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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

*The Impact of English Language Proficiency on
Job Opportunities for Graduates in the Gaza Strip*

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Islamic University of Gaza
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Master of Business Administration



***The Impact of English Language Proficiency on Job
Opportunities for Graduates in the Gaza Strip***

أثر إجادة اللغة الانجليزية على فرص العمل للخريجين في قطاع غزة

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ ختام محمد حامد عكيلة لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

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The Impact of English Language Proficiency on Job Opportunities for Graduates in the Gaza Strip

وبعد المناقشة التي تمت اليوم الأربعاء 30 ذو الحجة 1436هـ، الموافق 2015/10/14م الساعة

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والله ولي التوفيق ،،،

شئون البحث العلمي والنائب الرئيس لشئون البحث العلمي والدراسات العليا

.....

أ.د. عبدالرؤوف علي المناعمة



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"قالوا سبحانك لا علم لنا إلا ما
علمتنا إنك أنت العليم الحكيم"

(سورة البقرة، الآية، 32)

"They said, Glory to Thee: of knowledge. We have none, save what Thou Hast taught us: in truth it is Thou Who art perfect in knowledge and wisdom."

(II.32)

Dedication

I would like to dedicate my work to my beloved family and friends, and to all those who helped me throughout this thesis.

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List of Abbreviations

Abbreviation	Full Form
ELP	English Language Proficiency
WBGS	West Bank and Gaza Strip
CAF	Complexity, Accuracy and Fluency
ESP	English for Specific Purposes
NGO	Non-Governmental Organization
INGO	International Non-Governmental Organization
HEI	Higher Education Institution
PCBS	Palestinian Central Bureau of Statistics
L2	A second or foreign language
ESL	English as a Second Language
EFL	English as a Foreign Language
NNES	Non-Native English Speakers
EMI	English as a Medium of Instruction
MUET	Malaysian University English Test

Abstract

This research aims to examine the impact of English language proficiency (ELP) on job opportunities for graduates in the Gaza Strip. Previous studies and other literature were reviewed and hypotheses were formulated to furnish the research's queries and objectives.

The researcher applies the descriptive analytical approach and utilizes qualitative and quantitative data collected through a questionnaire and interviews. One thousand questionnaires were distributed to the research random sample of graduates from various specializations, with focus on English and Arabic commerce graduates in the five universities of the Gaza Strip, namely, Al-Azhar University, Islamic University, Al-Aqsa University, University of Palestine and Al-Quds Open University. Eight hundred seventy seven questionnaires have been retrieved making a response rate of (87.7%).

The research proves that there is a significant positive relationship between English language proficiency (ELP) and job opportunities for graduates in the Gaza Strip with correlation coefficient of (0.35). ESP courses and Writing Skills are found to be the most effective dimensions on job opportunities with correlation coefficient of (0.30) and (0.40), respectively. Graduates' ELP demonstrates a moderate level with relative weights of (65.5%), (63.0%), (62.0%), (59.7%) and (58.9%) for fluency, writing skills, accuracy, ESP courses and pre-university knowledge, respectively, while the dimension of Job opportunities' relative weight proves to be (74.4%). Finally, the results reveal that there are statistical differences in the responses of the research sample regarding the impact of ELP on job opportunities for graduates due to demographic traits except for age and graduate's university.

The research recommends both universities and Higher Education Ministry to take certain measures to enhance graduates' ELP with focus on workplace-related competencies. The research further proposes English teaching to follow teaching-in-English approach and to re-design English tertiary curriculum taking into consideration employers' and labor market's needs. Cooperation between the Faculty of Commerce and English Department is highly recommended so as to supply the labor market with English competent graduates capable of competing in the global economy.

Abstract in Arabic Language

تهدف هذه الدراسة إلى التعرف على أثر اجادة اللغة الانجليزية على فرص العمل للخريجين في قطاع غزة, ولقد تم مراجعة الدراسات السابقة والأدبيات الأخرى المتعلقة بموضوع الدراسة وصياغة الفرضيات للإجابة على تساؤلات الدراسة وتحقيق أهدافها.

تعتمد الباحثة على المنهج الوصفي التحليلي وتستخدم البيانات الكمية والنوعية التي تم جمعها بواسطة الاستبانة والمقابلات، ووزعت ألف من الاستبانات على عينة عشوائية من خريجي مختلف التخصصات - مع التركيز على خريجي كلية التجارة بقسميها العربي والانجليزي- في خمس جامعات في غزة وهم الجامعة الإسلامية وجامعة الأزهر وجامعة فلسطين والأقصى والقدس المفتوحة, ولقد تم استرداد (877) استبانة بمعدل استجابة بلغ (87.7%).

تظهر نتائج الدراسة وجود علاقة ذات دلالة إحصائية بين اجادة اللغة الانجليزية وفرص العمل للخريجين في قطاع غزة حيث يبلغ معامل الارتباط (0.35) ، وأن دورات اللغة الانجليزية للأغراض المحددة ومهارات الكتابة في اللغة الانجليزية هما الأكثر ارتباطا بفرص العمل حيث يبلغ معامل ارتباطها (0.40) و (0.30) على التوالي. يبلغ مستوى اجادة اللغة الانجليزية عند الخريجين مستوى متوسط بأوزان نسبية بلغت (65.6%) و (63.0%) و (62.0%) و (59.7%) و (58.9%) بالترتيب لكل من الطلاقة ومهارات الكتابة و الدقة و دورات اللغة الانجليزية للأغراض المحددة وخبرات ما قبل الجامعة، أما مستوى فرص العمل لمجيدي الانجليزية يبلغ (74.4%). كما تكشف النتائج عن وجود فروق ذات دلالة إحصائية في إجابات المبحوثين بخصوص أثر اللغة الانجليزية على فرص العمل للخريجين في قطاع غزة تعزى للخصائص الشخصية ما عدا العمر والجامعة التي درس فيها الخريج .

توصي الدراسة كلاً من الجامعات ووزارة التعليم العالي باتخاذ الاجراءات التي تعزز اجادة اللغة الإنجليزية مع التركيز على المهارات والمعارف المتعلقة بالعمل، كما وتحت الدراسة على تبني التدريس باللغة الانجليزية واعادة تصميم مناهج اللغة الانجليزية في التعليم العالي مع أخذ وجهة نظر أرباب العمل والسوق بعين الاعتبار, وتوصي الدراسة بضرورة التعاون بين كلية اللغة الانجليزية وكلية التجارة لتزويد سوق العمل بخريجين ذوي كفاءات قادرين على التنافس في الاقتصاد العالمي.

Chapter One
The General Framework

Introduction

Problem Statement

Research Variables

Research Hypotheses

Research Objectives

Research Importance

Chapter One: The General Framework

Introduction:

English has assumed a unique status in the world over the past two centuries particularly due to the former British colony and then to the American influence. English has become the global language that is widely taught as the main foreign language. It has become the language of academia, technology, diplomacy, entertainment and business, thus resulting in an increase in the number of English speakers all over the world. Such an event is not a result of the increasing number of native English speakers, but rather as a result of the increasing number of non-native English speakers who are studying English either as ESL or EFL. Thanks to globalization, English has also played the role of a lingua franca by which non-native speakers communicate. Therefore, in the global knowledge-based economy, English language proficiency allows people, in general, and graduates, in particular, to participate more easily in international activities, primarily business.

With the rise of English to global language status, acquiring real competences in English is a privilege which in many contexts brings with it many of the ‘entitlements’ and ‘freedoms’ which are attributes of development (**Bolton et. al., 2011**). Therefore, English speaking employees in countries ranking English as a second language are considered as human capital which is essential for economic growth both at national and individual levels. There is strong positive relationship between human capital and output growth (**Bassanini & Scarpetta, 2001**).

Learning English as an international language is increasingly promoted in various parts of the world. Two assumptions are underlying this emphasis (**Hirtt, 2009**):

1. English language competency is essential for a new economy built upon skilled work.
2. Developing English skills strengthens a nation’s economic competitiveness and increases individual economic returns.

Inspired by the significance of English in the global and knowledge-based economy, the British Council, through the proceedings of the Language and Development Conferences held once in every two years in Developing countries of Asia, Africa and Latin America since 1993, and the last of which, the 10th biennial International

Language and Development Conference was hosted in Cape Town, South Africa on 15 to 17 October 2013, identifies the roles of English as a second or foreign language in those countries (**British Council, 2010**), one of which is English as a lingua franca. English as Lingua franca is when English is chosen as the means of communication among people whose mother tongue is not English across lingua-cultural boundaries (**Seidlhofer, 2005**). The role of English as a post colonial and lingua franca in humanitarian and economic development is manifested through a number of studies conducted in various countries of Africa and in Pakistan. English provides access to information and knowledge (through publications, the media and internet), to international communication and to employment opportunities (**Coleman et. al., 2005**). The 8th conference of the Language and Development Conferences highlights three functions for English in developing countries (**Coleman, 2009**):

1. A medium that ensures access to information
2. A scientific role as a means of universal communication amongst researchers.
3. An impartial language in a multi-lingual context.

Problem Statement:

In light of the growing significance of ELP in fields of academia, technology and business, vast research in this regard was conducted in developed countries in the context of immigrants to investigate the significance of their mastering the host language as a tool for a high earning (**Chiswick & Miller, 2013**), or to investigate the impact of minority's accented English on employment decisions (**Hosoda et. al., 2012**). In developing countries, majority of studies have, to date, delved into the economic impact of learning English (**Lotbinière, 2011**), while only a few studies investigating the link between earnings, as an indicator of economic growth, and English language have empirically been conducted (**Casale & Posel, 2011**).

The researcher conducted in-depth interviews regarding ELP for business and employment in the Palestinian market. To the best of the researcher's knowledge, little to no studies on the significance of English in terms of employability have been carried out so far in the WBGS. This research examines the impact of English proficiency on employability as one of the various indicators of development and any study looking into correlations between language use and development, therefore, has to consider a wide range of contextual factors that influence or affect the causal nature of the relationship. Despite the fact that other factors, such as technical and soft skills or

personal qualities, may have a greater impact on employability decisions, the researcher, who has a degree in English major, only focuses on the English proficiency determinant as the main theme of this research. Hence, the intention of this study is to fill an existing gap with empirical evidence on the impact of graduates' English proficiency on job opportunities in the Gaza Strip.

Accordingly, the problem statement is "**To what extent does English language proficiency enhance graduates' job opportunities in the Gaza Strip?**"

Research Variables:

The following are the variables tested throughout the research:

1. Dependent variable: Job opportunities.
2. Independent variable: English Language Proficiency (ELP).

Language proficiency is defined as “a person’s overall competence and ability to perform in a second language” (Thomas, 1994:p. 330; cited by Mojavezi, 2014). Proficiency is also defined as “a degree of communicative competence. Hadley (2001) defined the term proficiency as the learner’s overall language ability -including fluency, accuracy, and complexity- based on generally accepted criteria or measures” (Farah, 2013: p.14).

Language proficiency is also defined as the ability to listen, read, write and speak Standard English in a business like way”. Studies have revealed that business people spend 45% of their working time listening while numerous texts ranging from journals, emails, reports and books have to be read with comprehension and detail analysis. As for writing, there is a need of having the important documents in the written form as in official work written communication serves as an essential documentation which is permanent and retrievable, such as business letters, memos, proposals, brochure, manuals, notices, bulletins, etc. that are required to be drafted in an organization. Finally, speaking is found wanting in business houses nowadays as companies look up for people who can interact successfully and make significant contributions during group-discussions, presentations and seminars (Pandey & Pandey, 2014: p.98).

Language Proficiency from the applied linguistics’ viewpoint: L2 proficiency and performance are multi-componential in nature and their principal dimensions are (CAF). The three principal proficiency dimensions, known as the triad CAF, have been major research variables in applied linguistics (Housen & Kuiken, 2009). Linguistic researches

have defined complexity, accuracy and fluency (CAF) as the basic dimensions of second language performance, proficiency and development (Housen et. al., 2012). Originally, fluency and accuracy were used to investigate the development of oral L2 proficiency in classroom contexts in the 1980s while complexity was added in the 1990s. Later on fluency and accuracy have been applied to L2 productive skills, i.e. speaking and writing, and to receptive skills, i.e. reading and listening.

English Language proficiency, professionally, is the ability to use English for a variety of tasks particular to specific different professional and vocational fields. (Arkoudis et. al., 2009:p.10).

According to the preceding definitions of English proficiency, ELP is broken down into five components; fluency, accuracy, writing skills, pre-university English Knowledge and finally, English for Specific Purpose (ESP), which is added for business related purposes of functional English, as follows:

1. Fluency: fluency is defined as a smooth, rapid, effortless use of language and the continuity of speech. Measurements in this approach focuses on automaticity and speed in speech production, such as the number and position of filled and unfilled pauses, speech rate, the mean length of runs, the phonation/time ratio, etc. (Brand & Götz, 2011; Götz, 2015).

Fluency is also the ability to speak a foreign language (L2) with facility and accuracy. Brumfit (1984: p.56) distinguished between fluency, a reflection of “truly internalized grammar,” and “overt and conscious accuracy” and suggested that fluency should be “regarded as natural language use, whether or not it results in native-speaker-like language comprehension or production” (Farah, 2013: p.13).

2. Accuracy: The quality of being correct as well as the degree to which the produced language conforms to a linguistic norm. Accuracy is also the degree of deviance from a particular norm (Housen & Kuiken, 2009). Accuracy is also defined as the extent to which something is correct or the level of agreement between a measurement and the value of the quantity measured (ERIC-Thesaurus Dictionary). So, English accuracy is the degree of conformity to Standard English or the extent to which performed English is correct.
3. English Writing skills: Written communication skills, particularly, formal writing are deemed important for effective communicative skills and success of students in

the business world (Seshadri & Theye, 2001; cited by Bacha & Bahous, 2008). With the dominance of English as a lingua franca of the international business scene, a wealth of studies indicate the importance of writing, particularly genres such as letters, e-mail, minute of meetings, and reports which require proficiency in written communication (Nickerson, 2005).

4. Pre-university English knowledge: includes pre-university English exposure and education.
5. English for a Specific Purpose (ESP) courses: By the term English for Specific (or Special, Specified, Specifiable) Purposes is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity. ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson & Waters, 1987: p.19; cited by Ahmed, 2014). ESP is learning and learner oriented, with a conception and preference for communicative competence. Defined to meet the specific needs of the learners, ESP makes use of methodology and the activities of the discipline it serves by focusing on the language appropriate to these activities (Gatehouse, 2001). ESP is a relatively new discipline within Applied Linguistics that bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind (Ahmed, 2014:p.38). ESP students are usually adults who enjoy some English competency and are learning the language so as to communicate a set of professional skills and to carry out particular job-related functions. It covers various subjects such as business management, accounting, computer science and tourism.

Figure 1.1: Research Variables



Source: Articulated by the researcher (2015), based on studies of

Research Hypotheses:

Following are the research hypotheses:

1. There is a statistical significant relationship at level $\alpha \leq 0.05$ between English fluency and job opportunities in Gaza Strip.
2. There is a statistical significant relationship at level $\alpha \leq 0.05$ between English accuracy and job opportunities in Gaza Strip.
3. There is a statistical significant relationship at level $\alpha \leq 0.05$ between English writing skills and job opportunities in Gaza Strip.
4. There is a statistical significant relationship at level $\alpha \leq 0.05$ between English ESP courses and job opportunities in Gaza Strip.
5. There is a statistical significant relationship at level $\alpha \leq 0.05$ between pre-university English knowledge and job opportunities in Gaza Strip.
6. There is a statistical significant differences in the responses of the research sample at level $\alpha \leq 0.05$ due to the following demographic characteristics (gender, age, number of attended ESP training courses, graduates' university, specialization, working or not and nature of contract).

Research Objectives:

The purpose of this research is:

1. To assess the market value of English proficiency for graduates' employability in Gaza Strip.
2. To view graduates' perception of English proficiency as a job opportunity provider, taking into consideration that other factors are controlled.
3. To identify the extent to which each component of English proficiency has been related to employability for graduates.
4. To highlight the impact of English language proficiency and indicate insightful recommendations and studies for all parties concerned so as to guide them throughout their career path.

Research Importance:

After analyzing the research area, the related literature and previous studies, the following points scientifically and practically highlight the research significance for graduates, business organizations, research field and for the researcher. The following points demonstrate both the empirical and theoretical importance of this research:

First, the research empirically:

1. Provides insight on graduates' English language skills for concerned employers and organizations.
2. Sheds light on drawbacks of employability for English proficient graduates and draws the universities and concerned officials' attention to the cost-effectiveness of English education.
3. Findings taken from this research are significant and insightful in terms of graduates' ELP for tertiary future measures and reforms. This research proposes some recommendations in this regard.

Second, the research theoretically:

1. Adds to the rapidly growing literature on the returns to English language proficiency in developing countries and the global labor market as this study addresses job opportunities in relation to job seekers' English competencies.
2. Is considered amongst the fewest studies in the region, in general, and West Bank and the Gaza Strip, in particular, and would contribute to the literature framework of the market value of English proficiency as a useful reference for future research.
3. Contributes towards enriching the researcher's knowledge of the returns to English Proficiency through access to related literature, articles and books, and furthermore, contributes towards increasing researching skills.
4. Will benefit researchers in conducting similar studies in new communities and using other variables. It will open up the door for other researchers to investigate the significance of English competencies in different milieus of the labor market.

Chapter Two
Review of Related Literature

Section One: English Language Proficiency

**Section Two: Profile of Employment Status in West
Bank and Gaza Strip**

Chapter Two: Review of Related Literature

This chapter consists of two sections; the significance of English language proficiency (ELP), and a profile of the status of employment in West Bank and Gaza Strip.

Section One: English Language Proficiency (ELP)

Introduction:

With the rise of English to the status of global language used worldwide, acquiring English Language Proficiency (ELP) has become a necessity for those who seek to compete in the global village. Such a status has gained an increasingly public recognition due to the international utilization of the internet in 1990s, in addition to a range of historical factors such as power and authority. Moreover, English as a lingua franca, for all those whose mother tongue is not English, has been in ascendance in international forums, business and trade during the last two decades, and has been perceived as a growing force to be reckoned with as there has never been a language so broadly spread or spoken by so many people as English. According to David Crystal (2003), roughly only one out of every four users of English in the world is a native speaker of the language. The momentum of the English language growth, as a global lingua franca and a language of both business and academia, has become so huge that nothing is likely to stop its spread and , accordingly, ELP has been considered as an essential and important skill needed in order to stand up for the global challenges.

English Language Proficiency (ELP):

Language Proficiency: Other common synonyms for the term proficiency include words such as ability, expertise or competence, which imply a high level of skill, well-developed knowledge or polished performance. Competence is defined as a presumed underlying ability and performance as the overt manifestation of that ability. Competence is what one knows, while performance is what one does. However, only performance is observable, and it is only through performance that competence can be developed, maintained and evaluated (Singh & Choo, 2012:p.117).

Language Proficiency from the applied linguistics' viewpoint: The question "What makes a second or foreign language (L2) user a more or less proficient language user?" was asked and large research in both applied linguistics and second language

acquisition (SLA) has been conducted for answers in this regard. Many researchers believe that L2 proficiency and performance are multi-componential in nature, and that their principal dimensions are the notions of complexity, accuracy and fluency (CAF). The three principal proficiency dimensions, known as the triad CAF, have been major research variables in applied linguistics. Originally, fluency and accuracy were used to investigate the development of oral L2 proficiency in classroom contexts in the 1980s while complexity was added in the 1990s (**Housen & Kuiken, 2009**). Later on fluency and accuracy have been applied to L2 productive skills, i.e. speaking and writing, and to receptive skills, i.e. reading and listening. Linguistic researches have defined complexity, accuracy and fluency (CAF) as the basic dimensions of second language performance, proficiency and development where CAF has received increased attention (**Housen et. al., 2012**).

Language proficiency, from the human capital framework: Language skills can be considered as human capital because they can satisfy the three requirements for human capital, that it is productive, costly to produce, and embodied in the person (**Chiswick, 2008**). Firstly, a person's proficiency in English language is productive in the liberalized labor market. Those who speak/read English would find it easier to obtain a job and would generally be more productive on the job, consequently increase their earnings. These benefits should provide economic and social incentives for graduates to improve their English. Secondly, those who acquire language skills need to bear the cost. Graduates may have to spend a considerable amount of their own time and money for language training programs to become proficient in English language. And lastly, language skills are embodied in the person and cannot be transferred; language skills cannot be separated from the person (**ibid.**). According to the model of language acquisition, there are four conceptualized variables that could affect the level of English language proficiency. These conceptual variables consist of exposure, efficiency, economic incentive, and wealth. Education is considered as another efficiency variable; those with more schooling are more proficient in learning language because they are more efficient learners (**Saraithong & Chanchaoenchai, 2012**).

Language proficiency is also defined as the ability to listen, read, write and speak Standard English in a business like way”.

- Active listening is very important. Studies have revealed that business people spend 45% of their working time listening.
- In everyday business world, numerous texts ranging from journals, emails, reports and books have to be read with comprehension and detail analysis.
- There is a need of having the important documents in the written form as in official work written communication serves as an essential documentation which is permanent and retrievable, such as business letters, memos, proposals, brochure, manuals, notices, bulletins, etc that are required to be drafted in an organization.
- Speaking is found wanting in business houses nowadays as companies look up for people who can interact successfully and make significant contributions during group-discussions, presentations and seminars **(Pandey & Pandey, 2014: p.98)**.

Language Proficiency, based on the Standard Theoretical Model of the three E's for proficiency, is determined by Exposure, Efficiency and Economic Incentives. There is consensus among researchers from different disciplines, that these three general mechanisms underlie acquiring the second-language (L2), i.e. English. These mechanisms are L2 exposure, economic incentives, and the efficiency with which English is learned. Hence, English proficiency is determined by the amount of exposure to English via the language use with people, or by listening to the radio, watching television or reading newspapers; beside being an outcome of both economic incentives and efficiency with mastering the English language. **(Tubergen, 2010)**.

English Language proficiency, professionally, is the ability to use English for a variety of tasks particular to specific different professional and vocational fields. Some universities and vocational education providers are beginning to develop subjects where ELP for the workplace is taught and assessed. This would seem to be a positive step forward in addressing employer concerns regarding the communication skills of graduates. 'Workplace ready' ELP is considered to include both general and specific occupation language skills. These include high-level workplace communication skills with an emphasis on social and oral English, with literacy and cross-cultural skills also considered to be important within the professions **(Arkoudis et. al., 2009:p.10)**.

Language proficiency: Lexically, it is the ability of an individual to speak or perform in an acquired language. Hence, English proficiency is one's ability to speak and perform in English. In the United States, proficient speakers demonstrate both accuracy and

fluency, and use a variety of discourse strategies. Thus, native speakers of a language can be fluent without being considered proficient. Another definition: Language proficiency is the degree or level of accuracy and fluency of language use for communication (**ERIC–Thesaurus Dictionary, 2014**).

This research employs a mixture of ELP components and dimensions derived from the linguistic CAF viz, fluency and accuracy; from the model of language acquisition to examine the determinants of English language proficiency, viz. exposure & education, the professional definition viz, English for specific purpose courses (ESP) as exposure to well-designed education programs is one of the educational factors associated with the grade at which English language is acquired (**Halle et. al., 2012**); in addition to writing skills due to its significance for business as formal writing is deemed important for effective communicative skills and success of students in the business world (**Seshadri &Theye, 2001; cited by Bacha & Bahous, 2008**).

English Language Proficiencies:

In light of ELP components mentioned in the preceding section, five English language proficiencies can be listed as follows:

1. Fluency: The ability to speak a foreign language (L2) with facility and accuracy. Brumfit (1984: p.56) distinguished between fluency, a reflection of “truly internalized grammar,” and “overt and conscious accuracy” and suggested that fluency should be “regarded as natural language use, whether or not it results in native-speaker-like language comprehension or production” (**Farah, 2013: p13**).

