

Use of English by Graduates of Qatar University in the Workplace: A Quantitative Analysis

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Abstract

This paper summarizes a study carried by the Documentation and Humanities Research Centre at Qatar University in 2004. It is a field study of the perceived needs and actual uses of English in the workplace by graduates of the university in different fields. A questionnaire was designed to elicit such information. The sample of population was randomly selected from different state and private institutions. The common independent variable here is that they all are graduates of the University of Qatar. The questionnaire comprises three parts: the first pertains to demographic information (such as sex, age, and years of experience), the second part is for perceived needs of English in the workplace, and the third part is for the actual use of the different English language skills in the workplace. In this paper we discuss the quantitative analysis of the use of English in the workplace by the graduates of Qatar university.

Keywords: English use in Qatar, Qatar University graduates in workplace

Qatar is a small state where foreigners outnumber the nationals. As a result, Qatar has a diverse mixture of cultures, languages and social backgrounds. For this reason, English has been used as lingua franca. Expatriates as well as Qataris are looking for good jobs and better employment opportunities, yet, they mostly suffer as they ‘encounter a job market that is changing drastically in the kinds of jobs it can offer to individuals with insufficient English skills’ (Buchanan, 1990).

Qatar University has prepared graduates who have been joining the national workforce since 1977. Many of these graduates are required to use English at varying degree in their jobs. However, there is not a single study that investigates their ability to use English effectively on basis of the English courses they have already had at Qatar University. Evaluation, and consequently judgments, have been impressionistic and anecdotal.

Qutbah (1991) investigated the relationship between Qatar University students' perception of language instruction and achievement, on the one hand, and language use in their future careers, on the other. Qutbah (op cit: 241) used a questionnaire to collect the data of his study. He concluded that the students' academic motivation is lower than their enthusiasm for communicative English. Moreover, their motivation to do hard work is not satisfactory as they remain unaware of the importance of English for their future careers. The striking finding in this research is that most teachers' admit that motivation does not exist. Qutbah (op cit. 247) claimed that the final goal for those students is only to pass their exams.

It is quite evident that the students of the University of Qatar were not being well equipped with the language required for their future careers (Al-Buainain et al, 2010). However, the situation may have changed at the present. Since 1998, the faculties of Engineering and Science have been giving instruction in content subjects in English. In addition, the faculty of Business Administration and Economics started

to do the same since the year 2000. This certainly gives a stronger motivation to learn English than at the time when Qutbah conducted his study. English is no longer another university subject.

The Present Study

The Aims of the Study

- To explore (using quantitative methods) the use of English by graduates of Qatar University in the workplace.
- To gain insights into Qatar University graduates' needs and use of English in the workplace.

The Significance of the Study

The information and results will be of potential use in a number of areas. Specifically, the study can have the following benefits:

- support the continuing development of responsive teaching and learning in English.
- raise general awareness of the employment prospects of Qatar University students.
- bridge the gap between University English and graduate career opportunities.
- Provides implications for shaping content of English courses to meet graduate employment needs and students expectations.

The Research Questions

The present study aims to find answers to the following questions:

- How do the graduates of the University of Qatar assess their English language proficiency level in each language skill (reading, writing, listening, speaking, and translation)?
- What are the work fields these graduates usually join?

- How do the demographic variables (sex, age, schooling, etc.) affect the graduates' EL needs and use in their jobs?
- Which language domains are most used?
- What are the correlations between and among the uses of skills?
- How could the EFL courses at the University of Qatar be developed, modified or adapted to cater of the students' future vocational needs?

The Participants

The sample consists of 644 employees who had finished their education in different faculties at the University of Qatar. Within the frame of this investigation, a systematic control of variables related to heterogeneity of the subjects was not feasible. It was not possible, for example, to control for socioeconomic or motivational and affective (psychological) variables or length of exposure in an English speaking environment. All subjects learnt English through specialized ESL instruction. Some of them who finished their higher studies had limited degrees of exposure to English in a host-language environment. From the responses to the questionnaire which was designed to determine the participants' background (age, sex, nationality, length of exposure to English in a host environment, faculty, higher studies, experience etc), the researchers were able to notice the following differences among the subjects:

- 1) The participants are spanning a range of variety in age and linguistic competence etc.

2) Not all participants followed the same educational programmes. However, we can assume that they had received the same type of ESL instruction and in general terms the same kind of exposure to English (in their classes).

Although the group differs considerably both in language and local culture from the English language and culture, the learners' exposure to/familiarity with Western language and culture through the media and other means has probably diminished this gap (i.e. cultural distance, Byram et al 1991) considerably.

According to place of work the subjects could be divided as follows:

1. Qatar Companies: 119 ; 2. Ministry of Education : 108 ; 3. Ministry of Interior: 96
4. University of Qatar : 90 ; 5. Hamad Hospital: 70 ; 6. Bank Sector : 37 (Qatar National Bank, Grand bank, HSBC Bank and Qatar Islamic Bank) ; 7. Qatar TV & Radio: 32
8. Ministry of Finance: 29 ; 9. Ministry of Accountant: 24; 10. Ministry of Foreign Affairs: 21 ;
11. Qatar Telecommunication (Qtel): 18 ; 12. Qatar News Agency: 16 ;
13. Emiri Dewan: 8

The Data Collection Tool and its Reliability

The Content and Structure of the Data Collection Tool. A questionnaire was designed to collect the data. It consists of 30 questions. The questions are divided into 5 different parts.

- Background information about the participants, e.g. age, type of school attended, number of years of experience (Qs. 1-12)
- Participants' self-valuation of their level of proficiency in 5 different language skills: Reading, Writing, Speaking, Listening and Translation (Qs.13 & 14)
- Needs for each of the above mentioned skills in the workplace (Qs. 15- 21)

- Use of each of the above mentioned skills in the workplace (Qs. 22- 29)
- Qualitative data (Q. 30)

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

The questionnaire was given to colleagues at the University of Qatar for evaluation. The conformity among the evaluators was 85 percent. Few items were adjusted according to comments received from evaluators.

