

Exploring English Language Needs According to Undergraduate Students and Employers in Cambodia

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Abstract

This study was undertaken with the aim of exploring English language needs of 166 undergraduate students at Life University and those of 225 employers in Cambodia, using a survey questionnaire, which was categorized into two forms: one for undergraduate students and the other for employers. The study found English to be somewhat often used at the workplace in Cambodia. Findings also confirm some particular English language needs as perceived by undergraduate students and employers. So it can be concluded that revisions of the current program seem to be necessary to offer more effective English language courses for students.

Keywords: employers, English language needs, need analysis, undergraduate students

1. Introduction

Language is the core element of human existence. It is the most important way through which we can communicate our ideas with other people. It is not just the first language which is considered important, but foreign languages are also significant in today's world. Learning foreign languages provides today's youth opportunities by supporting basic skills, developing cross-cultural understanding, and preparing them to enter the global market place where foreign languages are widely used. Among these languages, English has been viewed as a dominant language in international business, trade, finance and banking, science and technology, popular cultures, and international relations around the world (Rogerson-Revell, 2007; Lazaro & Medalla, 2004; Igawa, 2008). In addition, it has been recognized that the language also plays an important role in both higher education and the labor market in Cambodia.

Since the 1993 general election, the number of English language learners has increased dramatically in Cambodia. Due to its importance, the language has been learned for different purposes, particularly business communications and education. Many universities see this importance; they incorporate English courses into their curriculum to help students improve their English language skills, but choosing a good language program is not a simple task; it needs careful formulation. As educators, teaching students to reach the envisioned level of English proficiency in a shorter and a better way is really crucial, difficult, and challenging. Therefore, different types of English courses, including general English, English for specific purposes, and English for specific academic purposes, have been offered by many higher educational institutions in Cambodia, but the development of an appropriate training program is not a simple task. It requires a lot of careful preparations in order to meet the needs of both the learners and the labor market. In this sense, English needs analysis should be conducted before formulating any English language program. After the UN-supervised general election in 1993, it is seen that the number of international humanitarian organizations as well as foreign investors coming into Cambodia to implement their intended projects or businesses increases at a remarkable rate. In this perspective, English is really needed for daily business communications.

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So identifying the English language needs of the learners alone is not enough; employers' language needs must be identified and put into consideration as well. Therefore, needs assessment must be conducted to identify real needs of both the learners and the labor market. In order to meet these needs, educators must place more emphasis on the formulation of any English program based on findings from the needs assessment. The answer to how educators and practitioners develop effective curricula often lies in needs analysis, which is recognized as a very powerful tool that helps clarify true needs of the learners (Hutchinson & Waters, 1987; Tarone & Yule, 1989; Seedhouse, 1995; Long, 2005; Akyel & Ozek, 2010; Basturkmen, 1998). Additionally, need analysis enables educators to develop a curriculum that bases the content of language courses on the needs and interests of the learners (Lepetit & Cichocki, 2002). Without needs analysis, curriculum designers might have difficulties in identifying true needs of the learners, leading to the formulation of an ineffective language program that does not address both the learners' and employers' language needs. Although English language has been incorporated into the training program in many higher educational institutions in Cambodia, findings from an appropriate and systematic assessment of both students' and employers' specific English language needs are still limited in this country. Some universities have developed their own curriculum and provided English courses to students without conducting an appropriate assessment on the language needs as perceived by both learners and the labor market. To meet these needs, appropriate curricula must be prepared based on findings of systematic language needs assessments. Therefore, the present study was considered necessary and it aimed at addressing the following research questions.

1. What are the perceived English language needs of undergraduate students in Cambodia?
2. What are employers' perceptions towards the use of English language in Cambodia?

The rest of the paper is organized as follows. Section 2 presents literature review. Section 3 of the paper illustrates research methodology, and section 4 covers findings. However, section 5 presents discussion of the paper. Finally, section 6 concludes the paper with a summary of findings and significance of the paper is illustrated in section 7.

