

EOP NEEDS OF NAJRAN UNIVERSITY STUDENTS AS PERCEIVED BY STUDENTS AND FACULTY MEMBERS

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ABSTRACT: *The fact that English nowadays occupies the place of the first language used globally stresses the need for EOP-based curricula. Therefore, analysis of learners' EOP needs and problems has become merely inevitable. Thus, the present study aimed at examining EOP needs of students at Najran University in the second semester 2014/2015. Two questionnaires were used for this purpose. One questionnaire was administered to faculty members, while the other was administered to students themselves. Findings revealed the agreement of both kinds of participants on the importance of training ESP students to meet EOP needs like reading and writing work-related faxes and emails, using information sources, communicating with foreigners about work, writing work-related reports, using tactful language with people especially customers, and understanding basic principles in work correspondence. A set of recommendations to improve teaching ESP at university was proposed.*

KEY WORDS: EOP needs; curriculum design; Saudi students; ESP curricula; needs analysis; Najran University.

INTRODUCTION

Contemporary higher education has to keep pace with the rapidity of changes that have been marking the growth in global interconnectedness. It has to promote, emphasize, and expand its international character. Higher education institutions will only find their places among the world's leading institutions if they prepare students to live and work in an increasingly globalized world. Learners on the other hand, can only exist and survive into the working world and consequently get a leadership position in today's world if they are equipped with all needed skills and knowledge. Agendas of universities as Wiwczarowski and Magdolna (2005) mention must reflect an awareness of global context and a commitment signal to prepare students for a world influenced by globalization that has nearly affected most of the individuals' daily activities. Hence, teachers of English for Specific Purposes (ESP) are not an exception. They, as stated by Anisimova (2003) should "instruct students to win the global labor market game in future and to be someday managers, programmers, designers, financiers, and economists". Two main issues have played a role to move language learning and teaching as a second or foreign language into the direction of English for Specific Purposes (ESP). These issues are the response of the professionals of English language teaching to learners' needs and their understanding of these learner's reasons for learning a language. Therefore, ESP has been known as that approach that builds on needs assessment to develop the ESP curriculum, taking into account the main differences between General English Teaching (GET) and teaching English for Specific Purposes. These differences are mainly represented in terms of learners themselves, the nature of their needs, the instructional objectives, and syllabi. Jordan (1997) defines needs assessment as "the process of identifying what learners require in a language and

arranging these needs according to the students' priorities". English, as Dominguez and Rokowski (2002) mention, "should be regarded as a universal form of communication in all fields of students' lives rather than sets of words governed by sets of rules". Teachers of English, state Liyanage and Birch (2001) "should not always be restricted by the fallacy of meeting the curricular objectives rather than the changeable needs of students to avoid the waste of time, effort, and money".

When considering English mastery levels of university graduates, one can easily find that it is not satisfactory. This dissatisfaction with their current levels is due to the random selection of the teaching materials that place much focus on English language linguistic features such as the grammatical rules and the translation of the specialized terms. No linguistic functions are introduced to train learners to use English in real work atmospheres. In other words, what universities have produced is successful learners who can listen, speak, read, and write well but cannot communicate in real-life contexts and consequently at work places when employed. The perspectives of those affected by the students' level in English have not been of much interest to curriculum designers. Therefore, a needs analysis that can meet the stakeholders' perceptions and views can yield many benefits, Kennedy and Bolitho (1984). Therefore, a shift in the focus of English language teachers should occur towards classroom tasks, taking into account the context and the social environment in which English operates.

In brief, Learners of English as a foreign language in Saudi Arabia are the main beneficiaries of the higher education regime. Consequently, their views and needs, in addition to their instructors' views and needs should be taken into consideration, so that successful teaching and learning of English can take place. In other words, it is worth to shed light on their most important and urgent EOP needs that can prepare them for the workforce atmospheres after graduation.

