

## ENGLISH FOR NON-TEACHING STAFFERS OF QASSIM UNIVERSITY, KSA: THE NEED OF THE HOUR

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**ABSTRACT:** *English language has attained the status of International language. It has deeply entrenched itself in science and technology disciplines and has spread its tentacles to such subjects as computers, communication of diverse kinds, international communication between nations. There is now a pressing need to learn this language in its different orientations – English for Business Purposes (henceforward EBP), English for Medical Purposes (henceforward EMP), English for Professional Purposes (EPP), English for Special/ Specific Purposes (henceforward ESP) and so on. For each category of purpose, there is syllabus matching the need. The present study is to explore the status of EPP which is part of ESP as it is now being practised in some countries more than in developing countries. Research has been made in this area in some countries by quite a few researchers and their views or arguments or opinions about utility and use of EPP that is included in ESP will be gathered by survey of available literature. The researchers have selected non-teaching staffers (henceforward NTS) of Qassim University, KSA for gathering relevant data, to be supplemented by informal discussions and semi-structured interviews of officers as, in many cases, these staffers/ employees have failed to communicate with non-Arabic speaking people who are presently working/ teaching at the University with regard to leave, contract renewal, resignation, delay in payment, other terms and conditions, perquisites and repairs or replacement of assets, tools, library books and so on.*

**KEYWORDS:** English for Professional Purpose (EPP); English for Special Purposes (ESP); Needs Analysis; Pedagogy; Genres; Profession; Proficiency

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### INTRODUCTION

ESP is different from English for General Purposes (EGP). Students of ESP are usually adults who already have some grounding in the language but need to acquire **specific professional language elements** in order to perform particular job related functions. Thus, the most important difference between ESP and ESL learners lies in the learners' motivation, which is actually a factor of 'needs': an important determiner in second or foreign language acquisition. This implies that an ESP programme has to be specially **designed** based on an evaluation of the **purposes and needs** of the learners. More specifically, ESP course materials and curriculum have to focus on the **functionality** of the language skills aimed to be imparted.

In the present times, organizations in general, and Universities in particular, thrive on communication: Can anyone imagine a University or any other teaching-learning environment

that caters to a large or sometimes, small, multilingual population where people are unable to communicate? In the Arab nations and in Saudi Arabia in particular, there is a growing trend to seek teaching faculty from the western world. In Qassim University itself, there is a good number of teachers from native English speaking countries and a greater number still from other countries where English is a second language mainly India and Pakistan. Needless to say, these are non-Arabic speakers. In such a situation, it is imperative for the NTS to be proficient in ESP; English being the **sole common language denominator**. The NTS are commonly confronted with a wide array of questions, some personal and others professional. These may relate to the employees' (and here we are talking strictly about the non-Arabic speakers) banking issues such as salary transfers; leave enquiries; administrative enquiries such as deadlines for submission of various reports and results; or their grievances, such as, delayed payments and indiscipline among the student body. The NTS to tackle these effectively need training in not only verbal communication in English but also its nuances such as accent.

Effective management at different levels and stages translates to **right communication at the appropriate time**. Whether an individual conveys a message orally or in the written form, for it to be effective, the sender (of the message or the agent of the origin of the message) needs to plan, organize, draft, revise, edit and proofread it. Further, the sender must be conscious of the background, experiences, objectives, and aspirations of the receiver(s) of the message. Thus, the scope of ESP is really very wide.

## LITERATURE REVIEW

Language trainers opine that learners acquire a language when they have '**opportunities to understand and work with (a) language**' that they find useful and interesting. There is little doubt that ESP provides ample such possibilities. Students work with a curriculum which they find not only useful and interesting but also largely relevant to their means of livelihood. This is in contrast to an ESL classroom which is far more challenging for the teacher and learner as the focus is on isolated and unrelated language structures. Thus, half the task is done in the ESP learning environment as the factor of **motivation** is much more prominent here, making learning a natural process.

In ESP, English is to be presented not as a 'subject' that needs to be 'learned' in isolation of relevance and use, but as a **Functional Skill** that can be applied in **authentic contexts**. The ESP teacher has to focus on such vocabulary and structures as are identifiable in the real context by the learners: These learners are at an advantage as they deal with linguistic elements which they are already familiar with. Moreover, being proficient by now (as they are adults) in the mother tongue, they are equipped with the language learning processes which they acquired while learning it, making the challenge of learning English a relatively simpler one.

According to Marslow's (2011) Hierarchy Of Needs, ESP is defined to meet specific needs of the learners. It makes use of the underlying methodology and activities of the discipline it serves. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Bringing together many aspects of ESP, Lorenzo Fiorito (2005) states that, as a general rule, while in ESL, all four language skills: listening, reading, writing, and speaking are stressed equally, in ESP, it is a needs analysis that determines which language skills are most needed by the learners, and the syllabus is designed accordingly. As a matter of fact, ESP combines

subject matter and English language teaching. He says, such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field, whether it be accounting, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and thereby increases their motivation.

Stevens (1988) is of the view that ESP may be, but is not necessarily, restricted as to the language skills to be learned (e.g. reading only); it is not taught according to any pre-ordained methodology.

It is all along held that ESP is result oriented and closely connected to real life needs of the users. In the same vein, Anthony (1997) elaborates that ESP may be related to or designed for specific disciplines and it may be used in specific teaching situations, a different methodology from that of general English.

ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level and it is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Anthony further notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in their syllabi which are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

According to Hutchinson (1987), ESP is not a matter of teaching 'specialised varieties' of English. The fact that language is used for specific purposes does not imply that it is a special form of the language, different in kind from other forms. Certainly there are some features which can be identified as 'typical' of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use.

In an enunciation very relevant to the current study, Tony Dudley-Evans and Maggie Jo St John (1988) assert that ESP is a practical discipline with the main focus on helping students to learn. With the 'common core' EGAP or EGBP courses, the methodology of ESP teaching may not differ radically from that of General English. But there is one basic difference that affects the methodology and becomes pronounced as the teaching becomes more specific: This is that the teacher is not in the position of being the 'primary knower' of the carrier content of the material. The students may in many cases, certainly where the course is specifically oriented towards the subject content or work that the students are engaged in, know more about the content than the teacher. Thus the teacher can fall back upon the learners' knowledge to frame a relevant course.