2. Literature Review

2.1. Theoretical Perspectives on Needs Analysis

English language plays a very vital role as the major tool for communications in the world of business. The language has been considered as the universal lingua franca, which is used around the globe. Today is the era of globalization that needs English for worldwide information sharing, business communications, trade, international relations, and also travelling in the world for different purposes; therefore, the number of English language learners increases globally. To help learners get appropriate English skills that are needed in today's labor market, an effective program must be prepared. However, to create a good program to benefit learners, particularly to help them achieve what they want to learn and what the labor market needs, English language needs analysis should be conducted with great care (Mackay & Mountford, 1978; Nation & Macalister, 2010; Chunlin, 2014). Before going deep into English language needs analysis, the definition of needs analysis should be known first. Needs analysis is defined in different ways by different authors or researchers. For example, Hutchinson & Waters (1987) defines needs analysis as the process of identifying learners' reasons for studying a language. Later, in 1991, Nunan provides another definition for needs analysis as the procedures for collecting information about learners and about communication tasks for use in syllabus development. Based on the above definitions, needs analysis constitutes the procedures for identifying true language needs of the learners so that relevant and particular goals, objectives, and content in courses can be formulated. In the first stage, if there is no needs analysis conducted, it is really hard to know the actual needs of the learners. So it may be difficult for educators to design an appropriate program that meets the needs of the learners. Additionally, without needs analysis, educators may not know the learners' English proficiency level, particularly students' difficulties in learning the language; therefore, needs analysis is an important tool that can be used to identify learners' proficiency level and the difficulties they face. Needs analysis also has influence on the learners' educational life and future careers as well because needs analysis is also used to identify the learners' future language goals (Grier, 2005). Additionally, before developing an effective English program, all responsible educators should realize the possibility of some future needs of the learners and the labor market. Needs analysis must be conducted at the beginning of the program in order to get more ideas on what to be incorporated into the planned syllabus. In doing this, it provides information to educators about the knowledge, needs, and wants of the learners.

For example, in 1978, Mackay and Mountford confirmed that all language teaching should be designed for the specific learning, purposes, and needs of the learners. Therefore, a systematic analysis of these particular learning needs is a prerequisite for producing the content of a language program pertinent to the learners' needs. The answer to how educators or practitioners develop effective curricula is often imbedded in needs analysis, which is a tool that can help clarify general and specific needs of the learners (Lepetit & Cichocki, 2002). Most importantly, an appropriate teaching program, teaching materials, and approaches can be formulated based on findings of the needs assessment. The same deduction is also made by Nation and Macalister (2010). They stress that needs analysis is a tool used to examine what the learners know already and what they need to know. Based on this, educators know the relevant and useful things to be incorporated into their program. Nation and Macalister (2010) also mention that reliable needs assessments involve using well-thought-out, standardized tools for data collection. Observing people performing tasks for learners to follow is not enough, it is better to conduct a systematized study to gather what learners already know and what they intend to learn, meaning that without needs analysis, it could be difficult for educators and practitioners to prepare better and more accessible resources for the students of the program confirmed, leading to the formulation of inappropriate curricula.

2.2. Empirical Studies on Needs Analysis

Empirically, researchers and educators have accepted the importance of conducting a systematic English needs analysis. Many universities around the globe have carried out needs assessments to produce a good English language program for their students. Unfortunately, limited research has been reported in the literature on needs analysis in Cambodia, although its importance and usefulness have been acknowledged in the field of education and language around the globe. For example, Lepetit & Cichocki (2002) conducted a needs analysis study with university students who were attending a language course and preparing to work as health professionals. The researchers also emphasized that needs analysis is a potential and valuable source of information for designing curricula for health professionals based on learners' needs. Chostelidou (2010) conducted a needs analysis approach to ESP syllabus design in Greek context. Their findings reveal the need for the development of a highly specific ESP language course with a clear focus on the target discipline. Later, in 2012, Rahman conducted a study to explore the needs for reading skills among undergraduate students in the field of computer science at Putra University, Malaysia. The study found that students in the field of computer science have difficulties in reading skills. The researcher clearly confirms that findings of the study may help the ESP practitioners design an appropriate English language program for the undergraduates. Based on the findings, the researcher also stressed that the study may enable the ESP practitioners to make informed decisions on the students' English needs in the field of computer science. In addition, findings of the study positively contribute to students' knowledge of their weaknesses and strengths in English language skills. Recently, Aliakbari and Boghayeri (2014) conducted a needs analysis study for ESP design in Iranian context, involving a total of 48 students and 72 graduates who responded a researcher-made questionnaire. They found reading comprehension skill, followed by writing, speaking, and listening skills to be the important skills, respectively. In addition, they also found learners' dissatisfaction with the textbooks, the pertinent topics, and length of the courses to exist, leading to a conclusion that the courses does not fully meet the learners' needs. Based on findings, they suggest that revisions of the current programs seem to be necessary to offer more effective ESP courses for architecture students in Iranian universities.

