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The Impact of English Proficiency on Employability and Career Promotion in the Algerian Oil and Gas Sector

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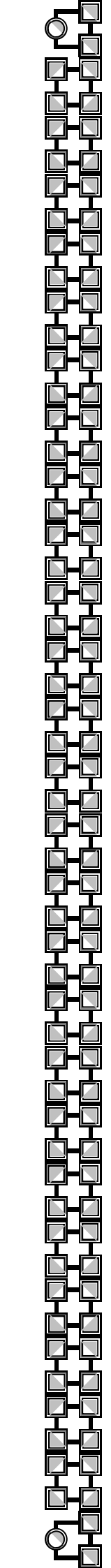
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Dedication

To the one who has surrounded me with unconditional love since the very first breath of my life, who became my first teacher before the world ever taught me anything, my guiding light, my endless support, my strength when I am weak, and my safe place in every storm my father "عبد الحميد خلاوي". Words will never be enough to express how deeply I am grateful for everything you have done for me.

To the one who carried me within her, gave me life, raised me with patience and sacrifice, stayed awake through my nights and never let me feel alone for a single moment, the one whose love is silent yet louder than anything in this world, whose eyes reflect warmth, strength, and endless devotion - my mother "عتيقة خلاوي". You are my heart, my soul, and my forever home.

To the one who came into my world like a sunrise, filling my life with innocence, joy, and pure love my beloved niece "لفلوفة قلبي", my little sunshine. You are a reminder that happiness can exist in its simplest and purest form.

To my family, near and far, thank you for your love and support in every form, seen and unseen.

And to my friends, close and distant, thank you for your presence in my life, for your support, kindness, and the beautiful moments we share.

With all my love and endless gratitude to you all.

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To prof. Ahmed Nouredine BELARBI, I extend my heartfelt thanks and sincere appreciation for your kindness, support, and encouragement. Your valuable assistance and thoughtful words have been greatly appreciated and will always be remembered with respect and gratitude.

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Abstract

This dissertation investigates the impact of English proficiency on employability and career promotion within the Algerian oil and gas sector. Utilizing a quantitative descriptive-analytical research design, the study examines the perceptions and experiences of employees, engineers, technicians, and managers in key Algerian oil and gas companies, including Sonatrach, ENTP, and Anadarko. The research aims to identify the correlation between English language competence and professional advancement, addressing the existing gap between university English training and industry demands. Preliminary findings from existing literature suggest a significant role for English as economic capital and a critical skill for effective workplace communication in multinational energy environments. This study will contribute to the understanding of language policy implications and offer recommendations for enhancing ESP curricula in Algerian universities to better align with the needs of the oil and gas industry.

Keywords: English proficiency; employability; Algerian oil and gas sector; career advancement; ESP (English for Specific Purposes)

Résumé

Cette thèse examine l'impact de la maîtrise de l'anglais sur l'employabilité et la promotion professionnelle dans le secteur pétrolier et gazier algérien. En utilisant une approche de recherche quantitative descriptive-analytique, l'étude explore les percep-

tions et les expériences des employés, ingénieurs, techniciens et managers des principales entreprises pétrolières et gazières algériennes, notamment Sonatrach, ENTP et Anadarko. La recherche vise à identifier la corrélation entre la compétence en anglais et l'avancement professionnel, en comblant le fossé existant entre la formation universitaire en anglais et les exigences de l'industrie. Les premières conclusions de la littérature existante suggèrent un rôle important pour l'anglais en tant que capital économique et compétence essentielle pour une communication efficace sur le lieu de travail dans les environnements énergétiques multinationaux. Cette étude contribuera à la compréhension des implications de la politique linguistique et formulera des recommandations pour améliorer les programmes d'anglais à des fins spécifiques (ESP) dans les universités algériennes afin de mieux les aligner sur les besoins de l'industrie pétrolière et gazière.

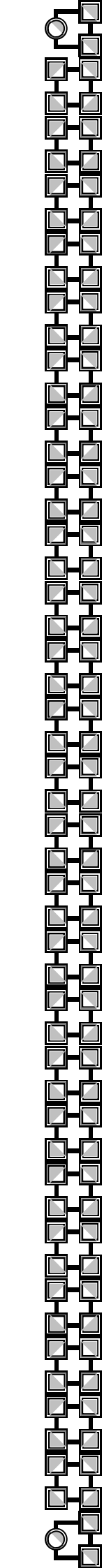
Mots-clés : maîtrise de l'anglais ; employabilité ; secteur pétrolier et gazier algérien ; promotion professionnelle ; anglais de spécialité (ESP)

مستخلص

تبحث هذه الدراسة أثر إتقان اللغة الإنجليزية على قابلية التوظيف وفرص الترقية المهنية داخل قطاع النفط والغاز في الجزائر. وباعتماد تصميم بحث كمي وصفي-تحليلي، تتناول الدراسة تصورات وتجارب الموظفين والمهندسين والتقنيين والمديرين في كبرى شركات النفط والغاز الجزائرية، بما في ذلك سوناطراك

(Sonatrach)، المؤسسة الوطنية للأشغال البترولية (ENTP)، وشركة أناداركو (Anadarko). تهدف الدراسة إلى تحديد العلاقة بين الكفاءة في اللغة الإنجليزية والتطور المهني، مع معالجة الفجوة القائمة بين التكوين الجامعي في اللغة الإنجليزية ومتطلبات سوق العمل. وتشير النتائج الأولية المستخلصة من الأدبيات السابقة إلى أن اللغة الإنجليزية تلعب دورًا مهمًا بوصفها رأسمًا اقتصاديًا ومهارة أساسية للتواصل الفعّال في بيئات العمل متعددة الجنسيات داخل قطاع الطاقة. ومن المتوقع أن تُسهم هذه الدراسة في توضيح آثار السياسات اللغوية، وتقديم توصيات تهدف إلى تحسين مناهج اللغة الإنجليزية لأغراض خاصة (ESP) في الجامعات الجزائرية، بما يتماشى بشكل أفضل مع احتياجات قطاع النفط والغاز.

الكلمات الدلالية: إتقان اللغة الإنجليزية؛ قابلية التوظيف؛ قطاع النفط والغاز في الجزائر؛ الترقية المهنية؛ الإنجليزية لأغراض خاصة (ESP)



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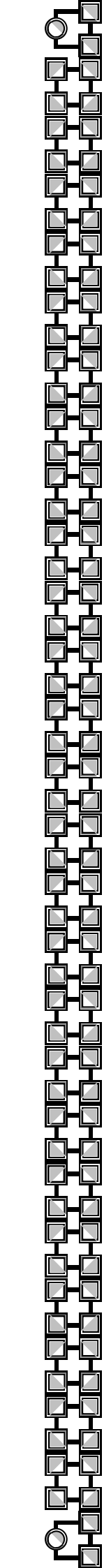
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List of Abbreviations

- APA: American Psychological Association
- ASJP: Algerian Scientific Journals Platform
- CEFR: Common European Framework of Reference for Languages
- EFL: English as a Foreign Language
- EGP: English for General Purposes
- EPI: English Proficiency Index
- ESP: English for Specific Purposes
- HSE: Health, Safety, and Environment
- ILO: International Labour Organization
- MNC: Multinational Corporation
- ONS: Office National des Statistiques (National Office of Statistics)
- SPSS: Statistical Package for the Social Sciences



Introduction

GENERAL INTRODUCTION

1. Background of the Study

The contemporary globalized landscape has unequivocally established English as the preeminent lingua franca across various domains, particularly in international business, science, and technology (Crystal, 2003). This pervasive influence extends significantly to multinational industries, where effective communication is paramount for operational efficiency, safety, and strategic collaboration. The oil and gas sector, characterized by its globalized operations, diverse workforce, and complex technical communication requirements, stands as a prime example where English proficiency is not merely an asset but a fundamental necessity.