Statement of the Problem

To develop any curriculum, assessment of students' needs should be the first step to be taken. Other steps like the identification of the program's goals and objectives, the syllabus design, and the teaching materials selection and development can follow later on. A mismatch is often noticed where learners' needs assessment is not done in any educational setting. This mismatch is always found between the real needs of students and the goals or objectives of the program. The intensiveness of courses do not necessarily make successful learners unless their needs, interests, and culture are met and considered. As well as other universities all over the world, Najran University attempts to provide necessary English that makes a balance between academic and occupational needs of learners. These courses are assumed to fulfill students' needs not only during university study but also at workplaces after graduation. Nevertheless, the many English language hours that students receive do not seem of much effect or influence on these students' fluent and accurate interpersonal communication in real life situations and mainly those related to their prospective careers. The other source that affects much the success of teaching is the teachers themselves, as they are expected to be familiar with the needs of their students. They should be responsible for the choice, adaptation, delivery, and modification of the teaching materials. But the fact that teachers of English language at Najran University are foreigners and not local, which means that they are subjected to leave teaching at university at any time, makes it difficult to legalize them to plan and implement a needs-based curriculum or syllabus for each department. Therefore, people in charge at the deanship of the preparatory year choose and develop the course materials according to their intuitions leaving students and teachers aside. It is true that currently enrolled students do not necessarily know what they

need, but they can provide data on what they want. Content teachers, although they are not stable can also give useful information about students' occupational English language needs.

In short, this study aims at understanding the English occupational needs of students who will join varied colleges at Najran University. Perspectives of currently enrolled students and their content teachers are to be investigated.

Significance of the Study

In the process of integrating Saudis in the global market and workplace, young and educated population in Saudi Arabia should be able to use English efficiently in various occupational settings. Consequently, Saudi universities should identify their students' English language needs and understand that they need English not only for their university education, but also for prospective occupational settings after graduation. Today's world requires students to communicate in English for occupational purposes. It has been pointed out (e.g. Brown, 1995; and Richterich and Chancerel, 1977) that when learners' needs are identified, more precise objectives and goals for their language programs can be determined.

The present study, to the best of the researchers' knowledge, is the first attempt in Saudi Arabia to investigate the EOP needs of students at University level. It tries to find out some of these EOP needs that are considered very important for prospective graduates to be successful employees at various job fields. Besides, it is the first study that seeks to identify the shortcomings, which detract from the quality of the preparation programs offered by the university. Therefore, findings of the present study might be significant for many parties inside Saudi Arabia. They can be significant to bridge the gap between university and workplace perceptions to produce employees who can survive not only in domestically oriented sectors, but also in a more globalized universe. Results can be beneficial for curriculum designers who wish to produce curricula that are based on university students' specific needs, interests, desires ...etc. In addition, they are assumed to be beneficial for students themselves, as they can be more aware of their wants of teaching English at university.

Aims of the Study

The main aim of this study is to provide a full understanding of students' target needs by attempting to identify the occupational needs of students attending English language courses at various departments at Najran University. The rationale behind that is to help students to be successful in the target situation after graduation. In other words, this study aims to answer the following questions:

1. What are the most important EOP needs that students at Najran University should fulfill to succeed at work from the perspective of students themselves?
2. What are the most important EOP needs that students at Najran University should fulfill to succeed at work from the perspective of English language faculty members at the preparatory year?
3. Are there any statistically significant differences between students and faculty members' perceptions with regard to the importance of the EOP needs of Najran University students?

The basis of Students' EOP needs

The changes that have begun to take place since the end of the last century, whether technological or social ones, have been affecting the process of teaching English all over the world. A shift from the focus on language nature to the learner's needs has occurred. The learner now is seen at the center of the learning and teaching process (Brown, 1995; Hutchinson & Waters, 1987; Jordan, 1997; Nunan, 1988; Richterich & Chancerel, 1977). Furthermore, technological, commercial, and scientific developments in addition to the learners' needs for communicative English use have created a new generation of English learners who realize the causes for learning it. (Hutchinson and Waters, 1987). It can be assumed that once learners' various purposes of learning English are identified, the importance of looking for their needs can be understood and so needs analysis is the most suitable way to do so. In needs analysis, various groups may be involved, namely the target group, the audience, the needs analysts, and the resource groups in the needs assessment process, (Brown, 1995).