Administration of the Questionnaire. The survey participants were contacted by The Centre of Documentation and Humanities Research. A total of 644 questionnaires were completed or *approximately* 64% of the distributed questionnaires were returned to The Centre. It should be noted here that there were 658 returned questionnaires but 14 of them were not completed.

Data Treatment and Analysis. The data was coded and turned into dichotomous and numerical data as appropriate. Background information was transformed into dichotomous data whereas the data on self-rating of the level of proficiency, needs, and use was transformed into numerical data. The data was then submitted to statistical analysis using SPSS version 11 (Statistical Package for the Social Sciences). The statistical techniques used include frequencies, reliability, analysis of variance, T-tests and Pearson correlation. The analysis was carried out by The Educational Research Centre.

In order to have comparisons of needs and use on the different skills, the scores were computed in percentages. Therefore, all our results are presented in percentages. Percentages were used because the number of items on the areas investigated were not identical. Standardization of raw scores (i.e. converting raw scores into Z scores) was deemed unnecessary. Since Z scores are for comparisons

between different types of tests in the sense that each kind of test measures certain 'skills'. In our case the data are comparable (without the need for Z scores).

Results and Discussion

Overall Results.

The participants' responses varied on :

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

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

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

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

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

The Domains of English Language Use

Language is not used in a vacuum. It is used in specific social, professional, or work situations. These situations of language use are referred to in this research as domains of language use. Each domain – by its requirements – may determine which skill is used. For example, a telephone conversation necessarily involves listening and speaking. However, a domain may involve more than one skill. Note taking, for example, involves listening and writing. In many cases, listening may imply (but not necessarily) the use of speaking. Therefore, a domain is investigated here with regard to the skills that it may require. The domains and the skills investigated in this study are listed below.

- Mail and Correspondence (reading, writing, translation)

- Reports (reading, writing, translation)
- Memos (reading, writing, translation)
- Research (reading, writing, translation)
- Materials on computer (reading, writing)
- Bills (reading)
- Materials for training (reading, writing, speaking, listening, translation)
- Purchasing and Selling (reading, writing, listening)
- Accounts (reading, writing, translation))
- Notes (listening)
- Meetings (listening and speaking)
- Telephone conversations (listening)
- Communication with customers (speaking, listening)
- Communicating with other corporations (speaking, listening)
- Communicating with foreign colleagues (speaking, listening)
- Communicating with Arabic speaking colleagues (listening, speaking)
- Participating in meetings and conferences (listening, translation)

Use of Skills

Overall Use

Here we discuss and compare the extent to which each of the skills is used in the domains stated above. The results are in the form of frequency tables (the number of times a value occurs) and percentages of occurrence of each skill in each domain. The expected number of occurrences is 644 for each frequency of use. Frequency of use extends from 0 to 100 percent of the time. The assumption is that

every skill will occur for each frequency of use. So, each frequency of use (e.g. "never" (zero use), "always" (100 % use) includes the instances of the occurrences of this frequency.

Statistically, frequency can refer to the number of occurrences of a given item for a single subject or for the whole sample of subjects, or to how often this item is used by a single subject or by all the subjects. For example, 50 subjects may report that they read English stuff when they work on the computer. This is a frequency of occurrence. However, they may read in English only occasionally but most of the time they read materials in Arabic language. This is what we mean by frequency of use. Therefore, this study does not only investigate whether a skill is ever used, but it also gives quantitative statistics of how often a skill is used. In this study, the term occurrence is used to refer to the number of cases in which a skill is used whereas frequency is used to refer to how often a skill is used along a scale extending from “never” to ‘usually’.

Percentage of the Occurrence of Each Skill

Table (1) gives detailed statistics of the percentage of the use of the five skills by the total number of participants. Each figure in the following table answers this question: How many participants use a certain skill and how often do they use it?

Table (1): Percentage of the Occurrence of Language Skills

	READING	WRITING	SPEAKING	LISTENING	TRANSLATION
0	8.2	8.4	8.4	8.5	10.7
Valid					
Never	9	8.5	8.2	10.2	19.3
Rarely	15.2	16.9	14.1	15.2	23.3
Sometimes	13.8	17.2	18.6	20.0	20
Usually	22.8	19.9	21.9	21.0	13.5
Always	30.9	29.9	28.9	25.0	13.4

One main result is that the valid cases are above 90% of the total number of the participants of the study except translation, which has 89.3% valid cases. This shows the importance and relevance of each skill to work. The percentage of the general use of each skill shows clearly that all the skills are almost equally used except translation. Reading, writing, speaking, and listening are used "sometimes", "usually" or "always" by an average of 66 % of the participants. These four skills are "always" used by at least a quarter of the participants. Speaking is the most used of all the skills. Translation, on the other hand, is used by only 46.9% within the range from "sometimes" to "always".

A small proportion of the participants (8%, approximately) "never" read, write in, or listen to English. Quite a larger proportion (19.3%) of the participants "never" uses translation. In addition, 23.3% of the participants "rarely" translate from Arabic into English and vice versa in their work. About a quarter of the participants "never" or "rarely" reads and writes in English. The combined percentage of the participants who "never" listen to materials in English and those who "rarely" do so is 25.4%. In addition, speaking has the highest percentage of use within the range of the frequency from 'sometimes'

to “always”. The implication of these figures is that although English is largely used in public service, skills do not occur in the same frequency.

What is the correlation between these skills like? Is the correlation between these skills significant or not? Table (2) contains the correlation coefficient of each two skills. The skills were repeated and reused in analysis to consider all the possible pairs. Spearman's *rho* was the calculated for each pair. Spearman's rho is a rank-order correlation coefficient which measures association at the ordinal level. This is a nonparametric version of the Pearson correlation based on the ranks of the data rather than the actual values.