David Carter (1983) identifies three types of ESP: English as a restricted language, English for Academic and Occupational Purposes, English with specific topics.

Much similar to Evans, Strevens (1988) makes a distinction between four absolute and two variable characteristics: Absolute characteristics and Variable characteristics. In the former, ESP consists of English Language Teaching which is designed to meet specified needs of the learner, related in content (i.e. in its themes and topics) to particular disciplines, occupations

and activities, centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse, in contrast with General English. In the latter, ESP may be, but not necessarily, restricted as to the language skills to be learned (e.g. reading only), not taught according to any pre-ordained methodology.

The Absolute characteristics of ESP according to Dudley-Evans (1988) are: Designed to meet specific needs of the learner, they make use of the underlying methodology and activities of the discipline concerned, they are centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. Under the Variable characteristics ESP, he says, they: May be related to or designed for specific disciplines, may use, in specific teaching situations, a different methodology from that of General English, is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level, is generally designed for intermediate or advanced students, courses assume some basic knowledge of the language system, but it can be used with beginners.

Three features common to ESP courses have been listed by Kristen Gatehouse (2011). These are: 1) authentic material, 2) purpose-related orientation, and 3) self-direction.

In Learning Purpose and Language Use, Widdowson (1983) discusses the purpose of ESP classroom. He says that the aim in ESP is the eventual practical use to which the 'language will be put in achieving occupational and academic aims'. Thus, 'it is essentially, therefore, a training concept: having established as precisely as possible what learners need the language for, one then designs a course which converges on that need. The course is successful to the extent that it provides the learners with the restricted competence they need to meet their requirements'. Drawing the idea ahead, Widdowson says that ESP is actually a training operation whose aim is to make the learners competent in a restricted area so that they can cope with 'defined tasks'.

In more recent times, Hyland lists six salient aspects of ESP, viz. i. needs analysis; ii. Ethnography; iii. Critical perspectives; iv. Contrastive rhetoric; v. social constructionism; vi. Discourse analysis. Thus his theory is an amalgamation of several disciplines: linguistics, communicative language teaching, communication theory and sociology. This interdisciplinary approach is precisely what makes ESP a unique field of study. He says that 'The field of ESP, which addresses the communicative needs and practices of particular professional or occupational groups'.

ESP saw a forward leap with growth in the field of Linguistics. Hutchinson and Waters (1987) propagate a combination of three factors that contributed to ESP studies: The demand for English to suit particular needs; Development in the field of Linguistics; Development in the field of Educational Psychology. They say that all the three factors point towards the need for specialisation in language learning.

With this background study into the need for ESP skill training in the global context, the researchers conducted a pilot study to get an insight into the communication ability and efficiency of the NTS at Qassim University, Saudi Arabia. Based on this, a questionnaire was administered to arrive at an evaluation of the perceptions of the language skills by the NTS (please see Appendix 01 for the sample). The results clearly indicated the need for better training and professional education for the NTS in Saudi Arabia as the current programmes are

clearly not commensurate with real life professional environment and are not conducted on a regular basis.

## Research Questions

The proposed research would attempt to answer the following questions:

- What is the English language proficiency level of the NTS in Saudi Arabia?
- Are the NTS equipped language-wise to successfully manage and answer the queries of the English-only-speakers present on the Qassim University campus?
- Do the NTS perceive a need to be trained in ESP skills?
- Are there any preconceived notions that are creating a barrier to the NTS acquiring better English skills or,
- Are sufficient and relevant materials available to impart training in ESP in institutions of tertiary employment training in KSA? Or,
- Is there a need to examine the trainers and training programmes?
- What should be the curriculum of ESP for the NTS, especially in the University or other educational set-up?

## Significance of the Study

- The Saudi universities spend heavily on training the non-academic staff in ESP. However, feedback of ESL and native English speakers point towards the need for communicably better trained staff. This study can prove invaluable in fulfilling this need.
- Acquisition of any language is meaningful only when one is well trained in all of the four skills. This is even more relevant for English which is proven to be the language of global communication.
- A careful 'Needs' analysis has been the need of the hour in the context of NTS in Saudi Arabia.
- This study is a nascent step towards other researches that can be undertaken to develop a 'needs' based curriculum for the NTS.
- The ESP trainers currently undertake a wide spectrum of English skills to be taught to the NTS. However, sadly these fail to address the very special requirements of the NTS. This study can help isolate some of these specific needs.
- Finally, this study can be useful to policy makers who, until now, were bereft of any real data to help them evaluate the status of ESP needs and training programmes in KSA.

## RESEARCH METHODOLOGY

This is an empirical study wherein the primary data was collected from seventy male and female subjects all of whom are NTS at Qassim University, KSA. A questionnaire comprising sixteen multiple choice questions was administered to the participants, data collected, tabulated and analysed. An English language proficiency test was also used to get a picture of the current proficiency level of the NTS. This can be referred to under Appendix 2. It can be said at the outset that the entire exercise proved fruitful as many constructive generalizations could be



arrived at. The questionnaire may be referred to under Appendix 1. Percentages were used to arrive at usable conclusions derived from the responses to the questionnaire.

This study extensively explores the social and demographic background of the respondents; their needs, attitudes, knowledge, opinions, experiences and ESP approaches deemed most suitable by them. The information thus received is correlated to arrive at conclusions about the state of ESP learning and training in KSA and suggestions of imparting them so as to yield desirable outcomes.

As stated earlier, the total number of participants surveyed in this study is seventy NTS of Qassim University. The distribution of males and females is almost at par with 34 females and 36 males.