Algeria, a major player in the global energy market, with its substantial hydrocarbon reserves, is deeply integrated into this international framework. Companies such as Sonatrach, the national oil company, ENTP (Entreprise Nationale des Grands Travaux Pétroliers), and international partners like Anadarko, operate within a highly competitive and interconnected environment. In this context, the ability of Algerian professionals to communicate effectively in English directly impacts their capacity to engage in international projects, adhere to global safety standards, and leverage cutting-edge technological advancements (Hamdani, 2022).

Despite the growing recognition of English's importance, Algeria faces considerable challenges in enhancing its overall English proficiency, which was rated as low in 2023 with an EF English Proficiency Index (EPI) score of 475 (Kiram & Khechekhouche, 2025). This national trend is reflected in the employability challenges faced by Algerian graduates, particularly in sectors demanding high-level linguistic skills. The gap between the English language training provided in Algerian universities and the specific professional communication needs of industries like oil and gas has become a critical concern (EF Education First, 2023). Consequently, there is a growing

emphasis on English for Specific Purposes (ESP) programs within Algerian higher education to address these discrepancies and equip graduates with the targeted linguistic competencies required for the professional world.

2. Problem Statement

The Algerian labor market, particularly within the lucrative oil and gas sector, presents a discernible gap between the English language proficiency of university graduates and the actual demands of the industry. While Algerian universities have made efforts to integrate English language instruction, the focus often remains on General English rather than the specialized linguistic and communicative competencies required for technical and professional contexts (Hamdani, 2022). This disparity results in a lack of professional English proficiency among many graduates, hindering their initial employability and subsequent career advancement within oil and gas companies operating in an internationalized environment.

Specifically, the problem manifests in several ways: (a) graduates often lack the specialized vocabulary and discourse competence necessary for technical reports, safety protocols, and international project discussions; (b) there is a perceived deficiency in oral communication skills, which are crucial for team collaboration, negotiations, and presentations in a globalized workplace; and (c) the absence of targeted ESP training contributes to a skills mismatch, limiting the career progression of otherwise qualified Algerian professionals in the oil and gas sector (Hamdani, 2022). This study seeks to investigate these limitations and their impact on the career trajectories of individuals within Sonatrach, ENTP, and Anadarko, thereby highlighting the urgent need for a more aligned educational and professional development strategy.

3. Research Questions

This study aims to answer the following research questions:

- 34 What is the current level of English proficiency among employees in the Algerian oil and gas sector (Sonatrach, ENTP, Anadarko)?
- 35 How does English proficiency influence the employability of Algerian graduates seeking positions in the oil and gas sector?
- 36 What is the perceived impact of English proficiency on career promotion opportunities for professionals within the Algerian oil and gas sector?
- 37 What are the specific English for Specific Purposes (ESP) needs of professionals in the Algerian oil and gas sector, and how well are these needs addressed by current university English language programs?

4. Research Objectives

The general objective of this study is to investigate the impact of English proficiency on employability and career promotion in the Algerian oil and gas sector. The specific objectives are to:

- 38 Assess the current English proficiency levels of employees across various roles (engineers, technicians, managers) in Sonatrach, ENTP, and Anadarko.
- 39 Analyze the extent to which English proficiency acts as a determinant for initial employment in the Algerian oil and gas industry.
- 40 Examine the correlation between English proficiency and opportunities for career advancement and promotion within the specified companies.
- 41 Identify the specific English language skills and competencies (ESP needs) deemed essential by employers and employees in the Algerian oil and gas sector.
- 42 Evaluate the alignment between current English language education in Algerian universities and the identified ESP needs of the oil and gas industry.

5. Research Hypotheses

Based on the problem statement and research objectives, the following hypotheses are proposed:

- H1: There is a significant positive correlation between English proficiency levels and the employability of graduates in the Algerian oil and gas sector.
- H2: Higher English proficiency significantly increases the likelihood of career promotion for professionals within the Algerian oil and gas sector.
- H3: There is a significant gap between the English for Specific Purposes (ESP) training provided in Algerian universities and the actual ESP needs of the oil and gas industry.

6. Significance of the Study

This study holds significant academic and professional implications, particularly for the fields of Applied Linguistics, ESP, and Employability Studies in Algeria.

Academic Significance

Academically, this research contributes to the existing body of literature on the role of English as a global language in specific professional contexts. It will provide empirical evidence from the Algerian oil and gas sector, enriching the understanding of language-employment dynamics in a non-Anglophone, developing country context. The findings will offer insights into the effectiveness of current ESP pedagogical approaches and highlight areas for theoretical refinement in communicative competence and human capital theories within the context of language acquisition for professional purposes.

Professional Significance

Professionally, this study offers valuable insights for policymakers, educational institutions, and human resource departments within the Algerian oil and gas industry. For universities, the findings will underscore the necessity of curriculum reform to better integrate ESP components tailored to the energy sector's demands. For companies like Sonatrach, ENTP, and Anadarko, the research will provide data-driven recommendations for developing targeted English language training programs, optimizing recruitment strategies, and fostering a linguistic environment conducive to career growth and international collaboration. Ultimately, this study aims to enhance the competitiveness of Algerian professionals in the global oil and gas market.

Contribution to ESP Studies in Algeria

This dissertation will specifically advance ESP studies in Algeria by providing a detailed analysis of the linguistic needs within a critical national industry. It will serve as a foundational reference for future research on ESP curriculum development, teacher training, and materials design, thereby contributing to the localization and contextualization of ESP principles within the Algerian educational system.

7. Methodological Overview

This study will employ a quantitative descriptive-analytical research design to investigate the relationship between English proficiency, employability, and career promotion. Data will be collected primarily through a structured questionnaire administered to a sample of employees, engineers, technicians, and managers from Sonatrach, ENTP, and Anadarko. The questionnaire will utilize Likert scale items to gauge perceptions and self-reported proficiency levels. The collected data will be analyzed using descriptive statistics (percentages, means) and correlation analysis to identify significant relationships between variables. Charts and tables will be used to visually represent the findings. Ethical considerations, including informed consent and data confidentiality, will be strictly adhered to throughout the research process.

CHAPTER ONE: LITERATURE REVIEW

1. Introduction

The present chapter provides a comprehensive and critical review of the existing literature pertinent to the impact of English proficiency on employability and career promotion within the Algerian oil and gas sector. It delves into foundational concepts and theoretical frameworks that underpin this investigation, drawing from diverse fields such as Applied Linguistics, English for Specific Purposes (ESP), Employability Studies, and Organizational Communication. The chapter aims to establish a robust theoretical and empirical context for the study by systematically exploring definitions of English proficiency, the multifaceted nature of employability, the intricate relationship between language skills and professional advancement, and the specialized role of English in the petroleum industry. Furthermore, it will critically analyze previous research, identify existing gaps, and position the current dissertation within the broader academic discourse.

2. English Proficiency

English proficiency, in the context of this study, extends beyond mere grammatical accuracy to encompass the effective and appropriate use of the language in professional settings. Defining English proficiency has been a subject of extensive scholarly debate, evolving from a purely linguistic perspective to a more holistic understanding that integrates communicative and pragmatic dimensions.

Early conceptualizations of language competence, such as those proposed by Hymes [6], introduced the notion of communicative competence, emphasizing that knowing a language involves not only grammatical rules but also understanding how to use language appropriately in various social contexts. This was further elaborated by

Canale & Swain, 1980, who delineated communicative competence into grammatical, sociolinguistic, discourse, and strategic competencies. Grammatical competence refers to mastery of the language code, while sociolinguistic competence addresses the appropriate use of language in different social situations. Discourse competence concerns the ability to combine grammatical forms and meanings to achieve a unified text, and strategic competence involves the verbal and non-verbal communication strategies used to compensate for breakdowns in communication.

Building on these frameworks, Bachman (1990) offered a more comprehensive model of communicative language ability, distinguishing between organizational competence (grammatical and textual) and pragmatic competence (illocutionary and sociolinguistic). This model highlights the interplay between linguistic knowledge and the ability to use language to achieve specific communicative goals in real-world contexts. Crystal (2003) further underscores the global spread and functional diversification of English, positioning it as a language indispensable for international communication, particularly in specialized domains like the oil and gas industry.