Table (2): Correlations of Skills

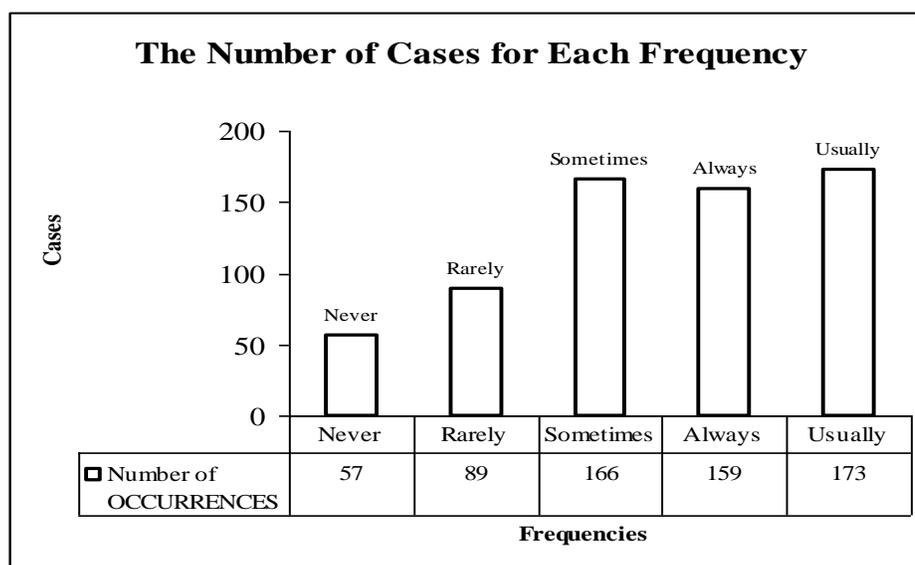
	READING	WRITING	SPEAKING	LISTENING	TRANSLATION
Reading		.720*	.626*	.660*	.624*
Writing	.720*		.616*	.574*	.608*
Speaking	.628*	.616*		.710*	.626*
Listening	.660*	.574*	.710*		.679
Translation	.624*	.608*	.626*	.679*	

The asterisk indicates that the value is significant at .05 level. As can be seen from the correlation coefficients (*rho*), all the pairs (skills) positively correlate with each other. In other words, the skills are linearly related. This simply means that the use of one is more likely to be accompanied by the use of the other. Reading-writing and listening-speaking have the highest linear association than the other pairs.

Where Do the Occurrences Cluster?

In this part, the frequencies of use are compared and contrasted to give an overall picture of the number of occurrences in each frequency. Table (3) and figure (1) display the mean of the number of the occurrences of each frequency.

Table (3) and figure (1): The Cases and Mean of the Number of the Occurrences of Each Frequency of Use



Mean	5.68	9.81	12.82	18.37	20.68
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Only 57 participants reported that they "never" use English in their workplace. This constitutes a small percentage (8.85%) of the total number of participants. The combined number of the participants who use English within the high frequency from "sometimes" to "always" are 498 (77.32%). A small number (89) "rarely" use English. This clearly indicates that most of the occurrences cluster within the higher range of frequency (sometimes-always).

Are these differences statistically significant? What is most important here is whether English is "always" used significantly more than other frequencies. The results of Levene test of homogeneity for

variance show that the significance value (.000) is smaller than .05. Multiple comparisons using Dunnett C show that English is significantly used more at the highest frequency (always) than at the other frequencies. The differences between the use of English all the time (always) and the use of English in other frequencies are significant at .05 (see Table 4).

Table (4): Multiple Comparisons of the Frequencies

Pairs	MEAN DIFFERENCE (1-2)
Usually (1) vs. Never (2)	14.99*
Usually (1) vs. Rarely (2)	10.87*
Usually (1) vs. Sometimes (2)	7.86*
Usually (1) vs. Always (2)	2.31*

* = the difference between the means is significant at .05

This, however, is a general picture. It neither shows within-group variations nor where (in which domain) each skill is used. Are the skills equally used in all domains? This question will be answered in the following sections.

Interim Summary

The results have shown that English is extensively (across the whole sample of participants in different jobs) and intensively (at a high frequency) used. All the skills of language (reading, writing, listening, speaking, and translation) are used in the workplace by the majority of the sample. In addition, the use of one skill seems to entail the use of other skills. However, reading-writing and listening-speaking seem to have a stronger linear relationship than the other pairs of skills.

Interaction of Independent Variables with the Use of English

In this subsection, the interaction of the independent variables with the use of English will be examined. The independent variables include job, type of school, and gender, experience, and age.

Types of Jobs and the Use of English. How does the type of job determine the amount of the use of English? Table (5) shows the mean of the occurrences of the use of English for each job type. Are there any variations among the participants vis-à-vis their job? The assumption is that not all jobs necessarily require the use of English.

Table (5): The Use of English by Different Job-based Groups

JOB	N	MEAN	STD DEVIATION
Engineers	40	20.70	4.21
Computer technicians	13	20	5.08
Lab keepers	3	20	2.65
Typists	20	18.70	4.57
Lab technicians	53	18	5.19
Interpreters	3	16	1.73
Administrators	139	14.59	5.87
Other	294	14.3	7.85
Accountants	42	13.9	6.91
Secretaries	33	13.33	6.82
Pharmacologists	4	11	8.52

It should be noted that the number of the participants who are lab keepers (3), interpreters (3), and pharmacologists (4) is too small to allow for generalizations about the populations these samples represent. Therefore, what will be said about these small groups must not be given more weight than it deserves. What does the mean in this table represent? The maximum expected value – which means full use of the English at the highest frequency - is 25 for each individual. The further the mean from this point is, the lower the use of English. The means are ordered from the highest to the lowest. Pharmacologists are at the bottom of the list. This simply means that English is used the least by this group compared to the other groups. Engineers, lab keepers, computer technicians, typists, and lab technicians scored a high mean of 18 and above. Engineers use English the most (mean = 20.7).