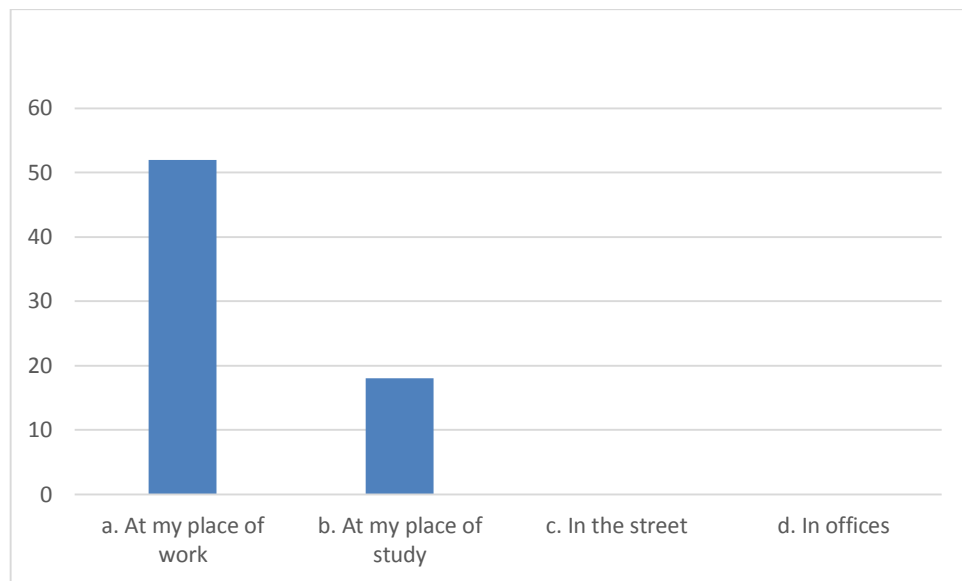
### **Interpretation of Data, Discussion of Results and Implications of the study**

The average score in the proficiency test came to 25 out of 100. This clearly indicates the very poor level of English skills of the NTS.

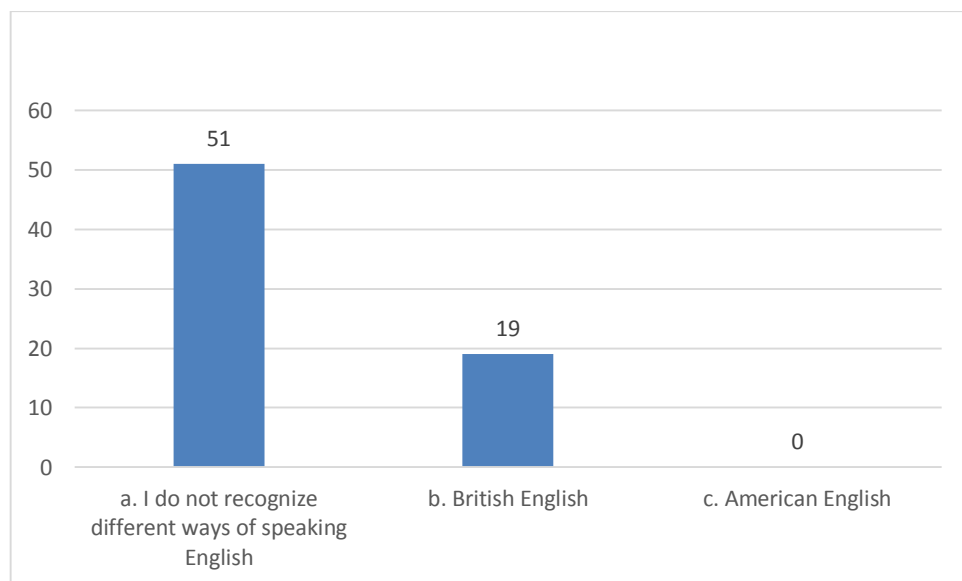
Taking the **mode** of ages, the highest occurring age bracket is 30-39 years. Further, 72.86% are in permanent employment and the rest in long term contract. 55.7% of the participants hold a Bachelor's degree and 38.5% are Post Graduate degree holders. Only four out of the seventy are only High School graduates. There are no Ph.Ds in the group. Thus there is good parity in their educational qualification as well. Once again the **modal value** for professional experience demonstrates the highest occurrence at 5-15 years (these are 58.57% of the subjects). A substantial number of the staffers have been in the job for more than fifteen years and many have upto five years of experience. Thus, they have had quite some exposure of dealing with non-Arabic speakers in their workplace and may be assumed to have a well formed and clear opinion on the situation.

The implications of the study are as follows:

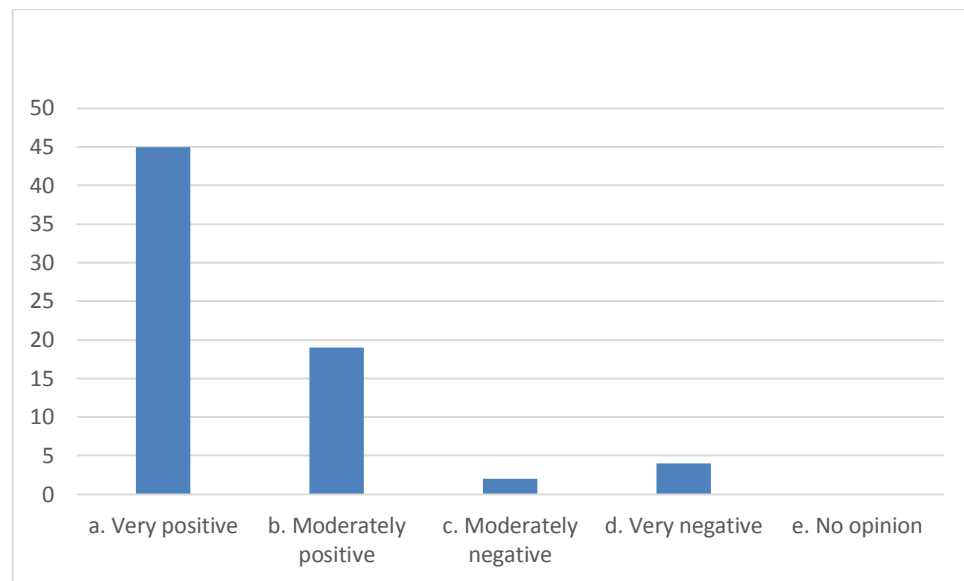
1. A very large number of participants perceived that knowing English was very important (68.57%) or moderately important (22.85%). In numbers, these were sixty four.
2. It is further significant that 74.28% report using English at the workplace and another 25.7% are exposed to the language at the place of study. However, none reported the use of English in any other aspect of day to day living. This shows a **high utilitarian** or **instrumental motive** in ESP skills in KSA. This has direct implications on the current study.