From the linguistic approach, fluency is defined as a smooth, rapid, effortless use of language and the continuity of speech. Measurements in this approach focuses on automaticity and speed in speech production, such as the number and position of filled and unfilled pauses, speech rate, the mean length of runs, the phonation/time ratio, etc. (**Brand & Götz, 2011; Götz, 2015**).

Fluency is also a speech language pathology term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly. Fluency is basically one’s ability to be understood by both native and non-native listeners. A higher level of fluency would be bilingual, which indicates one is

native in two languages, either having learned them simultaneously or one after the other.

2. Accuracy: The quality of being correct as well as the degree to which the produced language conforms to a linguistic norm. Accuracy is also the degree of deviance from a particular norm (**Housen & Kuiken, 2009**).

Accuracy is one of the central descriptors of oral proficiency in foreign language teaching that can be quantified by the number, type and proportion of errors a speaker commits, where an error can be very broadly defined as a deviation from a given language norm (**Götz, 2015**). Therefore, one way of measuring accuracy is to focus on deficiency rather than on proficiency by paying attention to errors at the lexical and syntactic level and the incorrect use of items and constructions (**Brand & Götz, 2011**).

Accuracy is lexically defined as the extent to which something is correct or the level of agreement between a measurement and the value of the quantity measured (**ERIC-Thesaurus Dictionary**). So, accuracy could be defined as the state of being accurate; freedom from mistakes, this exemption arising from carefulness; exactness; nicety; correctness. Or: Exact conformity to truth, or to a rule or model; degree of conformity of a measure to a true or standard value. Therefore, English accuracy is the degree of conformity to standard English or the extent to which performed English is correct and free of errors.

3. English Writing skills: Skills that enable an individual to write lucidly, could coherently, and grammatically, or to handwrite legibly with ease and speed (**ibid**). Written communication skills, particularly, formal writing are deemed important for effective communicative skills and success of students in the business world (**Bacha & Bahous, 2008**). According to surveys of professional writing in the workplace, writing is a frequent activity in a variety of professions and professionals may spend anywhere from 15% to 30% of their time engaged in writing. Moreover, as employees promote in the job, more writing is frequently required of them and written communication skills become even more important than technical skills. Graduates, because of the stiff competition and a surplus of work force in the job market, are facing more challenges in securing employment these days. They need to be well equipped with the necessary skills required for the job; one of the crucial skills is to be able to communicate well in

writing, especially in English. Graduates entering the workforce should meet the demands of communicating effectively in various types of writing such as business letters, memos, reports and other workplace written literacy (Stapa et. al., 2008). With the dominance of English as a lingua franca of the international business scene, a wealth of studies indicate the importance of writing, particularly genres such as letters, e-mail, advertisements, minute of meetings, and reports which require proficiency in written communication (Nickerson, 2005).

4. Pre-university English Knowledge: Knowledge is skills acquired through experience or education. It can refer to the theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic (Encyclopedia.thefreedictionary.com), while experience, comprises knowledge of or skill of something or some event gained through involvement in or exposure to that thing or event (ibid). Hence, pre-university knowledge refers to education and exposure to English prior to the tertiary education. Exposure indicates the level of English language with which individuals have experience; the more often would-be-graduates are exposed to English language, the better skills they will have. For that reason, opportunities to hear, speak, read, and study English are important for language learning. Apart from the formal education of language in schools, opportunities or lack of opportunities to practice language in everyday life can influence the level of proficiency (Chiswick, 2008).

5. English for a Specific Purpose (ESP) courses: ESP is English for vocational purposes, where the word vocation is used loosely to include education and all kinds of employment. (Glossary for TEFL Acronyms). ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson & Waters, 1987: p.19; cited by Ahmed, 2014). ESP students are usually adults who enjoy some English competency and are learning the language so as to communicate a set of professional skills and to carry out particular job-related functions. It covers various subjects such as business management, accounting, computer science and tourism. The ESP focal point is that English is not taught as a mere subject, but rather linked to students' interests and real world. According to David Carver (1983: p. 20), there are three types of ESP:

- a. English as a restricted language; the language used by air traffic controllers or by waiters, for example.
- b. English for Academic and Occupational Purposes (EAP and EOP); "English for Medical Studies" and "English for Technicians" for example, respectively.
- c. English with specific topics: ESP courses or programs focusing on situational language determined in accordance with needs analysis of authentic language used in target workplace settings; requiring English for postgraduate reading studies, attending conferences or working in foreign institutions, for instance **(Ahmed, 2014: p.42)**.

The aim of ESP is to take the student's existing knowledge and set it on a scientific basis, by establishing procedures for relating language analysis more closely to learners' actual needs. This theory assumes that the purpose of an ESP course is to enable learners to function adequately in a target situation, i.e., the situation in which learners will use the language they are learning, then the process of the ESP course design should follow by first identifying the target situation and then carrying out a thorough analysis of the linguistic features of that situation **(Mohammed, 2012)**.

Characteristics of ESP as modified by **(Dudley-Evans & John, 1998)**:

- a. ESP is defined to meet specific needs of the learner.
- b. ESP is centered on the language, skills, discourse and genres appropriate to these activities.
- c. ESP may be related to or designed for specific disciplines.
- d. ESP may use a different methodology from that of general English.
- e. 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.
- f. ESP is generally designed for intermediate or advanced students.

ESP spread is connected with globalization and the language policies particularly of international businesses, who are requiring a bi- or multi-lingual workforce with English as one of the working languages, due to the fact that English is increasingly used in international business domains. Those seeking to work with such organizations wish to be educated at tertiary level at least partly if not entirely in English-medium institutions **(Kennedy, 2012)**.

Significance of English Language Proficiency:

ELP significance has been manifested in terms of graduates locally and regionally as follows:

1. ELP for Palestinian Graduates:

Following the rapidly growing trend of ELP significance in the labor market, a large research has been conducted on the situation of Palestinian graduates in terms of employability requirements in the WBGS where, like other Arab countries, ELP is viewed as a human capital.

It is found out that 67% of graduates depicted ELP as the main factor that contributed to their finding a job. As for unemployment amongst graduates, rates of those of local universities are higher than their counterparts who graduated from USA, England and Canada. As for adequacy of the graduates' readiness to meet the market needs, employers ranked graduates' ELP amongst the lowest scores given (Migdad, 2011). The same vein is reiterated for graduates of An-Najah University. Their inability to find or retain a job is due to a number of factors, one of which is graduates' lack of ELP (Obeid, 2011).

English is the first foreign language taught at Palestinian schools. Until the eighties of last century, it was introduced to state schools at the seventh grade, but later and particularly when the PNA took over, an earlier start was decided at the fifth grade. Then, English was gradually proceeding and nowadays, students learn English right from grade one. The researcher who has been one of English teachers believes that such a decree proves the significance of English as an important human capital skill that should be acquired at the earliest educational stage in order to create ELP-armed graduates ready to stand up to the rapidly globalized changing markets, and as it is said, there is a strong positive relationship between human capital and output growth (Bassanini & Scarpetta, 2001).

2. ELP for Arab Graduates:

In some Arab countries, ELP has been researched in terms of employability for graduates who are considered the output of Higher education institutions. Most employers look for job nominees who not only have excellent academic performance but also possess good communication skills particularly in English language. In Yemen, as graduates have poor ELP, most of them were rejected when applied to work in oil

companies. Therefore, the former Yemeni Minister of Oil and Minerals Mr. Khaled Bahah urged the graduates to enhance their ELP level so as to secure jobs especially with petroleum companies (Al-Tamimi & Shuib, 2009; cited by Ngah et. al., 2011).

In Egypt, mastering foreign language skills is essential for those working in the tourism sector for both communicating with tourists and increasing job opportunities in the international industry of hospitality and tourism and, accordingly, ELP is one of the major criteria in hiring people in such a field where poor ELP is a problem in attracting and accommodating tourists. The industry of tourism, which is one of the largest national income source in Egypt, provides jobs to two million employees which represents 11% of the national economy (Abdel-Ghany & Abdel-Latif, 2012).

In Saudi Arabia, 50% of companies of the private sector stressed that ELP is a crucial factor for employment compared to 36% who ranked it as somehow crucial and only 14% ranked it as insignificant (Al Matroudi, 2010). In light of the growing need for English skills, the Cabinet decrees earlier start for English in state schools and the age for learning the language will be reduced from 11 and thus beginning from grade four for both boys and girls. The cabinet also authorized the ministry of education to examine the possibility of teaching the language from earlier grades (The Guardian, 2014).

ELP as a Human Capital:

English language proficiency (ELP) is increasingly regarded as an important factor improving the quality of human capital (Chiswick, 2008) and it is viewed in the economics literature as a form of human capital that should be strongly invested. Language skills as an important form of human capital satisfy the three basic requirements for human capital: they are embodied in the person; they are productive in the labor market and or in consumption; and they are created at a sacrifice of time and out-of-pocket resources. (Chiswick & Miller, 1995). In order to maximize the present value of expected net returns, people invest in language as they invest in other kinds of human capital (Grenier, 1984; cited by Byrd, 2012). Therefore, ELP has been described as fundamental to countries' development within the global knowledge-based economy. This association of English language fluency with maximizing economic returns has raised the language's investment potential for both individuals and governments throughout the world. The benefits of ELP for individuals, on the one hand, lie in the scope that it enables them to improve their employability locally and globally and,

hence, the potential that it offers for increasing levels of their income. On the other hand, governments, especially in non-English-speaking developing countries highly consider ELP as a means of maximizing both economic and social capital. Economic capital benefits are associated with the chances that ELP offers countries to broaden their international business and trade opportunities as well as enhancing their scientific, technological, and management skills, the matter that would enable these countries to effectively participate in the highly competitive global labor market. As for the social capital, English, seen as a lingua franca contributes to the ability of countries to develop their social capital through international networks serving in favor of local business and trade and thus attracting foreign direct investment (FDI) which is widely regarded as a central player's role in economic development through technology and knowledge transfer, which in turn enhances productivity. ELP provides more jobs opportunities and hence personally benefits students. It also allows the country to further integrate into the global market and reduce socioeconomic inequality the matter that benefits the entire society(*ibid*).

ELP and Economic Gains:

Vast research indicates that many developing countries continue to invest in English-language education based on its associations with economic gain. Majority of studies and researches reiterated the economic role of English in the context of non-English countries due to the fact that developing economies need access to English if they are to grow and position themselves in the global economy. Moreover, it is said that English language skills can increase the earning power of individuals in developing countries, by around 25%. Statistical research into the benefits of English in developing countries, by gathering data from existing research and through interviews with businesses and employers throughout five target countries, viz. Pakistan, Nigeria, Bangladesh, Cameroon and Rwanda, proved that a link was found, though English skills levels vary among the first three countries, between even a moderate competency and higher levels of investment from English speaking countries such as the US and UK estimated at between 33% and 41% of total FDI. In Cameroon and Rwanda, due to their French affiliation, only 2% and 1% respectively of their total FDI comes from English-speaking countries (*Lotbinière, 2011*). It is worth mentioning that Rwanda has earlier imposed a new policy to replace French with English as the only language of instruction, justifying such measure as a major factor in the success of social and education reforms for the

aim of not only promoting peace and reconciliation but increasing Rwanda's participation in the global economic development, as well (Samuelson & Freedman, 2010).

Empirically investigating the economic returns to ELP, a multi-study research conducted by Euromonitor in 2010 and 2012 attempts to assess the extent to which ELP can be an important Factor in a country achieving economic growth. In both studies, a scoring system for each country's economy and education system has been created in order to determine the nature of this bilateral relationship. The 2010 study concludes that, while economic growth may be slow in the post-colonial contexts that the study reports on, the fact that ELP is seen as offering a key competitive advantage in a difficult employment environment means that demand for English education in these countries remains high. Regarding the 2012 study, it shows how countries in the Middle East and Africa are seeking to develop their economies and create both better living standards and improved social conditions by means of improving the ELP of their populations. All governments that the study examined regard ELP as an essential part of achieving growth, which will give domestic companies a competitive edge in the global economy as well as attract investment from abroad (Erling & Seargeant, 2013). Furthermore, enjoying ELP is considered as enabling the promotion of foreign trade as revealed by a survey of 100 countries in which English is not their first language. ELP has a strong and statistically significant effect on bilateral trade flows, provided that other factors influencing trade are controlled (Ku & Zussman, 2010). Moreover, an on line study of 1.6 million test-takers in more than 50 countries conducted by a company specialized in English language training called Education First (EF) stresses that ELP is a basic requirement for knowledgeable citizenship and also a basic skill needed for the entire workforce. Furthermore, it highlights that ELP is important since English is the international language of business even in China. (Clark, 2012).

The perceived importance of ELP as a prerequisite to economic success and social mobility within a competitive global market has created the trend adopted by families in South Korea, China and Taiwan, for instance, to send their children to study in English-speaking countries. Koreans have been learning English in New Zealand in order to either pursue migratory possibilities to a third country or to develop their foreign language ability and skills, particularly ELP which has proved to be an important skill. Those participants who returned home have, through ELP, improved their career

prospects and, thus, improved their socio-economic position for better entitlement in their homeland (Collins & Pak, 2008). In harmony with this trend, many developing countries, such as Malaysia, Bangladesh and other countries structured language policy to transform their countries into an English-knowing societies (Chua, 2011).

Controversially, the governments of Malawi tried to drop the 30-year dominant English for the favor of indigenous languages in the education system and some other contexts of national life. The effectiveness of such a policy was questioned in light of the apprehensiveness of the Malawian majority who believe that economic success is attributed to one's ELP (Matiki, 2006).

ELP and Employability:

According to Chiswick (2008), a person's proficiency in English language is productive in the liberalized labor market and those who speak/read English would find it easier to obtain a job and would generally be more productive on the job, consequently increase their earnings. Also, excellent levels of ELP are considered critical for international students or graduates to progress further in their careers once they had gained employment (Arkoudis et. al., 2009).

In developing countries, such as India, Malaysia, South Africa and Bangladesh, ELP is tested as an asset providing more income and other privileges. In India on the one hand, certainty increased over the years that as India continues to strive for furthering its development, ELP becomes an exceptionally important factor to consider. Therefore, the market value of ELP in terms of employability and social gains has been widely researched. In this context, ELP is proved to have much more influence and importance in Indian society in terms of social situation and job opportunities as a person who can read and write English is expected to earn 29% more than someone who cannot (Asai, 2012), while having ELP increases the hourly wages of men by 34% (Azam & Prakash 2010: p.18). In south Africa, on the other hand, large scale of studies proved that the economic returns to ELP are large and higher than indigenous languages proficiency for the majority of employed South Africans (Posel & Casale, 2011). Moreover, the economic advantages of enjoying ELP boosted as the country opened up to the global economy from 1993 to 2000 (Levinsohn, 2007).

In Malaysia, the employability of Malaysian graduates has raised the issue of ELP significance for both employees and employers as around 60,000 graduates were unemployed due to a number of factors, the most significant of which was limited ELP (Sing, 2008). In the same context, a market survey among fourteen industry sectors expressed that Malaysian employers have been dissatisfied with the general level of preparedness of graduates in terms of employability skills other than technical knowledge; rather to nontechnical abilities and particularly their ELP (Zubairi et. al., 2011). To stand up for this challenge, higher education institutions have been entrusted to “undertake measures to increase the proficiency of students in English and enhance their ability to access knowledge and undertake research” in order to be competitive in the global market (Ninth Malaysia Plan 2006-2010, p. 257; cited by Zubairi et. al., 2011). As for Bangladesh, there is a proved relationship between globalization and the ELP in terms of graduates' employability in the job market; one's English language skills influence prospects of employment in various ways, especially in contributing to the possibility of "secure" and "better" jobs. (Roshid & Chowdhury, 2013).

Section Two: Profile of Employment Status in West Bank and Gaza Strip

Introduction:

Employment is an indicator of development and a developed economy has the ability to open up a remarkable number of jobs in order to accommodate the increase number of population and accordingly, the increase in the labor force. When jobs and the labor force are imbalanced, a gap with serious consequences will be created, the matter which has been witnessed in the West Bank and Gaza Strip (WBGS). Thanks to such a gap, the employment status in the WBGS has been suffering a lot for years due to certain factors, on top of which is the over population, particularly in Gaza Strip. The increasingly growing labor force and the annually growing number of graduates against the local economy's incapability to cope with such an increase due to limited resources and lack of funds; as the Palestinian economy is donation-dependent, besides the economy's affiliation and dependency on the Israeli's and the political instability both locally and regionally, have negatively contributed to the issue of employment. The following section projects the employment status in the WBGS, starting with job opportunities locally and regionally.

Job Opportunities:

Job opportunities are opportunities for job seekers to get a job or new jobs that are available at that moment as being created, under job creation schemes, by the concerned parties. A developed economy has the ability to open up a remarkable number of jobs in order to accommodate the increase number of population and, accordingly, the increase in the labor force; graduates, in particular. The absorption of growing numbers of graduates depends on the ability of the public and private sectors to create jobs, the matter which necessitates intensive joint investment at a rate parallel to growth in the professionally specialized work force. Therefore, the challenge in this context lies essentially in the lack of job opportunities and the capability of both private and public sectors to absorb such specializations into the labor market.

In developing countries, in particular the Middle East and North Africa which has the highest youth unemployment rates where one out of every three young people in the labor force is unable to find a job, more than 200 million jobs are needed there over the next 5 years so as to keep pace with the growing working age population. Moreover, around one third of total employment estimated at 839 million workers are unable to

make a good living. Besides, Educational attainment is soaring in most developing countries, thus resulting in a growing gap between skills acquired in education and the nature of a job available, which qualitatively adds to the job challenge there. According to International Labor Organization's (ILO) report, for the five coming years, private sector services and accommodation and restaurants are expected to provide the largest rate of jobs than any other sector. Agriculture and forestry sector comes next compared with utilities sector that created jobs at the highest rate between 2010-2013 but is unlikely to continue so and is expected to drastically slow down (**World of Work, 2014; ILO, 2015**).

In WBGs and within the framework of the Palestinian Reform and Development Plan (PRDP) 2008–10 and its successor, the Palestinian National Development Plan (PNDP) 2011–13, public employment in the PNA has been restrained to a net annual increase of few thousand jobs. The PRDP calls for the PA to restrict net new hiring to 3,000 new employees per year, mostly in the health and education sectors. This was the number estimated to be needed to provide services to the growing population in both Gaza and the West Bank. In 2010, the PA kept net hiring to 3,317, but all of the increase took place in the West Bank, where net employment rose by 3,584 (**The World Bank, 2011**). It is worth mentioning that public employment (PNA and local authorities) in mid-2012 amounted to 192 thousand (22.5%, for an annual increase of 5%) while private employment reached 584 thousand (67.5%) in mid-2012, with an average annual increase of 6% since 2000 (**Kock et. al., 2012**).

Characteristics of Employment in WBGs:

The Palestinian population in WBGs has a very young age structure and a low labor force participation rate. In 2014, about 39.7% of an estimated 2.7 million Palestinian were below 15 years and 57.4% were of working age, of whom only 46% actually participated in the labor force, 72% males and 19% females. Such a low rate of participants in the labor force can be attributed to two factors; the low participation of women and the higher share of the working age population that are students. (**Alonso-Gamo et. al., 1999; PCBS, 2015a**). Moreover, the WBGs has the highest natural population growth in the world, at about 3.8%, but population growth is expected to slow significantly leading to a rise in the share of working age population (**Valdivieso et. al., 2001; PCBS, 2015a**).

Main Factors Affecting the Palestinian Labor Force:

The size of the labor force in an economy is directly correlated to that of its population, which constitutes the main source of labor supply. The number of Palestinians living in State of Palestine at the end of 2014 is 4.62 million, more than one-third of them are in Gaza Strip, around 1.79 million in Gaza Strip and 2.83 million in the West Bank (PCBS, 2015c). Furthermore, the age structure of the population is an important indicator of growth in the labor force. Palestinian population is young and the labor force participants are 1,255 thousand representing 45.8% of the total population in WBGS (ibid.).

(Table 2.1) Labor Force Participation Rate of Persons Aged 15 Years and Above in Palestine by Region, 2010-2014

Region	2010	2011	2012	2013	2014
WestBank	43.7	45.5	45.5	45.0	46.6
Gaza Strip	36.4	38.4	40.1	41.2	44.4
Palestine	41.1	43.0	43.6	43.6	45.8

Source: Palestinian Central Bureau of Statistics, 2015b. Labor Force Survey: 2010-2014. Ramallah, Palestine

Employment status and the labor force in 2014 and the first quarter of 2015:

Employees in the local market are classified into four categories: wage employees, self employed, unpaid family member and employers..

1. The self- employed decreased as it was 18.9% in 2014 and became 18.6% this year; 20.6% in the West Bank and 13.7% in Gaza Strip.
2. The unpaid family members went up from 7.0% to 7.4% of which 8.1% in the West Bank and 5.6% in Gaza Strip.
3. The employer rate declined from 6.4% in 2014 to 5.7% in 2015, of which 6.6% in the West Bank and 3.5% in Gaza Strip.
4. The ratio of wage employees raised from 67.7% in 2014 to 68.3% in 2015; 64.7% in the West Bank compared with 77.2% in Gaza Strip with an average daily wage of 94.2 NIS in the West Bank and 61.3 NIS in Gaza Strip.

The labor force participation rate in WBGS increased to 45.8% in 2014, compared to 43.6% in 2013, but went down a bit in the first quarter of 2015 to 45.6%, of which 45.6% in the West Bank and 45.5% in Gaza Strip . The number of labor force participants in the first quarter 2015 is estimated at 1,276,000, (about 465,700 in Gaza Strip and 810,300 in the West Bank), 835,300 are employed in the local market compared with 827,700 in the 4th quarter of 2014. Although the total figure went up, the

number of employees in WB decreased by 4,700 but increased in Gaza Strip by 12,300 employees.

Full time employment constituted 66.6% of the labor force in 2014 and the service sector absorbed 36.1% of those employed, while the commerce, hotels and restaurants sector provided jobs to only 20.2%. In 2015, the service sector continues to be the biggest employer offering jobs to 33.7% and 56.6% to employees of West Bank and Gaza Strip respectively, whereas the public sector provided work to 23.2% of the labor force; 38.9% in Gaza Strip and 16.8% in the West Bank.

The Israeli market employed 16.1% of West Bank workers in 2014 and 2013 and the number is estimated at 110,300 in the 1st quarter 2015 compared with 105,200 in the 4th quarter 2014 and 64.9% of these workers are employed in the construction sector and earn average daily wage of 196.4 NIS this year, 2.2 NIS more than the 4th quarter 2014. Workers from the Gaza Strip have been denied access to work in Israel or Israeli settlements since 2007 (PCBS, 2014a; PCBS, 2015a)

The next table elaborates the labor force participation and unemployment in the different areas of Gaza Strip.

(Table 2.2) Labor Force Participation, Employment, Unemployment and Average Daily Wage in WBGS January-March 2012 & October –December, 2014

Region	Labor Force		Employment		Unemployment		Av. Daily Wage	
	2012 (%)	2014 (%)	2012 (%)	2014 (%)	2012 (%)	2014 (%)	2012 (NIS)	2014 (NIS)
	Number	Number	Number	Number	Number	Number		
WB	45.4%	46.4%	78.9%	82.6%	29.1%	17.4%	100.9	113.7
North Gaza	38.7%	41.2%	66.1%	58.0%	33.9%	42.0%	71.4	73.6
Gaza City	40.0%	41.4%	69.3%	62.1%	30.7%	37.9%	61.2	63.3
Deir Al-Balah	39.0%	47.3%	69.9%	50.1%	30.1%	49.9%	69.2	70.7
Khan Younis	40.0%	48.4%	68.9%	57.6%	31.1%	42.4%	62.7	61.6
Rafah	41.7%	52.7%	67.8%	52.1%	32.2%	47.9%	58.4	66.2
GS	39.9%	44.9%	68.5%	57.2%	31.5%	42.8%	63.9	66.2

Source: PCBS, 2012; 2014a

Trends in the Palestinian Labor Market:

One of the most clear-cut trends in the Palestinian labor market is the presence of a very young population in the West Bank and the Gaza Strip with a low labor force participation rate. The high number of students in the working-age population along with a low female involvement rate of 17.4% contributes to a low overall labor force participation rate (Kock et. al., 2012). Another trend is the inability of the labor market to absorb new entrants due to insufficient investment and high political risk. About 140,000 people have entered the Palestinian labor force since 2010, but the market was only able to only absorb 104,000 . Unemployment consequently increased and remains high, whereas fluctuation rates were estimated at between 21%–24% for the period 2010 to 13 (Brodmann et. al., 2012).