Although pharmacologists form a small group, they showed the lowest degree of group homogeneity (Std = 8.52). Their responses are dispersed from 0 (minimum value occurred) to 25 (maximum value occurred). This gives another reason for not considering the statistics for this sample as representative of the population of pharmacologists. Interpreters have the highest degree of group homogeneity (Std = 1.73). Their responses vary from 15 (minimum) to 18 (maximum). This could be a statistical artifact resulting from the small size of the group. Of the three top jobs, lab keepers form the most homogeneous group (Std = 2.65). Although engineers use English the most, the means of their responses relatively stretch over a wide range extending from 0 to 25.

Are these differences among job-based groups statistically significant? LSD multiple comparisons test was used to assess the significance of these differences. The results are shown in table (6). It must be stated that the method used (in which means are reused several times in different comparisons) has a limitation. The more times a mean gets compared with others in repeated statistical tests, the more chances it has to come out as significantly different just by chance, not reflecting a real population difference.

In table (6), the minus sign (-) indicates that the mean of the group in question is lower than the mean of the other group. For example, the first group compared is Lab technicians vs. secretaries. The mean group lab technicians is different from the mean group of secretaries by 4.57. This means that the mean group of lab technicians is higher more than the mean group of secretaries 4.57. Only the significant differences have been included in the table.

Lab technicians use English significantly more than secretaries ($F = .021 < .05$), pharmacologists ($F = .048 < .05$), administrators ($F = .022 < .05$), and accountants ($F = .004 < .05$). However, they use less English than engineers, computer technicians, and lab technicians. The mean of the secretaries' group is significantly lower than that of engineers ($F = .000 < .05$), typists ($F = .006 < .05$), and lab technicians ($F = .003 < .05$). Secretaries use less English than all the other groups except the pharmacologists. Pharmacologists, on the other hand, use less English than all the other groups as seen in the negative mean differences. However, only two groups use significantly more English than this group. These are engineers ($F = .000 < .05$) and computer technicians ($F = .021 < .05$).

The group mean of engineers is higher than that of any other group. However, the differences between this group and each of the other groups are not all significant. Only three of them are significant. These include engineers-secretaries ($F = .000 < .05$), engineers-administrators ($F = .000 < .05$), and engineers-pharmacologists ($F = .007 < .05$).

Table (6): Multiple Comparisons of the Means of Job-based Groups

GROUPS COMPARED	MEAN	SIGNIFICANCE AT
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	DIFFERENCE	.05
Lab technicians vs. other groups		
Lab technicians vs. secretaries	4.57*	.002
Lab technicians vs. pharmacologists	7.00*	.048
Lab technicians vs. other	3.70*	.000
Lab technicians vs. administrators	3.41*	.022
Lab technicians vs. accountants	4.100*	.004
Secretaries vs. other groups		
Secretaries vs. engineers	-7.37*	.000
Secretaries vs. Typists	-5.37*	.006
Secretaries vs. lab technicians	-6.67*	.003
Pharmacologists vs. other groups		
Pharmacologists vs. engineers	-9.707*	.007
Pharmacologists vs. computer technicians	-9.00*	.021
“Other” Jobs vs. other groups		
“Other” Jobs vs. engineers	-6.40*	.000

“Other” Jobs vs. typists	-4.40*	.005
“Other” Jobs vs. computer technicians	-5.701*	.003
Engineers vs. other groups		
Engineers vs. administrators	6.11*	.000
Engineers vs. accountants	6.80*	.000
Administrators vs. other groups		
Administrators vs. typists	-4.11*	.012
Administrators vs. lab keepers	-5.41	.173
Administrators vs. computer technicians	-5.41*	.006
Typists vs. other groups		
Typists vs. Accountants	4.80*	.010
Computer technicians vs. other groups		
Computer technicians vs. accountants	6.10*	.005

* = the difference between the means is significant at .05

Administrators use English less than engineers, lab keepers, computer technicians, typists, lab technicians, and interpreters. This group is significantly different lab technicians ($F = .033 < .05$),

engineers ($F = .000 < .05$), typists ($F = .012 < .05$), and computer technicians ($F = .006 < .05$). Administrators use English relatively more – but not statistically significant - than secretaries, accountants, and pharmacologists.

The mean group of typists is significantly higher than the mean group of secretaries ($F = .006 < .05$) and administrators ($F = .017 < .05$).

To summarize, 20 pairs were found to be significantly different out of 36 discrete pairs. Therefore, we can conclude that the type of job has a significant influence on the extent English is used. The results showed that engineers, lab keepers, computer technicians, and typists use English the most. A plausible question to ask here is whether this frequent use of English is determined by job or the type per se or the nature of the materials used. These participants may deal with English because it is the language of incoming information and products. This may explain the big difference between these groups and the other groups.

The Interaction of Type of School with the Use of English. Does the type of school attended affect the frequency of the use of English? Four types of schools were included in this investigation: government schools, private school, language institutes/centers, and foreign schools. The mean of the occurrences of the use of English in the data, together with standard deviation, is shown in table (7) for each type of school. The schools are rank ordered in terms of the size of the mean with the exception of the missing cases (0) and "other".