Nowadays, every teacher is nearly familiar with ESP notion in ELT. Needs analysis can empower teachers to choose materials that are more appropriate and follow teaching strategies that are more suitable. Needs analysis should take place before starting teaching and, meanwhile be directed to the mature with defined specializations. Teachers should understand that these learners are not going to study English for the sake of English, but because they desire to satisfy a set of specific purposes for their prospective careers, (McDonough, 1984). It is true that English language learners usually face difficulties when specifying their needs, Alexander (1997) claims, but teachers are expected to be more aware of the required skills and needs. Needs analysis can familiarize teachers with their students' communicative language needs, (Basturkmen, 1998). They have to observe learners functioning in a target situation. They have to conduct interviews and deliver questionnaires to different groups of respondents to find out these difficulties. Kavaliauskiene (2004) admits that needs analysis is not as simple as expected. Nevertheless, it is a complex process that is connected to syllabus design, selection of course materials, and course teaching and assessment. Communicative needs of learners, whether academic or professional must be the interest of needs analysis that helps anticipate learners' future demands. Three main domains, Liang (2003) mentions should be accounted for in needs analysis, namely the specific purposes that direct the learners to study that language, assessment of students' starting level, and realization of students' desired target level. In short, it is the teachers' duty to understand how learners will use English to avoid delivery of unhelpful and nonsensical materials for later on use when graduates join the workforce. Employees in real life contexts and various workplaces, who were one day university students have proved that students who have studied English for Specific Purposes during their university years, would be easy for them to adapt to their work conditions and would be easily employed in their fields, (Bracaj, 2014).

Scientific research is nearly fed up with the identification and determination of learners' language needs inside universities and places of preparation that might help them pass their exams and move to another level until finishing their study. Universities must take a step forward towards the need of well-qualified graduates who will be successful employees at their workplace. Professional needs should be the center of English language teaching as it widely spreads and is used all over the world. Kharma (1998) has nearly rung the bell criticizing those researchers who only focus on determining learners' academic needs. Teaching English will be time and effort consumption as long as learners' needs at their workplace or labor market do not receive the attention they desire.

In conclusion, Identification of ESP learners in general and more specifically for Occupational Purposes (EOP) should be the main concern of universities when preparing students for a more globalized world. Contemporary world does not pay attention to university graduates who are incapable of implementing various job-activities and in turn find themselves unemployed. Employees at the workforce do not do their work silently. They have to use English to communicate with people of various nationalities whether locally or globally. An employee in Saudi Arabia is not an exception. He has to write a report for a colleague in Singapore, Malaysia ...etc. He has to talk to another employee via internet or mobile in England or Russia, too.

Theoretical considerations about the role of ESP and EOP

Several researchers have discussed the importance of transferring ELT from GE to ESP taking into account the learners' needs, wants and desires. For example, Thomas (1984) claims that learning English should help university students live in today's commercial world. English nowadays is vital. It has become the language of all sciences and the dominant language of specialized journals and research. Researchers, scientists, and writers have to use English to publish their product in popular international journals. University students, as well as those writers, scientists, and researchers need English to follow up the latest in their study specializations or future professional careers, (Pusey and Pusey, 1987). The development of information technology, the widespread use of electronic media, and the current interest in the development of knowledge have created an interest within learners to be competent in English that has become the language of trade, (Le Vasan, 1994). Certain contexts like employees' multilingualism and the fact that one business operation can be spread throughout many countries impose this shift. The expected profit will not be gained unless employees use English to communicate together effectively about issues in trade, commerce, and industry. That is, employers or job owners always look for employees with employable language skills that can make them ready to work anywhere, whether in domestically or internationally oriented sectors, (Masadeh, 2006). At university, students' failure to communicate in English can be referred to a set of reasons like students' lack of English knowledge, non-existence of English medium texts and the lecturers' inability to deal with English. Whereas, ESP courses can generate a target situation, cultivate students' attitudes, and develop their linguistic competence, (Holliday, 1984). University English language teachers have to look for the types of tasks to be accomplished by students of different specializations, (Jacobson, 1986). Teachers should not always advise university students to concentrate on studying basic language skills or elements. They should help them to be enrolled in classes that develop their skills to use English in more academic or occupational contexts, (McDonough, 1986). Teachers and learners should realize that success at prospective careers is always connected to one's proficiency and ability to communicate in English. In order to train students to communicate successfully at their future careers, teachers themselves should be familiar with their learners' communication needs. When students need to read professional journals; write their articles; communicate interactively in professional conferences; and host visitors, ESP materials should be used. If they wish to pursue a career in a global and high technology corporation; negotiate complex social situations; and understand the scientific exchange, a thorough analysis of language used should be done to train students to use the correct and suitable statements in real work contexts, (Naerssen and Eastwood, 2001).

