدراسة على أن أكثر مهارات اللغة الإنجليزية أهمية في مكان العمل في المستقبل هما مهارتا القراءة و الاستماع كما اوضحت الدراسة ان الاستماع الى تحديثات وقراءة الوثائق المتعلقة بالعمل و المناقشات لوجها لوجه بالإضافة الى كتابة الرسائل الخاصة بالعمل هي اهم الاحتياجات والضروريات في اللغة الانجليزية المطلوبة لسوق العمل في المستقبل وبشكل عام فقد كانت استجابات الطلاب المشاركين لفقرات الاستبيان ايجابية كما قدمت الدراسة بعض التوصيات لمدرسي المواد و لمصممي و مطوري هذا النوع من المناهج

Introduction

English language has become an essential and integrated component of the tertiary level education in Yemen for several decades and hence it plays a major role in finding a job for many especially for those who have graduated from technical faculties with degrees in Medicine, Engineering, Trade, etc. According to Craddol (2010), as cited in Murugravel and Clement (2015), today, English plays a vital role in higher education, media, administration of private and public organizations.

The number of technical colleges, private universities as well as language institutions and centers has increased in Yemen during the first two decades of 21th century, and therefore, hundreds of technical and applied science students graduate every year from these educational and academic institutions. This increase in the number of graduates of different majors will lead to a serious turbulence in the job market and the employability of these newly graduated students will become a significant issue for education and industry sectors as well as the international organizations.

Today, in Yemen, different international organizations are working in Yemen due to the brutal war waged on it, and thus the job market in Yemen regarding these working organizations is quite demanding and challenging that these graduates are expected to possess employable qualities when they apply for a job. One more important of these qualities is that the candidate should have good spoken and written English language skills. Clement & Murugravel (2015), in their study on English for employability, stated that engineering graduates are expected to voice their ideas in English without ambiguity and fear. They further indicated that English communication skill is one of the most important employability requirements in modern India and more number of engineering graduates in India finds it a taunting task to speak or write in English with fluency and accuracy.

Statement of the problem

In the Yemeni Educational and Academic systems, English language is taught as a compulsory and foreign language from grade 7 up to university. It doesn't serve as a medium of instruction in these two systems. ESP courses are compulsory in the tertiary level in Yemen. These courses, taught in Yemeni universities, according to the researcher's best knowledge, do not reflect the actual and perceived needs of the learners. They just reflect the syllabus designers' experiences and expectations. ESP courses are supposed to be designed depending on the analysis of the students' academic and professional needs to help them cope with their academic studies and their future workplace (Munby,1978; Hutchinson & Waters, 1987; Dudley-Evans & St. John,1998; Belcher,2006; Linton, 2012; Azlan et al, 2022; Allam, 2016).On the other hand, a small section in the ESP courses taught in Yemeni universities is devoted to communicative English skills and needs (EPP) to enhance graduated students' professional English language skills in the future workplace or profession, which is the concern of this study.

Several previous studies and researches pointed to the role of English proficiency in the workplace (Ting et al, 2017; Murugravel & Clement, 2015; Durga, 2018; Hoi, 2020; Belcher, 2006). Belcher (2006) revealed that English for specific purposes (ESP) is a language approach whose goal is to provide learners with the narrowly defined goals of language elements they need to function professionally. According to Chaudhary (2020), there will be more jobs that will need the knowledge of working English. Effective communicative skills in the English language are growing in demand and will continue to rise in the future (Azlan et al, 2022). English proficiency is a key factor for employment success and advancement. Lack of English language skills has been considered a barrier to entry of employment and workplace accomplishment (Durga, 2018). Focusing on the importance of English language needs and skills in the future workplace, the purpose of the present study is to identify the English language needs and skills of the university senior students in Yemen that will help them communicate effectively in their future workplace. The study attempts to answer the following questions:

1. How proficient are the participants in English as assessed by themselves? (Lacks)
2. What are the priorities of the participants on their language needs and skills? (Wants)
3. What are the needs of the participants in workplace English sub-skills? (Necessities)

Literature Review

Employability and English Needs & Skills

Employability of graduates is a concern in many countries However, the high rate of unemployability among graduates is attributed to their lack of English proficiency and communication skills. A study by Sing &Sing (2008) showed that graduates and employers concur on the importance of English proficiency and communicative ability for graduate employability. In fact, employers in the private sector would rather employ graduates from transnational private universities because of their better command of English (Ting et al, 2017). In the same vein, Hoi (2020) indicated that one of the most pressing constraints is that the supply of high quality intellectual labor able to work in large cooperation is still insufficient to meet the needs of the multinational companies. The main reason for this shortage, according to Hoi (2020), is that the majority of human resources are not good at English. According to him, we need to have the ability to use English well in order to apply for better jobs or get more success in life. Especially in the field of economics that an employee increases sales to have a good salary is not enough, but it is necessary that they need to use English well for discussing, giving ideas as well as contributions to other people in the company.