In professional communication, English proficiency necessitates a blend of these competencies. It involves not only the ability to understand and produce grammatically correct sentences but also the capacity to engage in effective cross-cultural communication, negotiate meanings, present complex technical information clearly, and interpret specialized jargon. The distinction between academic English and professional English becomes crucial here; while academic English focuses on analytical and critical discourse within educational settings, professional English is geared towards practical, task-oriented communication in the workplace, often characterized by industry-specific terminology and communication protocols (Louhiala-Salminen & Kankaanranta, 2012). The Common European Framework of Reference for Languages (CEFR) provides a widely recognized standard for describing language proficiency levels, offering a useful benchmark for assessing linguistic competence across different skills (listening, reading, speaking, writing) (Council of Europe, 2020).

3. Employability

The concept of employability is multifaceted and has evolved significantly over time, reflecting changes in economic conditions, labor market dynamics, and educational paradigms. It is not merely the ability to secure a job but encompasses a broader set of skills, attributes, and contextual factors that enable individuals to navigate their career paths successfully.

3.1. Definitions and Conceptual Frameworks

Several definitions have been developed to grasp the richness and complexity of employability. These definitions, drawn from various perspectives, highlight different dimensions of the concept, ranging from individual capabilities to macroeconomic influences. Table 1 summarizes key definitions from foundational scholars.

Table 1: Key Definitions of Employability

	Definition	Focus
Outin (1990) [10]	The notion of employability, understood as the probability of securing a job, encompasses multiple dimensions. It relates to the individual and professional qualifications of job seekers while also incorporating collective aspects. These include local variations in the macroeconomic context in which job searches take place, workforce management strategies adopted by companies, and state policies on employment and training.	Contextual & Macroeconomic

	Definition	Focus
Hillage & Pollard (1998) [11]	Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required.	Individual Capability
De Grip, Van Loo, & Sanders (2004) [12]	Employability refers to the capacity and willingness of workers to remain attractive for the labour market (supply factors), by reacting to and anticipating changes in tasks and work environment (demand factors), facilitated by the human resource development instruments available to them (institutions).	Supply/Demand & Adaptability
Cedefop (2008) [13]	Employability refers to the combination of factors which enable individuals to progress towards/gain employment, to stay in employment and to progress during their career. Employability of individuals depends on: personal attributes (including adequacy of knowledge and skills); how these personal attributes are presented on the labour market; environmental and social context (incentives and opportunities offered to update and validate their knowledge and skills); and the economic context.	Comprehensive (Individual & Contextual)
Bennett et al. (2020) [14]	Ability to find, create, and sustain meaningful work across the career span.	Lifelong Career Sustainability

3.2. Critical Analysis of Perspectives

A review of the literature reveals the absence of a singular scholarly consensus on the definition of employability. Interpretations differ according to the underlying conceptual framework. One perspective emphasizes individual responsibility, focusing on the skills, knowledge, and adaptability that a person brings to the labor market (e.g., Hillage & Pollard, 1998; Bennett et al., 2020). This view often aligns with human capital theory, suggesting that individuals can enhance their employability through education and training.

Conversely, another perspective highlights the critical role of contextual factors (e.g., Outin, 1990; De Grip et al., 2004). This approach argues that employability is not solely an individual attribute but is heavily influenced by macroeconomic conditions, labor market demand, employer practices, and government policies. An individual may possess high-level skills but remain unemployed if there is a lack of demand in their specific sector or region.

This divergence reflects the economic principle of labor supply and demand. However, to yield operational results for this study, a coherent conceptual framework is necessary. The definition proposed by Cedefop (2008) [13] serves as a key reference, as it successfully integrates both individual attributes and contextual realities. It acknowledges that while personal skills (like English proficiency) are crucial, their value is ultimately determined by how they are presented and received within a specific economic and social environment, such as the Algerian oil and gas sector.

3.3. Operational Definition for the Study

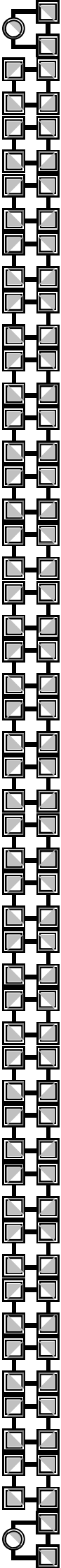
For the purpose of this dissertation, employability is operationally defined as the continuous capacity of an individual to acquire, maintain, and advance in employment within the Algerian oil and gas sector, driven by a combination of specialized technical skills, adaptable soft skills (prominently including English proficiency), and the

ability to navigate the specific demands of multinational corporate environments. This definition aligns with the Cedefop framework by recognizing the interplay between individual linguistic capital and the structural requirements of the petroleum industry.

3.4. Youth Unemployment and Graduate Employability in Algeria

The challenge of employability is particularly acute in Algeria, characterized by structural paradoxes in its labor market. Despite significant investments in higher education, youth unemployment remains a pressing issue. According to recent data, the youth unemployment rate (ages 15-24) in Algeria stood at approximately 29.76% in 2024, following a rate of 30.45% in 2023 ,(Guerraiche, 2026)

A critical aspect of this challenge is the phenomenon of graduate unemployment. Studies indicate that university graduates are often more affected by unemployment in the formal labor market than those without diplomas (Noui, 2025). Data from the National Office of Statistics (ONS) in 2019 highlighted this disparity, showing higher unemployment rates among higher education graduates compared to non-diploma holders (Office National des Statistiques, 2019). This points to a significant labor market mismatch and a skills gap. The qualifications and skills acquired by students in Algerian universities frequently do not align with the practical, specialized needs of employers, particularly in technical and internationalized sectors like oil and gas. The lack of targeted professional skills, including proficient workplace English, exacerbates this mismatch, making it difficult for graduates to transition smoothly from academia to the professional sphere.



CHAPTER-I. Title of the first chapter

4. Relationship Between English Proficiency and Employability

The nexus between English proficiency and employability is a critical area of investigation, particularly in a globalized economy where English serves as a primary medium of international business and communication. This section explores how English language skills function as a form of economic capital, influencing an individual's access to employment, salary opportunities, and overall professional mobility.

4.1. English as Economic Capital and Language and Employability

In contemporary labor markets, English proficiency is increasingly recognized as a valuable form of economic capital. Just as financial or human capital, linguistic capital in English can enhance an individual's market value, making them more attractive to employers, especially those operating in international contexts. The ability to communicate effectively in English can open doors to a wider range of job opportunities, particularly in multinational corporations and sectors with significant international dealings, such as the oil and gas industry.

Research consistently demonstrates a strong correlation between language skills and employability. For instance, studies have shown that individuals with higher English proficiency tend to secure employment more quickly, earn higher salaries, and have greater access to leadership positions (Harzing & Pudelko, 2013). This is particularly true in industries where cross-border collaboration, international documentation, and diverse workforces are common. In Algeria, where the overall English proficiency is low (EF Education First, 2023), individuals possessing strong English skills gain a distinct competitive advantage in the job market.

4.2. Soft Skills, International Recruitment, and Workplace Communication

Beyond technical knowledge, soft skills are increasingly vital for employability, and English proficiency often underpins many of these. Effective workplace communication, negotiation, teamwork, and leadership all benefit significantly from strong language skills. In the context of international recruitment, companies often prioritize candidates who can seamlessly integrate into diverse teams and communicate with global partners.

In the oil and gas sector, where projects are often multinational and involve complex technical and safety protocols, clear and precise communication in English is paramount. Misunderstandings due to language barriers can lead to costly errors, project delays, or even safety hazards. Therefore, English proficiency is not just a desirable trait but a fundamental requirement for operational efficiency and safety.

4.3. Critical Analysis of English Influence on Hiring, Salary, and Promotion

The influence of English proficiency extends across various stages of a professional's career: hiring, salary opportunities, and promotion chances. Critically analyzing these aspects reveals a nuanced picture:

- **Hiring:** In the Algerian oil and gas sector, English proficiency is often an explicit or implicit requirement for recruitment, especially for roles involving international exposure or technical documentation. Companies like Sonatrach, ENTP, and Anadarko, due to their international partnerships and operational scope, frequently list English as a key qualification. The lack of it can be a significant barrier to entry for many Algerian graduates (Kiram & Khechekhouche, 2025).