Other researchers also confirm that English needs analysis is a vital tool used for preparing an appropriate language program that meets the needs of the labor market (Stevens, 2005; Kassim & Ali, 2010; Smith, 2000; Lan, Khaun, & Singh, 2011; Moslehifar & Ibrahim, 2012). In 2011, Lan, Khaun, and Singh did a study to determine language skills and competencies which a group of university students need at the workplace and to investigate if their career needs are being met by the existing English language programs at the university, using a survey questionnaire with students and structured interviews with representatives of related industries. They found English to be widely used in the surveyed organizations because tasks and transactions are performed in English. They also stress that all the four skills, namely speaking, listening, reading, and writing, are required for these tasks. Findings show that there are lacks of proficiency in and mastery of English language. The problems encountered are speaking and writing skills. Based on these findings, they suggest that English courses for the workplace provided by the university should include learning and teaching materials for speaking and writing skills.

Sarudin, Noor, Zubairi, and Ahmad (2013) conducted a needs assessment of workplace English and Malaysian graduates' English language competency, using a sample of 295 companies representing 14 industry sectors using a 14-item survey questionnaire, focus group discussions, and semi-structured interviews. They found English to be the most important language for employment in Malaysia. Based on their findings, they also suggest institutions of higher learning adequately prepare their students with employability skills associated with communications in English for the workplace. However, Moslehifar and Ibrahim (2012) carried out a study on the needs analysis of the English communication skills of final-year electrical engineering undergraduates in Universiti Teknologi, Malaysia. They also conducted another study on the oral communication skills in English with focus on matching the skills developed at the university and the demands of the industry in Malaysia. Findings show that oral communication skills are perceived to be the most important skills for the labor market. So they conclude that oral communication skills play a crucial role at the work place in Malaysia.

3. Research Methodology

3.1. Participants

The questionnaire was administered among 166 current students of Life University, located in Sihanoukville, Cambodia. They were randomly selected from all majors, except the students whose major is English. The reason is that this paper mainly focuses on the general English language program of the selected university. In order to have a better view, 225 voluntary employers were purposively selected to get more knowledge of their perceptions towards the use of English in their respective organization as well. The employers include 15 banks and microfinance institutions, 180 commercial companies, 7 factories, and 23 NGOs.

3.2. Research Instrument

The method employed in the study to collect data was survey questionnaire, which was categorized into two forms: one for undergraduates and the other for employers. The two forms of questionnaire were designed to obtain the target information with emphasis on the objectives of the study. They were prepared based on findings of previous studies (Basturkmen, 1998; Balint, 2004; Akyel & Ozek, 2010). The questionnaire for the undergraduates had 30 items. There are 26 six-point Likert scale items and 4 four-point Likert scale items. The questionnaire for employers had 36 items, which comprised 35 six-point Likert scale items and 1 tallied item. Cronbach's alpha consistency analysis was used to verify the reliability of the questionnaires. Internal consistency reliability of both questionnaires is illustrated in the following table.

Table 1: Reliability Statistics of the Questionnaires

Questionnaire	Cronbach's Alpha	No of Items
Students' questionnaire	0.91	30
Employers' questionnaire	0.886	36

3.3. Data Collection Procedure

The main study was conducted after receiving approval from the president of the selected university. The paper employed only the primary data, which were collected through the distribution of questionnaires to all respondents, including undergraduates and voluntary employers. For undergraduates, the questionnaires were distributed to them during lecture time. Employers were contacted for their voluntary cooperation to complete the questionnaire prepared particularly for them. A questionnaire was given to each voluntary employer. Three days later the questionnaire was collected back from the employer.

3.4. Data Analyses

All responses were analyzed using descriptive statistics from the Statistical Package for Social Sciences (SPSS). Frequency, mean, percentage counts, and Chi-square were considered for data analysis. To find out whether the outcomes of the questionnaires were consistent with each other, the questionnaires were grouped under the same category, namely undergraduates and employers, and carefully checked before proceeding for data entry.

4. Results

4.1. Students' Perception on English Language Needs

The questionnaire for the undergraduates had 30 items, consisting of 26 six-point Likert scale items and 4 four-point Likert scale items.