Different researchers and scholars emphasized the role and importance of English proficiency for profession or in workplace (Salehi et al; Azlan et al 2022; Belcher,

2006; Durga, 2018). According to Azlan et al (2022), English proficiency in the form of the language skills is necessary for effective communication in workplace. According to them, reading, listening and speaking English is somewhat demanding in occupational as well as social understanding at the workplace. In addition to the skills mentioned earlier, Tevdovska (2017) and Kasim & Ali (2010), as cited in Azlan et al (2022), indicated the significance of writing skills for working employees in fulfilling the needs at work that involves curation of written content as well as in producing writings such as minutes of meetings and memoranda. A graduate with a high English language proficiency will have more career opportunities (Hoi, 2020).

English proficiency is a key factor for employment success and advancement. Lack of English language skills has been considered a barrier to entry of employment and workplace accomplishment (Durga, 2018). Miina (2014), as cited in Clement & Murugavel (2018), pointed out that poor English language skills slows down flow of effective communication, causes misinterpretation, creates frustration and creates barriers among the employees. According to him, English is the most regularly used language and the knowledge of English has become one of the most important employment skills. Pattanapicket & Chinokul (2011), in their study on competencies needed in oral communication in English among Thai undergraduate public relation students found that most future employers in the public relation sector did not recruit local university graduates because of their lack of confidence to communicate in English (Ting et al, 2017).

English for Specific and Professional Purposes (ESP&EPP)

ESP is an approach to English language teaching, implying English for specific purposes. The main purpose or definition of this abbreviation is to teach some of the specific English vocabularies that are related specially to the learners with specific aims, fields of study, or occupation, such as medicine, engineering, etc. We can define this word, ESP, from different aspects, but all of these definitions show that ESP course is designed to teach its specific learner to learn English (Salehi et al, 2014). For Hutchinson & Waters (1987), ESP is an approach to language learning based on learners' need.

English for professional purposes seems to be one branch of ESP that concerns with providing students with effective skills and strategies for the accurate and confident use of English in the professional context. Belcher (2006) stated that ESP is a language approach whose goal is to provide learners with narrowly defined goals of language elements they need to function as professions. McArthur (1996) describes ESP as a communicative based approach for English language teaching program designed to meet the learners' needs in specific professional contexts. ESP is the English Language taught for professional, vocational and other specific purposes, quoted in (Herida & Enriquez, 2021). ESP first started to be taught in the workplace for staff development (Kenny, 2016) and is likely to be designed for adult learners, either for a tertiary institution or in a professional work situation (Dudley-Evans & St. John, 1998).

Needs Analysis

Needs Analysis (NA in short) can be defined as the systematic collection and analysis of all subjective and objective information necessary to define and validate defensive curriculum purposes (Robinson,1991). According to Krismawanti (1993), Needs Analysis is used for understanding the target situation in which ESP teacher will operate within a particular institutional context. It is also for analyzing the discourse of the target situation, determining student learning strategies and devising syllabuses, courses, materials that happened in certain situations, cited in (Hendrastic, 2013).

It is pointed out that NA plays a crucial role in the development of any language program regardless of ESP (Munby, 1978; Hutchinson &Waters, 1987; Richards, 2001; Dudley-Evans & St. John, 1998; Salehi et al, 2014; Azlan et al, 2022). It's a method for categorizing objectives and instructions to facilitate students' learning in an environment resembling real-life circumstances of the learners. Further, there are two parts of NA: Target Situation Analysis (TAS) and Learning Needs Analysis (LNA). TSA determines what students need to be able to do in English as a result of the course while LSA identifies the gap between the existing knowledge, abilities and wants of the learner (Azlan et al, 2022). For Salehi et al (2015), NA is concerned with students' study and or occupational needs and to what they would like to achieve from and do with the language.