Restrictions on movement that limit access to imported inputs and international markets contributed to the low employment in the tradable sectors. The share of manufacturing, quarrying and mining in total employment is 11.3%, while the share of construction was 15.3%. On the other hand, the share of the services sector, besides commerce, restaurants, hotels, transportation, communications and other services, was 63.1%.

Unemployment among young people (aged 15–24 years) in both the West Bank and the Gaza Strip is very high, but is much higher in the latter, with average rates of 38.8% and 52%, respectively. Average unemployment duration is about 12 months, suggesting that once unemployed, many workers struggle to find another job (Palestine Economic Policy Research Institute, 2014).

(Table 2.3) Main Labor market indicators for the population in West Bank and Gaza 15 years+ by Sex and Labor Force Status (1995, 2008 & 2014)

Sex	Not in Labor force	In Labor Force			Total
		Full Employment	Under-employment	unemployed	
Male (1995)	33.1	58.8	22.9	18.3	66.9
Female (1995)	88.8	71.7	10.4	17.8	11.2
Male (2008)	33.2	65.9	7.6	26.5	66.8
Female (2008)	84.8	74.1	2.1	23.8	15.2
Male (2014)	28.5	68.8	7.3	23.9	71.5
Female (2014)	80.6	58.1	3.5	38.4	19.4

Source: PCBS 1995 , 2008 & 2014

Table (2.3) demonstrates the labor force in two political eras, two years after the PNA took over in WBGs and two years after Hamas took over in GS compared with the recent figures.

Public Versus Private Sector Employment:

Private employment reached 584 000 (67.5%) in mid-2012, with an average annual increase of 6% since 2000. Employment in PNA and local authorities in mid-2012 amounted to 192,000 representing 22.5% of the total employment, for an annual increase of 5%. However, within the framework of the Palestinian Reform and Development Plan 2008–10 and its successor, the Palestinian National Development Plan 2011–13, public employment in the PNA has been capped to a net increase of 3,000 jobs per year, mainly affecting the education and health sectors (Kock et al., 2012). About 68% of West Bank workers are employed in the private sector, 15.8% in the public sector and 13.8% in Israel and the settlements. Still, the public sector is the dominant employer in Gaza Strip, accounting for 55% compared with 39% in the private sector.

The structure of Palestinian enterprises varies but most are small and family-owned; about 97% of them employ fewer than 10 employees and 90% employ fewer than five employees. Larger enterprises – those with 20 or more employees – employ about 1% of all employees (PCBS, 2014a). There are 110,295 enterprises employing 344,738 as shown in the following table.

(Table 2.4) Total number of enterprises and employees in 2011

Economic Activity	No of Employees	No of Enterprises
Industrial Activities	83,547	15,933
Construction Activities	7,221	560
Internal Trade Activities	135,792	63,227
Transport & storage Activities	5,050	878
Information & Communications Activities	5,419	763
Services Activities	107,709	28,934

Source: PCBS (2014d)
(Economic Surveys Series, 2011: revised results, 2014)

Table (2.4) shows that Internal Trade offers more jobs than other activities with its huge enterprises followed by the Service Sector . It is worth mentioning that larger businesses are important for introducing new business systems and training of a qualified

workforce. In-company training is a crucial piece in the development of the economy and of a skilled labor force.

Despite strong economic growth in the West Bank in 2008–11, private sector wages declined. The Gaza Strip private sector wages were lower than in 1999 and have dropped by 4% since 2008. Public sector wages in the West Bank were roughly at 2006 levels, while in the Gaza Strip they were about 20% lower. The average monthly wage for public sector employees was about NIS 2,100, compared to about NIS 1,650 in the private sector, which constituted 80% of the former. Such a difference in wages was attributed to two reasons (PCBS, 2012):

1. The economic constraints imposed by the Israeli occupation affecting the operations and profitability of companies.
2. Most civilians employed in the public sector hold a higher education degree, while private sector workers are mostly unskilled

NGO Employment:

Due to the specific situation of Palestine in receiving high donor aid, part of which is spent through NGOs, there has been wage gaps between NGOs and other employers. NGO employees were paid from donations received from abroad for programs and projects. Higher level management's wage rates were significantly higher than in the public or the private sector as pay may be as much as six times greater. Such variations have increased, especially in Ramallah and Jerusalem, real estate costs and rents. Moreover, this further deepened the segmentation of the labor market, with NGOs offering jobs that are highly skillful and that pay far higher wages on average than in the rest of the economy. (Palestine Economic Policy Research Institute, 2014)

Graduate Participants in the Labor Force in WBS:

Annually, about 30 thousands young people graduate from Palestinian Higher Education Institutions (HEI); there were 40,043 (24,111 female & 15,932 male) graduates in 2014/2015, compared with 37,682 (22,725 female & 14,957 male) a year before, distributed in more than 13 specializations (Ministry of Education & Higher Education, 2014; 2015). In 2013, 84 thousand male and 104 thousand female of 20-29 year-old obtained a diploma or BA, the highest rate of whom majored in business and administration; 25.1% and 19.4% for male and female, respectively. In 2012, there were about 79,000 graduates of the age of 20-29 compared with 72,000 in 2011. The highest percentage of these graduates was the Business and administration major in both 2011

and 2012; 27.4% and 25.3% respectively. Health, engineering and computing came next in 2012, the rate of which were 12.3%, 10.6% and 8.4% respectively. Humanities and social & behavioral sciences were the least with 7.6% and 6.9%. The highest rate of unemployment among graduates for the same period in Gaza Strip and West Bank was Teacher training and education at 73.0% and 54.8%. Computing in GS and journalism & information in WB were the least estimated at 60.8% and 44.7% in that order (PCBS, 2013b).

The enormous increase in the relative number of young workers due to the 'graduate boom' cohort has been cited by some as an important factor in the reduced employment chances. There is no debating that a major responsibility for the smooth integration of graduates into professional life, and hence into society, lies with HEI, the major supply (Pukelis, et. al., 2007). In the academic year 2014/2015, there were 221,395 registered students at Higher Education Institutions (133,362 female & 88,033 male), of whom 50,012 new students were enrolled at traditional and open universities (Ministry of Education & Higher Education, 2015). Here are the labor force participants of graduates in the past 5 years in accordance with their academic major.

(Table 2.5) Labor Force Participation Rate for Graduates by Specialization, 2010-2014

Specialization	2010	2011	2012	2013	2014
Education Science and Teacher Rehabilitation	69.8	75.0	78.1	75.2	78.6
Humanities	73.7	74.7	74.7	75.7	77.1
Social and Behavioral Science	83.8	83.8	81.1	80.5	82.7
Mass media and Information	85.0	89.7	85.6	84.0	85.8
Business and Administration	79.6	79.8	78.1	78.9	81.3
Law	78.9	74.4	73.7	74.3	74.4
Natural Sciences	81.3	84.9	79.3	79.5	82.2
Mathematics and Statistics	78.6	80.0	76.6	77.4	84.3
Computer	82.6	81.4	79.5	83.0	81.0
Engineering and Engineering Occupations	84.6	85.7	85.0	85.4	89.4
Architectural and Construction	77.9	77.1	76.8	85.6	88.9
Health	79.7	80.1	81.3	81.0	84.8
Personal Services	81.0	74.3	74.6	75.1	81.7
Other Specialization	79.7	76.1	74.9	76.0	78.8
Total	78.7	79.2	78.4	78.9	81.4

Source: PCBS, 2015b

As shown by table (2.5), Mass Media and Information has been the dominant field participating in the labor force for 3 successive years; 2010, 2011 and 2012, but it lost its status in favor of Architectural and Construction in 2013 and Engineering and Engineering Occupations in 2014.

(Table 2.6) Labor Force Participation Rate and Unemployment Rate for Graduates in Palestine by Specialization and Region, October –December, 2014

Specialization	Unemployment rate			Labor Force participation Rate		
	Gaza Strip	West Bank	Palestine	Gaza Strip	West Bank	Palestine
Teacher Training and Education Science	63.3	41.8	49.8	83.8	75.2	78.2
Humanities	38.5	12.5	26.4	76.9	76.7	76.8
Social and Behavioral Science	40.9	32.0	35.8	87.9	79.9	83.2
Journalism and Information	44.0	20.5	38.5	93.7	75.7	88.7
Business and Administration	44.3	22.1	31.3	87.2	79.0	82.2
Law	24.4	1.0	11.5	86.1	70.4	76.7
Life Sciences	32.5	48.1	39.4	89.3	80.5	85.1
Mathematics and Statistics	38.0	27.9	33.3	87.0	71.1	78.8
Computer Science	42.7	22.2	27.0	87.3	81.9	83.1
Engineering and Engineering Occupations	43.7	25.5	33.3	89.9	95.6	93.0
Architectural and Construction	33.7	8.2	19.0	89.5	92.5	91.2
Health	37.4	10.3	22.8	87.4	77.6	81.9
Personal Services	16.8	24.5	22.1	96.7	74.5	80.3
Other Specializations	30.5	15.1	23.3	89.6	70.9	79.7
Total	42.0	23.9	32.0	85.6	78.6	81.6

Source: PCBS (2014c)

According to table (2.6), Business and administration activities constitute 87.2% of the work force in Gaza Strip and 79% in West Bank, whereas the unemployment rate amongst these specializations reached up to 44.3% in Gaza and 22.1 in WB. The total labor force participation rate is 85.6.0% in GS compared with 78.6% in WB, while the unemployment rate GS is 42.0% for 23.8% in the WB.

Graduates' Supply and Demand and Employment:

The enormous increase in the relative number of young workers due to the 'graduate boom' cohort has been cited by some as an important factor in the reduced employment chances. In the academic year of 2013/2014, eighty five thousand students sat for the general matriculation exam, whereas, around 30 thousand young people graduate from Palestinian higher education institutes (HEI) every year. The sharp increase in the

number of students enrolled at the PHEIs was not matched by the increase in the number of jobs. In order to narrow the gap between the supply of and demand for new graduates in the local markets, a number of measures must be taken by the private sector and HEIs. The main benefits that encourage the private sector to invest in higher education institutions are as follows (**Eljafari, 2008**):

1. The need to improve the quality of graduates by preparing them today for tomorrow's markets.
2. The shortage in high quality training materials and courses, especially in areas of advanced technology, for both enterprises and higher education institutions themselves.
3. The common interest for the entire community if higher education institutions increase their capacity to adapt to the changing needs of society in general and the economy in particular.
4. The need to secure a more effective link between pure and applied research and its applicability to enterprises.

Obviously, integrating the private sector and higher education institutions requires strategic management so as to maintain such university-industry partnerships.

Finally, there is an urgent need to invest in the young people through targeted labor market policies and programs which include direct job creation schemes, expanded vocational training, employment guidance and business development support, while concurrently improve working conditions (**International Labor Office, 2014a**).

At the end of this chapter, it is worth mentioning that sustained development is not possible without making progress on the employment and decent work agenda. When policies and institutions that help create more and better jobs are put in place, the process of development will be facilitated. Conversely, economic growth is not sustainable unless it is based on fair and safe working conditions, without suppressed wages and rising working poverty and inequalities. Employment and decent work should therefore be a central goal in the post- 2015 development agenda. (**International Labor Office, 2014b**).

Chapter Three
Previous Studies

Introduction

Palestinian Studies

Arabic Studies

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Comments on Previous Studies

Chapter Three: Previous Studies

Introduction:

This chapter includes studies related to ELP as graduates' skill needed in the labor market. After a thorough search through university libraries, electronic data banks, and online sources for the most relevant studies, reports and articles embracing the theme of this study are projected herewith.

In terms of related local and regional studies on the relationship of ELP and job opportunities, and after a comprehensive long search, the researcher could only find a few studies partially contributing to the theme of this study and ,accordingly, only eight studies are presented in this milieu, four (4) local studies and four (4) from Arab countries. As for international studies, twenty six (26) studies are presented.

The previous studies are chronologically projected starting from the most up to date studies in Palestinian territories, then, in Arab countries and, finally, in the world.

Palestinian Studies:

1. (Al-Habil, Baher, & Abu-Shaban, 2012) "Graduates' Perception for the Skills Required by the Local Labor Market in The Palestinian Society".

The study investigates the problem of graduates' perception for the skills required by the labor market in the Palestinian society, and the effect of this problem on these graduates in term of their employment skills. The study uses the analytical descriptive approach and a questionnaire, as its main tool, distributed to a 100-employy sample graduated since 2008 from the Gaza academic institutions.

The study points out that there is a significant relationship between graduates' perception for the skills required by the labor market from the one hand and the quality of the academic institutions, the level of graduates' skills, the four-skill-English is considered, the status of labor market, the delivered training courses and the graduates' educational and practical awareness on the other hand. However, the study proves differences among the respondents' answers in terms of the level of graduates' perception of the required market skills due to sex, professional experience, university, and the academic specialization as insignificant. The study recommends more integration of labor-market-skill-related training applications in the academic courses so as to make graduates well prepared for qualified jobs.

2. (Obeid, 2011) "Employment Possibilities for An-Najah National University's Graduates"

This study addressed the issue of employment possibilities for students graduating from An-Najah University which is a significant issue for both the University and students. The study also discusses the training programs introduced to graduates in order to develop their skills and make them ready for work. The study utilizes secondary data from surveys issued by the Palestinian Central Bureau of Statistics.

The study concludes that the inability of graduates to find and/or maintain a job is due to many factors including weakness in English, computer skills, internet and other job-related skills. The study recommends universities provide training courses to their students to make them ready to join the workplace, besides a devising mechanism to follow up on the employment of graduates at the concerned institutions.

3. (Migdad, 2011) "Unemployment Among the Graduates of the Education System in Palestine"

The study examines the situation of graduates and employment in WBGS in terms of the supply of graduates and the demand of the local market and the needed skills. It also represents a major step towards encouraging the Palestinian Tertiary Educational Institutions in tracking their graduates and securing a broader and clearer image of the labor market needs by cooperation between these institutions and the private sector in the WBGS. The study uses field visits, interviews and two set of questionnaires to collect data; one for graduates and the other is for employers. A total of 829 questionnaires were distributed to graduates occupied in jobs related and unrelated to their majors, to fresh graduates and to unemployed graduates in WBGS.

Collected data showed that there is no formal graduates' tracking system at higher education institutions in the WBGS. In fact, activities linked to tracking graduates are modest and in their infant stages and only limited to few high education institutions. English Language competency, besides other skills, was the main factor that both assists graduates to obtain a job and also reduces the waiting period prior to that. The study recommends cooperation between Ministry of Higher Education and Palestinian universities to follow up on graduates and their integration into the labor market.

4. (Alzaroo, 2009)"The Compatibility of the Palestinian Vocational Secondary Education with the Labor Market"

This study only focuses on the domestic labor market in West Bank and Gaza Strip. It explores the interaction between the outcomes of the Palestinian governmental secondary vocational education (the supply side) and the labor market (the demand side) from a trilateral perspective of graduates, training providers and employers. It addresses related issues, such as training, employability and cooperation between both sides of the supply and the demand in light of the high rate of unemployment amongst graduates and the need for better understanding of education-to-work transition. Moreover, the study stresses that there is an urgent need for the Palestinian vocational training system to develop knowledge and skills that can help the workforce become more responsive to the needs of the local market, while competing in the global economy. The study utilizes a combination of qualitative and quantitative methods and data, including both primary and secondary sources. The primary sources consist of field work and a field study based on a questionnaire and semi-structured interviews.

The study concludes that the Palestinian vocational secondary education is ineffective, unresponsive and irrelevant to the labor market's needs. The study recommends that training providers and employers are to bridge the gap between vocational education and the labor market.

Arabic Studies:

1. (Abdel Ghany& Abdel Latif, 2012) "English Language Preparation of Tourism and Hospitality Undergraduates in Egypt: Does It Meet Their Future Workplace Requirements?"

The study examines the English language preparation of tourism and hospitality undergraduates in Egypt in the context that mastering English is a prerequisite for graduates to get a job related to such a university's major. The study collects data through semi-structured interviews with a random sample of teachers and senior students. Interviews are conducted with eight teachers and 32 senior students.

The study reveals that there are many shortcomings in the English language preparation of Egyptian tourism and hospitality undergraduates. It indicates that the type of English language instruction the students receive is inadequate and is unlikely to adequately prepare them for their future careers in the field of tourism and hospitality. the study

calls for more future research so as to enhance institutional perspectives on how the English language preparation of tourism and hospitality students can be appropriately improved.

2. (Alazzam-Alwidyan, 2010) "A Critical Analysis of the Jordanian National English Language Curriculum Planning Discourse", PHD Dissertation

The purpose of this study is to gain understanding of how the rise of English as the lingua franca and its growing status as a global language is perceived in Jordan. The study stresses that to compete not only regionally or globally but also locally, communicating in English often tops the list of skills students need to be equipped with. The study focuses on the discursive constructions of the worldwide dominance of English during the years 1990-2006 with reference to Jordan in terms of two grand discourses: the economic and the cultural formations discourses. The study adopts the Critical Discourse Analysis approach and uses primary data from the genre of the Jordanian English language national Curriculum Framework Documents for different 4 years. The study employs three levels of analysis; contextual, discursive-generic, and inter-discursive.

Results reveal that both pro-hegemonic and counter-hegemonic discourses in negotiating English and its dominance exist in Jordan. English as a national school subject is deemed an inevitable avenue towards achieving advancement. Supporting the same trend, another constructed pro-hegemonic discourse promotes English learning and teaching as ways of maintaining connections with the outside world and being included in a universal human culture.

3. (Abu-Hweij, Dec. 2010)"Attitudes of Jordanian University Students and Professors towards the Role of Global English and its Influence on the Arabic Language and Culture." Master Thesis

The study aims at investigating the effect of the spread of English on the Jordanian language and culture. The study addresses two questions; the second of which is "In what ways has the spread of the Anglo- American culture and language affected the Jordanian culture, identity, economy and psychology?" The study employs mixed double-stage methods. The first stage, a qualitative approach using semi-structured interviews while the second one is a quantitative approach using a survey strategy based

on a questionnaire. Two samples of one hundred undergraduates and six university professors are selected

The study indicates that English is the most dominant foreign language in the Hashemite Kingdom of Jordan. Findings on the economic effects indicate that students highly perceive English as important for getting better jobs due to its significance in the local business world and in bringing economic benefits for the Jordanian international trades. Findings also show students would prefer to have their children speak both Arabic and English since speaking only Arabic is not enough in the age of globalization. They highly believe that non-native speakers of English are discriminated against according to their proficiency in English. The study recommends granting Arabic language the same advantages of the English language whether in the employment market or as a prerequisite for a university degree or in the educational field.

4. (Al Matroudi, 2010) "Employment in the Private Sector and the Output of Higher Education in the Kingdom of Saudi Arabia"

The study tackles the growing problem of unemployment amongst higher education graduates due to the private sector refusal to absorb them. The study questionings the skills and specialization of these graduates as the reason behind their being denied access to the private sector. Limited English proficiency skill is listed as one factor contributing to the theme presented in this study. The study employs the analytical descriptive approach and administrates a nine-question questionnaire distributed to the private sector.

According to the study, in Saudi Arabia, majority of private sector companies stress that English proficiency is a crucial factor for employment; majority of private sector employers rank the English competency as a very important (50%) and important (36%) requirement that job candidates should fulfill. The output of higher education in the Kingdom does not furnish the private sector's demand in terms of specialization and skills. The study recommends joint training courses to graduates by both the higher education and the private sector as would-be graduates should be well equipped with competencies in order to keep pace with the rapidly developing labor force.

Foreign Studies:

1. (Miguel & Rogan, 2015) "Assessing Students' English Language Proficiency During Clinical Placement: A Qualitative Evaluation of a Language Framework"

The study discusses an evaluation of guidelines set developed in a large metropolitan university in Australia to help clinical facilitators make decisions about the English language proficiency of nursing students. Stressing that sophisticated communication skills and a high level of both spoken and written English are necessary in clinical environments, English proficiency is required to be assessed as an additional skill for student's performance in terms of clinical skills, nursing communication and English language. The guidelines specifies three levels of English language performance; satisfactory, in need of development and unsatisfactory. Each level contain an overall description and more detailed descriptors in four areas, viz. pronunciation, vocabulary, asking for clarification and demonstrating understanding.

According to the study, the pilot project was a 'first step' in creating a systematic approach to help clinical facilitators assess students' English language proficiency in clinical placements. The study finds out that the guidelines are useful in helping facilitators assess English language, but suggests that strategies addressing identified language problems need to be incorporated to enable the guidelines to be used as a teaching tool as well. The study recommends that for the guidelines to be effective, they need embedding within a systematic approach that recognizes and responds to students who may be underperforming due to a low level of English language proficiency.

2. (Knoch, Rouhshad, Oon, et.al., 2015) "What Happens to ESL Students' Writing After Three Years of Study At an English Medium University?"

The study investigates whether the writing of second language learners develops over three years of degree study in an L2-medium university and what factors can explain improvement or lack thereof. The study states that the majority of students join English speaking countries' universities, not only to gain a degree but also to improve English language proficiency as studying in an English-medium university provides students with a rich immersion environment, but whether their English proficiency is actually improved is an questionable issue that has not been researched at large. Utilizing band scores, global and discourse analytic measures, the study examines 31 undergraduate students' ESL writing proficiency following g a three-year degree education in an

Australian university. The study uses a test–retest design requiring participants to write a 30-minute argumentative essay on the same topic twice; at the beginning and at the end of their degree program and all participants are interviewed about their writing experiences at the university.

The study finds out that students' writing improved after three years of study but only in terms of fluency; while changes in accuracy, grammatical and lexical complexity, as well as global scores of writing fell short of significance. It suggests that since excellent writing skills are a graduate attribute expected of graduates, the university needs to review the nature of assessment tasks across degree courses and develop guidelines about the feedback given to students on their English writing.

3. Götz, S. (2015): "Fluency in ENL, ESL and EFL: A Corpus-Based Pilot Study"

Against the background of a 'cline model' of increasing fluency/decreasing disfluency from English as a native language (ENL) to English as a second language (ESL) to English as a foreign language (EFL) forms of English, the study investigates (dis)fluency features in British English, Sri Lankan English and German Learner English.

The analysis of selected variables of temporal fluency, viz. unfilled pauses, mean length of runs, and fluency-enhancement strategies, viz. discourse markers, small words and repeats, is based on the 40,000-word subcorpora of the British and the Sri Lankan components of the International Corpus of English and the 80,000-word German component of the Louvain International Database of Spoken English Inter-language .

The study reveals that, while the EFL variant shows the lowest degree of temporal fluency, the highest number of unfilled pauses, for instance, the findings are mixed for ESL and ENL; the ESL speakers show a lower number of unfilled pauses, but the ENL speakers show a higher number of small words. EFL speakers' fluency performance seems to be affected by the limited degree of exposure to the target language, and by the same token, the ESL speakers' fluency performance seems to highly benefit from their exposure to English in their everyday lives. The study recommends more empirical back-up and thus requires future studies of different variants from all three circles: the inner circle, the outer circle the expanding circle that have different degrees of exposure

to the target language. It also calls for a language database that includes spoken data of representatives of all three circles for comparisons.