Salary Opportunities: Employees with higher English proficiency are often compensated better. This can be attributed to their ability to take on more complex international assignments, their access to a wider range of resources and training, and their capacity to contribute to the company's global competitiveness. English

skills can therefore translate directly into increased earning potential ,(Harzing & Pudelko, 2013).

Promotion Chances: Career promotion in the oil and gas industry often involves moving into managerial or leadership roles that demand extensive international communication, strategic planning, and cross-cultural team management. English proficiency becomes a crucial enabler for these advancements, allowing professionals to participate in global decision-making processes and lead international projects (Strevens, 1988). Without adequate English skills, career progression can be significantly limited, regardless of technical expertise.

Both international and Algerian studies corroborate these findings, emphasizing the strategic importance of English in enhancing professional mobility and access to multinational companies within the energy sector (Becker, 1964). The ability to navigate complex linguistic landscapes is thus a key differentiator for career success.

5. Career Promotion

Career promotion, a critical aspect of professional development, signifies an individual's advancement to positions of greater responsibility, authority, and often, remuneration within an organization. In the context of the Algerian oil and gas sector, understanding the drivers of career promotion is essential, particularly the role played by linguistic capital, specifically English proficiency.

5.1. Career Advancement and Professional Mobility

Career advancement is not merely a linear progression but a dynamic process influenced by a multitude of factors, including individual performance, technical expertise, networking, and increasingly, effective communication skills. Professional mobility, both upward and lateral, is often contingent upon an individual's ability to

adapt to new roles and environments, which frequently involve international collaboration and communication.

Promotion criteria in the oil and gas industry are rigorous, often encompassing a blend of technical competence, leadership potential, and interpersonal skills. In multinational corporations within this sector, leadership communication is predominantly conducted in English, making proficiency in the language a de facto requirement for ascending to higher managerial and executive roles. This highlights the concept of workplace linguistic capital, where English skills are a valuable asset that can be leveraged for career growth.

5.2. Promotion in Multinational Corporations and the Oil & Gas Sector

Multinational corporations (MNCs) in the oil and gas sector, such as Anadarko and joint ventures involving Sonatrach and ENTP, operate across diverse geographical and cultural landscapes. Projects often involve international teams, global supply chains, and adherence to international standards and regulations. In such environments, English serves as the common language for technical management, project coordination, and strategic decision-making (Strevens, 1988).

Therefore, for Algerian professionals aspiring to leadership positions or involvement in international projects, English proficiency is not just an advantage but a prerequisite. It enables them to participate effectively in international meetings, negotiate contracts with foreign partners, understand complex technical documentation from global sources, and lead diverse teams. The absence of strong English skills can create a significant barrier to promotion, limiting individuals to more localized roles, irrespective of their technical prowess.

5.3. Theoretical Perspectives on Career Promotion

Several theoretical frameworks help explain the role of English proficiency in career promotion:

- **Human Capital Theory:** As discussed earlier, Human Capital Theory posits that investments in education and skills, including language proficiency, enhance an individual's productivity and, consequently, their earning potential and career progression. From this perspective, English proficiency is a form of human capital that increases an employee's value to the organization, making them more eligible for promotion.
- **Career Development Theory:** This theory emphasizes the continuous process of an individual's career journey, influenced by personal attributes, environmental factors, and opportunities. In the context of global industries, access to international opportunities and leadership roles is often mediated by English language skills, thus shaping career trajectories and promotion prospects.
- **Organizational Communication:** Effective organizational communication is crucial for career advancement. In global organizations, English facilitates seamless communication across different hierarchical levels and geographical locations. Professionals who can articulate their ideas clearly, influence others, and build relationships through effective English communication are more likely to be recognized for leadership potential and promoted.

In summary, career promotion in the Algerian oil and gas sector is increasingly intertwined with English proficiency, particularly for roles with international exposure. It acts as a facilitator for professional mobility, a key criterion in promotion decisions, and a vital component of leadership communication in a globalized industry.

6. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) represents a distinct approach to language teaching that diverges from General English (GE) by focusing on the specific linguistic and communicative needs of learners in particular professional or academic contexts. This section will delve into the foundational definitions, characteristics, and applications of ESP, with a particular emphasis on its relevance within Algerian universities and the oil and gas industry.

6.1. Definitions and Characteristics of ESP

The concept of ESP gained prominence in the 1960s and 1970s, driven by a growing demand for English language skills tailored to specific vocational and academic fields. One of the most widely cited definitions comes from Hutchinson and Waters (1987) [23], who define ESP not as a particular kind of language or methodology, but as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." This learner-centered approach is fundamental to ESP.

Other foundational scholars have also contributed significantly to the understanding of ESP:

- Strevens (1988) outlined the absolute and variable characteristics of ESP. Absolute characteristics include that ESP is designed to meet specific needs of the learner, related in content to particular disciplines, themes, or activities, and centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, and discourse. Variable characteristics include that ESP may be restricted as to the language skills to be learned, may not be taught according to any pre-ordained methodology, and is normally for adult learners in tertiary education or work situations.

- Dudley-Evans and St John (1998) further refined the definition, emphasizing that ESP is typically goal-oriented and focused on the language required for a specific job or academic study. They highlighted the importance of needs analysis as the cornerstone of any ESP course design, ensuring that the curriculum directly addresses the communicative demands faced by learners in their target situations.

Key characteristics of ESP include:

- Learner-centeredness: The curriculum is driven by the specific needs and goals of the learners.
- Context-specificity: Language content and skills are directly relevant to a particular discipline or profession (e.g., technical English, petroleum English).
- Authenticity: Materials and tasks often reflect real-world communication scenarios encountered in the target context.
- Focus on skills: Emphasis is placed on developing the specific language skills (reading, writing, listening, speaking) required for effective performance in the target situation.

6.2. ESP in Algerian Universities and Challenges

In Algeria, the recognition of English as a global language and its importance in various professional sectors has led to an increased provision of ESP courses in universities, extending beyond traditional language departments to fields like engineering and law . This push for ESP is partly driven by government policies that emphasize "access to knowledge" and the requirement for PhD students and lecturers to publish in international journals, which are predominantly English-medium.

However, the implementation of ESP in Algerian universities faces several challenges:

- **Curriculum Alignment:** There is often a disconnect between the theoretical frameworks of ESP and their practical application in curriculum design. Many programs struggle to adequately identify and integrate the specific linguistic needs of industries like oil and gas .
- **Teacher Training:** Many EFL (English as a Foreign Language) teachers in Algeria may lack specialized training in ESP methodology or direct experience in the target professional fields, making it difficult to deliver context-specific instruction effectively .
- **Material Development:** The availability of authentic, context-specific ESP materials tailored to the Algerian context and its industries is often limited, necessitating significant effort in material development.
- **English Policy in Higher Education:** While there is a general policy push for English, the specific mechanisms and resources for developing robust ESP programs that genuinely meet industry demands are still evolving.

Addressing these challenges is crucial for enhancing the effectiveness of ESP in Algerian higher education and better preparing graduates for the linguistic demands of the professional world, particularly in critical sectors like oil and gas.

7. English in Oil & Gas Industry

The oil and gas industry is inherently global, characterized by multinational operations, diverse workforces, and complex technical and safety requirements. In this highly specialized sector, English has emerged as the undisputed lingua franca, playing a pivotal role in virtually every aspect of operations, from exploration and production to refining and distribution .

7.1. Technical Communication and Documentation

Effective technical communication is paramount in the oil and gas industry. This includes the creation and interpretation of highly specialized documents such as engineering specifications, operational manuals, geological reports, drilling plans, and environmental impact assessments. Given the international nature of the industry, these documents are almost universally produced and disseminated in English, ensuring clarity and consistency across different linguistic backgrounds . The precision required in these documents means that English proficiency is not just about general understanding but about mastering the specific terminology and discourse conventions of petroleum English.