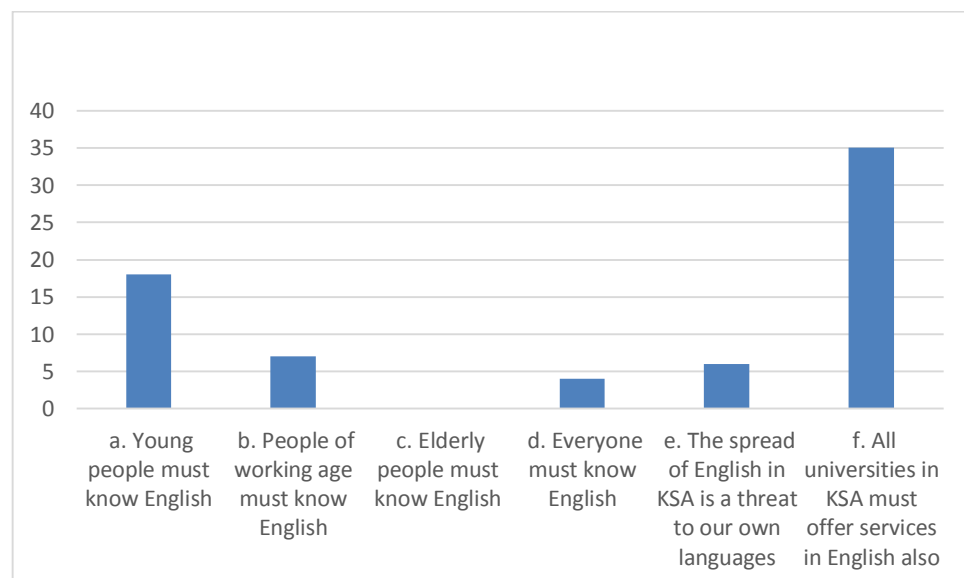
3. As for identifying different varieties of English (Br.E, Am.E or Aus.E) fifty one respondents (a good 72.85%) fail to identify any variety.



4. The proficiency of the speakers in general is far from native-like and is usually at the level of a foreign language at worst or a second language at best.
5. An overwhelming majority (64.28%) are very positively disposed towards English in school curriculum and another 27.14% are moderately positive. However, this instruction needs to be undertaken as early as possible, and more rigorously than is the current fashion. But the finding does qualify as an encouraging sign for English education in KSA.



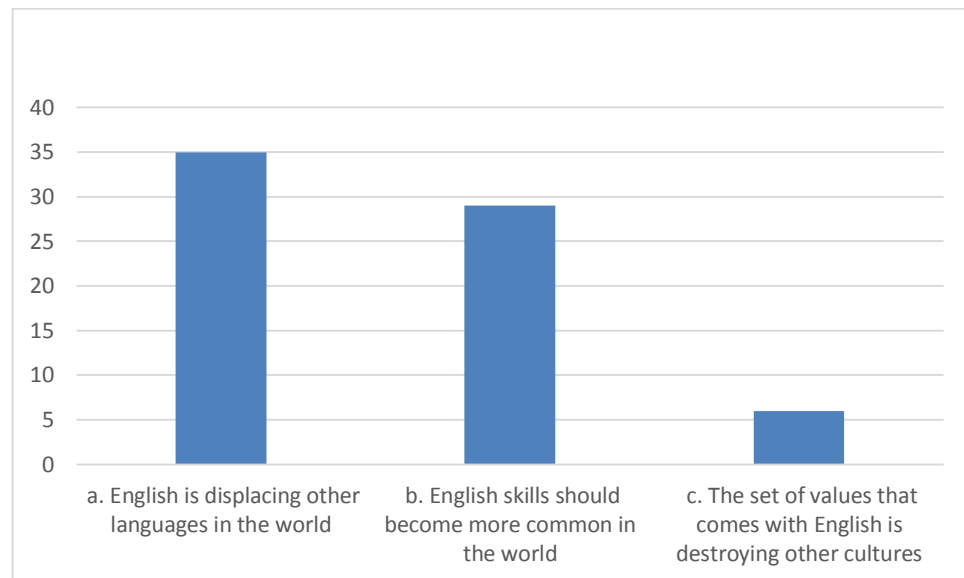
6. Another significant implication is that 50% of the participants feel that KSA Universities ought to go bi-lingual and offer services in English in addition to Arabic. This reflects a growing consciousness towards the need for English proficiency for one to survive in the global village. In the long run, this may lead to the possibility of international educational exchanges.
7. Effectively, 91.42% of the subjects voted for English education in varying degrees in KSA. Twenty five of them perceived that young people/ people of working age must know English. A wide spectrum of opinions which emerged had four respondents who would like every single Saudi to know English, while the other extreme comprised of six respondents who perceived a threat posed by English to their languages.



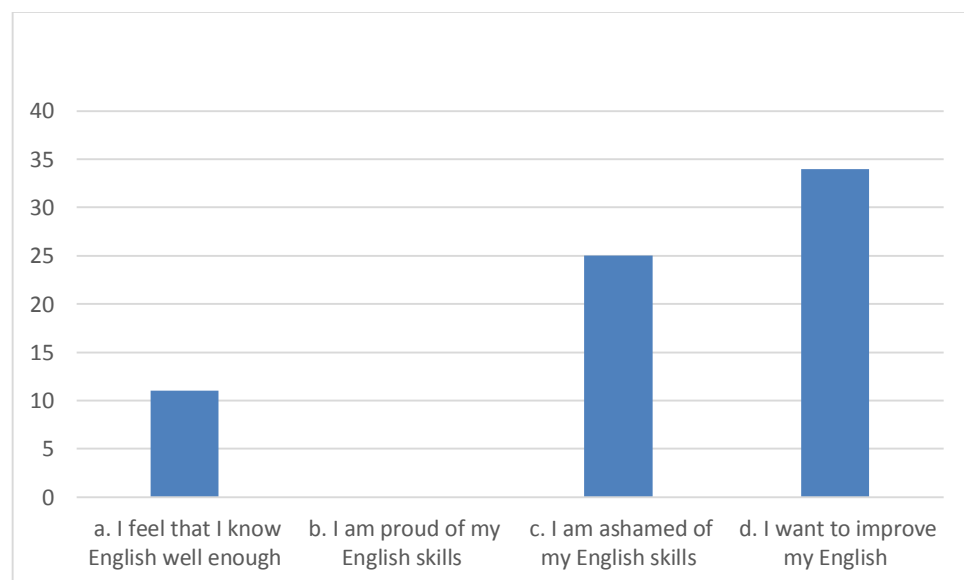
8. Global trends in language are well recognised by half (50%) the respondents who perceive that English is fast displacing other languages of the world. At the same time another 41.4% feel that English should become still more common in the world. Together, the group that favours English proficiency forms 91.4% of the group. It can



be stated that this is the percentage of respondents strongly inclined in favour of English language training.