Table (7): Types of School and the Use of English

TYPE OF SCHOOL	N	MEAN OF USE	STD DEVIATION
Valid	50	4.88	1.11
Other	31	18.48	7.3
Private schools	10	18.40	5.50
Language institutes	68	17.50	5.58
Foreign schools abroad	39	17.31	6.79
Government schools	446	15.6	6.31

The figures in table (7) show clearly that the graduates of private schools have the highest mean whereas the graduates of government schools have the lowest mean. Graduates of foreign schools and those who attended language courses at language institutes have similar means. All the groups show a relatively low degree of group homogeneity as can be concluded from the high values of standard deviation. This may indicate that the frequency of use of English varies considerably within each group.

Are these differences between the means of school-based groups statistically significant? Multiple comparisons tests were conducted using LSD (Table 8).

Table (8): The Significance of the Difference between Pairs of School-based Groups

GROUPS COMPARED	MEAN DIFFERENCE	SIGNIFICANCE AT .05 LEVEL
Government schools vs. other groups		
Government schools vs. private schools	-2.80	.168
Government schools vs. language institutes	-1.90*	.022
Government schools vs. foreign schools	-1.71	.107
Private schools vs. other groups		
Private schools vs. language institutes	.90	.576
Private schools vs. foreign schools	1.09	.627
Language institutes vs. other groups		
Language institutes vs. foreign schools	.19	.880

Only one pair has significant difference. The mean of occurrences of language use of the graduates of government schools is significantly lower than that of those who attended language institutes ($F = .022$). The other groups comprising each of the other pairs are not significantly different. This indicates a marginal effect of type of school on the extent English is used. The significant difference between these school-based groups is in the level of competence (quality of language use – so to speak) and not in the extent of the use of language. The reason for this is that the need for using the language is similar for all the groups, (Al-Buainain et al. 2010).

Gender Factor. Thus far, we have seen that job-based groups show, generally significant differences whereas school-based groups do not. In this section, the gender factor is considered. Table (9)

contains the number of females and males, the mean of their use of English, and the standard deviation of these means.

Table (9): The Difference in the Use of English between Males and Females

Sex type	N	Mean	Std
Males	295	16.66	6.38
females	349	14.07	7.39

Males use English slightly more than Females. Is this difference related to gender differences or other factors? The data we have does not allow us to conclusively answer this question.

Years of Experience. The study includes five experience-based groups according to number of years: 1-4 years, 5-8 years, 10-15 years, 15-19 years, and 20-25 years. The mean of use of English for each group is shown in table (10).

Table (10): The Use of English by Different Experience-based Groups

Groups	N	Mean	Std
1-4 years	258	16.01	7.03
5-9 years	136	16.82	6.88
10-14 years	116	14.16	7.16
15-19 years	87	14.22	6.76
20-25 years	48	16.57	7.31
Total	644		

The participants who have 1-4 years experience form 40.06% of the total number of participants. The participants who have 5-9 years experience have the highest mean of language use. However, there is a wide range of within-group variation as the high standard deviation indicates. Are these differences between the groups statistically significant? Multiple tests of comparisons were performed to determine this. Table (11) includes the results of these comparisons. Table (11) displays the result of the Levene test for homogeneity of variances among experience-based groups.

Table (11): The Significance of the Difference between Pairs of Experience-based Groups

GROUPS COMPARED	MEAN DIFFERENCE	SIGNIFICANCE AT .05 LEVEL
1-4 years vs. other groups		
5-9 years	-1.81	.015
10-14 years	.84	.282
15-19 years	.79	..364
20-25 years	-1.66	.133
5-9 years vs. other groups		
1-4 years	1.81	.015
10-14 years	2.68	.003
15-19 years	2.60	.007
20-25 years	.14	.895
10-14 years vs. other groups		
1-4 years	-.84	.282

5-9 years	-2.56	.003
15-19 years	-5.46E-03	.956
20-25 years	-2.50	.038
15-19 years vs. other groups		
1-4 years	-.79	.364
5-9 years	-2.50	.007
10-14 years	-5.46E-03	.956
20-25 years	-2.45	.052
20-25 years vs. other groups		
1-4 years	1.56	.133
5-9 years	-.16	.895
10-14 years	2.50	.038
15-19 years	2.45	.052

The statistics in table (11) show that the pairs that have significant differences are 1-4 years vs. 5-9 years, 5-9 years vs.10-14 years, 5-9 years vs. 15-19 years, and 10-14 years vs. 20-25 years. Participants who have 20-25 years of experience are not significantly different from those who 1-4 years experience. This result shows that years of experience do not seem to have a strong effect on the amount and frequency of use of English. The participants who have 10-14 years experience use English significantly less than those who have less experience (5-9 years). In addition, the participants who have 15-19 years experience use significantly less English than some of those who have less experience (5-9 years). The

participants who have the least experience (1-4 years) use English more than some of those who have more experience (10-14 years and 15-19 years).

These results show that there is no systematic relationship between years of experience and the amount and frequency of use of English. So, the variations in the use of English among the participants seem to result from other factors. So far, only type of job has been found to affect the rate and frequency of use. This gives a strong indication that the amount of English used in the workplace does not seem to be determined by personal factors. It is, rather, the result of job requirement.

Age Factor. In this section, the age factor will be investigated. The participants are divided into four age groups: 20-29 year olds, 30-39 year olds, 40-49 year olds, and 50+ year olds. As can be seen in table (12), the majority of the participants fall below 40 years of age. About 45% of the participants are below the age of 30.

Table (12): The Use of English by Different Age groups

Groups	N	Mean	Std
20-29 year olds	290	15.66	6.68
30-39 year olds	246	14.28	7.37
40-49 year olds	97	15.76	7.38
50+year olds	11	16.64	5.97

It seems that there is a systematic proportional relationship between age and the use of English. The older the employee, the more likely he/she uses relatively more English. Table (12) shows that the oldest participants (50+ year olds) have the highest mean. However, 30-39 year olds use English less than

20-29 year olds. Another finding is that there is, generally, a relatively high degree of within-group variation.

The differences between groups are not all statistically significant. Table (13) contains the significance value at .05 for each pair.