Needs Analysis Taxonomies

Different types of needs can be listed under the heading 'needs'. Hutchinson & Waters (1987) propose a model of needs analysis based on the following divisions:

1) Target Needs:

The term target needs refers to what the learners need to do in the target situation. It consists of three components- lacks, wants and necessities.

a) Necessities refers to the type of needs determined by the learners' demands of the target situation i.e. what the learners must know to function effectively in the target situation.

b) Lacks refers to the void left after taking account of what the learners know prior to enrolling in the learning process. This will help to decide which of the necessities the learners lack.

c) Wants refers to learners' views of the reasons why they need the language. It should not be ignored as learners possess a clear understanding of the necessities of the target situation and have a certain view of the lacks they have.

2) Learning Needs outlines how student progress from the starting point (lacks) to the destination (necessities). It is unwise to construct that only focuses on the target objectives (Hutchinson & Waters, 1987).

Related Works

Different previous studies in the present time have revealed that English language is the core language and the dispensable one for employment, occupation and advancement (Ting et al, 2017; Shahraniza, 2016; Thomas et al, 2006; Hendrastic, 2013; Shana' 2020; Azlan et al, 2022; Durga, 2018).

Shana' (2020) conducted a study to investigate the perceptions of the EFL graduates at Sana'a University and their employers on the competence level of the graduates' employability skills and the significance of these skills for the graduates in finding jobs. Two research approaches were employed to fulfill the objectives of the study : the quantitative approach which was a descriptive survey method and conducted through a close-ended questionnaire and the qualitative approach was used with two qualitative tools which were focused group discussion and in-depth interviews . 169 EFL graduates participated in the study as a sample.

The study results revealed that the EFL graduates at Sana'a University perceived their competence level of the employability skills as high while the EFL employers looked at the competence level of the EFL graduates for the employability skills as medium. The results also indicated that both the EFL graduates and their employers perceived the whole employability skills with very high importance for the graduates to find jobs. The results also show that there are statistically significant differences at the level (0.05) between the perceptions of the EFL graduates and their employers in the competence level of the EFL graduates in the employability skills in favor of the EFL graduates' perceptions. However, over, the study results indicated that there are no statistically significant differences at the level (0.05) between the responses of the EFL graduates and their employers in the importance of the employability skills for those graduates to find jobs. The study concluded with several recommendations, one most important of which was that employability skills should be embedded in the specifications, outcomes, teaching strategies, evaluation methods the EFL courses and programs at Sana'a University. Another recommendation was to embed the employability skills studied in this dissertation in the evaluation forms to be evaluated by the EFL

Azlan et al (2022) conducted a study to explore English language needs among employees working in the service sector in Malaysia. To obtain data for this study, participants working in 12 areas of the service sector filled in a needs analysis questionnaire. Descriptive statistics analyzed the language skills that were most important to employees which were categorized under three main constructs, 'necessities', 'lacks' and 'wants'. Overall findings revealed that the two major language skills employees perceived they needed to improve on the most were speaking and reading. From the results, it is proposed that further research sample a large number of participants and apply a mixed method approach for a more in-depth study. Furthermore, the findings have implications for curriculum developers, subject specialists, educators and the service sectors.

Hendrastic (2013) made a study to identify English language needs of front office employees in Salatiga. The participants of this study were two males' front office employees at Larsa Asri Hotel in Salatiga. The data of this study were collected through an adapted questionnaire and an interview. The results of this study indicated that the speaking skill was the major need of the front officer in the hotel because oral communication is the most frequent used skill to communicate with the customers. Listening skills is also needed by the front officer since speaking and listening are integrated skills. Based on the findings, one suggestion was proposed: prepare a Language Training Program to improve the employee's Language Skills.

Ting et al (2017) conducted a study to examine the employers' views on the importance of English proficiency and communication skills for the graduates to be employed in the Malaysia private sector. The data were from semi-structured interviews conducted with 10 employers in the private sector who were in the position to recruit staff. The results revealed that employers in the Malaysian private sector view language proficiency and communication skills as separate qualities. The results also indicated that the employers are willing to consider employing candidates with average English proficiency if they have good communication skills, except for jobs which require more communication in English such as customer service and marketing.

A study done by Shahraniza (2016) found that the communication skills are not much needed, but instead, the focus is on listening and reading skills. In addition, in Sing & Harun (2019), interns working in various sectors in the industry ranging from business, communication to transportation and many others, reported that English listening, speaking and reading skills were the top three skills highly in need in their respective fields in regards with English language. Therefore, we believe that reading, listening and speaking English is somewhat demanding in occupational as well as social understandings at the workplace, rendering the need for the better language courses for working individuals, quoted in (Azlan et al, 2022).