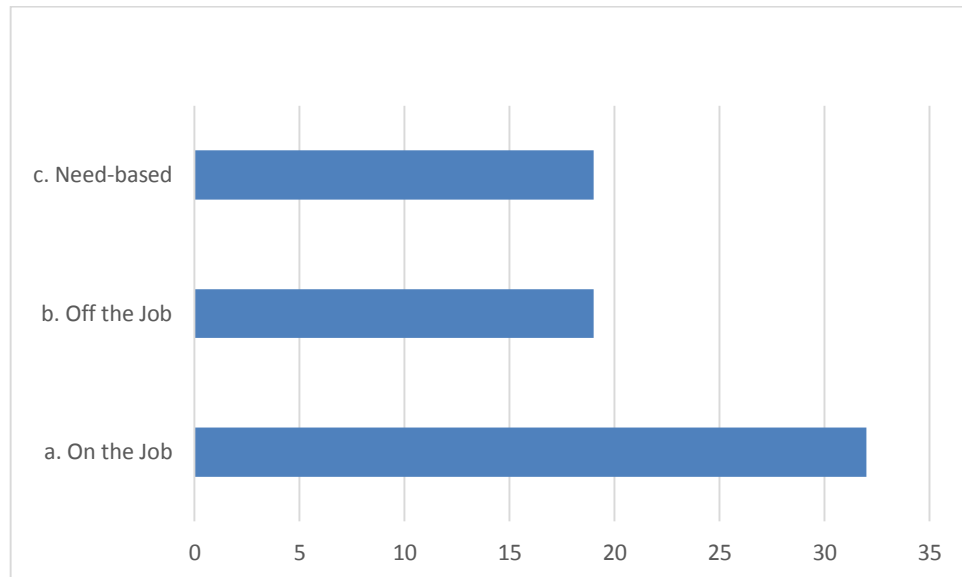
9. If we couple the foregoing impressions and findings with the fact that a strong majority: 48.5% want to improve their English and 35.7% feel ashamed of their existing skills in English, we can deduce that the group is highly motivated to acquire the skills but the gap between the demand and supply is vast. This goes on to reinforce the author's view that English language training should be revamped both quantitatively and qualitatively in KSA.



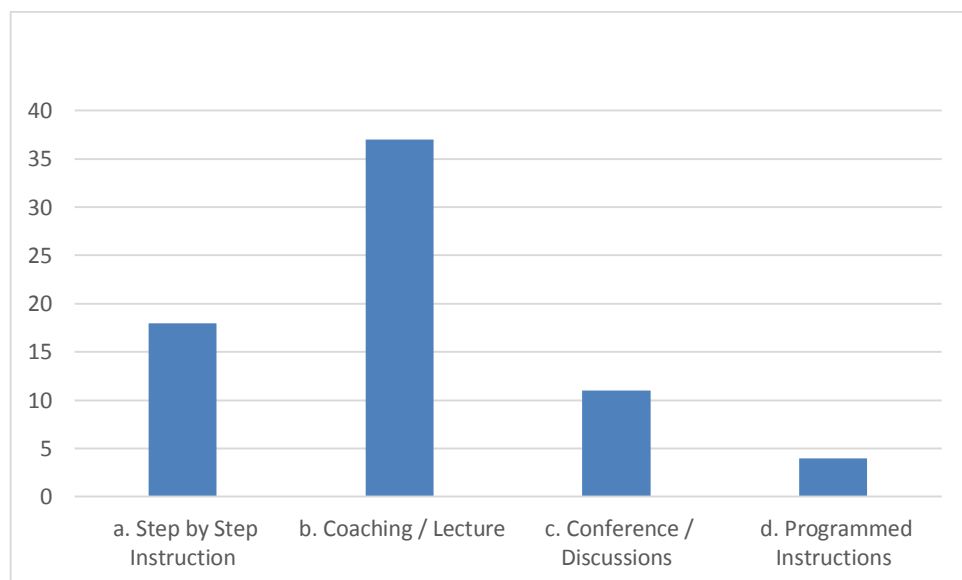
10. The above assertion is also proven right when we see that in the preceding one and a half years, 94.28% of the subjects had participated in one or the other training programme and all seventy of them unanimously declare that training is necessary for the employees to develop their work related skills. They are all positively disposed towards attending training programmes. This is an encouraging outcome for the current

and future research in ESP training, especially in developing a curriculum for such programmes.

11. Those who would rather have on-the-job training far outnumber those who chose off-the-job or those who preferred need-based training (45.7% as against 27.1% each).



12. The method of training preferred by 52.85% of the participants is coaching/lecturing while 25.7% opted for step-by-step and 15.7% preferred conference/discussions. Only 5.7% preferred programmed instruction. Thus it is clear that the preferred pedagogy is classroom lecturing.