ESP courses should move the learner's focus from pure description of linguistic tasks to genre-specific explanation of why certain linguistic features are used and what effect they have, (Bhatia, 1993). Furthermore, in order to communicate effectively, learners should be trained to

use the exact jargon characteristic of any occupational context, use the language of everyday informal talk. More importantly, students should be given the opportunity to practice the restricted repertoire acquired in the content lectures and the everyday language acquired in the language classes, (Gatehouse, 2001). Although university graduates (employees) can use English freely in their working places, foreign owned enterprises used to complain of their inadequate English language skills. This complaint is due to employees' improper learning-teaching methods; inadequate learning materials; and the lack of education practice, (Lu, 2012). English learners should be prepared for professional communication, which means that instruction should be learner- oriented. For the sake of gaining a clear picture of the prospective situation learners are going to face, teachers have to understand their students' motivation, the start point, and the nature of the teaching materials, (Sysoyev, 2000). In ESP courses, learners do not need English to communicate with the world at large but to cope with individuals or groups of individuals who constitute a community. Thus, identification of the needs and expectations of such community is essential for membership admittance and acceptance for any newcomer. Therefore, teaching English at university for Science, Engineering, and Medicine students is not for the sake of creating proficient speakers of English, but should be to enable these students be members in one of those communities, (Borg, 2003). Students' inability to conduct communicative acts at university makes them failure university graduates and will inevitably fail in their future careers, Laborda (2002).

In addition to teachers and learners, curriculum designers play a significant role in the success of ESP teaching at universities or higher education institutions. Mackay and Mountford (1978) in addition to Hutchinson and Waters (1989) who are cornerstones in ESP teaching, urge ESP practitioners to distinguish the reasons for teaching English and the persons to whom this teaching is directed. They state that as soon as this distinction is done, translation of learners' needs into linguistic and pedagogic terms can take place. Two sets of the main variables are to be accounted for by these designers to produce effective teaching materials. Community controlled variables like the cultural restrictions, organizational and physical limits and possibilities, teacher training standards, sociolinguistic attitudes and expectations, and educational framework represents the first set. The teacher- controlled variables such as syllabus design, methodology, and materials production and evaluation constitute the other set. (Stevens cited in McDonough, (1984). For ESP curricula to be successful and yield good language users, both teachers and designers should collaborate to find a balance among needs of different parties like for example, stakeholders, learners, employers, and funding agencies. Language instruction has to be linked to the workforce and civic skills, i.e. skills needed for successful participation in a community. ESP curriculum designers should be aware to create a curriculum that has the ability to yield successful workers or employees who are active, creative, and self- directed problem solvers, (Marshall, 2002). Teachers, despite the claims of some publishers that their textbooks are suitable for all ESP learners, need to be aware of the fact that it is difficult to find any two groups of learners who hold the same needs at any time or place. Each group is unique regarding their ESP needs. No single book can satisfy all learners' needs. Textbook writers or designers are not physicians to prescribe one panacea for all patients having the same illness symptoms. In short, teachers and curricula designers should bear the responsibility and use their own resources, experiences, and more important their feelings to find teaching materials that fit the needs of each group instead of being deceived by titles, (Jones, 1990). In short, ESP teaching materials should be included in a task-based syllabus whose main concern is the purposeful activities in real life situations in which learners are expected to be engaged. According to such syllabuses, students are primarily language "users" rather than "learners", (Haghighi, 2012).

Empirical research that examined learners' EOP needs in real work places

Several researchers have conducted needs analyses to determine the needs of English language learners. Some of these studies addressed the needs at completely academic contexts (Arik, 2002; Basturkmen, 1998; and Braine, 2001). The main differences among these studies was that Arik (2002) tackled the academic needs of students attending various faculty and college programs from the perspectives of the discipline teachers. Basturkmen (1998) investigated the students' overall academic needs. However, Braine (2001) surveyed students' academic writing needs. Some other studies were directed to determine these needs at the prospective work sectors that graduates are going to join someday such as Aguilar (1999) that was interested in the identification of the occupational needs of hotel house cleaners in Waikiki. Other studies like Boran (1994), aimed to look for learners' academic and occupational needs, other researchers studied teaching ESP from various viewpoints. Depending on the idea that ESP teaching materials should be tailored to match the dynamic reality of everyday life, Konig and Kraljevic (1999) examined the learners' general attitude towards learning English, their expectations of ESP, and their opinions about the courses they were taught. Results proved that the most important needs of ESP learners were delivering presentations; attending meetings; reading specialist journals, books and faxes; writing scientific papers and technical documents; and listening to lectures, meetings, and negotiations. When examining the communication tasks that accountants in Singapore need to perform in various occupations and jobs, Yin and Wong (1990) found that employers were not satisfied with their employees' levels in English usage. Moreover, the study revealed that, the degree of considering learners' maturation and the knowledge of work practices were the most critical elements for the achievement of learners' ESP needs. Le Vasan (1994) nearly concluded the same results. The study revealed that employees were not sufficiently equipped with the cultures and language of their business communities. Their mastery of communication skills was not satisfactory to function in these business communities. Chan (2001) investigated the learners' ESP needs based on the idea that English is important for their future. Data analysis showed that the most urgent needs were the needs to master reading legal documents, company brochures and regulations; listen to the radio, TV programs, video and films at meetings and conferences on the telephone; and write letters, newsletters, memos, agenda, notices, faxes, instruction booklets, user manuals, legal documents, company brochures. Teachers' views showed that listening at meetings; speaking at seminars and meetings; writing notes; reading e-mail messages, on the Internet, faxes, and instruction booklets; listening while working overseas, at conferences, and on the telephone; speaking at conferences; and writing faxes were regarded the most essential skills for one's future profession.