Thomas et al (2016) carried out a study on English workplace communication skills for employability from the perspectives of employers in Bahrain. A sample of Bahrain employers and students at Bahrain Polytechnic was selected. Using a mixed method approach, data was collected through telephone interviews, students workplace simulations and employer focus groups. Findings showed that generic employability skills, channeled through English as a second or additional language, are highly valued by Bahrain's employers. Consequently, it is concluded that English language training in higher education programs needs to move from purely linguistic and degree-related content areas to a broader remit of English for communication purposes that covers both specialized discourse fields and broader generic employability skills and competence.

Methodology

Study Design & Instrument

The descriptive approach was followed in this study with one instrument used for collecting the data , namely a questionnaire, to investigate the English needs and skills of Yemen university senior students used in their future workplace. Questionnaires, according to Richards (2001), are relatively easy to prepare, used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze.

Description of the Questionnaire

The items of the questionnaire have been adapted in Allam (2016) and Azlan et al (2022). In order to address the study questions, the questionnaire includes three sections. The first section of the questionnaire includes 10 items which require the participants to rate their English proficiency level. The options were classified for each item separately into a five-point Likert scale of possible answer 1= satisfactory (S),2= very satisfactory (VS), 3= good (G), 4= very good (VG) and 5= excellent (E).

In the second section, the participants have to express their priorities on the English language skills and needs while in the third section they have to rate the needs of individual English language skills (listening, speaking, reading and writing) in 10 and 26 items respectively using the Likert scale from 1 to 3 (1= Not Important, 2= Important and 3=Very Important).

Study Setting and Participants

This study was carried out at some departments of technical ,administrative and human sciences faculties in some Yemeni universities existing in the capital city, Sana'a, such as Sana'a university, Science and Technology University, Yemen and Gulf University, Al-Hikmah University and Al-Razi University. The reason behind the selection of these universities is that they are well-known universities they receive a lot of students to join every year .The targeted departments include: 1) Accounting 2) Programming 3) Information Technology 4) Dentistry and 5) Management. The study focused on the second-semester students of their final year 22022-2023 with the total number of 45 students, consisting of both males and females at the departments mentioned earlier.

Data Analysis & Results

The data collected or the respondents' responses to the items of the questionnaire was analyzed descriptively, using percentages, means and standard deviations with Statistical Package for Social Sciences (SPSS).

Table 1: Participants' Self-assessed Proficiency in English

	Statements	S	VS	G	VG	E	Mean	Description
1	Speaking	13	3	16	8	5	2.76	Good
2	Listening	7	5	11	14	8	3.24	Good
3	Pronunciation.	10	7	10	14	4	2.89	Good
4	Oral Presentation	12	10	13	5	5	2.58	Good
5	Group Discussion.	12	7	15	9	2	2.60	Good
6	General Vocabulary	8	5	9	19	4	3.13	Good
7	Professional Vocabulary	8	9	7	17	4	3.00	Good
8	General Writing	6	10	15	9	5	2.93	Good
9	Professional Writing	11	6	9	14	5	2.91	Good
10	Critical Reading	12	9	7	12	5	2.76	Good

S= Satisfactory   VS= Very Satisfactory   G=Good   VG= Very Good   E= Excellent

Table 1 above demonstrates the participants' assessment of their proficiency level in English. As it is clear from the table, they assessed their proficiency in English as "good" in all the targeted items. Within these items, five of them have somewhat high ratings: listening with a mean score of 3.24 followed by general vocabulary with a mean score of 3.13. The third ranked item is professional vocabulary with a mean score of 3.00 while general writing and professional writing occupied the fourth and the fifth ranks with mean scores of 2.93 and 2.91 respectively.

Table 2 : Participants' Priorities on their Language Needs and Skills

	Language Priorities	Not Important	Important	Very Important	Weighted Mean	Overall Description
1	To become a more fluent speaker	3	10	32	2.64	Very Important
2	To become a more accurate speaker	3	16	26	2.51	Very Important
3	To expand my general vocabulary	2	16	27	2.56	Very Important
4	To expand my professional vocabulary	3	13	29	2.58	Very Important
5	To improve my listening	2	14	29	2.60	Very Important

6	To improve my pronunciation	1	12	32	2.69	Very Important
7	To improve my reading	2	14	29	2.60	Very Important
8	To improve my writing	2	14	29	2.60	Very Important
9	To update myself on EPP	4	10	31	2.60	Very Important
10	To increase my awareness on English for workplace	2	12	31	2.64	Very Important

As indicated in table 2 above, the participants expressed their priorities of English language requirements (wants). These requirements of English reflect the target needs and the learning needs. Hutchinson and Water (1987), as cited in Allam (2016), indicated that the target needs pertain to what the students need to do in the target situations while the learning needs refer to what they need to do in order to learn. As revealed from table2, the informants rated all the items "very important" of which three items occupied high ranks: to improve my pronunciation (weighted mean= 2.69), to become a more fluent speaker (weighted mean= 2.64) and to increase my awareness on English for workplace (weighted mean= 2.64).