Table (13): The Significance of the Difference between Pairs of Age Groups

GROUPS COMPARED	MEAN DIFFERENCE	SIGNIFICANCE AT .05 LEVEL
20-29 year olds vs. other groups		
30-39 year olds	1.58*	.010
40-49 year olds	9.57E-02	.908
50+ year olds	-.78	.719
30-39 year olds vs. other groups		
20-29 year olds	-1.58*	.010
40-49 year olds	-1.49	.078
50+ year olds	-2.36	.277
40-49 year olds vs. other groups		
20-29 year olds	9.57E-02	.908
30-39 year olds	1.49	.78
50+ year olds	-.87	.696
50+ year olds vs. other groups		

20-29 year olds	.78	.719
30-39 year olds	2.36	.277
40-49 year olds	.87	.696

The only pair that has a significant difference is 20-29 year old vs.30-39 year olds. This result is an indication that age may not have a significant role in the use of English. Although the slightly increasing use of English with age cannot be overlooked, we could not establish a trend from the results.

Domains of Language Use

Here we will consider the frequency and percentage of the use of each skill in each domain. The approach adopted in the presentation of the results is both descriptive and comparative. That is, we will report the results of the use of each skill in detail in comparison to other skills in the same domain. This section is divided into the same domains stated above.

Dealing with Mail. The skills of reading, writing and translation were investigated in relation to dealing with mail and correspondence. It is obvious that listening and speaking are not included here because we are dealing with written material.

Table (14): The use of English in Dealing with Mail and Correspondence

	READING	WRITING	TRANSLATION
0	10.7	13.4	13.5
Valid			
Never	17.7	24.4	25.5
Rarely	14.3	12.4	22.5

Sometimes	15.5	14.0	19.9
Usually	17.1	13.5	11.6
Always	24.7	21.3	7.0

The figures in Table (14) show that there are fewer people who write memos than those who read them. Forty one percent of the participants read mail "usually" or "always" while only 34.8% write letters within the same frequency. In contrast, only 18.6% use translation all or almost all of the time.

Reports. Reports are printed material. Therefore, only reading, writing, and translation have been included in this study. Table (15) includes the percentage of the occurrence of a range of frequencies of use for these skills.

Table (15): The Percentage of the Occurrence of the Use of English in Dealing with Reports

	READING	WRITING	TRANSLATION
0	10.7	12.0	12.7
Valid			
Never	17.5	26.3	29.7
Rarely	14	12.7	28
Sometimes	14	13.5	16.8
Usually	18.8	13	11.3
Always	25.2	22.5	6.5

The number of the participants who reported that they read reports in English is greater than that of those who reported that they used writing. 58% claimed that they read reports in English "sometime",

"usually" or "always" whereas only 49% write reports in English within this high frequency. In contrast, one-third reported that they "never" use translation and another one-third claimed that they "rarely" translate reports. Another striking difference between these three skills is that only 6.5 % of the participants reported that they "always" use translation. Reading reports, in contrast, is "always" performed by a quarter of the participants.

These results are not surprising given the fact that most of the jobs included in the analysis do not require translation as a major activity. A typist's or a lab technician's job, for example, does not require translation. If they do, it is an occasional activity.

Dealing with Memoranda. The frequency of the use of English in dealing with memoranda is tabulated below.

As can be seen, this research deals with written messages. As a result, only the skills of reading, writing, and translation are included in the analysis.

Table (16): The Frequency of Using English in Dealing with Memoranda

	READING	WRITING	TRANSLATION
Valid 0	11.3	12.6	13.8
Never	20.7	29	32
Rarely	15.5	14.5	21.7
Sometimes	12.7	13.2	16.1
Usually	16	11.3	9.6
Always	23.8	19.3	6.7

The frequency of using English in dealing with memoranda is similar to that of dealing with reports and mail. Translation is less frequently used than reading and writing. About a third of the participants "never" use translation. Slightly more than half of the participants (52.7) fall in the lower range of frequency ("never" and "rarely"). Writing memos in English is not significantly different from the use of translation; 43.5% of the participants fall in the lower range of frequency. In contrast, only a third, approximately, "never" or "rarely" read memos in English. At the highest end of the frequency (sometimes-always), about half of the participants reported that they read memos in English whereas only one-third use translation. The number of the participants who reported that they write memos in English is smaller than the number of the participants who read memos in English, but it is more than those who translate. Why are there fewer participants writing memos in English than those who read memos written in English? The answer is simple. The people who write memos are those who lead teams. A member in a team may "rarely" write a memo.

Research. The skills included here are reading, writing, and translation. The percentage of the occurrence of the use of each of these skills is given in table (17).

Table (17): The Frequency of the Use of English in Research

	READING	WRITING	TRANSLATION
0	13.0	15.1	14.9
Valid			
Never	21.4	29.2	35.2
Rarely	14.4	15.2	22.7
Sometimes	15.4	11.5	13.4
Usually	14.1	10.4	8.2

Always	21.6	18.5	5.6
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One of the essential findings is that a high proportion of the participants left the question on this part unanswered (invalid cases). This is an indication of the irrelevance of this domain to these participants. About half of the participants reported that they read research in English at varying frequencies extending from "sometimes" to "always". In contrast, slightly more than half the population of the participants (57.9%) does not use translation in research whereas slightly less than half of the participants (44.4%) write research in English. A small proportion of the participants (27.2%) use translation at a high frequency (sometimes-always) compared to the occurrence of reading research in English (51.1%). Writing research in English is less frequently used than reading research written in English. This picture is natural as the frequency of reading research is usually higher than writing research.

Accounts.