4. (Ozdemir, 2014) "The Role Of English As a Lingua Franca in Academia: The Case of Turkish Postgraduate Students in an Anglophone-Centre Context".

The study investigates the perceptions of Turkish post-graduate students who have been studying in native English speaking countries regarding the use of English as the international language of science in academia. The study stresses on the significance of English in the media of scholarly publications. The study conducts structured interviews with 32 participants in USA and GB to investigate their perceptions about the benefits and drawbacks of English as the primary language of communication in scientific fields. It also looks into the participant's beliefs about whether they are at a disadvantage or at an advantage when participating in professional activities carried out in English. Content analysis was employed to elucidate the interview data.

The main findings of the study indicate that the study sample believe that the benefits of English as academia's principal language outweigh its negative aspects and they focus on English as a global mode of communication to share research and meet professional needs. All participants agree that English is the dominant common language worldwide and particularly in their scientific fields, explaining that they felt the benefits of learning English. The study recommends genre-based courses to be developed in order to encourage post-graduate students to master academic genres highlighting the fact that English is used as a lingua franca in scientific community.

5. (Abdolahzadeh& Nia, 2014) "Language Learning Beliefs of Iranian Learners: Examining the Role of English Language Proficiency"

The study contributes to the general understanding of learners' beliefs on English learning and its relationship with language proficiency and emphasizes that it is crucially important to consider the factors affecting these beliefs. Therefore, the aim of this study is to explore Iranian learners' beliefs about learning English and find out whether there is a positive correlation between these beliefs and students' language proficiency level. Data are collected from four public schools in Tehran, using both of the Key English proficiency Test (KET) and the Beliefs about Language Learning Inventory (BALLI). Data were analyzed through correlation analyses. a 34-item Likert scale questionnaire.

The study concludes that participants in this study are highly motivated for learning English due to their beliefs that learning English is very important. Compared to other groups, more proficient learners tend to be highly motivated about learning English and feel more optimistic about the future of their language learning. The findings also reveal that there is a positive correlation between language proficiency and beliefs about language learning. Based on this study's findings, it is suggested that learners' prior beliefs are to be taken into account when designing language learning syllable as, by encouraging appropriate beliefs and providing effective instruction of learning strategies according to learners' situation, English can be taught more effectively.

6. (Azam, Chin & Prakash, 2013) "The Returns to English-Language Skills in India"

The study is conducted in India's colonial legacy where English plays an important role in its economy, and such a role has expanded in recent decades due to globalization. It is widely believed that there are large economic returns to English-language skills in India, but the extent of these returns is unknown due to a lack of a micro-data set measuring both earnings and English skills. The study is the first to use a nationally representative sample to estimate the economic returns to English-language skills in India and it provides new descriptive information about the prevalence of English ability there. It utilizes the 2005 India Human Development Survey (IHDS) to provide the first estimates of the returns to English-language skills in India.

The study proves large statistically-significant returns to English-language skills in India. English-language skills are strongly positively associated with earnings as hourly wages are on average 34% higher for men who speak fluent English and 13% higher for men who speak a little English relative to men who speak no English at all. These estimates are both statistically and economically significant, as there is considerable heterogeneity in the returns to English. The study recommends future work about the impact of English language skills on social outcomes as the effects of English-language skills can extend beyond the labor market.

7. (Byrd, 2013) "Reactions to English Language Learning in Chile as a Means for Personal and National Development" Master Theses.

As English has become the dominant language of the globalized world, Chilean leaders, so as to meet the development goal of raising Chile to a developed country by 2020,

emphasized that Chilean citizens should be bilingual in order to both fit into the global market and attract foreign investments. The research project investigates how a group of Chilean university students look at their leader's goal of creating a bilingual citizenry, through national English language learning programs; whether they see English proficiency as an advantage or a threat to Chilean cultural individuality.

The sample group agrees that being proficient in English increases job opportunities resulting in higher incomes and overall better work experiences. They support the government approach of creating a bilingual citizenry emphasizing that English is an urging need in Chile and will continue to be beneficial in the future. The study recommends further research on the effectiveness of English language learning programs in Chile and the citizens' feelings about them in order to measure the need for English as a means of increasing economic development and raising living standards.

8. (Roshid& Chowdhury, 2013) "English Language Proficiency and Employment: A Case Study of Bangladeshi Graduates in Australian Employment Market"

The study reiterates recent literature suggesting that the relationship between globalization and the English language implicates employability in the job market although the effects are uneven in different occupational groups and in different countries, such relationship is growing in significance to policy makers. This study explores the hitherto unstudied relationship between English language proficiency and employment and the success of Bangladeshi graduates in Australia in order to establish how English language skills influence the employment mechanism in the Australian job market for graduates from a non-English speaking South East Asian country. The study utilizes the interpretive approach as its overall aim is to understand the role of English language skills of university graduates in determining their employment opportunities and career prospects in Australia.

The study finds out that one's English language skills influence prospects of employment in various ways, especially in contributing to the possibility of secure and better jobs. The study recommends that educational policy planners, educators, employers and career counselors should optimize English language learning programs that support increased employability through English.

9. (Coyne, 2013) "Causes and Consequences of Second Language Education: A Global Analysis From 1980 to the Present" PHD thesis|

The study examines second language education policies' causes and consequences at both global and national levels using quantitative data and pooled time series analyses. The first part of the study is conducted in terms of satisfaction. The second part of the dissertation, viz. Ch. 5 entitled "English Language and Economic Growth, Empirical Evidence, 1980-2005", handles the consequences of a second language skill, as a human capital and a facilitator of trade, science and technology, in terms of economic development by means of measuring GDP per capita.

Empirical analyses over the period 1980 to 2005 of a large sample from non-English-speaking countries shows a significant affirmative relationship between time spent on learning English and GDP per capita.

10. (Chiswick & Miller, 2013) "The Impact of Surplus Skills on Earnings: Extending the Over-Education Model to Language Proficiency."

The study examines whether the framework developed in the educational mismatch field of research can be generalized to English language skills. It utilizes data from the Occupational Information Network (O*NET) database and both "Worker Self-Assessment" and "Realized Matches" procedures to quantify expected levels of English skills in over 500 occupations in the US Census. Then, earnings data are examined in relation to these occupational English requirements using the over-education, required education, under-education (ORU) approach.

Results reveal that earnings are positively and significantly associated with occupational English language. These results show that earning returns associated with occupational English language requirements increase at an increasing rate. The study recommends that policy actions are to encourage better job matching in the labor market for education and English language skills.

11. (Islam, 2013) "English Medium Instruction in The Private Universities in Bangladesh"

The study assesses the crucial reasons of the extended use of English as a medium of instruction (EMI) in light of its increasing emphasis as a significant issue both in Bangladesh and many parts of the world. It analyzes a case study involving both

teachers and students in a private university in Bangladesh through a critical examining of the implementation of EMI policy and the language performance in the Bangladeshi higher education perspective.

Based on data gathered through interviews, it is argued that students and teachers constructed their perception towards the accomplishment of EMI policy and its effectiveness as well as their educational choice through their language practices and beliefs. The study evaluates the implications of EMI policies globally and the national level practices of students' workable knowledge and English proficiency development in the globe where English is widely believed to hold huge prospective for both individuals and societies due to its role in human capital development.

12. (Ankudinov and Lebedev, 2013) "Empirical Analysis of Employees with Tertiary Education Occupational Imbalances"

This study addresses the issue of the high percentage of university graduates with unacceptably low level of utilization of acquired qualifications, in particular, and the low quality of education in the majority of Russian universities, in general, which resulted in huge structural imbalances. The study presents quantitative estimates of disproportions between the educational levels of employees with higher education and their professional occupation for different branches of economy. The sample used is representative of working population of Russia holding university degrees. The analysis model used are performed of how much the professional functions carried out by employees match their professional and educational qualifications, and the extent to which their previously acquired expertise and skills are transferred to the workplace.

The results obtained concludes that worst disproportions between education levels attained and job requirements are observed in varies field, the first of which is trade and services sector. The matters are compounded by inert and informational incompetent labor market which is incapable of sending proper signals to the national system of tertiary education.

13. (Singh & Choo, 2012) "Manufacturing Industry Employers' Perception of Graduates' English Language Skills Proficiency"

The study handles the issue of graduates' proficiency in English at the workplace. English language proficiency skills of graduates that create advantages for the

organization is preferred by prospective employers as one of the main criteria for employability. The study provides an overview of undergraduates in both higher education and workplace literacy from the employers' perspective in the manufacturing industry. The study adopts the conceptual framework, developed by a group of researchers at the Malaysian National Higher Education Research Institute, identifying the type of skills and educational percepts that need to be inculcated among undergraduates through the various non-science programs conducted by the universities. It employs the Undergraduate Workplace Skills Inquiry (UWSI).

The study reveals that Malaysian manufacturing industry employers perceive the graduate employees' English language proficiency skills as below expectations. It stresses that both industry and education providers should share the responsibility of empowering graduates' English language proficiency at the workplace. The study recommends interventions to improve the English language syllabus level of English proficiency at all educational phases. The study recommends that English in everyday use should be inculcated without neglecting the national language stressing that English education should be in line with globalization and current workplace demands.

14. (Azevedo, Omerzel, Andrews et. al., 2012) "Satisfaction with Knowledge and Competencies: A Multi-Country Study of Employers and Business Graduates".

The study critically discusses findings from a research project involving four European countries. The project has two main aims; to develop a systematic procedure for assessing the balance between knowledge and competencies acquired in higher and vocational education and the specific needs of the labor market. The second aim is to examine-cum-develop a set of meta-level quality indicators aimed at evaluating the linkages between education and employment. The project is designed to address the lack of employer input, in terms of, not only, requirements of business graduates for successful workplace performance but also the need for more specific industry-driven feedback. The project utilizes an innovative step-by-step approach combining different partners from higher education, vocational training, industry and quality assurance. Data gathered are based on literature review, surveys and qualitative interviews. The study utilizes a sample of 900 business graduates and employers.

Survey results revealed that employers were not very confident regarding neither business graduates' abilities in key knowledge areas nor in key generic competencies. In

subsequent analysis, such graduate abilities were tested and identified as important predictors of employers' satisfaction with graduates' work performance. The study recommends utilizing the industry-driven approach introduced in this study as a guide to assist various kinds of educational institutions to better align study programs with changing labor market requirements.

15. (Asai, 2012), "The English Language: Exploring its Educational, Economic, and Social Market Value in New Delhi"

The study highlights the trend throughout India regarding the idea that proficiency in English is the way to upward mobility in light of the English language significance as the global language. However, the quality of English education continues to severely vary ; and while many Indian youth are taking advantage of English to foster their lives, a large percentage of Indians are still underprivileged. The study analyzes the different economic, educational and social opportunities opened up for English-advantaged Indians versus non-English proficiency skills by means of focusing on NGOs which tutor employability, vocational, and English language skills to young people. The study utilizes questionnaires, group discussions, semi-structured interviews and observations as a source of primary data.

The study stresses the significance of English as a valuable asset to India while pursuing its increasing participation in globalization as English affects prospects of all groups in India in various overlapping ways. But, despite the fact that language is becoming more common among all groups in India, yet, the upper class monopolizes the chance with greater access to learning the language. The study recommends changes in the Indian system so as to achieve equity through the use of the language as all people should be granted access to better education and hence, better English competencies.

16. (Saraihong, &Chanchaoenchai (2012) "Labor's Language Skill in the Liberalization Era: A Case of Thai Vocational Students' English Proficiency"

Trade liberalization which has recently been taking place in the global village brings about a number of changes to the implementing countries. Thailand, which is committing itself to the liberalization under ASEAN Economic Community (AEC), is due to complete in 2015. Once the AEC is effective, the labor markets across the region will be open for all workers of the member countries. To reap benefits from liberalized labor market, workers need to overcome English language shortcomings and the

government needs to provide facilities to guarantee their proficiency improvement. Therefore, the objective of this study is to explore Thai prospective workers' English proficiency and to analyze its determining factors with focus on the case of vocational students in specific schools in Bangkok area. Various statistical tests for variance and mean heterogeneity, along with stepwise regression associated with OLS to estimate the predictive power are employed. Language proficiency is analyzed here using the human capital framework.

The study finds that students' grade records, attending extra curriculum English classes, and plan of working abroad are statistically significant in explaining Thai vocational students' English language proficiency in all skills. Other determining variables are found statistically significant in some English skills. Findings of this study offers insightful information for both private school entrepreneurs and government agencies in providing appropriate training for workers and prospective workers.

17. (Othman, et. al., 2011) "Undergraduate Awareness and Readiness Towards Employability: The Significance of English"

This study investigates the undergraduate awareness and readiness towards employability attributes with a specific reference to English Language competency which has significant effects on employability as the mastery of English is important to a graduate to join employment, especially in the private sector where both international and local employers deem communication skills in English as the most sought after attribute in prospective employees. Both qualitative and quantitative research methods are applied and primary data was collected through focus group, email and face to face interviews. A sample of senior students from various faculties at UniversitiEbangsaan Malaysia (UKM) were randomly selected.

Findings depict various respondents' beliefs and attitude and level of awareness towards employability and significance of English Language. Findings also highlight undergraduates' readiness for employability in general, which has significantly contributed to an emerging image of UKM undergraduates as prospective employees. The study recommends future measures in bridging the gap between the university and the industry as a whole and calls for a high level of awareness amongst stakeholders of the University.

18. (Casale & Posel, 2011) "English Language Proficiency and Earnings in A Developing Country: The Case of South Africa"

The study explores the relationship between English language proficiency and earnings in South Africa in the context of ELP as an important part of human capital. It analyzing the returns to language skills in a developing country's perspective where the dominant language of business, government and education is that of the former colony, while only minority of the African population group speaks English as their home language. The study utilizes secondary data from the first wave of the National Income Dynamics panel survey of 2008

The study proves large returns among Africans to reading and writing English very well, and particularly among the educated. According to the study, higher average earnings among the English language proficient explains the perception of English as the language of 'success' and justifies why parents want their children to study in English. But the study recommends that African schools should not reject mother-tongue education in favor of English as the language of instruction. The study recommends adequate language skills in the mother tongue to enable learners to acquire strong second language skills or to effectively learn in a second language as the strong correlation proved between African language and English language proficiency would be consistent with such arguments of additive bilingualism.

19. (Chang, 2011) "The roles of English language education in Asian context."

The study comprises three sections; the first one surveys the English language history from the 18th century and the development of English in Asian countries where English plays a vital role as a tool for interaction among nonnative speakers, while the second highlights the English language education policies in these countries. The third section highlights the important role of English education and its future in Asian countries focusing on the characteristics of English as a global language and a tool for inter-cultural communication in the world. According to the study, teaching the English language in the Asian countries seek creating young people well equipped with English capabilities and professional abilities.

The study finds out that English plays a role as a window to the world and in this regard Asian Englishes can play important roles such as teaching English as a way of speeding up national development, a way of understanding other cultures, and a tool of

international communication in the global village. Moreover Asian Englishes play a bi-directional roles of establishing the identity of each cultural and ethnic group by using both English and the mother tongues of each group. The study recommends surveying the distinguishable characteristics of Asian Englishes so as to define the roles of Asian Englishes and set up the goals to direct English language education in Asian context.

20. (Zubairi et. al., 2011) "English Language Competency for Entry-Level Employment: A Market Research on Industrial Needs"

The study is a market survey conducted among fourteen Malaysian industry sectors in terms of the significance of English language competency among graduates in meeting the needs of the industry in Malaysia. It discusses the issue of graduates' employability in light of the increasing rate of unemployment due to employers' dissatisfaction with the general level of preparedness of graduates as prospective entry-level employees; not for technical skills but particularly their English language proficiency. Both qualitative and quantitative methods were employed and data collected from a combination of methods; namely, a series of semi-structured interviews, a survey and a seminar.

The study has substantiated the assertion of the industry that English competency is an indispensable asset for any graduate applying for entry-level employment in the current market environment and encouraged Malaysian universities and relevant agencies in designing intervention programs to help graduates meet the English language needs and standards required by the industry for entry-level employment and, accordingly, underqualified candidates who do not meet the minimum English competency for the workplace will be placed in language programs which are best suited for their employment needs. The study recommends developing a VEC test of international standards which can be used by the industry as a reliable and valid indicator of graduates' English competency for employment purposes.

21. (Ngah, et. al., 2011) "The Need for Competent Work Ready English Language Learners."

Malaysian University English Test (MUET) is a test of English language proficiency used in the public higher educational institutions for the purpose of undergraduates' admission. However, in preparing students for the workplace, proficiency test alone is not enough as they also need to be competent in transferring their four-skill English skills in work related tasks. Therefore, the aim of the study is to share the experience in

using thematic approach in developing English proficiency test paper at a technical university in Malaysia. A 4-skill test is developed based on Canale and Swain's (1980) distinguishing communicative competence from communicative performance with "Green Technology" as the theme selected in accordance with the programs offered at the university where the test is administered.

Findings reveal that the proposed test is also beneficial for the industries as not only it could serve as an indicator to gauge the level of English language proficiency of newly employed staff but also as an instrument to measure their competency on work-related skills where English is concerned. It is recommended that this study will benefit all parties involved; the university curriculum developers, graduates and employers who may utilize the test as part of their recruitment procedures as it holds a potential to be used as an entrance requirement for new employees.

22. (Kubota, 2011) "Questioning Linguistic Instrumentalism: English, Neo-Liberalism, and Language Tests in Japan"

The study underscores the importance of English skills for work and for achieving individual economic success, known as Linguistic instrumentalism, stressing that it has not only influenced language education policies but also proliferated the language teaching and testing industry in Japan, as well . Linguistic instrumentalism is linked to the concept of human capital which is deemed a necessary skill for the knowledge economy and the unbalanced employment conditions of neoliberal society. One of the emergent themes of the study is the nexus between work and learning English as it focuses on the role of learning and using English for work in Japan and investigates the aspirations and experiences of adult workers learning English besides, the views of managers of production companies about the role of English and English tests. The study utilizes the qualitative approach and in-depth interviews.

The study indicates that language tests actually create the demand for learning English through measuring efforts to learn in the knowledge economy and that the perceived and actual usefulness of English in relation to work and career is influenced by gender, geographical regions and other factors. The study recommends the formal education to play a greater role in engaging learners in critical reflections on the domestic and international role of English and stresses on the importance of political participation to create better labor conditions.

23. (Shafie & Nayan, 2010) "Employability Awareness Among Malaysian Undergraduates"

The study is conducted to determine whether employability skills can be enhanced through studying English for Occupational Purposes (EOP) among undergraduates in Malaysia. It also investigates whether undergraduates are able to identify the attributes employers seek. This is due to the fact that changes are norms at workplaces and both of globalization and development of technology demand employees to be highly-skilled. Graduates find it difficult to seek employment upon graduation as they lack the required employability skills. Therefore, the universities' need to establish employability skills among their undergraduates is imperative. The study is descriptive using a survey method; a questionnaire is distributed to a sample of 61 students selected from the list of registered final semester students of Diploma in Science. This is because only final semester students are required to take English for Occupational Purposes (EOP).

Results of the study have useful pedagogical implications for teaching of English for Occupational Purposes (EOP) as the data obtained may be used to prepare teaching materials in order to enhance undergraduates' employability skills. The study, though a preliminary study, attempts to investigate whether EOP course increases undergraduates' employability skills, and finds out that the EOP course seems to increase students' employability skills. The study recommends that it is imperative to include employability skills in the syllabus and to ensure students are aware of the importance of employability skills to their future career.

24. (Evans, 2009) "Business as usual: The use of English in the professional world in Hong Kong."

This study examines the role of written and spoken English vis-a-vis written Chinese, Cantonese and Putonghua in the four main service industries that have driven Hong Kong's economy in the past decade. The study forms part of a continuous investigation into the impact of Hong Kong's transition from British colony to Chinese Special Administrative Region in term of language choice and use in the professional workplace. The study involves three main methods of data collection: a questionnaire survey; in-depth, semi-structured interviews; and "fly-on-the-wall" case studies.

Findings indicate that English continues to function as the unmarked medium of written professional communication, whereas Cantonese remains the usual language of oral

communication. Despite the perception that English use has declined since 1997, the findings indicate that the importance of written and spoken English has increased during this period. Findings also suggest that the frequency with which Hong Kong professionals need to communicate in English increases with rank and experience. Findings reiterating the central importance of English alongside Cantonese in business and professional communication in Hong Kong is a significant finding given the widespread perception that the importance and use of English have declined since the handover. The study's findings constitute a point of reference to language planners and policy makers in the public sector, senior professionals in the four key service industries, and ESP course designers and recommends that generic ESP courses should give priority to written English rather than spoken English, and particularly text types which play a central role in the professional world in terms of status, i.e. reports, and frequency, i.e. e-mail.

25. (Lee, 2009) "English Language and Economic Growth: Cross-Country Empirical Evidence"

This study views the level of English proficiency as a human capital and suggests that the ability to absorb knowledge goes hand in hand with the level of English proficiency. It highlights the empirical effect of English proficiency on economic growth using Barro-type cross-sectional growth regression. The study points out that populations of countries with higher level of English proficiency are potentials for fast growth.

The study results prove that in both Asia and Europe there is a positive correlation between initial English proficiency and economic growth as an increase in English proficiency will directly speed up the knowledge absorptive capabilities of the work force; the impressive growth of Asian countries has been achieved thanks to the heavy investment in the creation of human capital that promotes English-speaking culture and encourages the use of English. But, the study fails to find any evidence about the effects of English language on the economic growth in Latin American and African countries. Other factors such as the formation of institutions, stability and certainty, can also be a driver for the accumulation of knowledge besides the English language proficiency. The study recommends that even if there is a positive relationship between the proficiency level of English and the growth rate in a cross-sectional data, establishing such relationship under different empirical framework and different measures for the proficiency

level of English could empirically be very difficult and hence, further studies are needed on the topic.

26. (Andrade, 2009) "The Effects of English Language Proficiency on Adjustment to University Life"

The study addresses non-native English speakers (NNES) willing to study in the USA where the higher education institutions there recognize the economic and educational benefits of international students. Although NNES submit evidence of English language proficiency before admission, many of them struggle with the demands of English. This study utilizes qualitative and quantitative data so as to provide insights into the international student experience from both student and faculty's perspectives. It examines how English proficiency affects adjustment academically and socially. It also considers the effect of English proficiency on intercultural learning and identifies useful types of support.

Students are content with their proficiency level and feel that course work and social interaction have improved their English, whereas professors feel students' skills are sufficient but could be further improved stressing that they had adjusted their teaching approaches to accommodate NNES. The study also concludes that intercultural interaction enhances English development and intercultural growth, but some students may prefer to adhere to their own linguistic groups.

Comments on Previous Studies:

After analyzing the studies listed hereinwith, the following points are highlighted.

1. Local studies conducted in the WBGS are limited in scope. They shed lights on graduates regarding the gap existed between the labor market and skilled needed to bridge it.
 - a. Al-Habil, Baher, & Abu-Shaban (2012) and Migdad (2011) addressed graduates in WBGS and both studies discussed the skills required for the labor market. ELP is counted in both studies as one of the skills but not as a main theme, the matter which is different in the this study where ELP is the crux.
 - b. Alzarro (2009) was restricted to vocational graduates only and (Obeid, 2009) focused on one university, viz, An Najah university, respectively, whereas this study's sample includes all main universities in GS.