Questions 1 to 4 are pertinent to English sub-skills, including reading, speaking, listening, and writing. Questions 5 to 7 is mainly related to the types of English language courses, including English for Specific Academic Purposes, Vocational/work-related English, and General/ conversational English. However, from Questions 8 to 30, students' future English language needs are presented. Findings on English language needs of the students can be seen in Tables 2, 3, and 4. As shown in Table 2, the mean scores of speaking and reading are 3.51 and 2.60, respectively. The two sub-skills have the highest mean scores, implying that speaking, which is followed by reading, is perceived to be the most useful skill for improving the overall English ability. In addition, the difference between students' perception is significant at the 1 per cent level ($p < 0.01$), meaning there is enough evidence to show that speaking and reading are the real language needs that students intend to get in order to improve their overall English ability in the future.

Table 2: English Sub-Skills

English Sub-skills	Scale	Mean	SD	Chi-Square	
				χ^2	<i>P-value</i>
Reading	1 – 4	2.60	0.936	62.709	0.000
Listening	1 – 4	2.19	1.012	15.630	0.001
Speaking	1 – 4	3.51	0.845	174.273	0.000
Writing	1 – 4	1.93	0.979	54.855	0.000

Findings in Table 3 show that the mean score of vocational or work-related English is the highest, implying that students are most likely to have an attempt to take courses that would prepare them for the workplace in the future. In addition, the difference between students' ideas on the three types of English courses is significant at the 1 per cent level ($p < 0.01$), meaning there is enough evidence to show that vocational or work-related English is the real language need that students intend to get in order to prepare them for the workplace in the future.

Table 3: Types of English Courses

Types of English Courses	Mean	Chi-Square	
		χ^2	<i>P-value</i>
English for Academic Purposes	5.36	103.000	0.00
Vocational/Work-Related English	5.42	210.364	0.00
General English	5.32	157.818	0.00

Table 4 reports the results regarding students' perception towards future English language needs for Questions 3 to 25. Findings show that all items have the mean scores higher than 4.0, meaning that majority of the students perceived all the language skills to be important to a great extent, but the level of their attention to each skill was confirmed to be different. However, findings in Table 4 show that Items 7 and 12, namely speaking informally in English with foreigners and reading textbooks or lecture notes in English, got the highest mean scores of 5.19 and 5.17, respectively. This indicates that in the future, students are interested in learning speaking and academic reading skills. These perceptions are found to be significant at the 1 percent level ($p < 0.01$).

Table 4: Students' Future English Language Needs

Items	Mean	SD	Chi-Square	
			χ^2	<i>P-value</i>
Reading English articles on the internet	4.74	0.85	226.37	0.00
Reading English novels and short stories for pleasures	4.82	0.87	119.11	0.00
Reading English newspapers, magazines, and research papers	4.33	1.12	94.24	0.00
Reading e-mails from foreign friends written in English	4.86	0.95	148.08	0.00
Reading textbooks and lecture notes in English	5.17	0.92	123.13	0.00
Listening to take notes of a class lecture in English	4.89	0.94	82.25	0.00
Listening to a speech in a conference given in English	4.56	0.89	116.73	0.00
Watching movies or TV program in English	4.75	0.96	150.02	0.00
Listening to English language music	4.98	0.97	151.00	0.00
Speaking informally in English with foreigners	5.19	0.82	129.30	0.00
Giving formal speeches or presentations in English at international conferences	4.78	1.09	105.26	0.00
Giving small speeches/presentations in English at work	4.87	1.04	128.32	0.00
Giving small speeches/presentations in English in your university classes	4.94	1.00	151.78	0.00
Having discussions about general topics, lessons, and current events in English with classmates	4.78	0.90	189.65	0.00
Having discussions about general topics and current events in English with foreign people	4.90	0.90	113.50	0.00
Providing presentations in English	4.83	0.95	141.70	0.00
Writing in English for university course papers	4.85	0.96	182.53	0.00
Writing business documents in English	4.95	1.02	170.89	0.00
Synthesizing information from more than one sources	4.45	0.97	151.62	0.00
Writing e-mail letters in English to foreign friends	4.93	0.93	150.96	0.00
Writing e-mail business letters in English to foreigners	4.93	1.03	140.32	0.00
Getting ability to research information in English	4.93	0.96	146.09	0.00
Doing research in English	4.97	0.96	152.68	0.00

4.2. Employers' Perceptions towards the Use of English Language

The questionnaire for employers had 36 items, consisting of 35 six-point Likert scale items and 1 item is tallied. Question 1 is related to how often English language is used in various institutions in Cambodia. Questions 2 to 20 focused on the types of tasks that employees often do in English. However, Questions 21 to 36 are related to the lacks in English proficiency for performing organizational tasks. Findings on perceptions of employers towards the use of English are presented in Tables 5, 6, and 7. English is considered the universal lingua franca and used by many business organizations for daily communications around the globe. Findings in Table 5 reveal the perceptions of employers towards the use of English in their respective organization. Majority of employers (54.90%) perceived English to be slightly often used, followed by somewhat often used (28.30%). However, only fourteen point two percent (14.20%) perceived that English was very often used in their respective organization.