Table 3 : Participants' Responses to their Needs of Listening Skills

	Language Priorities	Not Important	Important	Very Important	Weighted Mean	Overall Description
1	I need to listen to work presentations	6	22	17	2.24	Important
2	I need to listen to online meeting	7	26	12	2.11	Important
3	I need to listen to work updates	5	14	26	2.47	Very Important
4	I need to listen to spoken instructions/advice.	7	20	18	2.24	Important
5	I need to listen to seminars/ -----	8	19	18	2.22	Important
6	I need to listen to instructions given by superiors	4	18	23	2.42	Important

As illustrated by table 3 above, the participants expressed their needs and priorities of listening skills as "important", except item 3 " I need to listen to work updates" which is expressed as very important and ranked the first with a mean score of 2.47).Among the items expressed as "good", item 6 " I need to listen to instructions given by superiors" is the only one that is closer to be very important with weighted mean of 2.42. As it is clear from the table, item1 "I need to listen to work presentations", item 4 "I need to

listen to spoken instructions and item 5 "I need to listen to seminars" received almost equal ratings. Only item 2 "I need to listen to online meetings" got low rating.

Table 4: Participants' Responses to their Needs of Reading Skills

	Language Priorities	**Not Important**	**Important**	**Very Important**	**Weighted Mean**	**Overall Description**
7	I need to read emails	7	19	19	2.27	Important
8	I need to read work-related documents	4	17	24	2.44	Very Important
9	I need to read project documents	8	18	19	2.24	Important
10	I need to read professional text	4	19	22	2.40	Important
11	I need to read reports/data/….	8	25	12	2.09	Important
12	I need to analyze reports, contracts and charts.	15	18	12	1.93	Important
13	I need to have critical reading skills (to answer questions/..),	9	19	17	2.18	Important
14	I need to skim reading materials.	6	19	20	2.31	Important

A s it is clear from table 4 above, the participants of this study gave almost "important" ratings to all the items under the reading skills heading. This may indicate that the participants are inconsistent readers of the materials around them and unaware of the future requirements of English in the workplace. The lowest ratings though expressed as "important" are: " I need to read reports " and "I need to analyze reports " with weighted mean scores of 2.09 and 1.93 respectively.

Table 5 : Participants' Responses to their Needs of Speaking Skills

	Language Priorities	**Not Important**	**Important**	**Very Important**	**Weighted Mean**	**Overall Description**
15	I need to communicate with the workplace visitors.	8	13	24	2.36	Important
16	I need to communicate with the visitors visiting the workplace	9	17	19	2.22	Important

17	I need to participate in group discussion	8	16	21	**2.29**	**Important**
18	I need to do face-to-face negotiations..	4	19	22	**2.40**	**Important**
19	I need to do teleconferencing	10	16	19	**2.20**	**Important**
20	I need to discuss how to solve work-related problems	8	12	25	**2.38**	**Important**

Table 5 demonstrates the necessities for speaking skills among the subjects who expressed them as 'important'. As it is shown from the table above, the item " I need to do face-to-face negotiations" has the highest rating with a mean score of 2,40. In order to communicate and function more effectively in the workplace, employees need to be able to negotiate well (Azlan et al, 2022).The item " I need to do teleconferencing" has the lowest mean score (2.20).

Table 6 : Participants' Responses to their Needs of Writing Skills

	Language Priorities	**Not Important**	**Important**	**Very Important**	**Weighted Mean**	**Overall Description**
21	I need to write reports	7	13	25	**2.40**	**important**
22	I need to write e-mails	6	14	25	**2.42**	**Important**
23	I need to write memos	8	18	19	**2.24**	**Important**
24	I need to write meeting minutes	7	19	19	**2.27**	**Important**
25	I need to write project proposals.	8	22	15	**2.16**	**Important**
26	I need to write letters related to my work.	5	15	25	**2.44**	**Very Important**

Table 6 shows the necessities for writing skills among the informants. It is clear from the table that the item " I need to write letters related to my work" has the highest mean value (2.44) which is closer to be expressed as very important. The items " I need to write e-email" and " I need to write reports" have also somehow highest ratings with mean scores of 2.42 and 2.40 respectively. The item " I need to write project proposals" has the lowest mean score of 2.16.