- c. All the previous Palestinian studies utilized the descriptive approach with the questionnaire as the main tool of data collection, the matter which is shared with this study.
2. In terms of Arabic studies, they discussed the unemployment among graduates, such as (Al Matroudi, 2010) in Saudi Arabia, with connections to the labor market needed skills including ELP. In Jordan, Alazzam-Alwidyan, (2010) discussed the extent to which English as a global language was perceived and reflected in the development of the national curriculum there, while (AbdelGhany & AbdelLatif, 2012) discussed ELP as ESP required for tourism and hospitality.
3. In terms of international studies, large research was conducted in a wide scope including significance of English as a lingua franca, as human capital skill needed for employment, hence a tool of economic enhancement and ESP.
 - a. (Ankudinov, 2013), (Azevedo, 2012) assessed the balance between graduates' knowledge and competencies and transferable skills and the needs of labor market, whereas (Ozdemir, 2014) discussed ELP significance in scientific fields stressing on the significance of English in the media of scholarly publications. (Miguel & Rogan, 2015) and (Knoch, 2015) handled the significance of ESP in clinical contexts and in writing skills, respectively.
 - b. (Coyne, 2013), (Byrd, 2013) and (Rashid & Chowdhury, 2013) addressed ELP as a human capital and an economic enhancing tool in African countries, Chile and Bangladesh, respectively. (Chang, 2011) and (Lee, 2012) stressed ELP as a human capital and its positive significant returns in Asian countries in general; (Asai, 2012); (Azam, Chin & Prakash, 2013) in India, (Islam, 2013) in Indonesia, (Kubota, 2011) in Japan.
 - c. (Collins, 2008), and (Lang, 2006) studied ELP and earning correlation in terms of immigrants, while (Collins, 2008) and (Andrade, 2009) handled non-English speakers studying in Newzealand and USA respectively in order to enhance their ELP for economic and social purposes.
 - d. Götz, S. (2015) and this research share two dimensions, viz. fluency and accuracy. But, Götz's pilot study handles those two dimensions study from a linguistic viewpoint in the context of EFL (dis)fluency features in British English, Sri Lankan English and German Learner English.

Chapter Four
Research Practical Framework

Introduction

Research Methodology

Research Procedures

Data Sources

Research Population and Sample

Sample Characteristics and Personal Traits

Research Tool

Questionnaire Procedures

Statistical Methods

Questionnaire Validity

Questionnaire Reliability

Chapter Four: Research Practical Framework

Introduction:

This chapter addresses the methodology details used in this research. The adopted methodology includes the population and sample with the selection criteria in addition to the research's main tool, i.e., questionnaire, and finally the statistical methods that were applied to data analysis. These details are as follows:

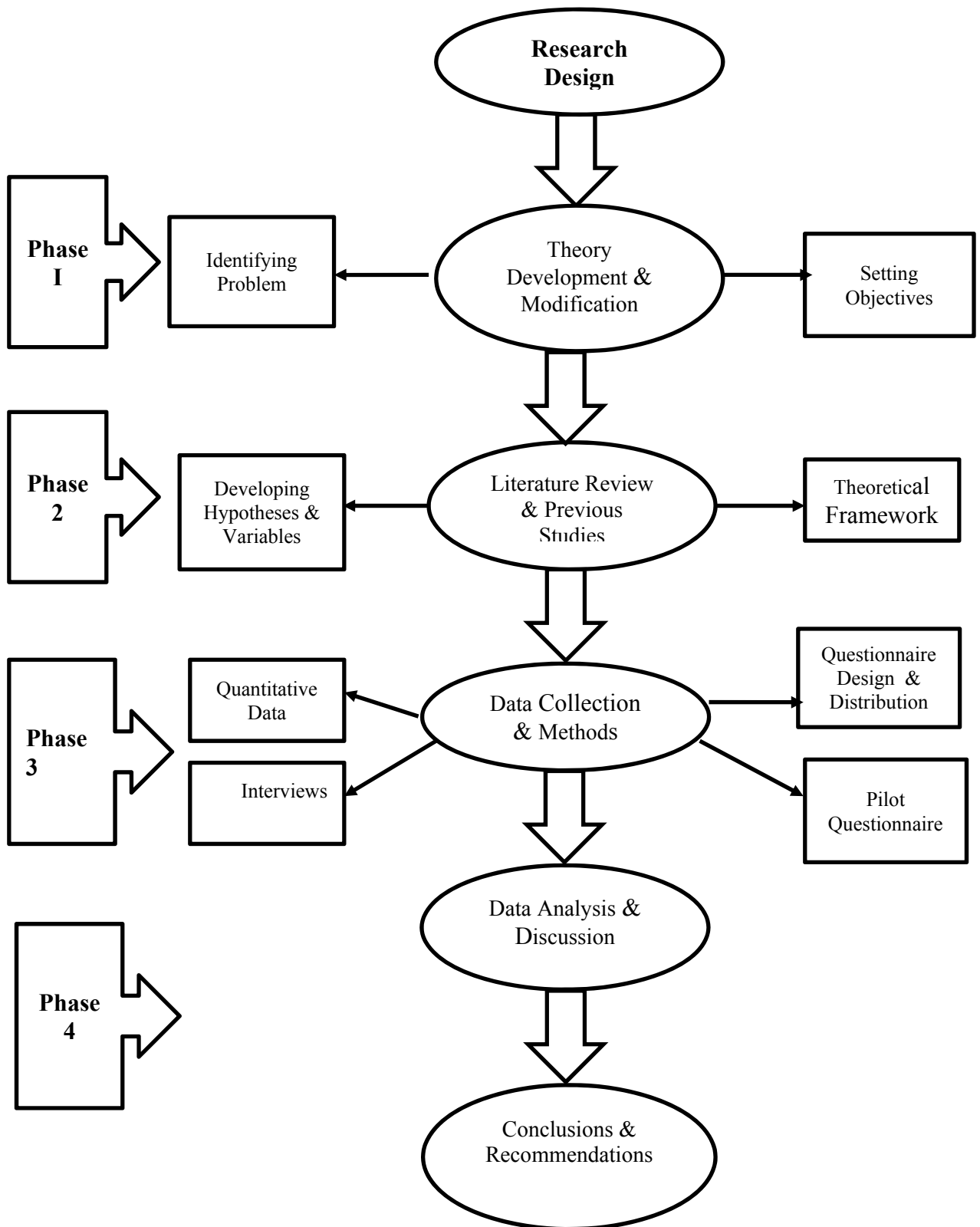
Research Methodology:

This study aims at examining the impact of English language proficiency on job opportunities for graduates in Gaza Strip. In order to achieve the objectives of this study, the researcher follows the descriptive analytical approach in conducting this research as it is considered the most common and suitable approach for business and social studies. This section presents the methods used to carry out the study, viz., comparison, explanation and assessment so as to reach meaningful generalizations and furnish the research's queries.

Research Procedures:

1. Identifying and defining the problems, setting the objective of the research and developing the plan constitute the first phase of the research thesis proposal.
2. The second phase of the research included a summary of related literature review on ELP and employability and review of related previous studies. Then field surveying to initiate the questionnaire design.
3. The third phase of the research handled modifying the questionnaire design and contents, through distributing the questionnaire to a 30-respondent pilot study. The purpose of such a study was to test and prove that the questionnaire 60 paragraphs were so clear to be answered in a way that helps to achieve the target of the study. The questionnaire was modified based on the results of the pilot study. Then, the research focused on distributing questionnaires to the entire sample in order to collect the required data needed to meet the research objective. Quantitative Data was gathered by 1000 questionnaires, while qualitative data was obtained by means of in-depth interviews with both university teachers and employers.
4. The fourth phase was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS) was used to process data and perform the required analysis, followed by conclusions and recommendations.

Figure 4.1: The Methodology Flow Chart



Source: Articulated by the researcher based on Saunders et. al., 2010

Data Sources:

Data collection tools have utilized primary and secondary sources as follows:

1. Primary sources: In order to obtain the data needed for this research, a questionnaire was designed by the researcher and modified according to the recommendations of the thesis supervisor and a panel of experts. In-depth interviews were also conducted with university teachers and employers in order to obtain qualitative data. Both Qualitative and quantitative characteristics of the phenomena have been statistically analyzed by means of appropriate statistical tests in order to reach significance and value's indicators to support the research.
2. Secondary sources: The researcher used secondary data sources to address the theoretical framework for the study through the following:
 - a. Arab and foreign references and books that address the issue of study.
 - b. Scientific journals, periodicals, and academic magazines.
 - c. Theses and dissertations accessed through the universities' libraries.
 - d. Research papers, business articles and reports connected to the study topic.
 - e. Online sources

Research Population and Sample:

The population of this research consists of graduates in Gaza Strip over the past decade, with focus on commerce/business majors. Since the population size is large and not precisely known, and the Survey System ignores the population size when it is large or unknown; population as size is only likely to be a factor when a researcher works with a relatively small and known group of people. A non-probability sample, therefore, was calculated in accordance with the formula of minimum sample The formula is as follows:

$$n = p\% \times q\% \times \left(\frac{z}{e\%}\right)^2 \text{ (Saunders et. al., 2010:p. 466)}$$

On substituting all needed information into this formula, the minimum sample referred to as (n) is calculated to different levels of error margins as follows:

n= 384 (5% margin of error)

n= 600 (4% margin of error)

n= 784 (3.5% margin of error)

The researcher went for the third option, i.e., a 3.5%- marginal-error sample that should not be less than (784) responses. Therefore, one thousand questionnaires were distributed to graduates, (877) were returned making a response rate of (87.7%), which is excellent as the needed sample has already been achieved as depicted in the following table:

Table (4.1) Response Rate

Sample	Questionnaires Distributed	Questionnaires Obtained	Eligible	Response Rate%
784	1000	877	800	87.7%

Out of the total questionnaires obtained, only (800) eligible ones were administered and analyzed. Respondents of Commerce (both in English and Arabic) constituted (67%), estimated at (536) of the total sample participants. Besides Commerce, other specializations such as IT, Engineering, Media and public relations, Law, Medicine, Sciences and English Language majors have also been considered as eligible and, accordingly, included in the sample. As for the left-behind (77) questionnaires, they were considered as ineligible as the researcher excluded all questionnaires filled in by specializations that have the least relation with ELP; Arabic, Shari'a and, Social Service majors, for instance.

It is worth mentioning in this context that the research's main population was originally constricted to commerce fresh graduates. But due to scarcity of information from the concerned institutions and the difficulty to locate the targeted sample, the researcher has resorted to a pooled sample of all ELP related specializations.

Questionnaires were distributed to banks, Palestinian NGOs, INGOs, graduates' association, syndicates of accountants, lawyers and engineers, Pal Tel, Electricity Distribution Co., ministries and business companies. They were also distributed to MBA students at Al-Azhar University and fresh graduates gathered at the Career Day event held by IUG Commerce Faculty on June 6, 2015.

Sample Characteristics and Personal Traits:

The following tables demonstrate the sample distribution according to gender, age, number of attended ESP training courses, graduates' university, specialization, work and nature of contract. The sample distribution is as follows:

1. Gender:

Table (4.2) Sample distribution according to gender

Gender	Frequency	Percentage%
Male	407	50.9
Female	393	49.1
Total	800	100.0

It's clear from the results in Table (4.2) that male respondents are slightly more than female. The result doesn't agree with the Ministry of Higher Education's Statistics which indicates that female graduates are greater in number than male. Over the past two decades, the proportion of female students in Palestinian universities has been equal to or even greater than the proportion of their male counterparts (Kafri & Hussein, 2011).

2. Age:

Table (4.3) Sample distribution according to age

Age	Frequency	Percentage%
less than 26 years	419	52.4
26-less than 28	123	15.4
28-less than 30	81	10.1
30 years and more	177	22.1
Total	800	100.0

It's clear from the results in Table (4.3) that nearly half of the sample is younger than 26 years while 47.6% of participants are older than 26 years. The researcher attributes the result to the fact that fresh graduates have been in focus, and, therefore, a remarkable number of questionnaires were distributed to fresh graduates at the career day event held by the IUG Commerce Faculty and to MBA students at Al-Azhar University.

3. Number of Attended ESP Courses:

Table (4.4) Sample distribution according to number of attended ESP courses

Number of attended ESP courses	Frequency	Percentage%
less than 2	404	50.5
2-3	276	34.5
4-5	56	7.0
6 courses and more	64	8.0
Total	800	100.0

As indicated in Table (4.4), about half of the sample has attended one ESP course, while 49.5% has attended more courses. The researcher attributes the results to the fact that

half of respondents were fresh graduates, and hence, have not attended so many courses so far.

4. Graduate's University:

Table (4.5) Sample distribution according to graduate's university

Graduate's University	Frequency	Percentage%
Islamic University	232	29.0
Al Azhar University	463	57.9
Al Aqsa University	31	3.9
Palestine University	36	4.5
Al Quds Open University	38	4.8
Total	800	100.0

It's clear from the results in Table (4.5) that majority of respondents graduated from Al-Azhar and Islamic universities. The researcher attributes the results to the fact that these two universities are the largest and oldest ones that enroll majority of students in Gaza Strip.

5. Specialization:

Table (4.6) Sample distribution according to specialization

Specialization	Frequency	Percentage%
Commerce in Arabic	413	51.6
Commerce in English	123	15.4
IT	103	12.9
Engineering	42	5.3
Sciences	28	3.5
Law	26	3.3
Medicine	25	3.1
Media and Public Relations	21	2.6
English Language	19	2.4
Total	800	100.0

It's clear from the results in Table (4.6) that about two thirds of the sample are commerce graduates, while the remaining 33% are of various specializations. The researcher attributes the results to the fact that a remarkable number of questionnaires were distributed to fresh graduates during the career day event held at the IUG Faculty of Commerce and to MBA students at Al-Azhar University. Besides, when questionnaires were distributed to other institutions, the researcher focused on Commerce graduates.

6. Work:

Table (4.7) Sample distribution according to work

Work	Frequency	Percentage%
Yes	463	57.9
No	337	42.1
Total	800	100.0

It's clear from the results in Table (4.7) that more than half of the graduates work. This is due to the fact that half of questionnaires were distributed to companies, organizations, banks and other work places.

7. Nature of Contract:

Table (4.8) Sample distribution according to contract

Nature of Contract	Frequency	Percentage%
Annual contract	232	29.0
Part time contract	157	19.6
Volunteer	74	9.3
Total	463	100.0

As results of Table (4.8) depict, only 29% of the sample have annual contracts, while 28.9% are either part time laborers or volunteers. The researcher attributes the results to the issue of unemployment and the lack of job opportunities available to fresh graduates in Gaza Strip. Moreover, there are many constraints facing young people to get into a permanent paid job upon graduation (Brodmann et. al., 2012). So, these graduates resort to voluntary or part time work to reduce the transition period from high education to the labor market. In harmony with Hamammi (2011) pointing out that, increasingly since 2000, university graduates in Gaza spend years suspended in a series of short-term volunteer and job creation schemes for the hope of accessing permanent employment, but participation in short-term jobs had not led to their permanent employment.

Research Tool:

The researcher seeks through this study to analyze "The Impact of English Language Proficiency on Job Opportunities for Graduates in the Gaza Strip". For this end, a survey questionnaire was designed to collect the research's primary data. The questionnaire included close-ended questions to facilitate the data collection process. The design of questionnaire affected the response rate and the reliability and validity of the data collected. Response rates, validity and reliability are maximized by careful design of individual questions, clear layout of the questionnaire form, lucid explanation

of the purpose of the questionnaire and pilot testing. The two-part questionnaire has been prepared as the main tool of this study. It consists of the following:

1. Part one includes the primary information about the demographic traits of participants.
2. Part two includes study variables, i.e. six dimensions with ten paragraphs each, as follows:
 - a. English Fluency dimension.
 - b. English Accuracy dimension.
 - c. Writing Skills dimension.
 - d. ESP Courses dimension.
 - e. Pre-University Knowledge dimension.
 - f. Job Opportunities dimension

The researcher used the five-point Likert scale to measure responses on questionnaire items. In terms of the agreement strength, the results ranging from Agree very Slightly(1) to Agree very strongly (5) appeared as shown in table (4.8) herein below. Numbers assigned to importance (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels.

Table (4.9) Likert Scale

Scale	Agree very slightly	Agree Slightly	Agree Moderately	Agree Strongly	Agree very strongly
Relative weight	1	2	3	4	5

The aim of the questionnaire is to measure the impact of ELP on job opportunities for gradates in the Gaza strip.

Questionnaire Procedures:

The researcher utilizes the following questionnaire procedures:

1. Upon designing the questionnaire, it was reviewed and modified by research supervisor.
2. The modified copy was given to a number of 9 referees from local universities, who have excellent knowledge and expertise in the area of the research topic.

3. The questionnaire was modified based on the referee's comments and a pilot study of 30 questionnaires was distributed to help test the validity and reliability of the questionnaire based on pilot sampling equation.
4. Based on the pilot phase findings, it was concluded that the questionnaire was ready to be distributed as a final copy.

Statistical Methods:

Both qualitative and quantitative data analysis methods have been used. The data collected through questionnaires was processed and analyzed by means of the Statistical Package for the Social Sciences (SPSS), and the following statistical tools were used:

1. Descriptive statistics: such as, percentage, arithmetic average, standard deviation, relative arithmetic average which is used in order to identify the categories of variable frequency according to researcher's view presented in the description of the study variables.
2. Pearson Correlation Coefficient: to make verification of consistency amongst questionnaire paragraphs and to find out the relationship between the variables.
3. Cronbach's Coefficient Alpha: to test the reliability of questionnaire paragraphs.
4. Spearman-Brown: to test the reliability of questionnaire paragraphs.
5. Kolmogorov – Smirnov (One- Sample K-S): to check the normality distribution of data categories.
6. T- Test: for the mean of single samples (One sample T test) is used to check the difference between the paragraph's mean and medium of a hypothesized value 3 (Middle value of Likert scale).
7. The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents.
8. The Independent Samples T-test is used to examine if there is a statistical significant difference between two means among the respondents toward "Impact of ELP on Job Opportunity" due to (Gender) and (work).

Questionnaire Validity:

Validity refers to the degree to which an instrument measures what it is supposed to be measured. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include external, internal and structural validity (Gravetter & Forzano, 2012: p. 167).

1. **External Validity:** To ensure a high level of validity, the questionnaire has been handed to a number of concerned experts, from various universities in s, viz. Islamic University, Al- Azhar University, Al-Quds Open University and University of Palestine, for evaluation (Appendix 1). These referees kindly presented their views on the questionnaire in terms of its content, clarity of items' meaning and suitability. They also proposed what they deem necessary to modify the formulation of items in order to avoid any misunderstanding and to assure that the questionnaire meets aims of the study. The final copy of the questionnaire was modified according to the experts' recommendations.
2. **Internal Validity:** Internal validity of the questionnaire is the first statistical test used to test the validity of the questionnaire by measuring the correlation coefficients between each item in one field and the whole field. The internal consistency of the questionnaire paragraph was measured by a pilot study sample amounting to (30) participants. The correlation coefficient between each with total degree for each dimension was calculated.

Table (4.10) Internal validity for questionnaire paragraph

No	Paragraph	Relation Coefficient	Sig. level
First dimension: English Fluency			
1	I can speak in a way that a listener comprehend.	0.78	0.000*
2	I can conduct a conversation with English language native speakers.	0.80	0.000*
3	I can compose texts in English.	0.73	0.000*
4	I see that I am able to read and easily understand a text written in English.	0.80	0.000*
5	I am able to follow and easily understand speaking discourses.	0.81	0.000*
6	I can easily paraphrase what I have heard.	0.75	0.000*
7	I am able to formulate meaningful sentences and paragraphs to express various ideas.	0.70	0.000*
8	listening a lot to all that related to English language enhances my fluency.	74	0.000*
9	I know lots of equivalent English phrases by hears	0.82	0.000*
10	I pay a great attention to English terms and expressions.	0.70	0.000*
Second dimension: English Accuracy			
1	I use English language accurately.	0.77	0.000*
2	I can express my thoughts using specific English words.	0.68	0.000*
3	I write English efficiently.	0.67	0.000*
4	I can accurately speak English.	0.87	0.000*
5	I understand English well.	82	0.000*
6	I have a good command of the English language grammar.	0.72	0.000*
7	I express what I need to say in English in a comprehensive way.	0.92	0.000*

No	Paragraph	Relation Coefficient	Sig. level
8	I am able to compose correct sentences.	0.83	0.000*
9	I can proficiently conduct a dialogue in English.	0.76	0.000*
10	I precisely understand all what is being said in English.	0.76	0.000*
Third dimension: Writing Skills			
1	I think I can easily write English	0.78	0.000*
2	I have the ability to use punctuation marks.	0.76	0.000*
3	I believe I can write English with the grammatical rules needed.	0.72	0.000*
4	I can briefly summarize long paragraphs.	0.76	0.000*
5	I can write correct English sentences.	0.84	0.000*
6	I can recognize the different components of the English sentence.	0.88	0.000*
7	I have the ability to use connectors.	0.80	0.000*
8	I can write simple, compound and complex sentences well.	0.82	0.000*
9	I can easily paraphrase texts.	0.91	0.000*
10	I possess a good wealth of English vocabulary.	0.77	0.000*
Fourth dimension: ESP Courses			
1	ESP courses enhanced my technical and linguistic competency.	0.79	0.000*
2	ESP courses in English increased job opportunities.	0.86	0.000*
3	Attended ESP courses contributed to defining and organizing the goals I am seeking to meet.	0.85	0.000*
4	ESP courses, I have attended, improved my ability to fulfill duties at work.	0.93	0.000*
5	ESP courses, I have attended, contributed to my utilizing developed approaches at work.	0.96	0.000*
6	ESP courses, I have attended, increased adopting new strategies at the workplace.	0.92	0.000*
7	ESP courses, I have attended, resulted in enhancing my decision making capabilities.	0.88	0.000*
8	ESP courses made me trust my linguistic skills.	0.89	0.000*
9	ESP courses enhanced my expertise in dealing with the work environment.	0.85	0.000*
10	ESP courses achieved my goals in terms of English language.	0.58	0.000*
Fifth dimension : Pre-University Knowledge			
1	I had satisfactory pre university knowledge.	0.75	0.000*
2	I attended English courses prior to my higher education	0.83	0.000*
3	I had the ability to write English prior to the university stage.	0.73	0.000*
4	I was able to speak English before the university stage.	0.88	0.000*
5	I had certificates in English before joining the university.	0.79	0.000*
6	Pre-university experience granted knowledge and ease to me when learning English at the university.	0.82	0.000*
7	I mastered the English grammar earlier.	0.85	0.000*
8	I consider English as an essential pre-university language.	0.86	0.000*
9	The pre-university expertise provided me with the suitable tools that, afterward, enabled me to comprehend the English language.	0.86	0.000*
10	The pre-university expertise enhanced my ability of applying my language skills to new contexts.	0.81	0.000*
Sixth dimension: Job Opportunities			
1	English language proficiency facilitated job opportunities.	0.88	0.000*

No	Paragraph	Relation Coefficient	Sig. level
2	ESP courses increased job opportunities.	0.65	0.000*
3	Easily write and read English boosted job opportunities for graduates.	0.81	0.000*
4	The pre-university expertise of English facilitated job opportunities.	0.87	0.000*
5	I consider English as an essential and important language to increase job opportunities.	0.69	0.000*
6	Fluently speaking English increased job opportunities.	0.91	0.000*
7	Confidently speaking English increased job opportunities	0.93	0.000*
8	Possessing English language competency and being distinguished in English enhanced Job opportunities.	0.92	0.000*
9	Conducting conversations easily in English increased job opportunities.	0.91	0.000*
10	Accurately understanding the English language and its vocabulary augmented job opportunities.	0.95	0.000*

* Correlation is statistical significant at $\alpha \leq 0.05$

As table (4.10) shows, the correlation coefficients are significant at the level of 0.05, where the probability value of each paragraph is less than 0.05. Therefore, it can be said that paragraphs of the questionnaire are consistent and valid to measure what they were set for.

3. Structure Validity: It is the second statistical test used to examine the validity of the questionnaire structure by testing the validity of each field and the validity of the entire questionnaire. It measures the correlation coefficient between one field and all the questionnaire's fields that have the same level of the Likert scale.