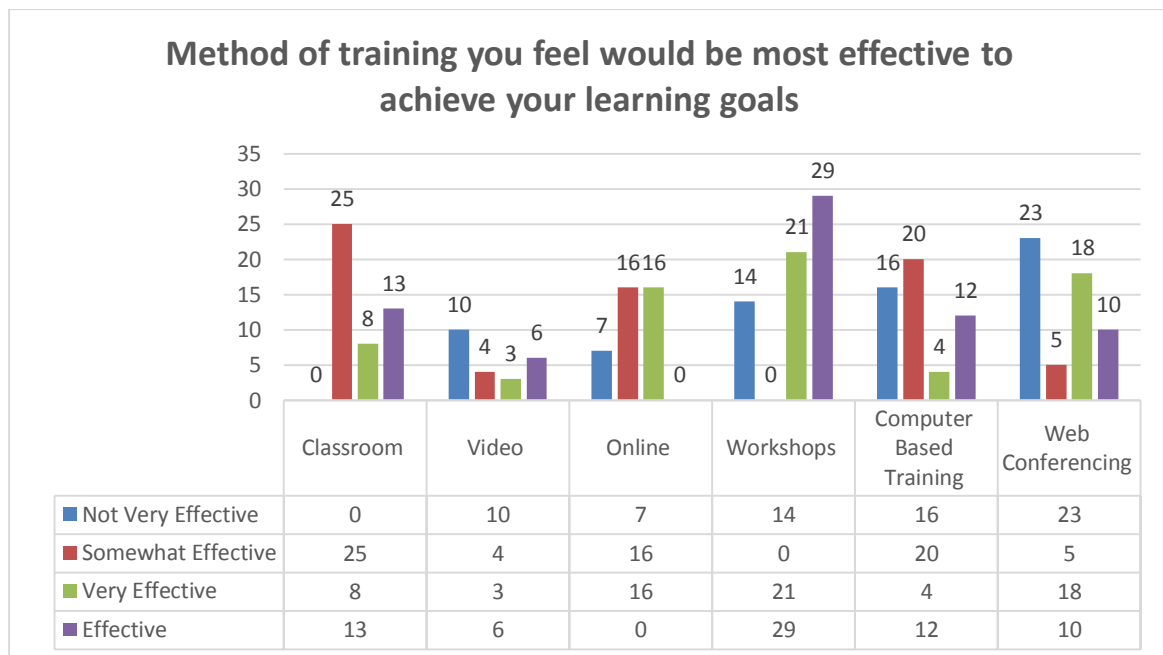


13. In another very encouraging finding, a large percentage (94.2%) report experiencing fruitful changes in work efficiency and the same percentage felt that further training would improve their work performance. This finding has direct implications for the current paper which worked on the hypothesis that ESP training programmes in KSA should be more need-based and rigorous.

14. Forty of the seventy participants (57.1%) preferred long term training as compared to thirty others who preferred short term training programmes.
15. The entire population (100%) reported getting innovative ideas during training and also admitted to building of team spirit during such sessions. Both the findings are significant as these subjects are partners in a shared work environment.
16. 92.85% of the subjects felt that training results in adoption of new working methods.
17. In a finding directly relevant to the current study, 58.57% were not satisfied with the current training procedure. This points towards an urgent need to improve these programmes.
18. Another interesting finding is that 80% of the participants reported that all employees in their institution do not attend/complete the training sessions. This has direct repercussions on the less than desirable outcomes of training programmes. It also reflects poorly on the state of motivation of the workers to learn a new skill.
19. 60% of the subjects also reported that they were not provided with any study materials in the training programmes. Poor planning at trainer level and an arbitrary curriculum patched up at short notice can be one cause of this. Without prior notice of the syllabus or materials for later reinforcement, the programmes can be a big waste of government funding.

## **CONCLUSION AND RECOMMENDED PEDAGOGY AND CURRICULUM**

It can be concluded that working population representing both men and women in various stages of their career feel that English skills are of utmost importance for them personally and are an essential part of their work ethos. At the same time, familiarity with English is usually not better than that of a foreign language (84% admit a moderate to severe lack of language skills in English). They are positively disposed to the teaching of English at the school level: recognising the importance of English in a fast shrinking world. With a level of motivation and an equal measure of needs, we have a textbook case of an ideal situation for undertaking rigorous in service training programmes in ESP in the Universities in KSA where the local Arabic speaking work force is faced with a peculiar situation of having to deal with English-only speakers. KSA is today a very happening place for English language training: the need of the hour is a need-based syllabus and sound pedagogy that integrates learning with real life experiences of the adult learners. The ideal programmes can range between two to four weeks and be universally on-the-job sessions. Needless to say, with better ESP skills, team spirit and newer work methods will be the additional benefits. When asked to rate the method of training most suited to their specific learning needs, the subjects responded in favour of lecture method. The graphical representation below depicts this very clearly.



The NTS should be taught the specific jargon that is related to their work environment. As also recommended by many specialists such as, Fiorito, this jargon should be area specific. For instance, separate word lists can be prepared for Accounts, Administration or other such departments. Further, one module of the syllabus should focus strictly on the informal language elements, such as, day to day coffee table conversations. Contrary to the practice in ESL training, focus should be shifted **away** from integrating the four language skills at the outset. Rather, one skill should be mastered at a time. Lecture method together with team based activities should form the mainstay of practice work. Classroom teaching should also be supplemented with relevant reading materials for later reference.

### Further Research Proposed

Needless to say, this study is a nascent step in the field of ESP needs in KSA. Further and more rigorous research should be encouraged to develop a global syllabus that may also address the specific needs of the NSA at Qassim University. It may prove beneficial if a larger population is surveyed, involving NTS in universities all over KSA. The data generated through this research, especially the aspirations of NTS vis a vis methods and materials can be used as a veritable launch-pad for undertaking curriculum studies in ESP in KSA.

### Acknowledgement

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**Appendix 1****Questionnaire****Dear Respondent,**

This questionnaire forms a part of a project entitled "English for Non-Teaching Staffers of Qassim University, KSA: The Need of the Hour". You are kindly requested to spare some of your precious time to consider each item carefully and answer frankly. Please note that your responses will remain confidential and be used for the purpose of this project only.