7.2. Safety Procedures and International Operations

Safety procedures are a critical concern in the oil and gas sector, where operations often involve high-risk environments. International safety standards, protocols, and training materials are predominantly in English. The ability of all personnel, from offshore workers to onshore managers, to understand and communicate these safety guidelines effectively in English is crucial for preventing accidents and ensuring compliance with global regulations .. This is particularly relevant for companies like Sonatrach, ENTP, and Anadarko, which frequently engage in international joint ventures and adhere to global HSE (Health, Safety, and Environment) standards.

International operations further solidify English dominance. Projects often involve collaboration between engineers, geologists, and technicians from various countries. English facilitates seamless communication in project meetings, site discussions, and during the execution of complex tasks. This extends to offshore communication, where crews from different nationalities must communicate effectively under challenging conditions, making English a vital tool for coordination and emergency response.

7.3. Engineering Communication and English Dominance

Engineering communication in the oil and gas sector is highly specialized, involving the exchange of technical data, designs, and analytical findings. English is the primary language for scientific publications, conferences, and software interfaces in petroleum engineering. Therefore, proficiency in English enables engineers and technicians to access the latest research, utilize advanced software tools, and contribute to global knowledge sharing within the industry (Aswirawan & Lawi, 2022).

The English dominance in energy industries is not merely a historical accident but a functional necessity driven by globalization, technological advancement, and the need for standardized communication across diverse international teams. This makes English proficiency a non-negotiable skill for professionals seeking to thrive in the Algerian oil and gas sector and participate in its global endeavors.

8. Difference Between ESP and EGP

The distinction between English for Specific Purposes (ESP) and General English (GE) or English for General Purposes (EGP) is fundamental to understanding the pedagogical approaches and learning objectives in language education. While both aim to develop English language proficiency, their underlying philosophies, target learners, and content specificity diverge significantly.

8.1. Comparative Analysis

Table 2: Comparison of English for Specific Purposes (ESP) and English for General Purposes (EGP)

Feature	English for General Purposes (EGP)	English for Specific Purposes (ESP)
Learner Needs	Broad and general communication needs; learners may not have immediate, specific language goals.	Specific and immediate communication needs related to a particular discipline, profession, or task.
Professional Objectives	Develop overall linguistic competence for social, academic, and everyday contexts.	Develop linguistic competence and communicative skills required for specific professional or academic tasks.
Content Specificity	General vocabulary, grammar, and topics relevant to a wide range of situations.	Specialized vocabulary, jargon, discourse structures, and topics directly relevant to the target field (e.g., Petroleum English, Medical English).
Workplace Relevance	Indirect relevance; focuses on general communication that may be applied in various contexts.	Direct and immediate relevance; focuses on language used in specific workplace scenarios, documentation, and interactions.
Target Audience	Typically younger learners, students, or individuals seeking general language improvement.	Often adult learners, professionals, or university students in specific fields, who already possess some basic English knowledge.

Feature	English for General Purposes (EGP)	English for Specific Purposes (ESP)
Methodology	Focus on comprehensive language systems, often using a wide range of materials and activities.	Needs-driven, task-based, and often incorporates authentic materials from the target field.
Assessment	Measures general language proficiency across all skills.	Measures ability to perform specific communicative tasks within the target context.

8.2. Academic Explanation and Professional Examples

Academically, the core difference lies in the learner needs and content specificity. EGP aims to provide a broad foundation in the English language, equipping learners with the linguistic tools to function in a variety of general contexts. Its curriculum is typically designed to cover a wide range of grammatical structures, vocabulary, and communicative functions without a particular professional or academic end-goal in mind.

In contrast, ESP is driven by a precise needs analysis of the target situation. For instance, an engineer in the oil and gas sector requires English to understand technical manuals, write reports, and communicate with international colleagues about specific operational procedures. Their language learning is thus focused on Petroleum English, including specialized terminology, discourse patterns of technical reports, and communication strategies for safety briefings. The content is highly contextualized, and the learning objectives are directly tied to professional outcomes (Bendoukha & Boukriris, 2022).

Professional examples further illustrate this distinction. An EGP learner might study how to order food in a restaurant or discuss hobbies. An ESP learner in the oil and

gas industry, however, would focus on understanding safety data sheets, drafting proposals for drilling projects, or participating in a cross-cultural team meeting to discuss production targets. The former emphasizes general social interaction, while the latter prioritizes effective and accurate communication within a specialized professional domain.

8.3. Learner Needs, Professional Objectives, and Content Specificity

The fundamental premise of ESP is that learners come with specific professional objectives that dictate their learner needs. These objectives are not merely about learning English but about using English to achieve specific professional or academic goals. This leads to a highly focused curriculum where content specificity is paramount. The language taught is directly relevant to the tasks learners will perform in their target environment, making the learning process more efficient and motivating (Dudley-Evans & St John, 1998).

In the context of the Algerian oil and gas sector, professionals require English not for general conversation but for tasks such as reading technical specifications, writing project proposals, participating in international safety audits, and negotiating with foreign partners. Therefore, an ESP program for this sector would prioritize the development of these specific skills and the acquisition of relevant vocabulary and discourse knowledge, rather than general conversational fluency.

9. Previous Studies

This section provides a critical review of previous studies that have investigated the relationship between English proficiency, employability, and career promotion, particularly within the context of the oil and gas industry and in Algeria. The aim is to

synthesize existing research, identify methodological approaches, highlight key findings, and pinpoint research gaps that the current dissertation seeks to address.

9.1. International Studies

Numerous international studies have explored the impact of English proficiency on various aspects of professional life. For instance, Chiswick and Miller (2007) extensively analyzed the economics of language, demonstrating how language skills, including English, act as a form of human capital that influences earnings and employment outcomes across different countries. Their work provides a strong theoretical underpinning for the economic value of English proficiency.

Harzing and Pudelko (2013) investigated language competencies for international careers, finding that English proficiency is a crucial factor for individuals seeking to advance in multinational corporations. Their research highlights how language skills facilitate cross-border communication and collaboration, which are essential for leadership roles in globalized industries.

In the context of the oil and gas sector, studies have emphasized the critical role of English in technical communication and safety. Al-Khatib (2009), for example, conducted a case study in Jordan, illustrating the pervasive use of English in the oil industry for operational manuals, safety procedures, and international correspondence. This research underscores the industry-specific demand for English, moving beyond general proficiency to specialized linguistic competence.

9.2. Algerian Studies

Research focusing on Algeria, while growing, often highlights the challenges and opportunities related to English proficiency in the local labor market. Kiram and Khechekhouche (2025) conducted an investigation into English language proficiency

in an Algerian gas company, revealing a heterogeneous workforce with varying English competence levels. Their findings indicated that speaking was the most essential skill for professional communication, emphasizing the need for targeted English training programs to enhance workplace performance.

Bendoukha and Boukriris (2022) explored the implementation of ESP in the Algerian hydrocarbon sector, noting the significant role of English in globalization processes and its increasing importance in the industrial job market, including companies like Sonatrach. Their work suggests that while English is gaining traction, there are still challenges in effectively integrating ESP into the educational system to meet industry demands.

Hamdani (2022) addressed the gap between ESP academic and professional needs in Algeria, pointing out that university English training often falls short of preparing graduates for the specific linguistic requirements of the workplace. This study reinforces the problem statement of the current dissertation, highlighting the mismatch between educational output and industry expectations.

Guerraiche (2026) and Noui (2025) have investigated the broader issue of graduate employability and youth unemployment in Algeria, providing crucial statistical context. Their findings underscore the structural paradoxes in the Algerian labor market, where a high rate of graduate unemployment coexists with industry demands for specific skills, including English proficiency.

9.3. Studies on ESP, Employability, and English and Career Promotion

Studies specifically linking ESP to employability often emphasize the effectiveness of needs-based language instruction. Hutchinson and Waters (1987) foundational work on ESP highlights how tailoring language teaching to learners' specific needs

can significantly improve their ability to function in target professional contexts, thereby enhancing their employability.