Table (18): The Percentage of the Frequency of the Use of English in Accounts

	READING	WRITING	TRANSLATION
0	13.8	14.6	15.5
Valid			
Never	25	32.8	37.7
Rarely	15.2	14.4	20.2
Sometimes	13.7	12.3	14.8
Usually	12.2	9.9	6.7
Always	20	16	5.1

A higher percentage of the participants than for writing research left this unanswered. As with research, translation is the least used of the three skills; 57.9% of the participants fall within the lowest frequency range (never-rarely). In contrast, 40% of the participants read accounts in English and 47.2 % write accounts in English within the same low frequency range. As can be seen, English is the least used in accounts of all the other domains discussed so far. 45.9% of the participants read accounts in English at the high range frequency (sometimes-always). In contrast, 51.1% of the participants read research, 52.5% read memos, and 58.3 % read mail in English within the same high range frequency. A small number of participants (37.3%) reported that they write accounts in English compared with those who write memos (43.8%), letters (44.8%), and research (40.4) in English.

These statistics are, however, misleading because the frequency for each skill is calculated out of the expected frequency for the total number of participants. Accounting is a specialized area that is practiced by accountants. The inclusion of participants other than accountants will certainly lower the percentage of the frequency for this domain. The frequency of the use of accounting by lab technicians, computer technicians, interpreters, and general administrators is certainly low because this activity is not usually within their day-to-day job. Therefore, it will be more *illuminating* to study the use of English by this group by considering the number of individuals in this subgroup and excluding the other groups. Table (19) shows the means for the need, self-rated competence, and use of English by accountants.

Table (19): The Mean of Need for English, Competence, and Use of English by Accountants

	COMPETENCE	NEED	USE

Mean	13.57	15.10	13.9
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Accountants' need for English in their work is low. Therefore, it is not surprising that English is not frequently used in this domain.

Materials on Computer. This domain involves reading and writing. The results of this domain are summarized in table (20).

Table (20): The Percentage of the Frequency of the Use of English in Computer Work

	READING	WRITING
Valid 0	12.4	13.5
Never	16.6	24.5
Rarely	11.6	11.2
Sometimes	14.4	11.5
Usually	17.2	13.8
Always	27.6	25.5

About half of the participants (50.8) claimed that they "sometimes", "usually" or "always" write in English when they work on computer. Within the same range of frequency, 59.2 % read computer material in English. One quarter, approximately, of the participants do not write in English when working on computer. In contrast, only 16.6% "never" read computer material in English. Table (21) gives a detailed picture of computer scientists' needs and use of English. This table displays the mean, lower and

upper bounds of mean, minimum, and maximum values of need and use of English by computer technicians.

Table (21): Descriptive Statistics of the Need and Actual Use of English by Computer Technicians

	MEAN	MEAN LOWER BOUND	MEAN UPPER BOUND	MINIMUM	MAXIMU M	STD
Need	20.08	18.08	22.07	15	24	3.3
Use	20	16.93	23.07	9	25	5.08

These figures indicate that computer scientists have a great need for English. The difference between the mean and the maximum value is small indicating little variation among the members of the group. Std of the values of "need" is smaller than that of "use". This indicates higher group homogeneity in language needs than language use. This difference in within-group variation between needs and use is also reflected in the minimum and maximum values for each; the difference between the minimum and maximum values for need is $24 - 15 = 9$ whereas that of use is $9 - 25 = 16$. This indicates that the responses of the computer technicians for language use vary across a wider range of values than those for need. Therefore, the mean of language need scores is a more valid representative of the group than that of use.

Bills. The domain of dealing with bills includes only reading. Table (22) presents the percentage of the frequency of reading bills in English.

Table (22): The Percentage of the Frequency of the Use of Reading Bills Written in English

	READING
0	14.8
Valid	
Never	25.3
Rarely	14.1
Sometimes	14.4
Usually	12.7
Always	18.8

The figures above show that a considerable percentage of participants (45.9 %) read bills in English at a high frequency (sometimes-always). A quarter of the participants reported that they "never" read bills in English.

Materials for Training. Training is a domain that involves all language skills (reading, writing, listening, speaking, and translation). The results of the use of English in training are presented in table (23).

Table (23): Percentage of the Frequency of the Use of English in Training

	Reading	Writing	Listening	Speaking	Translation

Valid 0	15.1	15.7	14.1	15.4	15.5
Never	24.4	15.7	25.3	26.4	32.2
Rarely	12.7	29.8	14.1	18.3	21.3
Sometimes	15.1	14.3	16.1	19.9	16.5
Usually	13.2	12.3	11.6	10.6	8.1
Always	19.6	10.7	18.6	9.9	5.4

47.9% of the participants read English material in English for training at a high frequency range (sometimes-always). A similar number uses listening (46.4%) within the same frequency range. Writing and translation are the least used. Speaking occurs in a relatively low percentage compared to reading and listening. However, about a quarter of the participants reported that they "never" use reading and listening. Writing is "sometimes", "usually", or "always" used in training by 37% of the participants. 32.2% "never" use translation in training. The general picture that emerges from these figures is that it seems that receptive skills (reading and listening) are used more than productive skills (writing and speaking).

Although the percentage of the frequency of the use of English is relatively high across the sample of the participants, it is not as high as expected given the fact that training involves active participation (writing notes, asking questions, listening to others, and reading, etc.). One possible answer to this is the relatively low need for the English language in training. Another explanation is that many of the training sessions may be held in Arabic. The data collected for this survey is holistic in nature. No data was collected specifically on the needs for each domain. Therefore, it is difficult to assess the extent of the use of English in training.

Purchasing and Selling. The skills included for this domain are reading, writing, and listening. The percentages of the frequency of the use of these skills are in table (24).