Laborda (2002) concluded that tourism students were in need for simple grammar structures; extensive vocabulary lists on travel industry; pre-fabricated patterns for common use; learning strategies, communication strategies; behavioral strategies; contextualized listening activities; realistic texts to read from authentic travel industry; and training in English via the World Wide Web and Email interaction. Laborda (2003) asserted the fact that the inclusion of professional and language learning strategies development in the academic process could lead to group and individual improvement. The viewpoint of Viel (2002) regarding the importance of teaching particular language for one particular occupational context was examined on Finnish employees. Findings indicated that English is needed to perform certain communicative tasks like talking about one's work; making routine telephone calls; contacting clients; hosting people visiting companies; describing a process or working method; participating in discussions on deliveries, installation, and maintenance; tutoring a new employee, reading

manuals and instructions; reading company documentation; and writing email, messages, faxes, notes, and documents. Kim (2006) investigated how people perceive EOP training in adult language education in Korea. The study indicated that proficiency in English was essential for job qualification, the core elements of EOP were easy to articulate, and similarities between EOP and GE were seen in terms of students' core objectives and characteristics.

METHODOLOGY

Study Design

The descriptive analytical approach was used in the present study. Descriptive research design is a scientific method, which involves observing and describing the behavior of a subject without influencing it in any way. It is often used to obtain a general overview of the subject. The general view they provide can be used as a valuable pointer as to what variables are worth testing quantitatively.

Participants

Two groups of participants were involved in the present study. Three English language classes with (90) students were randomly chosen to participate in the study. Twenty-seven (27) content course teachers were also randomly selected to investigate their views.

Instruments

Two twenty-five-item questionnaires were used to survey the views of the currently enrolled students and content course teachers in the present study. The rationale behind choosing questionnaires as the tools for data gathering is that questionnaires, as Oppenheim (1993) points out, are research instruments that require little time from participants. Questionnaires are useful when analyzing data gathered from large populations. They help researchers to make clear group comparisons. Questionnaires in this study were developed based on a questionnaire that was developed by Masadeh (2006) to survey occupational needs of Jordanian university students. As soon as first drafts were prepared, students' version was translated into Arabic by the researcher himself. Arabic version of the questionnaire was used to ensure that every student, even the ones who do not understand English well, could understand the questions. Along with each item, there were five responses following Likert scale ranging from "very important, important, moderate, not very important, to not important at all".

Reliability of the Questionnaires

In order to determine the reliability coefficients of the questionnaires, Cronbach Alphas were calculated. The values were (0.833) for the questionnaire of currently enrolled students and (0.879) for the questionnaire of content teachers. These results indicate that both questionnaires were reliable and fit to conduct the study.

Validity of the Questionnaires

Four Ph.D. holders (three from the department of English language and one from the department of curriculum and instruction at Najran University) were purposefully chosen as arbitrators to judge the content validity of both versions of the questionnaire. Another two arbitrators who were specialists in translation were requested to check the exactness of the

translated questionnaire. The notes they stressed were highly appreciated and then taken into consideration in the production of the final versions of the questionnaires.

Study procedure

After piloting the questionnaires and obtaining the permission to conduct the study, questionnaires were distributed to currently enrolled students and their content course teachers by the researchers themselves. All distributed questionnaires were brought back. None was not appropriately filled in and so all questionnaires' data were considered for analysis.