Table 5: Employers' Perceptions towards the Use of English

How often is English language used in your organization?	No	Percent	Chi-Square	
			χ^2	P value
4 = Slightly often	124	54.9	59.491	0.000
5 = Somewhat often	64	28.3		
6 = Very often	32	14.2		
Missing	6	2.7		
Total	226	100		

Based on findings in Table 5, English was viewed to play an important role in daily communications for many business organizations in Cambodia and the language is used to a great extent. These perceptions are found to be significant at the 1 percent level ($p < 0.01$). Findings in Table 6 reflect how often English was used for organizational tasks as perceived by employers. Nearly all the mean scores are less than 5.0, meaning that majority of employers perceived all the language skills to be important to the greatest extent, but the level of their attention to each item was confirmed to be different. Findings show that the mean score for *'writing business letters, memos, and emails'* is 5.08. This confirms frequent use of English for writing business letters, memos, and emails in various organizations in Cambodia. In addition, the difference between employers' ideas on how often English was used for organizational tasks as perceived by employers is significant at the 1 per cent level ($p < 0.01$), meaning there is enough evidence to show that writing business letters, memos, and emails are often done in English.

Table 6: The Organizational Tasks often Performed in English

Items	Mean	SD	Chi-Square	
			χ^2	P value
Making or receiving phone calls	3.840	0.747	246.894	0.000
Giving or receiving instructions	4.020	0.850	136.981	0.000
Conducting interviews	4.050	0.887	113.388	0.000
Interacting with colleagues, clients, and customers	3.900	0.950	92.293	0.000
Participating in meetings, workshops, seminars, conferences	4.060	0.718	157.138	0.000
Participating in discussions	3.930	0.866	226.475	0.000
Negotiating with customers/suppliers	3.990	0.778	91.351	0.000
Socializing with colleagues	3.380	0.823	167.355	0.000
Producing network with customers, suppliers, or stakeholders	4.090	0.958	181.793	0.000
Writing business letters, memos, e-mail	5.080	0.750	110.343	0.000
Writing notices, agenda, and minutes	4.400	0.990	192.414	0.000
Preparing contracts or documents	4.250	1.033	174.880	0.000
Interpreting and translating documents	3.750	1.124	212.207	0.000
Making oral presentations and communications	3.940	0.889	216.598	0.000
Holding press conferences	3.510	1.044	137.313	0.000
Writing reports	4.860	0.893	226.766	0.000
Reading contracts and reports	4.140	1.033	171.764	0.000
Doing research	4.400	1.055	180.873	0.000
Preparing brochures, advertisements, and announcements	4.010	1.309	63.376	0.000

Aside from these, the lacks in English proficiency for performing organizational tasks in various institutions are presented in Table 7. Findings show that nearly all the mean scores are less than four, except that the mean score for writing reports is 4.30. This confirms that writing reports seems to be a difficult task to do in English. These perceptions are found to be significant at the 1 percent level ($p < 0.01$).

Table 7: The Lacks in the English Language Sub-Skills

Items	Mean	SD	Chi-Square	
			χ^2	P value
Writing reports	4.30	0.990	78.737	0.000
Interpreting and translating documents	3.80	1.086	126.157	0.000
Writing business letters, memos, and e-mail	3.88	1.207	153.221	0.000
Negotiating with customers or suppliers	3.58	1.008	118.420	0.000
Holding press conferences	3.67	0.787	151.727	0.000
Writing notices, agenda, and minutes	3.60	1.244	94.677	0.000
Doing research	3.67	1.108	138.532	0.000
Making oral presentations	3.66	0.893	44.789	0.000
Participating in meetings	3.61	0.953	92.667	0.000
Giving or receiving instructions	3.54	0.855	154.774	0.000
Preparing brochures and advertisements	3.20	1.007	132.970	0.000
Interacting with colleagues, clients, customers	3.19	1.094	158.425	0.000
Participating in discussions	3.41	0.882	191.603	0.000
Producing network with customers, suppliers, or other stakeholders	3.27	1.068	140.531	0.000
Reading contracts or reports	3.56	0.956	50.226	0.000
Socializing with colleagues	2.72	1.184	169.044	0.000