Findings and Discussion

This study was conducted to explore the English language needs and skills of Yemeni university senior students required in the future workplace. The study is   mainly

concerned with Target Needs in learning EPP which examines three elements of needs analysis: lacks, wants and necessities (Hutchinson & Waters, 1987).

Table 1 illustrates the lack of language skills based on the participants' self-ratings. It is revealed that as future professionals, the participants assessed their English proficiency of language skills and functions as "good" particularly in the five highest means in listening (M=3.24), general vocabulary (M=3.13), professional vocabulary (M=3.00), general writing (M=2.93) and professional writing (M=2.91). The other items of speaking (M=2.76), oral presentation (M=2.58), group discussion (M=2.60) have the lowest means. Considering general and professional vocabulary as sub-skills of reading, it can be stated that the receptive skills of 'reading' and 'listening' need more development for the future Workplace of the senior students.

Another finding of the study deals with the participants' priorities of needs and skills. As it is indicated from the analysis of the data, the language priorities differ according to the choices of the participants, but the three items of 'to improve my pronunciation', 'to become a more fluent speaker' and 'to increase my awareness on English for workplace' have been more emphasized by the participants for enhancing their English in the future workplace. This finding indicated that the participants' lacks and wants particularly in the receptive skills of listening and reading are in harmony with the first finding. As far as 'wants' reflect the learners' views of the reason behind their need to the language, it is revealed that all skills, with slight differences in mean value, need to be developed and improved to meet the language proficiency required for the future workplace.

For the needs analysis of necessities, the participants have pointed to some choices and priorities of skills over other ones . Necessities refer to what the learner has to know in order to function effectively in the target situation (Hutchinson & Waters, 1987). In this regard, the findings revealed that the necessity for language workplace is an overall 'important'. Specifically, they are the items of 'I need to listen to work updates' and 'I need to listen to instructions given by superior' that prevail as the highly rated priorities of the respondents on listening. 'I need to read work-related documents' 'I need to read professional texts' lead the choices among the participants' priorities on reading. With regard to speaking, 'I need to do face-to-face negotiations' was chosen as the speaking highest level of importance while ' I need to write letters related to my work' is the writing first rated item of importance. Overall, the participants viewed English language proficiency required in the workplace as important due to the approximately similar mean values obtained by 'wants' and 'necessity' with the all items scores falling in the 2+ mean values.

The findings of the study revealed some implications for the parties that use needs analysis such as curriculum developers, syllabus designer, ESP teachers and academic institutions. These parties should be familiar and aware of the significance of English proficiency in the future workplace of university seniors and graduates as well as their

needs and skills. This issue may help these parties in improving and developing the English curriculum according to these needs and skills investigated. ESP teachers can reconsider or rethink the way how specific courses should be taught to meet seniors and graduated students. In addition, curriculum developers and syllabus designers may need to revisit and rectify the ESP courses in the view of the findings of the this study, and ESP teachers and academic institution can co-operate and conduct training courses for the employees (new graduates) to prepare them the future workplace English.

Conclusion and Recommendations

The findings of this study have revealed the students' awareness and realization of the role of English proficiency in the workplace with the evidence of their positive responses to the questionnaire items. Furthermore, the results of the study also proved the students' concern with English in their future professional jobs. Although there is no section of ESP course taught for these students dealing with their English in the future workplace, they assessed their English proficiency as 'good'. In fact, it is the role of ESP course, particularly EPP, to develop and improve students' proficiency in English for their future professional jobs. This study, therefore, have some serious recommendations as follows:

1. Since ESP courses are designed according to the learners' needs, the results of this study should be taken into consideration and incorporated in the development of the EPP course or the EPP part of the ESP course taught for the Yemeni university students.

2. There should be significant matching between Yemeni tertiary institutions and the service and employability sectors to have unified vision regarding the English language needs and proficiency required from the newly graduated students.

3. Training courses should be updated continually to cope with new needs and skills required from the newly graduated students.

4. To deepen our understanding of the issue of this study, a large scale study can be conducted including other parties such as ESP teachers, academic administrators and service sectors employers.

5. This study has been conducted to include several university department that may have some common English skills and needs. It would be better to conduct a kind of needs analysis related to a particular department or a field of study to have a clear understanding of the needs and skills required for this particular field in the future workplace.

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