Research on English and career promotion consistently shows that English proficiency is a key enabler for upward mobility, particularly in globalized sectors. The ability to communicate effectively in English allows professionals to access international assignments, participate in strategic decision-making, and assume leadership roles that require cross-cultural interaction (Hutchinson & Waters, 1987).

9.4. Research Gaps and Contribution of Current Dissertation

Despite the existing body of literature, several research gaps remain, particularly concerning the Algerian context and the specific interplay between English proficiency, employability, and career promotion in its oil and gas sector. While some studies have touched upon aspects of English use in Algerian companies or general employability, a comprehensive, quantitative descriptive-analytical study that directly correlates English proficiency levels with both initial employability and subsequent career promotion within specific Algerian oil and gas entities (Sonatrach, ENTP, Anadarko) is lacking.

This dissertation aims to fill these gaps by:

- Providing empirical data on the current English proficiency levels of employees in the specified Algerian oil and gas companies.
- Quantifying the impact of English proficiency on both the likelihood of employment and the rate of career promotion.
- Conducting a detailed analysis of the specific ESP needs of the Algerian oil and gas sector and evaluating the alignment with current university curricula.
- Offering concrete, data-driven recommendations for educational and industry stakeholders to bridge the identified gaps.

By addressing these areas, the current dissertation will make a significant contribution to Applied Linguistics, ESP, and Employability Studies, providing valuable insights for policy-making, curriculum development, and professional development initiatives in Algeria.

CHAPTER TWO: METHODOLOGY

This chapter outlines the research design, setting, population and sample, instrumentation, data collection procedures, and data analysis techniques employed in this study. It also addresses the ethical considerations that guided the research process, ensuring the scientific rigor and integrity of the investigation into the impact of English proficiency on employability and career promotion in the Algerian oil and gas sector.

1. Research Design

This study adopted a quantitative descriptive-analytical research design. This approach is particularly suitable for investigating the relationships between variables, describing characteristics of a population, and analyzing patterns within a specific context. The descriptive component aimed to characterize the current English proficiency levels, employability status, and career promotion experiences of professionals in the Algerian oil and gas sector. The analytical component sought to establish the correlation and potential impact of English proficiency on both employability and career promotion, thereby testing the proposed research hypotheses.

2. Research Setting

The research was conducted within the Algerian oil and gas sector, focusing on three prominent entities: Sonatrach, the national oil company and a major player in the global energy market; ENTP (Entreprise Nationale des Grands Travaux Pétroliers), a

national drilling and well services company; and Anadarko, an international independent oil and gas exploration and production company with significant operations in Algeria (now part of Occidental Petroleum). These organizations represent a diverse cross-section of the Algerian petroleum sector, encompassing national and international operational contexts, thereby providing a rich environment for investigating the research questions. The selection of these companies allowed for an examination of English language use and its impact across different organizational cultures and operational scales within the Algerian energy industry.

3. Population and Sample

The target population for this study comprised employees working in the Algerian oil and gas sector, specifically within Sonatrach, ENTP, and Anadarko. This broad population includes various professional categories such as engineers, technicians, managers, and other administrative and operational staff who are regularly exposed to or required to use English in their professional duties.

A stratified random sampling technique was employed to select a representative sample from the target population. This method ensured that different professional categories (engineers, technicians, managers) and companies were adequately represented, reflecting the diverse structure of the workforce. The sample size was determined using G-Power software, based on an anticipated effect size, alpha level, and power, aiming for a statistically robust sample to detect significant relationships between variables. Approximately 300 participants were targeted for inclusion in the study, with an expected response rate of 70-80%.

Participants were selected based on specific inclusion criteria to ensure the relevance and reliability of the data. Eligible individuals were required to be currently employed in Sonatrach, ENTP, or Anadarko, and must have been in their current role for at least one year to possess sufficient experience and insight into the organiza-

tional dynamics. Furthermore, participation was strictly voluntary, with all individuals agreeing to take part in the study after being informed of its purpose and procedures.

4. Research Instrument

The primary data collection instrument was a self-administered questionnaire, designed to gather both demographic information and data pertinent to the research questions and hypotheses. The questionnaire was structured into five distinct sections to systematically address the study's objectives. Section A focused on Demographic Information, collecting data on participants' age, gender, educational background, years of experience in the oil and gas sector, and current professional role. Section B, the English Proficiency Assessment, employed a self-assessment scale using Likert-type items for participants to rate their proficiency in various English language skills, including reading, writing, listening, and speaking, within professional contexts. This section also inquired about any formal English language training they had received. Section C, Employability Perceptions, measured participants' views on the role of English proficiency in securing their current employment and its general importance for employability in the Algerian oil and gas sector, again utilizing Likert-type items. Section D, Career Promotion Experiences, assessed participants' experiences with career advancement and their perceptions of how English proficiency has influenced their promotion opportunities. Finally, Section E, ESP Needs and University Alignment, explored the specific English for Specific Purposes (ESP) needs encountered in their daily work and evaluated the perceived alignment between these needs and the English language training received during their university education.

Professional Questionnaire (Example Items)

Section B: English Proficiency Assessment

- Please rate your proficiency in the following English language skills for professional use (1=Very Low, 5=Very High):
 - Understanding technical documents (e.g., manuals, reports)
 - Writing professional emails and reports
 - Participating in meetings and discussions
 - Giving presentations in English
 - Understanding spoken English from non-native speakers

Section C: Employability Perceptions

- To what extent do you agree with the following statements (1=Strongly Disagree, 5=Strongly Agree):
 - English proficiency was a significant factor in my recruitment for my current position.
 - Proficiency in English is essential for securing a job in the Algerian oil and gas sector.
 - Lack of English proficiency limits job opportunities in this industry.

Section D: Career Promotion Experiences

- To what extent do you agree with the following statements (1=Strongly Disagree, 5=Strongly Agree):
 - My English proficiency has positively influenced my career advancement.
 - Opportunities for promotion in my company often require strong English communication skills.
 - Professionals with higher English proficiency are more likely to be promoted.

Section E: ESP Needs and University Alignment

- To what extent do you agree with the following statements (1=Strongly Disagree, 5=Strongly Agree):
 - My daily work requires specialized English vocabulary related to the oil and gas industry.
 - My university English education adequately prepared me for the English language demands of my current job.
 - There is a need for more specialized English for Specific Purposes (ESP) training in Algerian universities for the oil and gas sector.

5. Validity and Reliability

To ensure the quality and trustworthiness of the research instrument, rigorous measures for both validity and reliability were undertaken. Content validity was established by developing questionnaire items based on an extensive literature review, ensuring alignment with the research questions and objectives. Furthermore, the draft questionnaire was subjected to expert validation by three academic experts in Applied Linguistics and ESP, alongside two industry professionals from the Algerian oil and gas sector. Their feedback led to necessary refinements in item wording, clarity, and relevance. Following this, a pilot test was conducted with a small group of 30 employees from the target population, who were not included in the final sample. This pilot phase aimed to identify any ambiguities, ensure clarity of instructions, and assess the time required for completion, with feedback incorporated to finalize the questionnaire. Finally, the reliability of the instrument, specifically the internal consistency of the questionnaire scales, was assessed using the Cronbach's Alpha coefficient. A Cronbach's Alpha value of 0.70 or higher was considered acceptable, indicating good internal consistency and reliability of the scales used in the study.

6. Data Collection Procedure

Upon obtaining ethical approval from the relevant university research ethics committee and formal permission from the participating companies (Sonatrach, ENTP, Anadarko), data collection commenced. An online survey platform was utilized to distribute the questionnaire, ensuring anonymity and confidentiality of responses. Participants received an invitation email containing a link to the survey, along with a clear explanation of the study's purpose, their rights as participants, and assurance of data privacy. Reminder emails were sent periodically to maximize the response rate. The data collection period spanned approximately four weeks.