Table (4.11) Correlations coefficient between each dimension and the total degree of the questionnaire

Dimension	Relation Coefficient	Significance level
First dimension: English Fluency	0.86	0.000*
Second dimension: English Accuracy	0.82	0.000*
Third dimension: Writing Skills	0.85	0.000*
Fourth dimension: ESP Courses	0.74	0.000*
Fifth dimension: Pre-University Knowledge	0.78	0.000*
Sixth dimension: Job Opportunities	0.48	0.000*

* Correlation is statistical significant at $\alpha \leq 0.05$

Table (4.11) indicates the correlation coefficients between degree of each dimension of the questionnaire and the total degree of the questionnaire. The correlation coefficients are statistically significant at $\alpha \leq 0.05$, while the probability value for all paragraphs

is less than 0.05. Therefore, it can be seen that the six dimensions are valid to measure what they were set out for so as to achieve the main aim of the research.

Questionnaire Reliability:

Reliability is the degree of consistency and precision or accuracy that a measuring instrument demonstrates. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Other terms used interchangeably with reliability are stability, dependability and predictability. If for instance, an instrument elicits similar circumstances, the test is said to be consistent, and therefore, it can be depended upon (Sevilla et. al., 2007: p. 196). Reliability is measured by two methods as follows:

1. **Cronbach's Alpha Method:** Cronbach's Coefficient Alpha is used to measure the reliability of the questionnaire between each dimension and the mean of all dimensions of the questionnaire. The normal range of Cronbach's coefficient alpha value is between 0.0 and + 1.0. Higher values reflect a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each dimension of the questionnaire.

Table (4.12): Cronbach's Coefficient Alpha for the entire questionnaire

Dimension	Number of paragraphs	Cronbach's coefficient alpha
English Fluency	10	0.92
English Accuracy	10	0.93
Writing Skills	10	0.94
ESP Courses	10	0.95
Pre-University Knowledge	10	0.94
Job Opportunities	10	0.95
Total paragraphs	60	0.97

As demonstrated in table (4.12), the value of Cronbach's alpha for all dimensions are in the range of 0.92 and 0.95, while the Cronbach's Alpha for the entire questionnaire is 0.97, which indicates an excellent reliability of the entire questionnaire. Thus, the researcher is assured of the questionnaire reliability and validity for responding, results analyzing and hypotheses testing.

2. Split-Half Method: After the questionnaire is administered, questionnaire paragraphs are fragmented into two parts, namely the odd-number questions, and even-number questions. Then the correlation coefficient between individual questions degrees and degrees of even questions is calculated and corrected by Spearman Brown: Average correlation coefficient= $\frac{2r}{1+r}$ where r correlation coefficient between degrees of odd-number questions and even-number questions. Results are indicated in table (4.13):

Table (4.13) Reliability coefficients by Split-half method for all dimensions

Dimension	Correlation coefficient by Spearman	Reliability coefficient by Brown method
English Fluency	0.71	0.83
English Accuracy	0.82	0.90
Writing Skills	0.78	0.87
ESP Courses	0.87	0.93
Pre-University Knowledge	0.90	0.95
Job Opportunities	0.89	0.94
Total questionnaire paragraphs	0.89	0.94

As demonstrated in table (4.13), Spearman correlation coefficient for all dimensions is in the range of 0.71 and 0.90, while Brown coefficient ranges 0.83 to 0.95, which indicates an excellent reliability of the entire questionnaire. Thus, the researcher is reassured that the questionnaire is reliable and can be administered successfully.

After successfully conducting the above mentioned tests, it can be said that the researcher has proved both validity and reliability of the research's main tool, and hence, questionnaires are ready for distribution to the sample.

Chapter Five

Data Analysis and Hypotheses Testing

Introduction

Normality Distribution of Data

Data Analysis

Research Hypotheses Testing

Chapter Five: Data Analysis and Hypotheses Testing

Introduction:

This section aims to achieve the objectives of the research, and for this end, the researcher utilized the study main tool, i.e. a questionnaire, to collect the required data. Then, data was processed and statistically analyzed using the necessary tests, as detailed in the previous section of the current chapter. The Statistical Package for the Social Sciences (SPSS) was utilized for the analysis of data so as to furnish the study queries and reach the research result.

Normality Distribution of Data:

To examine normality distribution of Data, the One-Sample Kolmogorov – Smirnov (KS) test is utilized. The KS Test is designed to find out whether the data follow a normal distribution or not. Such a test is necessary for hypotheses testing because most parametric tests require normally-distributed data.

Table (5.1) One-Sample Kolmogorov-Smirnov Test

Dimension	Z-Value	Probability Value
English Fluency	0.37	0.99
English Accuracy	0.71	0.69
Writing Skills	0.69	0.71
ESP Courses	0.65	0.77
Pre-University Knowledge	0.49	0.96
Job Opportunities	1.05	0.21
Total questionnaire paragraphs	0.59	0.87

As Table (5.1) shows, test results of the probability value of each dimension are more than 0.05 ($sig . > 0.05$) which indicates that data follow a normal distribution and parametric tests can be used.

Data Analysis:

To analyze paragraphs of the questionnaire dimensions, the One Sample T-test is used to determine if the mean of a paragraph is significantly different from a hypothetical value 3; the degree of neutrality (Middle value of Likert scale). Moreover, the sign of the Test value indicates whether the mean is significantly smaller or greater than the hypothetical value of 3, i.e. whether the average response increase or decrease the degree of neutrality. If the P-value (Sig.) is smaller than or equal to the level of significance, then the mean of a paragraph is significantly different from a hypothetical

value of 3, while if the P-value (Sig.) is greater than the level of significance, $\alpha \leq 0.05$, then the mean of a paragraph is insignificantly different from a hypothetical value of 3.

Therefore, analysis results of the research's six dimensions can be explained as follows:

1. Analysis of English Fluency Dimension:

Table (5.2) shows respondents' opinions towards the first dimension; English Fluency.

Table (5.2) Results of T test , mean & relative weight for English Fluency

No .	Paragraph	Mean	Standard deviation	Relative Weight %	T test	Sig level	Rank
1	I can speak in a way that a listener comprehend.	3.40	1.18	68.0	9.552	0.000*	3
2	I can conduct a conversation with English language native speakers.	2.90	1.25	58.1	-2.180	0.030*	10
3	I can compose texts in English.	3.09	1.19	61.9	2.197	0.028*	9
4	I see that I am able to read and easily understand a text written in English.	3.36	1.15	67.2	8.911	0.000*	4
5	I am able to follow and easily understand speaking discourses.	3.15	1.17	63.1	3.691	0.000*	7
6	I can easily paraphrase what I have heard.	3.12	1.15	62.4	2.990	0.003*	8
7	I am able to formulate meaningful sentences and paragraphs to express various ideas.	3.19	1.21	63.9	4.531	0.000*	6
8	listening a lot to all that related to English language enhances my fluency.	3.68	1.12	73.5	17.036	0.000*	1
9	I know lots of equivalent English phrases by hears	3.39	1.13	67.8	9.801	0.000*	4
10	I pay a great attention to English terms and expressions.	3.44	1.17	68.8	10.601	0.000*	2
Total degree for first dimension		3.27	0.95	65.5	8.106	0.000*	

* arithmetic mean is statistical significant at $\alpha \leq 0.05$

// arithmetic mean is not statistical significant at $\alpha \leq 0.05$

As shown in table (5.2), the opinion of respondents about “English Fluency” were as follows:

The highest response paragraph according to the relative weight is as follows:

- In paragraph No. (8): the relative weight equals “73.5” and p-value equals “0.000” which is less than 0.05, that means (listening a lot to all that related to English language enhances my fluency).

And the lowest response according to the relative weight is as follows:

- In paragraph No. (2): the relative weight equals “58.1” and p-value equals “0.030” which is less than 0.05, that means (I can conduct a conversation with English language native speakers).

In general, the results of all paragraphs of “English Fluency” show that the average mean equals “3.27” and the relative weight equals “65.5%”, and the value of T test equal “8.106” which is greater than the critical value which equals “1.98” while the p-value equals “0.000”, which is less than 0.05, and hence, significant. Therefore, it can be concluded that graduates’ responses towards "English Fluency", though positive, are moderate.

Commentary on Data Analysis:

- a. Comparing these results with Arabic ones, this research agrees with Abdel Ghani & Abdel Latf (2012) that fluency in English is important and considered, for instance, a prerequisite for work as English communication skills are most needed for tourism workplaces.
- b. In line with the results, Götz (2015) explains that EFL speakers’ fluency performance, i.e. as an indicator of ELP, seems to be affected by the low degree of exposure to the target language.
- c. Comparing these results with other foreign studies, this research agrees with Casale & Posel (2011) who cited large research confirming a positive significance to fluency in the context of the returns to ELP and how destination language ability affects the earnings of immigrants in developed countries.
- d. The researcher attributes these results of the moderate level of fluency demonstrated by participants to the fact that students who study English as a foreign language usually have limited opportunities to speak English outside the classroom and also limited exposure to English speakers or members of the international community. Indeed, whether for business or pleasure, a primary motivation to learn a second language is to be able to converse with speakers of that language (Zhang, 2009), the matter which is not achieved by graduates in this research.
- e. The moderate level of fluency of graduates could be also due to unsatisfactory English competency obtained throughout the basic, secondary and tertiary stages of education, the matter which reflects a flaw in the pedagogy in terms of English curricula, the matter which contributed to lack of graduates’ confidence in their

abilities of both productive and receptive skills. Such a deficiency is due to graduates' limited practice in oral communication, syntax and semantics unawareness and vocabulary shortage, particularly needed for dialogs and paraphrasing.

- f. Local employers are suspicious about graduates' ELP, in an interview with the project director of Al-Madar Travel Agency, Ms. Droll said that they have recently interviewed 80 graduates, English and Commerce majors, for employment at the agency. All graduates sat for a timed 4-paragraph test; reading, Google maps searching, surfing for Hotel websites and writing on a specific searched destination for tourism. Only 13 passed; three of whom were employed on the spot while the other ten are under a trial period. General results were "a disaster" as uttered by the manager. She is not even happy with the performance of those passed so far. Applicants demonstrated poor writing, shortage of ideas and creativity besides, poor knowledge of Microsoft (Droll, 2015).

2. Analysis of English Accuracy Dimension:

Table (5.3) shows the respondents' opinions towards English Accuracy, the second dimension.

Table (5.3) Results of T test, mean & relative weight for English Accuracy

No.	Paragraph	Mean	Standard deviation	Relative Weight %	T test	Sig level	Rank
1	I use English language accurately.	2.99	1.17	59.7	-0.363	0.717//	9
2	I can express my thoughts using specific English words.	3.13	1.08	62.7	3.455	0.001*	4
3	I write English efficiently.	3.23	1.11	64.7	5.906	0.000*	2
4	I can accurately speak English.	3.01	1.12	60.3	0.314	0.753//	8
5	I understand English well.	3.29	1.05	65.9	7.944	0.000*	1
6	I have a good command of the English language grammar.	3.11	1.14	62.3	2.789	0.005*	5
7	I express what I need to say in English in a comprehensive way.	3.08	1.14	61.6	2.009	0.045*	6
8	I am able to compose correct sentences.	3.13	1.15	62.5	3.079	0.002*	3
9	I can proficiently conduct a dialogue in English.	2.94	1.14	58.8	-1.458	0.145//	10
10	I precisely understand all what is being said in English.	3.07	1.15	61.3	1.629	0.104//	7
Total degree second dimension		3.10	0.95	62.0	2.912	0.004*	

* arithmetic mean is statistical significant at $\alpha \leq 0.05$

// arithmetic mean is not statistical significant at $\alpha \leq 0.05$

As shown in table (5.3), the opinions of respondents about “English Accuracy” are as follows:

The highest response according to the relative weight is as follows:

- In paragraph No. (5): the relative weight equals “65.9” and p-value equals “0.000” which is less than 0.05, that means respondents understand English well).

And the lowest responses are as follows:

- In paragraph No. (9): the relative weight equals “58.8” and p-value equals “0.145” which is greater than 0.05, and hence, (I can proficiently conduct a dialogue in English) is insignificant.

In general, the results of all paragraphs of “English Accuracy” show that the average mean equals “3.10” and the relative weight equals “62%”, and the value of T test equal “2.912” which is greater than the critical value which equals “1.98” while the p- value equals “0.004”, which is less than 0.05, and hence, significant. Therefore, it can be concluded that graduates’ responses towards "English Accuracy", though positive, are moderate.

Commentary on Data Analysis:

- a. Compared with foreign studies, Zubairi et. al. (2011) agreed at these results and pointed out that accuracy, in terms of speaking and writing, is an important skill for Malaysian graduates as both speaking accuracy and writing accuracy were the two predominant skills practically assessed in the recruitment process.
- b. Graduates response towards the self-assessed accuracy is moderately demonstrated, to an extent even lower than fluency.
- c. The researcher believes that such a problem is accumulative issue resulted from education, exposure and lack of motivation to acquire the accuracy skill, the matter that has reflected graduates’ limited practice in oral communication, syntax and semantics unawareness besides, vocabulary shortage. From the researcher's viewpoint, such skills are much needed in job interviews.

3. Analysis of Writing Skills Dimension:

Table (5.4) shows the respondents' opinions towards Writing Skills, the third dimension.

Table (5.4) Results of T test & arithmetic mean & relative weight for Writing Skills

No	Paragraph	Mean	Standard deviation	Relative Weight %	T test	Sig level	Rank
1	I think I can easily write English	3.34	1.13	66.8	8.480	0.000*	1
2	I have the ability to use punctuation marks.	3.11	1.17	62.3	2.724	0.007*	5
3	I believe I can write English with the grammatical rules needed.	3.02	1.15	60.5	0.554	0.580//	9
4	I can briefly summarize long paragraphs.	2.99	1.18	59.8	-0.210	0.833//	10
5	I can write correct English sentences.	3.25	1.13	65.1	6.299	0.000*	4
6	I can recognize the different components of the English sentence.	3.31	1.17	66.1	7.376	0.000*	2
7	I have the ability to use connectors.	3.09	1.15	61.9	2.313	0.021*	6
8	I can write simple, compound and complex sentences well.	3.06	1.15	61.1	1.388	0.166//	7
9	I can easily paraphrase texts.	3.06	1.16	61.2	1.491	0.136//	8
10	I possess a good wealth of English vocabulary.	3.26	1.14	65.3	6.541	0.000*	3
Total degree for third dimension		3.15	0.99	63.0	4.268	0.000*	

* arithmetic mean is statistical significant at $\alpha \leq 0.05$

// arithmetic mean is not statistical significant at $\alpha \leq 0.05$

As shown in table (5.4), the opinions of respondents about “English Writing” are as follows:

The highest response according to the relative weight is as follows:

- In paragraph No. (1): the relative weight equals “66.8” and p-value equals “0.000” which is less than 0.05, that means (I think I can easily write English) is significant.

And the lowest response according to the relative weight is as follows:

- In paragraph No. (4): the relative weight equals “59.8” and p-value equals “0.833” which is higher than 0.05, that means (I can briefly summarize long paragraphs).

In general, the results of all paragraphs of “English Writing” show that the average mean equals “3.15” and the relative weight equals “63%”, and the value of T test equal “4.268” which is greater than the critical value which equals “1.98” while the p- value equals “0.000”, which is less than 0.05, and hence, significant. Therefore, it can be

concluded that graduates' responses towards "English Writing", though positive, are moderate.

Commentary on Data Analysis:

- a. Comparing these results with Arab studies, there seems to be consensus among researchers in this regard. Bacha and Bahous (2008) stressed that students' academic writing skills in the business discipline at the tertiary level in Lebanon are important and, thus, should be improved.
- b. Comparing the results with foreign studies, Zubairi et. al. (2011) stressed on the writing skills, beside speaking, as both were the two predominant skills practically assessed in the recruitment process in Malaysia.
- c. The researcher attributes these results of the moderate level of writing skills demonstrated by participants to graduates' limited practice of writing activities, lack of receptive skills, reading in particular, syntax and semantics unawareness and vocabulary shortage. Comprehension and vocabulary wealth are particularly needed for summarizing and paraphrasing. The tertiary education should place writing abilities, particularly vocational and advanced writing skills, in focus when teaching English writing at different faculties as writing skills are needed for both academia and business. To the best of the researcher knowledge, only one writing course called "Commercial writing Skills" is taught at In-English Commerce Faculty, which might not be enough if writing skill's significance in the world of business is to be kept pace with.
- d. In the same context, Dr. Dahleez (2015, June 16), executive manager of project "Matching skills and knowledge of Business Administration (BA) students with the labor market requirements" said that during workshops held earlier with various local and international employing sectors, there has been a unanimity amongst employers that there is a problem in terms of students' ELP, particularly writing and communicative skills. He stressed that the faculty is working on the issue to ensure that BA students achieve an acceptable level of proficiency on concluding the freshman year adding that an acknowledged level of ELP should be realized by the would-be graduates as a prerequisite for graduation. He suggested that graduates should pass ELP test, similar to TOFEL, before being granted the degree.
- e. IUG English Department held a meeting with employers under the theme "English major graduates between education and the labor market" on May 25, 2015. Dr.

Akram Habib, Head of English Department and Dr. Mohammed Ammer were interviewed to Comment on the event, Dr. Habib (2015, June15) said that there has been harmony between the skills required by the labor market and graduates' English competencies, in general, but for specific skills, that were still in need for enhancement; technical writing in particular, such as proposals, reports and formal letters (Habib, 2015). Elaborating, Dr. Ammer said that some genre courses, i.e. ESP courses, were proposed to be incorporated in the faculty's curriculum so as to equip graduates with the special skills required by the labor market. Dr. Ammer added that the faculty should provide students with the basic job-related skills and knowledge needed for workplace entry, reiterating that graduates, then, were to individually work on upgrading their English competencies (Ammer, 2015).

4. Analysis of ESP Dimension:

Table (5.5) shows the respondents' opinions towards ESP courses, the fourth dimension.

Table (5.5) Results of T test, mean & relative weight for ESP Courses

No.	Paragraph	Mean	Standard deviation	Relative Weight %	T test	Sig level	Rank
1	ESP courses enhanced my technical and linguistic competency.	3.16	1.21	63.3	3.813	0.000*	1
2	ESP courses in English increased job opportunities.	2.90	1.25	58.1	-2.186	0.029*	9
3	Attended ESP courses contributed to defining and organizing the goals I am seeking to meet.	2.92	1.18	58.4	-1.950	0.052*	6
4	ESP courses, I have attended, improved my ability to fulfill duties at work.	2.91	1.19	58.3	-2.054	0.040*	7
5	ESP courses, I have attended, contributed to my utilizing developed approaches at work.	2.91	1.19	58.2	-2.191	0.029*	8
6	ESP courses, I have attended, increased adopting new strategies at the workplace.	2.88	1.19	57.6	-2.872	0.004*	10
7	ESP courses, I have attended, resulted in enhancing my decision making capabilities.	2.99	1.21	59.9	-0.146	0.884//	5
8	ESP courses made me trust my linguistic skills.	3.12	1.17	62.5	2.985	0.003*	2
9	ESP courses enhanced my expertise in dealing with the work environment.	3.03	1.19	60.7	0.775	0.438//	3
10	ESP courses achieved my goals in terms of English language.	3.00	1.18	59.9	-0.090	0.928//	4
Total degree for fourth dimension		2.98	1.03	59.7	-0.465	0.642//	

* arithmetic mean is statistical significant at $\alpha \leq 0.05$

// arithmetic mean is not statistical significant at $\alpha \leq 0.05$

As shown in table (5.5), the opinions of respondents about “ESP” are as follows:

The highest response according to the relative weight is as follows:

- In paragraph No. (1): the relative weight equals “63.3” and p-value equals “0.000” which is less than 0.05, that means (ESP courses enhanced my technical and linguistic competency).

And the lowest response according to the relative weight is as follows:

- In paragraph No. (6): the relative weight equals “57.6” and p-value equals “0.004” which is less than 0.05, that means (ESP courses, I have attended, increased adopting new strategies at the workplace).

In general, the results of all paragraphs of “ESP” show that the average mean equals “2.98” and the relative weight equals “59.7%”, and the value of T test equal “-0.465” which is less than the critical value which equals “1.98” while the p- value equals “0.642”, which is greater than 0.05, and hence, insignificant. Therefore, it can be concluded that graduates’ responses towards "ESP" are neutral.

Commentary on Data Analysis:

- a. Comparing these results to Arab studies. Abdel Ghani and Abdel Latif (2012) disagree at these results as they attributed the shortcoming in the English language preparation for Egyptian tourism and hospitality undergraduates, who demonstrated limited ELP, to the type of vocational English taught there.
- b. Comparing these results with foreign ones, the insignificance of the entire ESP dimension in this research contradicts, but paragraphs 1 and 8 agree with:
 - Andrade (2009), where students were content with the level of their ELP and believed that course work had improved their proficiency.
 - Shafie and Nayan (2010), where Malaysian graduates, similar to their counterparts in this research, also believed that EOP (one genre of ESP) seemed to increase their ELP and hence their employability skills.
 - Saraihong and Chanchaoenchai (2012), pointing out that attending extra curriculum English classes proved to be statistically significant in explaining Thai students’ ELP in all skills, the matter which cannot be applied to the entire dimension of ESP in this research.

- c. The researcher attributes the level of neutrality of graduates' responses towards ESP to the fact that nearly half of them neither attended more than one ESP course nor were employed.

5. Analysis of Pre-University Knowledge Dimension:

Table (5.6) shows the respondents' opinions towards Pre-University Knowledge, the fifth dimension.

Table (5.6) results of T test, mean & relative weight for Pre-University Knowledge

N o.	Paragraph	Mean	Standard deviation	Relative Weight %	T test	Sig level	Rank
1	I had satisfactory pre university knowledge.	3.08	1.17	61.6	1.881	0.060//	2
2	I attended English courses prior to my higher education	2.53	1.27	50.6	-10.470	0.000*	10
3	I had the ability to write English prior to the university stage.	3.03	1.16	60.7	0.823	0.411//	4
4	I was able to speak English before the university stage.	2.90	1.19	58.1	-2.290	0.022*	8
5	I had certificates in English before joining the university.	2.60	1.32	52.0	-8.564	0.000*	9
6	Pr-university experience granted knowledge and ease to me when learning English at the university.	2.97	1.21	59.5	-0.645	0.519//	7
7	I mastered the English grammar earlier.	3.08	1.23	61.6	1.783	0.075//	2
8	I consider English as an essential pre-university language.	3.25	1.26	64.9	5.484	0.000*	1
9	The pre-university expertise provided me with the suitable tools that, afterward, enabled me to comprehend the English language.	2.99	1.20	59.9	-0.177	0.860//	6
10	The pre-university expertise enhanced my ability of applying my language skills to new contexts.	3.01	1.21	60.2	0.234	0.815//	5
Total degree for fifth dimension		2.94	0.98	58.9	-1.604	0.109//	

* arithmetic mean is statistically significant at $\alpha \leq 0.05$
 // arithmetic mean is not statistically significant at $\alpha \leq 0.05$

As shown in table (5.6), the opinions of respondents about “Pre-University Knowledge” are as follows:

The highest response according to the relative weight is as follows:

- In paragraph No. (8): the relative weight equals “64.9” and p-value equals “0.000” which is less than 0.05, that means (I consider English as an essential pre-university language) is significant..

And the lowest response according to the relative weight is as follows:

- In paragraph No. (2): the relative weight equals “50.6” and p-value equals “0.000” which is less than 0.05, that means (I attended English courses prior to my higher education) was negatively significant.

In general, the results of all paragraphs of “Pre-University Knowledge” show that the average mean equals “2.94” and the relative weight equals “58.9%”, and the value of T test equal “-1.604” which is less than the critical value which equals “1.98” while the p-value equals “0.109”, which is greater than 0.05, and hence, insignificant. Therefore, it can be concluded that graduates’ responses towards “Pre-University Knowledge ” are neutral.