**Section One** *Background Information*

*Here are some questions about you. To answer, please mark the appropriate box.*

<b>1. What is your gender?</b> a. Female b. Male
<b>2. How old are you?</b> a. Below 25 years b. 25-29 years c. 30-39 years d. 40-49 years e. 50-59 years f. Over 60 years
<b>3. What is your status as an employee?</b> a. Permanent employment (an on-going contract with no fixed end-point before the age of retirement) b. Fixed term contract for a period of more than 1 year c. Fixed-term contract for a period of 1 year or less
<b>4. What is the highest level of formal education that you have completed ? (any one)</b> a. High school b. Bachelor's degree c. Master's degree d. Ph. D
<b>5. For approximately how many years have you been working in the university?</b> a. 0-5 Years b. 5-10 Years c. 10-15 Years d. More than 15 Years



**Section Two** *ENGLISH IN YOUR LIFE***1. How important is English to you personally?**

- a. Very important
- b. Moderately important
- c. Not very important
- d. Not at all important
- e. No opinion

**2. Where do you see or hear English?**

- a. At my place of work
- b. At my place of study
- c. In the street
- d. In offices

**3. English is spoken in different ways in different countries. Which of the following language varieties appeals to you the most. (any one)**

- a. I do not recognize different ways of speaking English
- b. British English
- c. American English

**4. What is your opinion about the fact that some Saudi children attend English-speaking schools in KSA?**

- a. Very positive
- b. Moderately positive
- c. Moderately negative
- d. Very negative
- e. No opinion

**5. Following are some statements about the importance of English in KSA. Please choose only the initial response**

- a. Young people must know English
- b. People of working age must know English
- c. Elderly people must know English
- d. Everyone must know English
- e. The spread of English in KSA is a threat to our own languages
- f. All universities in KSA must offer services in English also

**6. Following are some statements about English as a global language. Respond to each statement, giving your initial reaction**

- a. English is displacing other languages in the world
- b. English skills should become more common in the world
- c. The set of values that comes with English is destroying other cultures

**7. How would you describe your English skills?**

- a. I feel that I know English well enough
- b. I am proud of my English skills
- c. I am ashamed of my English skills
- d. I want to improve my English

**Section Three** *Attitudes Towards Training*

<p><b>1. During the last 18 months, did you participate in any of the professional development activities?</b></p> <p>a. Yes b. No</p>
<p><b>2. Do you like to attend training programmes?</b></p> <p>a. Yes b. No</p>
<p><b>3. Do you feel training is necessary for any employee to develop his/her skills?</b></p> <p>a. Yes b. No</p>
<p><b>4. In your opinion, which technique is most suitable for training?</b></p> <p>a. On the Job b. Off the Job c. Need-based</p>
<p><b>5. Which method is most suitable for training?</b></p> <p>a. Step by Step Instruction b. Coaching / Lecture c. Conference / Discussions d. Programmed Instructions</p>
<p><b>6. Do you experience fruitful changes in working efficiency after being trained?</b></p> <p>a. Yes b. No</p>
<p><b>7. Do you think training would improve your work performance?</b></p> <p>a. Yes b. No</p>
<p><b>8. Do you feel that the training should be provided for short duration or long duration?</b></p> <p>a. Short b. Long</p>
<p><b>9. Do you get innovative ideas during training?</b></p> <p>a. Yes b. No</p>
<p><b>10. Does training build up team work?</b></p> <p>a. Yes b. No</p>
<p><b>11. Does training result in adoption of new working methods?</b></p> <p>a. Yes b. No</p>
<p><b>12. Are you satisfied with the training procedure?</b></p> <p>a. Yes b. No</p>

**13. Do all the employees in your organization attend the complete training session?**

- a. Yes
- b. No

**14. How long is the training process?**

- a. 5 to 10 days
- b. 10 to 15 days
- c. 15 to 20 days
- d. 20 to 25days

**15. What type of training is given in your university ?**

- a. on the job
- b. off the job

**16. Do the researchers provide study material before the training program ?**

- a. Yes
- b. No

**17. Now answer these briefly**

**a. Identify the three most important strengths a training programme brings to employees?**

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**b. What are the three most important Training needs you would identify?**

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**c. If you have had performance reviews, do you recall whether you discussed training needs and/or Career development with your supervisor?**

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**d. What should the programme for new employees include?**

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**e. What other three key training needs should the university work towards improving over the next 2-3 years?**

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**f. To help us understand your continuing training/education needs, what topics in English language, would you like to be trained on?**

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**g. Are conferences, seminars, workshops or other types of training or career development being recorded for your employees?**

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**18. Please rate the method of training you feel would be most effective to achieve your learning goals:**

Type of method used	Not Very Effective	Somewhat Effective	Very Effective
Classroom			
Video			
Online			
Workshops			
Computer Base Training			
Web Conferencing			

*Thank you very much for your co-operation.*

**Appendix 2**

**English Proficiency Test**

**Part I: English Grammar**

**(15 Marks)**

**Select the best answer.**

**1. Ali \_\_\_\_\_ in the garden this morning.**

- ☐ A. is study
- ☐ B. studying
- ☐ C. is studying
- ☐ D. will studying

**2. Sami, \_\_\_\_\_ the door, please. Someone's knocking.**

- ☐ A. opens
- ☐ B. open
- ☐ C. opened
- ☐ D. will opened

**3. This imitation of the painting is \_\_\_\_\_ the original.**

- ☐ A. as
- ☐ B. as good
- ☐ C. good as
- ☐ D. as good as

**4. The school captain's hobbies include jogging, swimming, and \_\_\_\_\_.**

- ☐ A. to mountainsclimb
- ☐ B. climb mountains
- ☐ C. to climb up
- ☐ D. climbing mountains

**5. The Principal requests that someone \_\_\_\_\_ the data by fax immediately.**

- ☐ A. sent
- ☐ B. sends
- ☐ C. send
- ☐ D. to send

**6. Who is \_\_\_\_\_ ,Lila or Sara?**

- ☐ A. prettiest
- ☐ B. pretty
- ☐ C. prettier
- ☐ D. the prettiest

**7. The recital will begin \_\_\_\_\_ fifteen minutes.**

- ☐ A. in
- ☐ B. at
- ☐ C. above
- ☐ D. about

**8. I have only a \_\_\_\_\_ dollars left to spend.**

- ☐ A. few
- ☐ B. fewer
- ☐ C. many
- ☐ D. little

**9. Each of the Olympic athletes \_\_\_\_\_ for months, even years.**

- ☐ A. train
- ☐ B. were training
- ☐ C. has been training
- ☐ D. training

**10. I \_\_\_\_\_ never late for work.**

- ☐ A. am
- ☐ B. are
- ☐ C. has
- ☐ D. is

**11. The company will upgrade \_\_\_\_\_ computer information systems next month.**

- ☐ A. there
- ☐ B. their
- ☐ C. they're
- ☐ D. Its



**12. We like apples, \_\_\_\_\_ not oranges.**

- ☐ A. so
- ☐ B. for
- ☐ C. but
- ☐ D. also

**13. You were \_\_\_\_\_ the Tokyo office before noon.**

- ☐ A. supposedly call
- ☐ B. supposed to call
- ☐ C. supposed calling
- ☐ D. supposed call