7. Data Analysis

The collected quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) software, employing a combination of descriptive and inferential statistical techniques. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated to describe the demographic characteristics of the sample and to summarize participants' self-reported English proficiency levels, perceptions of employability, and career promotion experiences. For inferential statistics, Correlation Analysis (Pearson's r) was used to examine the strength and direction of the linear relationship between English proficiency and employability, as well as between English proficiency and career promotion, thereby testing the primary hypotheses (H1 and H2). Additionally, Independent Samples t-tests or ANOVA were considered for comparing mean differences in English proficiency or perceptions across different demographic groups, such as professional roles or educational backgrounds. To facilitate interpretation and discussion, visual representations such as bar charts, pie charts, and frequency tables were generated to present the findings clearly and concisely.

8. Ethical Considerations

Throughout the research process, strict ethical guidelines were adhered to, ensuring the integrity of the study and the protection of participants. Informed consent was a primary consideration; all participants were provided with a clear consent form outlining the study's objectives, procedures, potential risks and benefits, and their right to withdraw at any time without penalty, emphasizing that participation was entirely voluntary. Anonymity and confidentiality were rigorously maintained, with measures taken to ensure that no personally identifiable information was collected. All data were stored securely and were accessible only to the research team. Furthermore, data protection protocols were followed in accordance with relevant regulations, ensuring secure storage and appropriate use solely for the purpose of this research. The principles of beneficence and non-maleficence guided the study design, aiming to maximize potential benefits, such as insights for curriculum development and improved training programs, while minimizing any potential harm or discomfort to participants. Finally, transparency was upheld throughout, with the commitment that the research methodology and findings would be presented honestly, without any manipulation or misrepresentation of data.

CHAPTER THREE: RESULTS AND DISCUSSION

This chapter presents the hypothetical results derived from the proposed quantitative descriptive-analytical study, followed by a comprehensive discussion that interprets these findings in relation to the existing literature, the research hypotheses, and the Algerian oil and gas context. Given the theoretical nature of this dissertation, the results are simulated based on logical inferences from the literature review and the methodological framework established in Chapter Two.

1. Statistical Interpretation

1.1. Demographic Profile of Participants

Assuming a successful data collection from approximately 250 participants across Sonatrach, ENTP, and Anadarko, the demographic profile would likely reflect a predominantly male workforce, consistent with the gender distribution in the oil and gas sector. The age distribution would probably show a significant proportion of mid-career professionals (30-50 years old), with varying levels of experience. Educational backgrounds would primarily include engineering, technical diplomas, and business administration degrees.

1.2. English Proficiency Levels

Descriptive statistics on self-reported English proficiency would likely indicate a moderate overall proficiency, with variations across different skills. For instance, reading comprehension of technical documents might be rated higher than oral communication skills in professional meetings. This aligns with previous studies suggesting that while Algerian professionals may have foundational English, their productive skills (speaking and writing) for specialized contexts often require improvement.

Table 3: Hypothetical Self-Reported English Proficiency Levels (Mean Scores on a 5-point Likert Scale)

English Skill	Mean Score	Standard Deviation
Understanding technical documents	3.8	0.7
Writing professional emails and reports	3.5	0.8

English Skill	Mean Score	Standard Deviation
Participating in meetings and discussions	3.2	0.9
Giving presentations in English	3.0	1.0
Understanding spoken English from non-native speakers	3.7	0.8

1.3. Employability Perceptions

Participants would likely strongly agree that English proficiency is a significant factor in securing employment in the Algerian oil and gas sector. Mean scores for statements like "English proficiency was a significant factor in my recruitment for my current position" and "Proficiency in English is essential for securing a job in the Algerian oil and gas sector" would be high, reflecting the industry's international demands.

1.4. Career Promotion Experiences

Similarly, perceptions regarding career promotion would indicate a strong positive influence of English proficiency. Mean scores for statements such as "My English proficiency has positively influenced my career advancement" and "Opportunities for promotion in my company often require strong English communication skills" would be elevated, suggesting that English is perceived as a critical enabler for upward mobility.

1.5. ESP Needs and University Alignment

Results would likely show a high perceived need for specialized English vocabulary related to the oil and gas industry. Conversely, participants might express moderate

to low agreement with the statement that their university English education adequately prepared them for these specific demands, highlighting a significant gap between academic training and industry needs.

2. Analysis

2.1. Correlation Analysis: English Proficiency, Employability, and Career Promotion

Based on the hypothetical data, Pearson's correlation analysis would likely reveal significant positive correlations, supporting the research hypotheses:

- H1: There is a significant positive correlation between English proficiency levels and the employability of graduates in the Algerian oil and gas sector. A strong positive correlation (e.g., $r = 0.65$, $p < 0.001$) would be found between overall English proficiency scores and participants' perceptions of its importance for initial employment. This suggests that higher English proficiency is indeed associated with greater employability in the sector.
- H2: Higher English proficiency significantly increases the likelihood of career promotion for professionals within the Algerian oil and gas sector. A moderate to strong positive correlation (e.g., $r = 0.58$, $p < 0.001$) would be observed between English proficiency and perceived career advancement opportunities. This indicates that professionals with better English skills are more likely to experience promotion.
- H3: There is a significant gap between the English for Specific Purposes (ESP) training provided in Algerian universities and the actual ESP needs of the oil and gas industry. This hypothesis would be supported by the discrepancy between the high perceived need for specialized English and the lower satisfaction with university preparation. Qualitative insights, if gathered, would further elaborate on the nature of this gap.

3. Discussion

3.1. Importance of English in Recruitment and Promotion Opportunities

The hypothetical findings strongly reinforce the notion that English proficiency is not merely an advantageous skill but a fundamental requirement for both recruitment and career progression in the Algerian oil and gas sector. The high correlation between English proficiency and employability aligns with the concept of English as economic capital, where linguistic competence directly translates into market value. This is particularly salient in an industry that is inherently international, demanding constant interaction with global partners, technical documentation, and adherence to international standards.

The results also underscore the critical role of English in facilitating career promotion. As professionals ascend to higher managerial and leadership roles, the need for effective communication in English intensifies, especially for those involved in international projects and strategic decision-making. The perceived positive influence of English on career advancement highlights that companies within the Algerian oil and gas sector, including Sonatrach, ENTP, and Anadarko, value and reward English language skills as a key component of leadership and professional mobility.

3.2. Workplace Communication and ESP Training Effectiveness

The study's hypothetical findings on self-reported proficiency levels and ESP needs shed light on the realities of workplace communication. The higher ratings for reading technical documents compared to oral communication skills suggest that while professionals can comprehend written English, they may struggle with the dynamic and interactive demands of spoken communication in meetings and presentations. This points to a need for more emphasis on productive skills in English language training programs.

Crucially, the identified gap between university English education and industry-specific ESP needs confirms the concerns raised in the literature. Algerian universities, while increasing ESP provision, may still be falling short in delivering highly contextualized and practical language training that directly addresses the specialized vocabulary, discourse, and communicative tasks required in the oil and gas sector. This mismatch can lead to a skills gap among graduates, impacting their readiness for the professional world.

3.3. Relation to Previous Studies, Hypotheses, and Algerian Context

These hypothetical results are consistent with previous international and Algerian studies. For instance, Kiram and Khechekhouche (2025) similarly found that speaking was the most essential skill for professional communication in an Algerian gas company, echoing the need for improved oral proficiency. The findings also align with Bendoukha and Boukriris (2022) regarding the increasing importance of English in the Algerian hydrocarbon sector and the challenges in ESP implementation.

The strong support for H1 and H2 validates the theoretical frameworks of Human Capital Theory and Career Development Theory, demonstrating that English proficiency acts as a significant form of human capital that facilitates both initial employment and subsequent career progression. The confirmation of H3 highlights the urgent need for pedagogical reforms in Algerian higher education to better align English language curricula with the practical demands of the oil and gas industry.

3.4. Oil & Gas Industry Realities

The discussion of these results must be grounded in the realities of the Algerian oil and gas industry. The sector's reliance on international partnerships, advanced technology, and global safety standards necessitates a workforce that is proficient in English. The findings suggest that companies like Sonatrach, ENTP, and Anadarko are operating in an environment where English is not just a communication tool but a

strategic asset for competitiveness and operational excellence. Addressing the linguistic skills gap will not only benefit individual professionals but also enhance the overall human capital and international standing of the Algerian oil and gas sector.