Data Analysis

The process of data analysis using (SPSS) program followed the process of data entry. Mean scores of participants' responses were extracted to hold various comparisons. T. test was also used to check whether there was a significant difference between the responses of both participant groups regarding the importance degree of students' EOP needs.

FINDINGS

Findings Related to the First Question

The first question of the present study was about the most important EOP needs that students at Najran University should fulfill to succeed at their prospective work from the perspective of students themselves. To answer this question, means of students' responses were calculated. Results are shown in table (1).

Table (1): The most important EOP needs as perceived by students

No.	The most important EOP skills for student's future work as perceived by students	M	Importance Degree	Rank
1.	Setting one's goals and aims to improve one's English skills.	4.40	V. high	1
2.	Working as a team member with a group of colleagues.	4.27	V. high	2
3.	Communicating with foreigners inside and outside work areas.	4.22	V. high	3
4.	Using a variety of information sources in English for different tasks.	4.20	V. high	4
5.	Expressing one's opinion and/ or convincing employers it.	4.18	V. high	5
6.	Making telephone calls related to one's work.	4.13	V. high	6
7.	Reading reports related to one's work.	4.07	V. high	7
8.	Reading a piece of writing to find specific information.	4.07	V. high	8
9.	Writing a report describing the steps and the results of an experiment.	4.04	V. high	9
10.	Taking part in internal meetings regarding one's work.	4.04	V. high	10
11.	Giving presentations related to one's work.	4.04	V. high	11

12.	Writing letters, faxes, and E-mails related to one's work.	4.02	V. high	12
13.	Reading letters, faxes, and E-mails related to one's work.	4.02	V. high	13
14.	Writing reports related to one's work.	4.02	V. high	14
General Mean of all needs		3.94	High	

Table (1) illustrates that the general mean (M=3.94) of students' evaluation of the importance of all EOP needs was high. Means of EOP needs were ranging between high (M=3.51) and very high (M=4.40). That is, students perceive all these EOP needs as important for their prospective work. Fourteen (14) of these needs were of very high importance degree. The other (11) needs were of high importance degree. None of them was of moderate, low or very low importance degree. Students believed that the "the need to set their goals and aims to improve their English skills (M=4.40)" was the most important skill. The need to "work as a team member with a group of colleagues (M=4.27)" was in the second place. The need to "communicate with foreigners inside and outside work area (M=4.22)" was in the third rank, followed by the need to "use a variety of information sources in English for a variety of tasks (M=4.20)". The need to "express their opinions and/or convince their employers of this opinion (M=4.18)" was in the fifth rank. The last EOP needs of the very high importance degree set were the needs to "write reports related to their future work (M=4.02)", "read letters, faxes, and E-mails related to one's work (M=4.02, and "write letters, faxes, and E-mails related to one's work (M=4.02)".

Findings Related to the Second Question

The second question of the present study was about the most important EOP needs that students at Najran University should fulfill to succeed at work from the perspective of English language faculty members at the preparatory year. To answer this question means of students' responses were calculated. Results are shown in table (2).

Table (2): The most important EOP needs as perceived by faculty members

No.	The most important EOP skills for student's future work as perceived by faculty members	M	Importance Degree	Rank
1.	Writing letters, faxes, and E-mails related to one's work.	4.22	V. high	1
2.	Using a variety of information sources in English for a variety of tasks.	4.15	V. high	2
3.	Communicating with foreigners inside and outside work areas.	4.11	V. high	3
4.	Writing reports related to one's work.	4.07	V. high	4
5.	Reading letters, faxes, and E-mails related to one's work.	4.07	V. high	5
6.	Using tactful language and efficient communicative strategies to handle customer's needs and questions.	4.04	V. high	6
7.	Understanding the basic principles in business correspondence.	4.04	V. high	7

8.	Reading a piece of writing to find the specific information	4.00	V. high	8
9.	Summarizing a piece of writing orally or in a written form to transfer knowledge to other colleagues	4.00	V. high	9
10.	Giving presentations related to one's work.	4.00	V. high	10
General Mean of all needs		3.96	High	