Table (24): Percentage of the Frequency of the Use of English in Purchasing and Selling

	Reading	Writing	Listening
0	16	17.1	17.1
Valid			
Never	30.9	34	32.5
Rarely	13.8	13.5	11.2
Sometimes	10.9	10.6	12.6
Usually	11.3	8.9	11.6
Always	17.1	16	15.5

The frequency of reading in purchasing and selling is relatively low compared to reading in other domains. 30.9% of the participants "never" use reading in this domain. This percentage, together with the instances of "rare" use of reading, makes 44.7%. A few participants use reading "sometimes", "usually" or "always". Writing is the least used. 34% "never" use writing in this domain and only 21.1% claimed that they "sometimes", "usually" or "always". use writing in English. Listening is "sometimes", "usually" or "always" by 39.7% of the participants. This percentage is slightly higher than the use of

reading. However, one third of the participants reported that they "never" use listening in Purchasing and Selling.

Meetings. Meetings form a communicative domain that may involve all language skills. In this study, only listening and speaking are included. The aim is to explore if civil servants need English to function adequately in meetings. The results of language use in this domain are summarized in table (25).

Table (25): Percentage of the Frequency of the Use of English in Meetings

	Speaking	Listening
Valid	11.8	12.6
Never	20	17.1
Rarely	13.4	13.5
Sometimes	16.6	17.4
Usually	16.1	17.1
Always	23.1	22.4

The figures in Table (25) clearly indicate that English is used in meetings and conferences. 55.8 instances of speaking occur within the high range of use that extends from "sometimes" to "always". Listening is used in a similar frequency (56.8%) within the same range. A small percentage "never" uses these skills in this domain.

Communicating with Customers and Other Corporations. In this section, we will include the domains of communicating with customers and communicating with other corporations. The reason

behind this is to investigate the extent of the use of English in communication with the outside world.

Tables (26) and (27) present the percentages of the use of speaking and listening, respectively.

Table (26): Percentage of the Frequency of Speaking in Communicating with Customers and Other Corporations

	Communicating with customers	Communicating with other corporations.
Valid	13	13.5
Never	16	15.8
Rarely	15.8	15.8
Sometimes	18.5	20.7
Usually	17.2	16.6
Always	18.4	17.5

The statistics in table (26) give a strong indication that English is used with a high frequency in both communicating with customers and other corporations. A glance at these figures shows that speaking is used almost equally frequently in these two domains. The percentage of the frequency of the use speaking within the range from "sometimes" to "always" is 54.1% when communicating with customers and it is 54.8 % when communicating with other corporations. Only 15 % of the participants "never" speak in English and 15.8% "rarely" do so with customers and other corporations in English.

All this is an indication that English is a reality in everyday communication with both customers and other corporations. Table (27) displays the percentages of the frequency of the use of listening in the same domains.

Table (27): Percentage of the Frequency of Listening in Communicating with Customers and Other Corporations

	Communicating with customers	Communicating with other corporations
Valid	11.8	12.6
Never	16.8	17.2
Rarely	16.1	16.6
Sometimes	18.3	20.7
Usually	18.3	14.9
Always	18.6	18

So far, we have discussed the use of speaking. Listening is the other side of the coin. The results in table (27) reflect a trend similar to that which we have seen in table (26). 55.2 % of the participants "sometimes", "usually" or "always" listen to customers speaking in English. A similar percentage (53.6%) of participants listens to individuals from other corporations speaking in English. Only a small number of participants "never" engage in listening to. These are likely to be the same persons who reported that they "never" engage in the activity of speaking in English with customers and other corporations.

Communicating with Co-workers. For the purpose of this research, co-workers are categorized into Arabic speaking and non-Arabic speaking. The results are shown in two tables: one for listening and the other for speaking.

Table (28): Percentage of the Frequency of the Use of Speaking in Communicating with Co-workers

	Communicating with Arabic speaking co-workers	Communicating with non-Arabic speaking co- workers
0 Valid	14.3	11.8
Never	26.4	18.5
Rarely	18.3	13.8
Sometimes	19.9	15.8
Usually	10.5	16.3
Always	9.9	22.8

The inside communication also shows that English is used even among Arabic speaking employees for the purpose of work. However, there is a clear difference in the percentage of speaking depending on whether the participants in the communicative situation are both Arabic speaking or including both Arabic-speaking and non-Arabic speaking individuals. English is "never" used when the participants are Arabic speaking in 26.6% of the cases. Only 9.9% indicate that they "always" speak in

English with Arabic speaking co-workers whereas 22.8% reported that they "always" speak in English with non-Arabic speaking co-workers. A high percentage of speaking (41.3) in English with Arabic speaking co-workers occurs within the range of 'sometimes" to "always". On the other hand, the percentage of speaking with non-Arabic speaking co-workers is 54.9%.

Table (29): Percentage of the Frequency of the Use of Listening in Communicating with Co-workers

	Communicating with Arabic speaking co-workers	Communicating with non-Arabic speaking co-workers
Valid	11.3	13.2
Never	26.4	18.2
Rarely	18	15.4
Sometimes	19.9	15.1
Usually	12.1	18.1
Always	10.4	23.9

Listening is used with a frequency similar to speaking in communicating with both Arabic speaking and non-Arabic speaking co-workers. This is not surprising because speaking entails listening and vice versa in most natural communicative situations.

Conclusion

The result shows that English in all its skills is used extensively in civil service. It is also evident that these skills correlate with each other. In addition, English is used at a high frequency. The statistics have proved that the type of job affect the extent and the frequency of English use. It is also proved that the language skills, although extensively used, vary significantly. Furthermore, the use of skills varies from one domain to another. In other words, not all the skills are used at the same rate in all communicative situations.

However, the results concerning the job-based group may not apply to the populations that the sample of participants represent because the samples are too small. A further study should consider a large sample for each job-based group to help reach adequate and statistically reliable conclusions. Also we have to be careful when interpreting the results since it could be argued that the data doesn't represent the actual use it discusses the frequency of use. Nonetheless, the study gives us an actual data, which we can rely on, of the use of English in Qatar by graduates.

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