Commentary on Data Analysis:

- Comparing these results with foreign ones, the insignificance of Pre-University Knowledge as an attributer to ELP contradicts with vast research such as Halle et. al. (2012) and Chiswick (2008) which addressed early education and exposure to English as main factors to enhance language acquisition.
- The researcher attributes these results to the limited exposure to English inside and outside schools, which could imply some weakness in the English syllabus. Students in an “English as a foreign language” environment have few opportunities to practice English outside classrooms and that’s why, after twelve years of study, graduates are often incapable of effectively communicating with foreigners in English.

6. Analysis of Job Opportunities Dimension:

Table (5.7) shows the respondents' opinions towards Job Opportunities, the sixth dimension.

Table (5.7) Results of T test & arithmetic mean & relative weight for Job Opportunities

No.	Paragraph	Mean	Standard deviation	Relative Weight %	T test	Sig level	Rank
1	English language proficiency facilitated job opportunities.	3.79	1.14	75.7	19.469	0.000*	2
2	ESP courses increased job opportunities.	3.54	1.18	70.8	12.927	0.000*	10
3	Easily write and read English boosted job opportunities for graduates.	3.64	1.15	72.8	15.836	0.000*	8

No.	Paragraph	Mean	Standard deviation	Relative Weight %	T test	Sig level	Rank
4	The pre-university expertise of English facilitated job opportunities.	3.60	1.15	72.1	14.784	0.000*	9
5	I consider English as an essential and important language to increase job opportunities.	3.81	1.17	76.3	19.641	0.000*	1
6	Fluently speaking English increased job opportunities.	3.77	1.16	75.4	18.788	0.000*	6
7	Confidently speaking English increased job opportunities	3.78	1.13	75.6	19.441	0.000*	3
8	Possessing English language competency and being distinguished in English enhanced Job opportunities.	3.78	1.12	75.5	19.560	0.000*	4
9	Conducting conversations easily in English increased job opportunities.	3.78	1.12	75.5	19.675	0.000*	4
10	Accurately understanding the English language and its vocabulary augmented job opportunities.	3.72	1.16	74.5	17.558	0.000*	7
Total degree for sixth dimension		3.72	0.99	74.4	20.553	0.000*	

* arithmetic mean is statistical significant at $\alpha \leq 0.05$

As shown in table (5.7), the opinions of respondents about “Job Opportunities” are as follows:

The highest response according to the relative weight is as follows:

- In paragraph No. (5): the relative weight equals “76.3” and p-value equals “0.000” which is less than 0.05, that means graduates (consider English as an essential and important language to increase job opportunities).

And the lowest response according to the relative weight is as follows:

- In paragraph No. (2): the relative weight equals “70.8” and p-value equals “0.000” which is less than 0.05, which means (ESP courses increased job opportunities.)

In general, the results of all paragraphs of “Job Opportunities” show that the average mean equals “3.72” and the relative weight equals “74.4%”, and the value of T test equal “20.553” which is greater than the critical value which equals “1.98” while the p-value equals “0.000”, which is less than 0.05, and hence, significant. Therefore, it can be concluded that graduates’ responses towards "Job Opportunities "are positive and at the upper good level.

Commentary on Data Analysis:

- a. When comparing the results with local studies, graduates' perception of ELP as a crucial determinant of employability is in harmony with Migdad (2011) and Obeid (2011) which attributed the inability of a graduate to work or maintain a job to some factors, on top of which was limited ELP as having English competency is one of the factors that contribute to employability.
- b. As for Arab studies, the notion was also affirmed by Al-Matroudi (2010) which stated that 86 % of participating employers ranged ELP a very important to somewhat important requirement for employment in Saudi Arabia.
- c. When compared with foreign studies, results agree with Zubairi et. al. (2011) which stressed on English competency as an indispensable asset for any graduate applying for entry-level employment. Moreover, vast foreign research highlighted the significance of ELP for employability, such as (Othman et. al., 2011), (Rashid & Chowdhury, 2013) and (Byrd, 2013).
- d. The researcher attributes these results to the global assumed role of English which lead to such a high significance of ELP that speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. Besides, effective speaking skills result in achievements during ceremonial speaking activities, job training activities, job interviews, and many other business purposes (Boonkit, 2010).

7. Analysis of all Dimensions:

Table (5.8) shows the respondents' responses to all six dimensions of the study.

Table (5.8) Results of T test & arithmetic mean & relative weight for all of study dimensions

No.	Dimension	Mean	Standard deviation	Relative Weight %	T test	Sig level	Rank
1	English Fluency	3.27	0.95	65.5	8.106	0.000*	2
2	English Accuracy	3.10	0.95	62.0	2.912	0.004*	4
3	Writing Skills	3.15	0.99	63.0	4.268	0.000*	3
4	ESP Courses	2.98	1.03	59.7	-0.465	0.642	5
5	Pre-University Knowledge	2.94	0.98	58.9	-1.604	0.109	6
6	Job Opportunities	3.72	0.99	74.4	20.553	0.000*	1
Research Dimensions		3.19	0.78	63.9	7.053	0.000*	

As results show, the grand mean of all research six dimensions equals 3.19, the relative weight is 63.9%, the value of T test is 7.053 and p- value equals 0.000, which is less than 0.05. This indicates that the grand average degree of responses to all research dimensions has increased the degree of neutrality 3 and, hence, shows approval of the sample respondents to the six dimensions, entirely. Although the grand mean value is average, it is significant and, hence, results are relatively good. Therefore, it can be concluded that graduates agree to all dimensions and paragraphs of the research

The analysis shows that “Job Opportunities” dimension has the first rank in terms of importance, followed by “Fluency”, “Writing Skills” and “Accuracy”. “ESP Courses” and “Pre-University Knowledge” come last.

As table (5.8) depict, graduates' ELP level, though the relative weights of its 5 dimensions ranged from 58.9% to 65.5%, can be considered as positively significant but considerably moderate and in need for enhancement. Majority of graduates believe that ELP is important for employability as English skills are required in the labor market, as mentioned earlier in this chapter.

Research Hypotheses Testing:

1. **First Main Hypothesis:** There is a Statistical Significant Relationship at Level $\alpha \leq 0.05$ between English Language Proficiency and Job Opportunities in Gaza Strip.

Table (5.9) Pearson results of the relation between ELP and Job Opportunities

English Language Proficiency	Job Opportunities	
	Correlation coefficient	Significance level
	0.35	0.000*

* Correlation is statistical significant at $\alpha \leq 0.05$

To test this hypothesis, Pearson correlation coefficient has been utilized to study the relation between English Language Proficiency and job opportunities in Gaza Strip, and the results are shown in table (5.9) which illustrate that p-value equals 0.000 for the correlation between ELP and Job Opportunities which is less than 0.05 and Pearson correlation (R) is 0.35 and, hence, there is a significant correlation relationship (at the 0.05 level) between ELP and Job Opportunities. This shows that the increase in English Language Proficiency leads to an increase in job opportunities.

Commentary on the Hypothesis Testing:

- The researcher attributes the result to graduates' perception that positively associated English language proficiency with job opportunities, the matter which has been confirmed locally (Obeid, 2011; Migdad, 2011) and globally {Othman et. al., 2011; Rashid & Chowdhury, 2013}.
- Results from surveys conducted in Chile by Byrd (2012) indicated that 98% of respondents positively answered the question “Does English increase job opportunities?”

Following is the testing for the sub hypotheses of the first main Hypothesis:

- a. There is a Statistical Significant Relationship at Level $\alpha \leq 0.05$ between English Fluency and Job Opportunities in Gaza Strip.

Table (5.10) Relation between English Fluency and Job Opportunities

English Fluency	Job Opportunities	
	Correlation coefficient	Significance level
	0.25	0.000*

* Correlation is statistical significant at $\alpha \leq 0.05$

To test the hypothesis, Pearson correlation coefficient has been utilized to study the relation between English fluency and job opportunities in Gaza Strip. Results in table (5.10) show that, there is a positive correlation with statistical significance between English fluency and job opportunities in Gaza Strip, where the value of p-value equals 0.000 for the correlation between English Fluency and Job Opportunities which is less than 0.05 and Pearson correlation is 0.25 and, hence, there is a significant correlation relationship (at the 0.05 level) between English fluency and Job Opportunities, which proves that the increase in English fluency, leads to an increase in job opportunities.

Commentary on the Hypothesis Testing:

- The researcher attributes the results to graduates' perception of fluency, as contributor to ELP and hence to employability as illustrated before.
- b. There is a Statistical Significant Relationship at Level $\alpha \leq 0.05$ between English Accuracy and Job Opportunities in Gaza Strip.

Table (5.11) Relation between English Accuracy and Job Opportunities

English Accuracy	Job Opportunities	
	Correlation coefficient	Significance level
	0.27	0.000*

* Correlation is statistical significant at $\alpha \leq 0.05$

To test this hypothesis, Pearson correlation coefficient has been utilized to study the relation between English Accuracy and job opportunities in Gaza Strip, and the results are shown in table (5.11):

As results show, there is a positive correlation with statistical significance between English Accuracy and job opportunities in Gaza Strip, where the p-value equals 0.000 and Pearson correlation is 0.27 and, hence, there is a significant correlation relationship (at the 0.05 level) between English Accuracy and job opportunities in Gaza Strip. This verifies that the increase in English Accuracy, leads to an increase in job opportunities.

Commentary on the Hypothesis Testing:

- The researcher attributes the results to graduates' perception of accuracy, as contributor to ELP and hence to employability as illustrated before. Moreover, Accuracy would be in focus when working for English native-speaking organizations as Cucchiarini et. al. (2002) have shown that native listeners attach greater importance to accuracy in their perception of the overall proficiency of recognizably nonnative speakers than of native speakers.
- c. There is a Statistical Significant Relationship at Level $\alpha \leq 0.05$ between Writing Skills and Job Opportunities in Gaza Strip.

Table (5.12) Relation between Writing Skills and Job Opportunities

Writing Skills	Job Opportunities	
	Correlation coefficient	Significance level
	0.30	0.000*

* Correlation is statistical significant at $\alpha \leq 0.05$

To test this hypothesis Pearson correlation coefficient has been utilized to study the relation between Writing Skills and job opportunities in Gaza Strip. Results are shown in table (5.12). Results indicate that there is a positive correlation with statistical significance between the Writing Skills and job opportunities in Gaza Strip, where the p-value is 0.000 and the Pearson correlation is 0.30 and, hence, there is a significant correlation relationship (at the 0.05 level) between Writing Skills and job opportunities in Gaza Strip. This proves that the increase in Writing Skills, leads to an increase in job opportunities.

Commentary on the Hypothesis Testing:

- Writing skills proved to be important for employment. Graduates' perception proved it and vast research confirmed the notion. Employers allocates a remarkable ratio for ELP during recruitment interviews. Mr. Nasir Shabit, Director and Recruitment officer in Ministry of Interior said that ELP is assessed during interviews and candidates, if with equal credentials are selected according to their English competencies. He added that, in terms of ELP skills, they focus on both writing and accuracy (Shabit, 2015).
- Zubairi et. al. (2011) was in conformity stressing that Malaysian employers focus on writing skills, besides speaking, as the two predominant skills practically assessed in the recruitment process.

d. There is a Statistical Significant Relationship at Level $\alpha \leq 0.05$ between ESP Courses and Job Opportunities in Gaza Strip.

Table (5.13) Relation between ESP Courses and Job Opportunities

ESP Courses	Job Opportunities	
	Correlation coefficient	Significance level
	0.40	0.000*

* Correlation is statistically significant at $\alpha \leq 0.05$

To test this hypothesis Pearson correlation coefficient has been utilized to study the relation between ESP Courses and job opportunities in Gaza Strip. Results are shown in table (5.13). Results indicate that there is a positive correlation with statistical significance between the ESP Courses and job opportunities in Gaza Strip, where the p-value is 0.000 and R=0.40, which means that there is a significant statistical relationship (at the 0.05 level), between ESP Courses and job opportunities, which confirms that the increase in ESP Courses, leads to an increase in job opportunities.

Commentary on the Hypothesis Testing:

- The researcher believes that ESP, defined as English for vocational purposes, where the word vocation is used loosely to include education and all kinds of employment (**Glossary for TEFL Acronyms**) increases job opportunity. ESP courses cater to vocational needs of the labor market as identified by both employers and tertiary institutions. In agreement with the results, Malaysian EOP courses introduced to graduates seemed to enhance employability skills (**Shafie & Nayan, 2010**).

e. There is a Statistical Significant Relationship at Level $\alpha \leq 0.05$ between Pre-University Knowledge and Job Opportunities in Gaza Strip.

Table (5.14) Relation between Pre-University Knowledge and Job Opportunities

Pre-University Knowledge	Job Opportunities	
	Correlation coefficient	Significance level
	0.28	0.000*

* Correlation is statistically significant at $\alpha \leq 0.05$

To test the hypothesis Pearson correlation coefficient has been utilized to study the relation between Pre-University Knowledge and job opportunities in Gaza Strip. Results as shown in table (5.14) demonstrate that there is a positive correlation with statistical significance between the Pre-University Knowledge and job opportunities in Gaza Strip, where the p-value equals 0.000 and R equals 0.28, hence, there is a significant correlation relationship (at the 0.05 level) between Pre-University Knowledge and job opportunities in Gaza Strip. This proves that increase in the Pre-University Knowledge, leads to an increase in job opportunities.

Commentary on the Hypothesis Testing:

The researcher attributes these results to the fact that competencies are accumulated and positively piled up with education, experience and exposure, thus increasing the probability of employment.

2. **Second Main Hypothesis:** There are statistical significant differences at level $\alpha \leq 0.05$ among respondents of the research sample due to the following demographic characteristics (Gender, Age, Number of Attended ESP Courses, Graduate's University, Specialization, Work and Contract Nature).

Following are the testing for the sub hypotheses of the second main hypothesis:

a. There is a statistical significant differences at level $\alpha \leq 0.05$ among respondents of the research sample due to Gender.

Table (5.15) Results of T test for two independent samples due to Gender

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	gender	average	STD	T	sig
	Male	3.09	0.77	-3.638	0.000*
	Female	3.29	0.77		

To test the hypothesis, the (T) test for two independent samples has been used and results in table (5.15) show the p-value (sig) corresponding to (T) test is 0.000 which is less than the significance level ($\alpha \leq 0.05$), and therefore, the researcher concludes that there is significant difference among respondents towards the impact of English language proficiency on job opportunities for graduates in Gaza strip due to gender. The researcher concludes that respondents' gender has significant differences in favor of females.

Commentary on the Hypothesis Testing:

- The researcher attributes such a difference to the fact that females enjoy a higher level of ELP. This result goes hand in hand with an online study of 1.6 million test-takers in more than 50 countries conducted by EF Education First. According to the study, women are speaking better English, and may find themselves well positioned to succeed in the global economy (Clark, 2012).

b. There is a statistical significant differences at level $\alpha \leq 0.05$ among respondents of the research sample due to Age.

Table (5.16) Results of variance analysis due to Age

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	Source of variation	Sum of Squares	DF	Mean Square	F	Sig level
	Between groups	4.211	3	1.404	2.309	0.075//
	Within groups	483.867	796	0.608		
	Total	488.078	799			

// Value of "sig" not statistically significant

To test the hypothesis, One-Way ANOVA test was used and results listed in table (5.16) show the following: the p-value (sig) is 0.075 which is higher than the significance level ($\alpha \leq 0.05$). Hence, it can be concluded that there are no differences in the averages of the research responses to the impact of English Language Proficiency on job opportunities for graduates in Gaza Strip due to age.

Commentary on the Hypothesis Testing:

- The researcher attributes this result to the fact that more than half of respondents, 52.4% estimated at 419 graduates, occupied the same age category, i.e, younger than 26 years.

c. There is a statistical significant differences at level $\alpha \leq 0.05$ among respondents of the research sample due to Number of attended ESP courses.

Table (5.17) Results of variance analysis due to Number of attended ESP courses

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	Source of variation	Sum of Squares	DF	Mean Square	F	Sig level
	Between groups	53.181	3	17.727	32.446	0.000*
	Within groups	434.896	796	0.546		
	Total	488.078	799			

* Value of "sig" statistically significant

To test the hypothesis, (One-Way ANOVA) test has been utilized to study the differences in the impact of ELP on job opportunities for graduates in Gaza Strip due to the number of attended ESP courses. Results, as shown in table (5.17), indicate that the p-value (sig) equals 0.000 which is less than the significance level ($\alpha \leq 0.05$), thus it can be concluded that there are differences in the averages of the research responses about the impact of ELP on job opportunities for graduates in Gaza Strip due to the number of attended ESP courses.

To detect these differences, Scheffe test is used and comparisons are as shown in (Table 5.18):

Table (5.18) Results of Scheffe test for differences according to Number of attended ESP courses

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	Number of attended ESP courses	average	less than 2	2-3	4-5	6 courses and more
	less than 2	3.00	1	0.000*	0.000*	0.000*
	2-3	3.25		1	0.000*	0.000*
	4-5	3.62			1	0.425//
	6 courses and more	3.84				1

It is found out that the study respondents who have attended less than 2 ESP courses enjoy less ELP than other graduates, and those attended 2 or 3 courses are less proficient than the rest except for those with minimum courses.

Commentary on the Hypothesis Testing:

- Researcher attributes results to the fact that ELP skill is accumulative acquisition process enhanced by ESP courses. The more courses attended, the higher level of ELP achieved and, hence, the greater job opportunities opened up for graduates.

d. There is a statistical significant differences at level $\alpha \leq 0.05$ among respondents of the research sample Due to Graduate's University.

Table (5.19) Results of variance analysis due to Graduates' University

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	Source of variation	Sum of Squares	DF	Mean Square	F	Significance level
	Between groups	1.907	4	0.477	0.780	0.539//
	Within groups	486.171	795	0.612		
	Total	488.078	799			

// Value of "sig" not statistically significant

To test the hypothesis, One-Way ANOVA test was utilized and results are shown in table (5.31) as follow: The p-value (sig) equals 0.539 which is more than the significance level ($\alpha \leq 0.05$), and thus, it can be concluded that there are no differences in the averages of respondents about the impact of English Language Proficiency on job opportunities in Gaza Strip due to Graduates' University.

Commentary on the Hypothesis Testing:

- The researcher attributes this result to the fact that majority of respondents, 86.9%, have graduated from either Al-Azhar or Islamic University.

e. There is a statistical significant differences at level $\alpha \leq 0.05$ among respondents of the research sample due to Specialization.

Table (5.20) Results of variance analysis due to Specialization

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	Source of variation	Sum of Squares	DF	Mean Square	F	Significance level
	Between groups	59.712	8	7.464	13.783	0.000*
	Within groups	428.366	791	0.542		
	Total	488.078	799			

* Value of "sig" statistically significant

To test the hypothesis, (One-Way ANOVA) test was used and results listed in in table (5.20) as follow: The p-value (sig) equals 0.000 which is less than the significance level ($\alpha \leq 0.05$), and, thus, it can be concluded that there are differences in the averages of the research responses about the impact of English Language Proficiency on job opportunities for graduates in Gaza Strip due to specialization. To detect these differences Scheffe test comparisons are shown in (Table 5.21):

Table (5.21) Results of Scheffe test for differences according to Specialization

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	Specialization	average	IT	Commerce		Law	Medicine	Engineering	English Language	Media & Public Relations	Sciences
				Arabic	English						
IT	3.21	1	0.751//	0.010*	0.767//	0.486//	0.999//	0.032*	0.999//	0.887//	
Commerce in Arabic	3.03		1	0.000*	0.994//	0.028*	0.877//	0.000*	0.999//	0.999//	
Commerce in English	3.65			1	0.002*	0.999//	0.353//	0.932//	0.186//	0.004*	
Law	2.85				1	0.005*	0.767//	0.002*	0.998//	0.999//	
Medicine	3.66					1	0.796//	0.984//	0.496//	0.093//	
Engineering	3.26						1	0.149//	0.998//	0.877//	
English Language	3.97							1	0.062//	0.999//	
Media & public relations	3.07								1	0.999//	
Sciences	2.91									1	

Results reveal that the research respondents specialized in Arabic Commerce have lower level of English Language Proficiency than (Commerce in English and Medicine), and those whose Specialization is Commerce in English have higher English Language Proficiency than (Law and Sciences), while those whose Specialization is English Language enjoy higher level of English Language Proficiency than (IT, Commerce in Arabic and Law). Medicine enjoys higher English Language Proficiency than Law as shown in Table (5.21) here above.

Commentary on the Hypothesis Testing:

- Researcher attributes the result to the notion of exposure. English major, Commerce in English, Medicine, Engineering and IT are more exposed to English than others and hence enjoy higher level of ELP.

f. There is a statistical significant differences at level $\alpha \leq 0.05$ among respondents of the research sample due to Work.

Table (5.22) Results of T test for two independent samples to detect differences due to work

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	Work	average	STD	T	sig
	yes	3.26	0.76		
	No	3.09	0.79	3.170	0.002*

To answer this hypothesis, the (T) test for two independent samples has been used and results are listed in table (5.22) as follows: The p-value (sig) equals 0.002 which is less than the significance level ($\alpha \leq 0.05$). Therefore, it can be concluded that there are differences in the averages of the research responses due to work. The differences were in favor of those who work as their arithmetic average is higher than those who do not work.

Commentary on the Hypothesis Testing:

- The researcher attributes the results to the fact that more than half of the sample respondents have already been employed regardless to the nature of job contract, which seems to be irrelevant in this regard.

g. There is a statistical significant differences at level $\alpha \leq 0.05$ among respondents of the research sample due to Contract Nature.

To answer this hypothesis, (One-Way ANOVA) test has been utilized to study the differences due to the contract nature. Results are shown in table (5.23).

Table (5.23) Results of variance analysis to detect differences due to Contract Nature

Impact of ELP on Job Opportunities for Graduates in Gaza Strip	Source of variation	Sum of Squares	DF	Mean Square	F	Sig level
	Between groups	1.072	2	0.536	0.916	0.401//
	Within groups	269.083	460	0.585		
	Total	270.155	462			

// Value of "sig" not statistically significant

Results in table (5.23) indicate that the p-value (sig) test equals 0.401 which is more than the significance level ($\alpha \leq 0.05$). Therefore, it can be concluded that there are no differences in the averages of the research responses due to contract nature.

Commentary on the Hypothesis Testing:

- The researcher attributes the results to the fact that more than half of the sample respondents have already been into employment regardless to their job contracts, annual, part time or even voluntary.

Chapter Six

Conclusions and Recommendations

Introduction

Conclusions

Recommendations

Proposed Further Studies

Chapter Six: Conclusions and Recommendations

Introduction:

This chapter previews the conclusions based on research data and main results of the previous chapters in light of research problem and objectives. The conclusions explain how this research has achieved its goals against the set objectives and problem statement. Finally, some recommendations and suggested future studies are listed for the concerned parties.

Conclusions:

The aim of this research is to examine the impact of English language proficiency (ELP) on job opportunity for graduates in Gaza Strip. The researcher seeks to provide clues in terms of graduates' ELP level, drawbacks and suggested solutions that would facilitate employability and accommodate English language skills to the labor market needs. Based on data analysis and findings in previous chapters, conclusions are summarized as follows:

1. Conclusions Related to Fluency Dimension:

- a. Majority of graduates believe that lots of listening in English language enhances fluency stressing that they pay a great attention to English terms and expressions. Graduates also believe that they can speak in a way that a listener understand.
- b. However, Graduates have difficulties in conducting a conversation with native speakers and in composing texts in English. They also find it hard to paraphrase what they have heard or even to follow up, with comprehension, speaking discourses, the matter which reflects lack of graduates' confidence in their abilities of both productive and receptive skills. Such a deficiency could be due to graduates' limited practice in oral communication, syntax and semantics unawareness and vocabulary shortage, particularly needed for dialogs and paraphrasing. Besides, students in an "English as a foreign language" environment have few opportunities to practice English outside classrooms and that's why, after more than twelve years of study, graduates are often incapable of effectively communicating with foreigners in English.
- c. In general, though Fluency results proved to be statistically positive, graduates' Fluency practically achieved a rather moderate level and is in need for enhancement.