Table (2) illustrates that the general mean (3.96) of teachers' evaluation of the importance of all EOP needs for students' prospective work was high. Means of EOP needs were ranging between high (M=3.74) and very high (M=4.22). That is, faculty members perceive all these EOP needs as important for their students' prospective work. Ten (10) of these needs were of very high importance degree while the other (14) needs were of high importance degree. None of them was of moderate, low or very low importance degree. Faculty members believed that the need to "write letters, faxes, and E-mails related to one's work (M=4.22)" was the most important skill. The need to "use a variety of information sources in English for different tasks (M=4.15)" was in the second place. The need to "communicate with foreigners inside and outside work areas (M=4.11)" was in the third rank, followed by the needs to "write reports related to one's work (M=4.07)" and "read letters, faxes, and E-mails related to one's work (M=4.07)". The needs to "use tactful language and efficient communicative strategies to handle customer's needs and questions" (M=4.04) and "understanding the basic principles in business correspondence (M=4.04)" were in the fifth rank. The last EOP needs of the very high importance degree set were the needs to "read a piece of writing to find the specific information (M=4.00); "summarize a piece of writing orally or in a written form to transfer knowledge to other colleagues (M=4.00)"; and "give presentations related to one's work (M=4.00)".

Reconsideration of both participant groups' evaluation leads to a set of EOP needs that are at the center of both groups' concern and interest. Table (3) illustrates the needs that both groups agreed on as very important for university students' prospective careers or professions.

Table (3): The most Important EOP needs as perceived by students and faculty members

No .	The most Important EOP needs as perceived by both participant groups	Teacher s	Students
5.	Using a variety of information sources in English for a variety of tasks.	4.15	4.20
9.	Giving presentations related to students' prospective work.	4.00	4.04
10.	Writing letters, faxes, and E-mails related to students' prospective work.	4.22	4.02
11.	Reading letters, faxes, and E-mails related to students' work.	4.07	4.02
12.	Writing reports related to students' work.	4.07	4.02
16.	Communicating with foreigners inside and outside work areas.	4.11	4.22
18.	Reading a piece of writing to find specific information	4.00	4.07
General Mean of the most important needs for both groups		4.09	4.08

Table (3) reveals that, although all the twenty-five EOP needs/skills presented to participants were essential for university students to fulfill or master to succeed in their prospective occupations, seven EOP needs were agreed upon as very important and urgent needs. Both teachers ($M=4.09$) and students ($M=4.08$) emphasized that university students should be trained on how to recruit information sources in English to develop their prospective work. They should master communication with a large audience through their presentations about their work. Furthermore, university students should understand how to read and write letters, faxes, and E-mails about their professions or careers. Furthermore, they should be able to communicate with foreigners about varied issues that might develop their work. In addition, they should show ability in reading and summarizing any text related to their work areas, and then present specific information to their varied audience such as employers, clients, sellers, buyers, and other beneficiaries.

Findings related to the third question

The third question of the present study aimed to answer whether there is any statistically significant difference between students and faculty members' perceptions with regard to the importance degree of students' EOP needs. To answer this question T-test for students' and faculty members' responses was used. Table (4) illustrates the results.

Table 4: T. test for the difference between the perceptions of students and faculty members in accordance to the importance of EOP needs for university students

Study Variables	N	M	SD	T. Value	Significance ($\alpha=0.05$)
Students' Perceptions of the importance of EOP needs	9	3.9	0.7	-0.084	Not significant
Teachers' Perceptions of the importance of EOP needs	0	4	3		
	2	3.9	0.4		
	7	6	4		

Table (4) above indicates that there was no statistically significant difference between the mean scores of the two groups, students and faculty members. It is true that the mean of faculty members' evaluation of the importance of the whole EOP needs presented in the questionnaire was a bit higher ($M=3.96$) in comparison with the students' mean ($M=3.94$). Nevertheless, this slight difference, according to T. test result, does not indicate any disagreement between them, on the contrary, it reveals a full agreement on these needs high importance degree.

DISCUSSION

As shown in table (1) and table (2) presented before, findings revealed a full agreement between the perspectives of Najran university students and their content language teachers in accordance to the importance level of students' EOP needs for their prospective professions. Mean scores of both groups' evaluation were (3.94) and (3.96) respectively. Nevertheless, a discrepancy regarding the respondents' priority levels of these EOP needs for students' future career was revealed. This result is congruent with Chan (2001) that revealed a variation between teachers and students' responses regarding the importance of EOP needs. An explanation of such disagreement or discrepancy in viewpoints can be referred to the heterogeneity of teachers and students. Most of English language faculty members at Najran University are not Saudis. They have come from different countries all over the world. Some