**14. When Talal graduates from college next June, she \_\_\_\_\_ a student here for five years.**

- ☐ A. will have been
- ☐ B. had been
- ☐ C. has been
- ☐ D. will be

**15. Mr. Jameel \_\_\_\_\_ rather not invest that money in the stock market.**

- ☐ A. has
- ☐ B. could
- ☐ C. would
- ☐ D. ought

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**Part II: English Grammar**

**(10 Marks)**

**Select the one word or phrase that is *incorrect*.**

**1. All those beyond 60 years of age are not allowed in this club.**

- ☐ A. All
- ☐ B. are
- ☐ C. beyond
- ☐ D. allowed

**2. Aisha dranked five glasses of juice yesterday.**

- ☐ A. glasses
- ☐ B. dranked
- ☐ C. juice
- ☐ D. yesterday

**3. When our vacation, we plan to spend three days mountain climbing.**

- ☐ A. When
- ☐ B. plan
- ☐ C. spend
- ☐ D. climbing

**4. Mr. Badr does not take critical of his work very well.**

- ☐ A. does
- ☐ B. critical
- ☐ C. his
- ☐ D. well

**5. Jameela and Reem often send e-mail messages to one other.**

- ☐ A. and
- ☐ B. send
- ☐ C. other
- ☐ D. often

**6. For reaching the USA, we have to cross a Pacific Ocean from here.**

- ☐ A. reaching
- ☐ B. a
- ☐ C. here
- ☐ D. for

**7. I had a enjoyable time at the party last night.**

- ☐ A. a
- ☐ B. time
- ☐ C. at
- ☐ D. last

**8. The doctor told he to stop overeating if he wanted to live long.**

- ☐ A. The
- ☐ B. he
- ☐ C. stop
- ☐ D. wanted

**9. Father intends to starting his own hospitality business in a few years.**

- ☐ A. intends
- ☐ B. starting
- ☐ C. hospitality
- ☐ D. few

**10. Each day after school, Ahmed cycles even miles.**

- ☐ A. Each
- ☐ B. after
- ☐ C. cycle
- ☐ D. miles

**11. He never go to the company dinner parties.**

- ☐ A. never
- ☐ B. the
- ☐ C. dinner
- ☐ D. go

**12. Do you know the man who baggage was stolen?**

- ☐ A. Do
- ☐ B. know
- ☐ C. who
- ☐ D. was

**13. Muna will spend his vacation either in Thailand nor Cuba.**

- ☐ A. will
- ☐ B. his
- ☐ C. nor
- ☐ D. Cuba

**14. I told the salesman that I was not interesting in buying the phone on offer.**

- ☐ A. told
- ☐ B. that
- ☐ C. interesting
- ☐ D. buying

**15. Ayman used to works for a multinational corporation when he lived in America.**

- ☐ A. used
- ☐ B. multinational
- ☐ C. when
- ☐ D. works

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**Part III. English Vocabulary**

**(10 Marks)**

**Select the best answer that means the same as.**

**1. postpone**

- ☐ A. call
- ☐ B. delay
- ☐ C. early
- ☐ D. cancel

**2. sidewalk**

- ☐ A. cycle track
- ☐ B. later
- ☐ C. footpath
- ☐ D. always

**3. expel**

- ☐ A. turn out
- ☐ B. excel
- ☐ C. now
- ☐ D. expand

**4. presentation**

- ☐ A. gift
- ☐ B. Audio-visual display
- ☐ C. rolling in the aisles
- ☐ D. going to bat for someone

**5. affect**

- ☐ A. effect
- ☐ B. result of something
- ☐ C. affection
- ☐ D. disappointment

**6. seldom**

- ☐ A. often
- ☐ B. never
- ☐ C. rarely
- ☐ D. always

**7. inhabitant**

- ☐ A. belonging to a place
- ☐ B. across
- ☐ C. habit formation
- ☐ D. rude

**8. fundamental**

- ☐ A. basic
- ☐ B. among
- ☐ C. toward
- ☐ D. in addition to

**9. principle**

- ☐ A. head of institution
- ☐ B. rule held dear
- ☐ C. pretend
- ☐ D. suspend

**10. scarce**

- ☐ A. too much
- ☐ B. very little
- ☐ C. moderate
- ☐ D. scare

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**Part IV. English Spelling**

**(10 Marks)**

**Select the correct spelling of the word.**

1. sadress / address
2. wether / weather
3. realy / really
4. exit / exite
5. specially / specialy
6. discribe / describe
7. fourty / forty
8. nowadays / nowaday
9. allways / always
10. mathematics / mathematic

**Part V: Conversational English**

**(50 Marks)**

**Fill in the blanks in the following conversation with appropriate expressions.**

**Teacher:** Good morning.

**Employee:** .....

**Teacher:** I am Dr. Feras from the College of Science and Arts, Unaizah.

**Employee:** .....

**Teacher:** Nice to meet you, too.

**Employee:** How can I help you?

**Teacher:** I joined the University four months ..... I actually came here in September. It is already December now; I haven't received my salary yet.

**Employee:** You should have come much earlier. Let me check that out, please.

**Teacher:** I have been so busy with my classes.

**Employer:** I cannot ..... you, I am afraid. The financial year has drawn to a close. You will have to wait for another two months.

**Teacher:** Oh, my God! Two full months? Very shocking, indeed!

**Employee:** I wish I could help you.



**Teacher:** Thank you very much anyway.

**Employee:** .....

**Thank you for your cooperation!**