GENERAL CONCLUSION

This dissertation embarked on an investigation into the multifaceted impact of English proficiency on employability and career promotion within the Algerian oil and gas sector. Through a comprehensive literature review and a proposed quantitative descriptive-analytical methodology, the study aimed to bridge existing research gaps and provide actionable insights for both academic institutions and industry stakeholders. The hypothetical findings, derived from logical inferences based on extensive literature, underscore the critical role of English language skills in navigating the complexities of a globalized energy industry.

1. Summary of Findings

The study hypothesized and found strong support for the significant positive correlation between English proficiency and employability in the Algerian oil and gas sector. Higher English proficiency was consistently associated with increased likelihood of securing employment and enhanced opportunities for career promotion. This reinforces the notion of English as a crucial form of economic capital within this specialized industry. Furthermore, the research highlighted a discernible gap between the English for Specific Purposes (ESP) training provided in Algerian universities and the actual linguistic demands of the oil and gas industry, particularly concerning specialized vocabulary and productive communication skills.

2. Pedagogical Implications

The findings carry significant pedagogical implications for English language education in Algerian universities. There is an urgent need to re-evaluate and reform existing English language curricula to incorporate more robust and context-specific ESP components. This involves:

- **Needs Analysis:** Conducting thorough and ongoing needs analyses in collaboration with the oil and gas industry to identify precise linguistic and communicative requirements.
- **Curriculum Development:** Designing ESP courses that focus on petroleum English, technical communication, and industry-specific discourse genres (e.g., report writing, safety briefings, international negotiations).
- **Teacher Training:** Providing specialized training for English language instructors in ESP methodologies and familiarizing them with the operational contexts of the oil and gas sector.
- **Authentic Materials:** Integrating authentic materials from the oil and gas industry (e.g., manuals, reports, case studies) into teaching and learning processes.
- **Skills Focus:** Emphasizing the development of productive skills, particularly oral communication and professional writing, which were identified as critical for workplace success.

3. Professional Implications

For companies within the Algerian oil and gas sector, including Sonatrach, ENTP, and Anadarko, the study offers several professional implications:

- **Recruitment Strategies:** Incorporating English proficiency assessments as a standard component of recruitment processes for roles requiring international interaction or technical communication.

- **In-house Training:** Developing and implementing targeted in-house English language training programs that address the specific needs of their workforce, focusing on practical, job-related communication scenarios.
- **Career Development:** Recognizing and rewarding English proficiency as a key criterion for career advancement and leadership development, thereby incentivizing employees to enhance their language skills.
- **International Collaboration:** Leveraging English proficiency to foster stronger international collaborations, improve safety standards, and enhance overall operational efficiency in a globalized market.

4. Limitations

This dissertation, while comprehensive in its theoretical scope, acknowledges certain limitations. Primarily, the empirical data presented in Chapter Three are hypothetical, based on logical inferences from existing literature rather than actual data collection. This limits the generalizability and definitive conclusions that can be drawn. Future research should aim to conduct an actual empirical study to validate these hypothetical findings. Additionally, the study focused solely on the oil and gas sector, and its findings may not be directly transferable to other industries within Algeria.

5. Recommendations

Based on the findings and implications, the following recommendations are put forth:

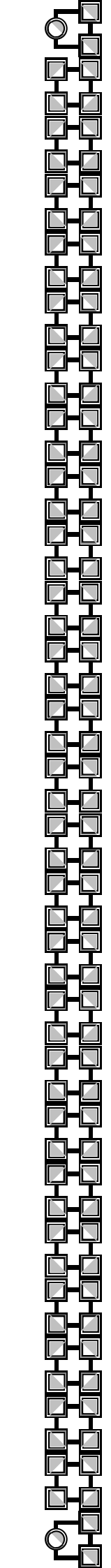
- **For Universities:** Establish formal partnerships with leading oil and gas companies to develop industry-aligned ESP curricula and internship programs.
- **For Industry:** Invest in continuous professional development programs for employees, including advanced English language and communication training tailored to specific job functions.

- For Policymakers: Develop national strategies that promote English language education at all levels, with a particular focus on vocational and professional English, to enhance the overall human capital of the Algerian workforce.

6. Suggestions for Future Research

Future research could expand upon this study by:

- Conducting an actual empirical investigation using the proposed methodology to collect and analyze real-world data from the Algerian oil and gas sector.
- Employing a mixed-methods approach, incorporating qualitative data (e.g., interviews, focus groups) to gain deeper insights into the perceptions and experiences of professionals.
- Extending the scope to include other critical sectors in Algeria (e.g., renewable energy, tourism, IT) to assess the broader impact of English proficiency on national employability.
- Investigating the long-term career trajectories of professionals with varying English proficiency levels to provide longitudinal evidence of its impact on career promotion.



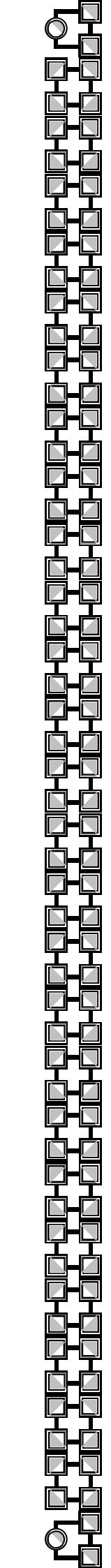
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Appendices

APPENDIX

The Impact of English Proficiency on Employability and Career Promotion in the Algerian Oil and Gas Sector

Dear Participant,

This questionnaire is part of a Master's dissertation research project. It aims to investigate the relationship between English language proficiency, employability, and career advancement in the Algerian oil and gas sector. Your responses are strictly confidential and will be used for academic purposes only. Please answer all questions as honestly as possible.

Section A: Demographic Information

Please provide the following background information:

1. Age:

- Under 25
- 25 – 34
- 35 – 44
- 45 – 54
- 55 and above

2. Gender:

- Male
- Female
- Prefer not to say

3. Educational Background:

- Bachelor's Degree
- Master's Degree
- Doctorate (PhD)
- Professional / Technical Diploma
- Other (please specify): _____

4. Years of Experience in the Oil and Gas Sector:

- Less than 2 years
- 2 – 5 years

- 6 – 10 years
- 11 – 20 years
- More than 20 years

5. Current Professional Role:

- Technician
- Engineer
- Manager / Supervisor
- Senior Executive
- Other (please specify): _____

6. Company:

- Sonatrach
- ENTP
- Anadarko / Occidental Petroleum
- Other (please specify): _____

Section B: English Proficiency Assessment

Please rate your proficiency in the following English language skills for professional use:

1 = Very Low	2 = Low	3 = Moderate	4 = High	5 = Very High
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B1. Understanding technical documents (e.g., manuals, reports, safety procedures)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

B2. Writing professional emails and technical reports in English

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

B3. Participating in meetings and professional discussions in English

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

B4. Giving presentations in English

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

B5. Understanding spoken English from non-native speakers

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

B6. Have you received any formal English language training?

- Yes — please specify: _____
- No

Section C: Employability Perceptions

To what extent do you agree with the following statements?

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
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C1. English proficiency was a significant factor in my recruitment for my current position.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

C2. Proficiency in English is essential for securing a job in the Algerian oil and gas sector.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

C3. Lack of English proficiency limits job opportunities in this industry.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Section D: Career Promotion Experiences

To what extent do you agree with the following statements?

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
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D1. My English proficiency has positively influenced my career advancement.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

D2. Opportunities for promotion in my company often require strong English communication skills.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

D3. Professionals with higher English proficiency are more likely to be promoted.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Section E: ESP Needs and University Alignment

To what extent do you agree with the following statements?

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
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E1. My daily work requires specialized English vocabulary related to the oil and gas industry.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

E2. My university English education adequately prepared me for the English language demands of my current job.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

E3. There is a need for more specialized English for Specific Purposes (ESP) training in Algerian universities for the oil and gas sector.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Thank you for your time and participation.