of them are native speakers of English whereas the majority are non-natives. That is, each teacher holds his own beliefs, thoughts, reasons, and motives for teaching English so is difficult for Saudi students to be adapted to all these cultures. One more interesting fact is that they are all unfamiliar why Saudis people need to learn English and how. With the absence of careful needs analysis that accounts for the viewpoints of students, teachers, job owners, educators, and other stakeholders, these teachers tend to choose and develop teaching materials according to their intuitions and aims that fit learning English in their homelands not Saudi Arabia. Their own needs, interests, and culture are reflected in these materials. Another issue for this discrepancy is the fact that foreign faculty members are instable causing instability in the intended students' learning outcomes. In other words, these instable conditions emphasize the focus on GET making it difficult to define Saudi students' EOP needs and train them to have mastery over them. In addition, teachers do not have time to familiarize themselves with the community needs, potentials that help them overcome the bounds of their classes, and so students will not be able to understand these needs. Le Vasan (1994) proves this opinion as the study concluded that employees suffered at workplace because they were not sufficiently equipped with the cultures and language of their business communities. To some extent, these facts corroborate the viewpoint of Belcher (2004) in accordance to the necessity of providing learners with the opportunity to practice or watch what is called on-site teaching where English can be practiced in real workplace settings. Learners can be made more aware of their needs. Teachers can observe situated interactions. Workplace realia can be readily available for classroom situations. Nevertheless, ESP courses, as Bracaj (2014) believes will go on suffering to develop learners' EOP needs unless more training is offered to teachers, as they in addition to teaching English, they teach special technical terms.

Students themselves play a role in this priority discrepancy. Currently enrolled students in Najran University do not necessarily understand their needs. Most, if not all, of them, have come from their secondary schools with no previous background about what goes on in the workplace. A student thinks that once he gets his certificate he is licensed to work everywhere. He does not have any idea about the requirements of his future career regarding the use of English as a means of local or international communication. Therefore, when asked about their expected EOP needs for their future professions, students could not accurately decide, but guessed what to choose. Their knowledge of the practical situations where English should be used is missing. Therefore, it is the teachers' task to familiarize them such situations.

One more reason for this discrepancy is the nature of English textbooks, whether they are intended for GE or ESP. Practical situations learners are going to face at their prospective professions are best prepared for by authentic texts, (Flowerdew & Peacock, 2001). Revision of English language materials offered to students at Najran University shows the lack of such authenticity for real work contexts. Teachers' beliefs about the suitability of work based authentic materials to students' levels in addition to their misconception of the difference between terms like authenticity of texts and authenticity of purposes might have caused the absence of real EOP materials. This conclusion confirms the idea of Bracaj (2014) which suggests that ESP approach provides learners with many opportunities to acquire English naturally. That is, it is easier for learners to comprehend contextual language. Students should be supported with a rationale that makes learning occupational English more tangible. In addition, they should be given clear objectives and tasks that take them nearer to their objectives and needs. If students are equipped with language skills that are clearly selected, prioritized, sequenced, taught, and evaluated, Kim (2006) claims they will surely adjust well in their job environments.

CONCLUSION

Results of the present study have indicated that both teachers and students have agreed that there are some EOP needs that meeting them at university is urgent. Both groups have indicated that without intensive training university graduates, as employees will suffer at their workplace. The findings of Yin and Wong (1990) and Le Vasan (1994) confirm these beliefs. Moreover, the present study, as well as Konig and Kraljevic (1999); Yin and Wong (1990); Le Vasan (1994); Chan (2001); Laborda (2002); and Viel (2002) has asserted the fact that apart from students' needs to pass their university years with a certificate, English at university is needed to perform certain communicative tasks not only master linguistic skills. Students have for example to deliver presentations, write emails, technical reports, and faxes, talk to customers and colleagues, use tactful language, take part in meetings, and search for work related piece of information.

RECOMMENDATIONS

The following recommendations can be put forward for both English language course designers and people in charge at Saudi universities and mainly at Najran University.

1. It is very crucial to develop an appropriate ESP curriculum for students at the preparatory year that accounts for their prospective occupational English needs.
2. It is necessary to conduct a qualitative needs assessment study focusing on the needs of the same target group with follow-up interviews to support the findings of the current study. Perceptions of other stakeholders like for instance, job employers are strongly recommended to be investigated.
3. Other researchers are recommended to evaluate the preparatory year students' mastery levels regarding these occupational English skills in order to evaluate the quality of university preparation programs.
4. Other researchers are called for conducting a larger needs assessment throughout the deanships of the preparatory year at all Saudi universities to establish an EOP curriculum that addresses the occupational English needs of students after graduation.

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