- d. Therefore, graduates' fluency is to be worked on hard so as to achieve a remarkable level that can contribute to the overall ELP and hence facilitate employability.

2. Conclusions Related to Accuracy Dimension:

- a. Graduates believe that they understand English well, have the ability to efficiently write and compose correct sentences.
- b. But, graduates have difficulties in proficiently conducting a dialog and in accurately using or speaking English language. They also find it challenging to precisely understand all what is being said in English, the matter which reflects graduates' limited practice in oral communication, syntax and semantics unawareness besides, vocabulary shortage.
- c. In general, though Accuracy results proved to be statistically positive, graduates' Accuracy has practically achieved low moderate level and is in need for enhancement.
- d. Therefore, graduates' accuracy, particularly in terms of productive and receptive skills, is to be worked on hard if a remarkable level of accuracy is to be realized.

3. Conclusions Related to Writing Skills Dimension:

- a. Graduates think they can recognize the different components of the sentence and can easily write as they possess a good wealth of vocabulary.
- b. However, graduates have difficulties in both summarizing long paragraphs and in paraphrasing texts. They cannot manage writing with the grammatical rules needed or write the three kinds of English sentences, viz. simple, compound and complex, well. This reflects graduates' limited practice of writing activities, lack of receptive skills, reading in particular, syntax and semantics unawareness and vocabulary shortage. Comprehension and vocabulary wealth are particularly needed for summarizing and paraphrasing.
- c. In general, though the results of Writing Skills proved to be statistically positive, graduates' writing skills have practically achieved a rather moderate level, higher than accuracy but lower than fluency. These writing skills are in need for enhancement.
- d. Therefore, graduates' fluency is to be worked on hard so as to achieve a remarkable level that can contribute to the overall ELP and, hence, to employability.

4. Conclusions Related to ESP Dimension:

- a. Graduates believe ESP enhanced their technical and linguistic competencies and consequently strengthened their confidence related to linguistic skills. Moreover, ESP courses improved their expertise in dealing with the work environment.
- b. Nevertheless, graduates neither believe that ESP courses, they have attended, increased adopting new strategies at the workplace nor contributed to utilizing developed approaches at work. Graduates did not approve the perception that ESP increased job opportunities.
- c. In general, results prove that ESP is statistically insignificant from graduates' viewpoint.
- d. Therefore, results of ESP are neutral and below average level as graduates negatively assess their ESP courses as majority of those participated in the research were fresh graduates with (less than 2) ESP courses experienced.

5. Conclusions Related to Pre-University Knowledge Dimension:

- a. Graduates consider English as an essential language even before joining university. They think that they have satisfactory knowledge particularly in terms of the English grammar.
- b. Still, graduates have neither attended English courses nor had certificates in English before joining university. Moreover, according to their self-assessment, graduates were not even able to speak English before the university stage, which reflect graduates' weak experience and education throughout the 12 years preceding the tertiary education.
- c. In general, results prove that Pre-University Knowledge is statistically insignificant from graduates' viewpoint.
- d. Therefore, results of this dimension are neutral and below average level as graduates negatively assess their English-related pre-university knowledge, the matter which should be seriously taken into consideration by the concerned parties as English skills are needed for all phases of life; academia, business and entertainment.

6. Conclusions Related to Job Opportunities Dimension:

- a. Graduates consider English as an essential and important language to increase job opportunities as English language proficiency and confidently speaking the language facilitated their employability.

- b. Graduates, though, barely consider ESP or the pre-university experience in English as facilitator of job opportunities.
- c. In general, results prove that Job Opportunities are statistically and positively significant. Therefore, results can be considered relatively good.
- d. Job opportunities, from graduates' viewpoint, can be obtainable thanks to ELP, the matter that emphasizes the necessity to enhance ELP.

7. Conclusions Related to Hypotheses Testing:

- a. There is an average approval among respondents that ELP level has an impact on job opportunities in Gaza Strip. Therefore we can say that ELP enhances job opportunities for graduates, and accordingly, they gain access to more jobs locally and abroad. ESP and Writing Skills have the highest positive relation with Job opportunity, followed by Pre-University Knowledge. Accuracy and Fluency were the least effective dimensions on Job Opportunities in Gaza Strip.
- b. There are differences among graduates' responses regarding ELP impact on Job Opportunities in Gaza Strip due to personal characteristics. Differences are as follows:
 - All graduates regardless of their age or university agree to the relation between ELP and Job Opportunities. It is clear that graduates of different age groups share the same beliefs and all universities produce similar outputs.
 - Female graduates seem to be more agreeable to the relation between ELP and Job Opportunities than their male counterparts.
 - Working graduates seem to be more agreeable to the relation between ELP and Job Opportunities while the nature of contracts has no effect on their responses in this regard. It is obvious that ELP facilitated their employment.
 - Graduates with more ESP courses approve the relation between ELP and job opportunities. It is evident that ESP courses improve vocational English which is required at the labor market.
 - Graduates of different majors have different level of agreement to the relation between ELP and job opportunities. Different specializations enjoy different levels of ELP; Commerce graduates studying in Arabic have less ELP than their counterparts studying in English.

8. Conclusions Related to Sample Demographic Characteristics:

The statistical results are as follows:

- a. Respondents are nearly equal in terms of gender, but the number of male graduates is slightly more than females.
- b. In terms of age, majority of respondents are fresh graduates less than 26 years old.
- c. Regarding number of attended ESP courses, about half of respondents had less than 2 courses, while around one third of them had 2 or 3 courses.
- d. Majority of respondent have graduated from Al Azhar and Islamic universities.
- e. Regarding specialization, majority of respondents are commerce majors in Arabic and English.
- f. A remarkable ratio of those working graduates, are either part time workers or volunteers thanks to the high rate of unemployment in the Gaza Strip.

Recommendations:

In light of the study analyses and conclusions, where graduates' ELP proved significant in terms of employability in Gaza Strip, the researcher seeks proposing some recommendations in this regard.

The researcher believes that this research sheds remarkable light on the level of graduates' ELP which, though statistically significant, needs to be enhanced and accommodated to the labor market needs. Therefore, the researcher urges the concerned parties to take the proposed recommendations into consideration for the common interest of graduates, tertiary education and, hence, the labor market. The proposed recommendations are as follow:

1. Recommendations Related to English Fluency Dimension:

To enhance graduates' English fluency through:

- a. Conducting conversations with native speakers by:
 - Enrolling English teaching centers with native speakers, e.g. Amideast and others.
 - Skyping with foreigners that they have met on Facebook.
 - Attaching themselves to volunteer associations where foreigners come to help aid Gaza.
- b. More exposure inside and outside the university so as to develop students' confidence; it is very important to make graduates gain confidence to speak by:
 - Watching English programs.
 - Reading English newspapers offline and online.
 - Listening to news, songs, documentaries and other kinds of programs.
- c. Practicing more writing activities to enhance speed and flow of thoughts.
- d. Student exchange programs.
- e. Schools and universities should consider the three-activity strategy of reading, viz. read to act, read to debate and read to interview. When student apply the information they have read into authentic speaking practice, their fluency gets improved.

2. Recommendations Related to English Accuracy Dimension:

To enhance graduates' English accuracy through reinforcing:

- a. Oral communication skill activities by:
 - Private lessons or a joining an English teaching center with native speakers.
 - Mock interviews and workplace activities.
- b. Reading a lot by:
 - Online and offline reading, including books, websites, newspapers and magazines.
 - Repeating what has been read to work on accuracy in terms of grammar, expressions and rate.
- c. More writing by:
 - Programs for writing on the net.
 - Re-writing paragraphs on a specific theme with focus on grammar, sentence structure and punctuation.
- d. To enhance graduates' accuracy in the four skills of English, viz. speaking, writing, reading, and listening, the matter which is also applicable to fluency, universities should adopt English teaching rather than EMI teaching through:
 - Employing native teachers.
 - Attracting proficient instructors.
 - Creating English Speaking Zone and simulation environment at faculties.
 - Activating student exchange programs for different majors.

3. Recommendations Related to Writing Skills Dimension:

To enhance graduates' English writing skills by means of:

- a. More writing activities with concentration on both style and content in order to achieve the goals of fluency and accuracy in writing by means of:
 - Programs for writing on the net.
 - Writing several paragraphs or stories and have someone else check for grammar, sentence structure and punctuation.
 - Paraphrasing techniques by writing short abstracts. Paraphrasing is problematic for students due to the fact that they do not understand or know how to start, and because they do not have enough vocabulary.
 - Making summaries for stories, starting with short ones.
- b. Joining classes of genre teaching, such as, letters, meetings, reports, proposals, ads, e-mails.

4. Recommendations Related to ESP Dimension:

To enhance graduates' vocational and work-related English through ESP, related courses should be:

- a. Incorporated in the tertiary curriculum.
- b. Business related.
- c. Industry driven and labor- market affiliated.
- d. Jointly designed by both universities and industry experts.

Students can join English Teaching centers for ESP. For instance, Amideast, with cooperation with EFT corporation, has been conducting professional ESP courses for waiters, architects, business English, secretaries, lawyers, accountants, administration employees and TOT.

5. Recommendations Related to Pre-University Knowledge Dimension:

Develop students' confidence to practice and use English in various contexts through:

- a. Concentrating on speaking skills at schools by supporting a more integrated approach where speaking is added to writing and reading lesson while ensuring students' essential practice in oral communication.
- b. Re-design the English curricula at schools in order to be more effective and related to students' daily life and the would-be work experience.

6. Recommendations Related to Job Opportunities Dimension:

To satisfy employment's needs, universities should take the following into consideration:

- A. Since graduates of commerce in English demonstrated higher ELP level than their counterparts studying in Arabic, universities should:
 - a. Allocate more resources to support and strengthen such a specialization.
 - b. Ensure that more English courses are incorporated in the curriculum.
 - c. Call upon local industries for counseling and support in this regard.
- B. Universities, assuming their role in the transformation of knowledge for wealth creation and economic development, should:
 - a. Reinforce cooperation between English Department and all Faculties, in general, and Faculty of Commerce, in particular, towards the end of supplying job-related competent graduates to the labor market.

- b. Impose a unified English Test on graduates, similar to MUET, as a prerequisite for graduation to ensure a remarkable level of vocational ELP for all students, in general, and for commerce majors, in particular.
- c. Maintain continuous close relationship with firms and local communities and consolidate University-Industry relationship so as to stay updated in terms of required ESP courses by:
 - 1. Empowering the university-community liaison offices.
 - 2. Hosting senior employers for lectures and seminars on regular basis.
- C. Adopt industry-driven approach and re-design tertiary curriculum taking into consideration employers and labor market needs in terms of vocational ELP.

Proposed Future Studies:

- 1. Job-related ELP and workplace readiness for business and English major graduates in Gaza Strip.
- 2. English Writing skills for the job: Telecommunication Sector in Gaza Strip, case study.
- 3. The impact of ELP on job satisfaction in International NGOs in Gaza Strip.
- 4. The recruitment process in private and public sectors in Gaza Strip: the significance of ELP.

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- Shabit, N. (2015, 23 July) Director and Recruitment Officer, Ministry of Interior, Gaza. (Akila, Kh.,Interviewer)

Appendices

Appendix 1: List of Referees

Appendix 2: Questionnaire

Appendix 3: Questionnaire in Arabic Language

Appendices

Appendix: 1- List of Referees

No.	Name	University
1	Dr. Nadir Abu Sharikh	Palestine University
2	Dr. Jalal Shabat	Al-Quds Open University
3	Dr. Mohammed Fares	Al – Azhar University
4	Dr. Wasseem El-Habel	The Islamic University of Gaza
5	Dr. Samir Safi	The Islamic University of Gaza
6	Dr. Akram Habib	The Islamic University of Gaza
7	Dr. Sadeq Ferwana	The Islamic University of Gaza
8	Dr. Akram Samour	The Islamic University of Gaza
9	Dr. Yasser Al-Shurafa	The Islamic University of Gaza

1 st	Paragraphs	Agree very strongly	Agree Strongly	Agree Moderately	Agree Slightly	Agree Very Slightly
2 nd	English Accuracy					
1	I use English language accurately.					
2	I can express my thoughts using specific English words.					
3	I write English efficiently.					
4	I can accurately speak English.					
5	I understand English well.					
6	I have a good command of the English language grammar.					
7	I express what I need to say in English in a comprehensive way.					
8	I am able to compose correct sentences.					
9	I can proficiently conduct a dialogue in English.					
10	I precisely understand all what is being said in English					
3 rd	Writing Skills					
1	I think I can easily write English					
2	I have the ability to use punctuation marks.					
3	I believe I can write English with the grammatical rules needed.					
4	I can briefly summarize long paragraphs.					
5	I can write correct English sentences.					
6	I can recognize the different components of the English sentence.					
6	I have the ability to use connectors.					
8	I can write simple, compound and complex sentences well.					
9	I can easily paraphrase texts.					
10	I possess a good wealth of English vocabulary					
4 th	ESP Courses					
1	ESP courses enhanced my technical and linguistic competency.					
2	ESP courses in English increased job opportunities.					
3	Attended ESP courses contributed to defining and organizing the goals I am seeking to meet.					
4	ESP courses, I have attended, improved my ability to fulfill duties at work.					
5	ESP courses, I have attended, contributed to my utilizing developed approaches at work.					
6	ESP courses, I have attended,					

1 st	Paragraphs	Agree very strongly	Agree Strongly	Agree Moderately	Agree Slightly	Agree Very Slightly
	increased adopting new strategies at the workplace.					
7	ESP courses, I have attended, resulted in enhancing my decision making capabilities.					
8	ESP courses made me trust my linguistic skills.					
9	ESP courses enhanced my expertise in dealing with the work environment.					
10	ESP courses achieved my goals in terms of English language.					
5 th	Pre-University Knowledge					
1	I had satisfactory pre university knowledge.					
2	I attended English courses prior to my higher education					
3	I had the ability to write English prior to the university stage.					
4	I was able to speak English before the university stage.					
5	I had certificates in English before joining the university.					
6	Pr-university experience granted knowledge and ease to me when learning English at the university.					
7	I mastered the English grammar earlier.					
8	I consider English as an essential pre-university language.					
9	The pre-university expertise provided me with the suitable tools that, afterward, enabled me to comprehend the English language.					
10	The pre-university expertise enhanced my ability of applying my language skills to new contexts.					
6 th	Job Opportunities					
1	English language proficiency facilitated job opportunities.					
2	ESP courses increased job opportunities.					
3	Easily write and read English boosted job opportunities for graduates.					
4	The pre-university expertise of English facilitated job opportunities.					
5	I consider English as an essential and important language to increase job					

1 st	Paragraphs	Agree very strongly	Agree Strongly	Agree Moderately	Agree Slightly	Agree Very Slightly
	opportunities.					
6	Fluently speaking English increased job opportunities.					
7	Confidently speaking English increased job opportunities					
8	Possessing English language competency and being distinguished in English enhanced Job opportunities.					
9	Conducting conversations easily in English increased job opportunities.					
10	Accurately understanding the English language and its vocabulary augmented job opportunities.					

Appendix: 3- Questionnaire in Arabic Language



الجامعة الإسلامية - غزة
عمادة الدراسات العليا
كلية التجارة
قسم إدارة الأعمال

بسم الله الرحمن الرحيم

حضرة/ الأخ الفاضل...الأخت الفاضلة

تحية طيبة و بعد....

يطيب لي أن أضع بين يديك هذا الاستبيان الذي أعد بهدف الحصول علي البيانات المتعلقة بدراسة عنوانها "أثر اجادة اللغة الانجليزية على فرص العمل للخريجين في قطاع غزة"، وذلك كبحث تكميلي لنيل درجة الماجستير في إدارة الأعمال من الجامعة الإسلامية بغزة. لذلك أرجو التكرم بتخصيص جزء من وقتكم الثمين، لتعبئة الاستمارة المرفقة، مع مراعاة الدقة في الإجابة عن الأسئلة المطروحة، والذي سيكون له عظيم الأثر والفائدة في الوصول إلى نتائج أكثر دقة كونها ستستخدم للأغراض العلمية فقط.

وتفضلوا بقبول فائق الاحترام والتقدير لتعاونكم وتشجيعكم لنا

الباحثة: ختام محمد عكيلا

أولاً: البيانات الشخصية:

1. الجنس : () ذكر () أنثى
 2. العمر : () أقل من 26 سنة () 26 إلى أقل من 28 سنة () 28 إلى أقل من 30 سنة () 30 سنة فأكثر
 3. عدد الدورات المتخصصة باللغة الانجليزية: () أقل من 2 () 2-3 () 4-5 () 6 دورات فأكثر
 4. الجامعة التي تخرجت منها: () الأزهر () الاسلامية () الأقصى () فلسطين () القدس المفتوحة
 5. التخصص: (الرجاء كتابة التخصص)
 6. العمل: هل تعمل () نعم () لا
- إذا كانت الإجابة نعم ماهي طبيعة العمل؟ () عقد سنوي () عقد دوام جزئي () متطوع

ثانياً: أسئلة الدراسة:

يوجد في هذا الجزء مجموعة من الأسئلة ذات العلاقة بأثر اجادة اللغة الانجليزية على فرص العمل للخريجين في قطاع غزة، يرجى وضع علامة (X) أمام الخيار المناسب:

م	الفقرة	موافق بدرجة كبيرة جداً	موافق بدرجة كبيرة	موافق بدرجة متوسطة	موافق بدرجة قليلة	موافق بدرجة قليلة جداً
المحور الأول: الطلاقة في اللغة الانجليزية						
1.	لديّ القدرة على التحدث بطريقة يفهمها المستمع.					
2.	أستطيع أن أجري محادثة مع متحدثي اللغة الأصليين.					
3.	أستطيع صياغة النصوص باللغة الانجليزية.					
4.	أرى بأنني قادر على قراءة وفهم النصوص المكتوبة بالإنجليزية بسهولة.					
5.	لديّ القدرة على متابعة الحديث وفهمه بسهولة.					
6.	أستطيع أن أعيد صياغة ما سمعته بطريقة سليمة					
7.	لديّ القدرة على صياغة الجمل والعبارات التامة لتعبر عن أفكار مختلفة.					
8.	يساعد الاستماع بكثرة إلى اللغة الانجليزية على زيادة طلاقتي اللغوية.					
9.	أحفظ الكثير من العبارات المرادفة في اللغة الانجليزية.					
10.	أهتم كثيراً بمصطلحات اللغة الانجليزية.					
المحور الثاني: دقة اللغة الانجليزية						
1.	استخدم اللغة الانجليزية بشكل دقيق.					
2.	أستطيع التعبير بألفاظ محددة باللغة الانجليزية.					

م	الفقرة	موافق بدرجة كبيرة جداً	موافق بدرجة كبيرة	موافق بدرجة متوسطة	موافق بدرجة قليلة	موافق بدرجة قليلة جداً
3.	أكتب اللغة الانجليزية بإتقان.					
4.	أستطيع التحدث بدقة باللغة الانجليزية.					
5.	أستوعب اللغة الانجليزية بطريقة جيدة.					
6.	أتقن قواعد اللغة الانجليزية.					
7.	أعبر بشمول عن ما أحتاج قوله باللغة الانجليزية.					
8.	لدي القدرة على صياغة الجمل الصحيحة.					
9.	أستطيع إجراء حوار بتمكن باللغة الانجليزية.					
10.	أفهم بشكل دقيق ما يقال باللغة الانجليزية.					
المحور الثالث: مهارات الكتابة باللغة الانجليزية						
1.	أعتقد بأنني قادر على كتابة اللغة الانجليزية بسهولة.					
2.	لدي القدرة على استخدام علامات الترقيم في الكتابة.					
3.	أرى بأنني قادر على كتابة اللغة بالقواعد اللازمة.					
4.	أستطيع أن أخص بإيجاز فقرات طويلة.					
5.	أستطيع كتابة جمل انجليزية سليمة.					
6.	أستطيع التعرف على مكونات الجملة الإنجليزية.					
7.	لدي القدرة على استخدام المفردات الانتقالية الخاصة بربط الجمل.					
8.	أستطيع كتابة أنواع الجمل (بسيطة، مركبة، معقدة) بشكل جيد.					
9.	أستطيع إعادة صياغة الفقرات بسهولة.					
10.	أمتلك حصيلة جيدة من مفردات اللغة الانجليزية.					
المحور الرابع: دورات اللغة الانجليزية التدريبية في مجالات متخصصة						
1.	زادت الدورات التدريبية لأعراض متخصصة من كفايتي اللغوية والمهنية.					
2.	زادت الدورات التي حصلت عليها باللغة الانجليزية من فرص العمل.					
3.	ساهمت الدورات التي حصلت عليها في تحديد وتنظيم الأهداف التي أسعى لتحقيقها.					
4.	عملت الدورات التي حصلت عليها على زيادة قدرتي على تنفيذ واجباتي في العمل.					
5.	ساهمت الدورات التي حصلت عليها في استخدامي لأساليب متطورة في العمل.					
6.	زادت الدورات التي حصلت عليها من استخدامي لاستراتيجيات جديدة في العمل.					
7.	أدت الدورات التي حصلت عليها إلى زيادة قدرتي على اتخاذ القرارات.					
8.	أكسبتي الدورات التدريبية الثقة في مهاراتي اللغوية.					
9.	زادت الدورات التدريبية من خبرتي في التفاعل في بيئة العمل.					

م	الفقرة	موافق بدرجة كبيرة جداً	موافق بدرجة كبيرة	موافق بدرجة متوسطة	موافق بدرجة قليلة	موافق بدرجة قليلة جداً
10.	حققت الدورات التدريبية الأهداف التي كنت أسعى لها في اللغة.					
المحور الخامس: خبرات ما قبل الجامعة						
1.	لدي دراية كافية باللغة الانجليزية قبل مرحلة الجامعة.					
2.	لدي دورات تدريبية في اللغة الانجليزية قبل مرحلة الجامعة.					
3.	لدي القدرة على كتابة اللغة الانجليزية قبل مرحلة الجامعة.					
4.	لدي القدرة على تحدث اللغة الانجليزية قبل مرحلة الجامعة.					
5.	كانت لدي شهادات في اللغة الانجليزية قبل مرحلة الجامعة.					
6.	أكسبتي خبرة ما قبل الجامعة المعرفة والسهولة في تعلم الانجليزية.					
7.	أتقنت قواعد اللغة الانجليزية قبل مرحلة الجامعة.					
8.	أعتبر اللغة الانجليزية لغة أساسية قبل مرحلة الجامعة.					
9.	أكسبتي خبرة ما قبل الجامعة أدوات التحليل المناسبة لفهم اللغة الانجليزية.					
10.	ساهمت خبرة ما قبل الجامعة في زيادة توظيف مهارتي في اللغة الانجليزية في مواقف جديدة.					
المحور السادس: فرص العمل						
1.	إن اتقان اللغة الانجليزية سهل من فرص العمل للخريجين.					
2.	الدورات التدريبية في اللغة الانجليزية عملت على زيادة فرص العمل.					
3.	سهولة الكتابة والقراءة للغة الانجليزية عملت على زيادة فرص العمل.					
4.	الخبرات السابقة في اللغة الانجليزية سهلت من فرص العمل.					
5.	أعتبر اللغة الانجليزية لغة أساسية ومهمة لزيادة فرص العمل.					
6.	تحدث الإنجليزية بطلاقة زاد من فرص العمل.					
7.	تحدث الإنجليزية بثقة زاد من فرص العمل.					
8.	منح التميز والتمتع باللغة الانجليزية زيادة في فرص العمل.					
9.	سهولة التماز باللغة الانجليزية زاد من فرص العمل.					
10.	فهم اللغة الانجليزية ومفرداتها بشكل دقيق زاد من فرص العمل.					