5. Discussion

This study was undertaken with the aim of exploring English language needs of 166 undergraduate students at a university and those of 225 employers in Cambodia, using a survey questionnaire, which was categorized into two forms: one for undergraduate students and the other for employers. English is considered the universal lingua franca by many educators and practitioners around the globe. The language is also widely used for different purposes in Cambodia. Speaking and reading are perceived to be the most important skills that students need for improving the overall English ability in the future. They are the skills that majority of the students think can help them improve their English ability. Based on findings related to the three types of English language courses, namely vocational or work-related English, English for academic purposes, and general English, vocational or work-related English is found to be mostly preferred by students. In Cambodia, most students study English in order to get a job in the future; therefore, vocational/work-related English is confirmed to be a vital type of English course that is highly needed at workplace. After the general election in 1993, the number of foreign firms starts to increase; therefore work-related English is highly needed, leading to high demand for the ability of speaking English with foreigners. At the same, students also rated reading textbooks and lecture notes to be important as well it is because they need this skill in order to read textbooks and lecture notes that are mostly published in English. This means that students not just think about their future English language needs, but also their current needs. In other countries, reading skill is confirmed to be vital as well. For example, Rahman (2012) conducted a study to explore the needs for reading skills among undergraduate students in the field of computer science at Putra University, Malaysia. The study found that students in the field of computer science have difficulties in reading skills. Recently, Rashidi and Kehtarfard (2014) conducted needs analysis to investigate the English language needs of students in Iran and found that speaking is the most useful skill for improving the overall English ability, which is followed by reading.

The study not only explored English language needs of the undergraduate students, but also those of employers in order to gain more knowledge on specific needs of the language among students and employers and to set the right program to fit their needs. Findings show that majority of employers perceived English to be slightly often used in their respective organization, which is followed by somewhat often used. This confirms that English language is used in various organizations in Cambodia to some extent. Although the findings confirm English to be required by many institutions, some organizational tasks need less English, but some need much of English. Among the organizational tasks, the one that requires frequent use of English language is writing business letters, memos, and emails. This may be because Khmer language is mostly used for oral communications, particularly with customers, clients, and other stakeholders who are Cambodian people. Therefore, it can be concluded that English plays an important role in writing business letters, memos, and emails across institutions in Cambodia.

Additionally, the survey data show report writing to be a difficult task to do in English as perceived by employers. At school, speaking and reading skills are highly needed and taught, but writing skill which is highly needed at workplace seems to be ignored, leading to the lack in this skill. In 2011, Lan, Khaun, and Singh did a study to determine language skills and competencies which a group of university students need at the workplace and to investigate if their career needs are being met by the existing English language programs at the university, using a survey questionnaire with students and structured interviews with representatives of related industries. They suggest that English courses for the workplace provided by the university should include learning and teaching materials for speaking and writing skills.

6. Conclusion and Recommendations

The present paper was conducted with an aim to identify the English language needs among Cambodian undergraduates and employers. The paper found vocational or work-related English to be highly rated by most students. In addition, findings based on the views of both students and employers on the language needs seem to be different. Regarding students' perspectives, speaking and reading skills are the most important ones that they need for improving the overall English ability, but employers rated writing to be the most dominant skill at workplace. Another crucial finding is that most employers perceived the lack in report writing to exist in their respective institution. Based on these findings, it can be suggested that English courses provided by any university should include learning and teaching materials for speaking, reading, and writing. However, the learning and teaching materials for reading should be placed on academic reading skill, which is mostly required by the students. In addition, further studies should be carried out to explore the real English language needs as perceived by students, instructors, employers, and other stakeholders in the country. In this perspective, findings might be clear and realistic.

7. Significance of the Study

In Cambodia, the literature on English language needs as perceived by students and employers is limited; therefore, this paper might be considered important; it provides at least some clear information on specific English language needs of both the undergraduates and employers. The study also acts as a source of information for preparing an effective English language program in order to meet the learners' and industry's language needs in Cambodia. Aside from these, it positively contributes to the improvement of students' language skills because what students and employers expect is definitely known.

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