

English language Proficiency in Fostering Professional and Vocational Academic Achievement: Students' Needs

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Abstract: Improving the quality of educational programs in vocational training courses intends to help Palestinian entrepreneurship education grow. This also underscores the Palestinian Ministry of Education's endeavors to improve English language professional competence. The Ministry provides support to English technical education learners requiring assistance in language skills especially listening and professional communication. This research delves into the requirements for English courses (ESP) for vocational learners by providing a reassessment of the purpose and learning skills. The researcher obtains the data through a questionnaire and semi-structured interviews. The outcomes of research analysis on integrated effective communication (35%), sentence construction concerns (30%), cognitive processing (20%), content complexity (10%), and composition competence (5%). The pursued themes in learning English for vocational-technical education are basic technical terms (20%), expertise in technical discipline or profession (25%), a wide spectrum of professions (20%), professional lifestyle (20%), and industry-specific competencies (15%). Interactive computer activities are the most widely utilized concerning the incorporation of advanced technologies in English classes (40%), followed by jigsaw puzzles (20 %), learning programs with a variety of choices (20 %), and fill-in-the-blanks dialogues or charts (20 %). The interview with the English teachers reveals learners' urgent demand to develop their communicative competencies. They believe that changing the pedagogies of learning to suit the requirements of 21st-century advanced technology would help in fostering language performances. The researcher suggests conducting future studies

related to course analysis to judge whether they meet the intended goals for teaching English to vocational learners.

Key Words: advanced technologies; communicative competencies; language skills; students' needs; vocational education.

1. Introduction

English is becoming more widely spoken, and this trend is expected to persist, therefore; individuals in emerging nations such as Palestine will be able to communicate in English if they adopt practical pedagogy in handling the learning process (Dajani, 2015, Plesca. 2018). English is currently gaining substantial influence and function in various parts of the world. In fact, the majority of information about international scientific knowledge and innovation is displayed in English (Ma et al., 2015). English has become a source for obtaining pertinent knowledge and insights forwarded through mainstream media, respectively traditional and digital media. Global communication is heavily reliant on English language skills (Hermann et al., 2016, Plesca. 2018). This is a contribution to educational reforms and global awareness concerns of global challenges (Aysan, 2015).

The value of mastering English language competencies, both verbally and in writing, is becoming immediately evident in Palestine (Dajani, & McLaughlin, 2009, Nicolai, 2007). As a result, the Palestinian Authority announced that English is the first foreign language taught in vocational education from secondary stage school to university (Dajani, & McLaughlin, 2009, MOEHE 2008, Kouhail, 2004). In the educational field, the Palestinian Authority also permits using English as a medium of teaching at the university level. Several Palestinian top vocational schools and universities in major urban areas offer a quasi-initiative as an advantage (MOEHE, 2014, Kouhail, 2004; Samara, 2018).

The Ministry has begun to implement plans, initiatives, and agreements to promote learning in classrooms for vocational learners, allowing them to acquire skills and proficiencies required for future use. The vocational educational proposal began in 1996 intending to improve the quality of vocational instructional outcomes. The overarching goal of the reform is to build a workforce in Palestine that is qualified, skilled, engaged, innovative, adaptive, productive, and inventive (GIZ 2010). A competent workforce is intended to help promote communal and economic growth (UNESCO-UNEVOC, 2012). The Ministry of Education declared that the goal of

teaching English in Palestine was to improve English vocational learners' language competence, which comprised listening, reading, composition, and communication abilities (MOEHE, 2008). Learners at the secondary stage are anticipated to have a working foundation of English syntax and to be able to use that ability in actual situations (MOEHE, 2014).

English is a valuable advantage for professional academic learners who need to respond to a variety of obstacles in their working practice. Of course, the instructor's role is crucial in helping learners gain acceptable English language abilities (Igör, 2019). English instructors are eager to focus on jargon that vocational and technical students require for future use (English for Specific Purposes) (Murad, and Jalambo, 2019, Ottolini et al., 2010). Therefore, the teacher's role is crucial in creating an annual action plan and an operational plan specific to the needs of learners, as well as preparing educational materials that include tasks and activities required for vocational students' specializations (Maclean, & Fien, 2017; Bell, 2010). Vocational teachers must efficaciously satisfy learners' competent and knowledgeable mandates. Regrettably, many English instructors who inculcate in the domain of vocational courses, namely two-year vocational training at the secondary stage, have difficulty designing operational plans and teaching materials for learners due to the lack of training and experience of the teaching staff (Samara, 2021, Sulaiman, et al., 2019; Masood, 2022). It is tough to teach vocational English at the secondary stage because unique English textbooks for vocational school pupils are unavailable and the used English textbooks do not cover vocational topics (GIZ. 2010, UNESCO-UNEVOC. 2012). Instructors lack the expertise to create vocational educational materials. As a result, the Ministry of Education needs to understand vocational school preferences and consult professional authors who would create professional books on vocational education in the English language. This would be a possible solution to the problem at stake.

Mapping needs to act as a significant aspect of tutoring allowing instructors, learners, instructional resources, and educational procedures to work together to promote students' cognitive processes (WATS and WATS, 2009, Sulaiman, et al., 2019,

Robles, 2012, Shahroom and Hussin, 2018). As a result, professionals are inspired to examine the demands of English curricula for vocational schools in the country. This study is a novice because it is the first innovative study that aims at creating and analyzing teaching materials for English vocational education courses based on the needs of vocational students in the country. The analysis of learners' priorities will take precedence in the conceptualization and creation of instructional materials. This research is vital to empower instructors in generating educational content, as well as make the Ministry of Education aware of the importance of building curricula that meet the student's need for professional terminology. The study is also vital for learners because vocational and technical students take recourse to the distinctive language they require to interact effectively from the perspective of their workplace issues. The resultant conceptualization will be utilized to consolidate and develop learning content and pedagogical approaches including the style of instructional functionalities, paradigms, and implementations to assist instructors/ academics in perspective instructional educational education and acquiring knowledge.

2. Literature Review

2.1. Classroom-based learning

Learning via practice has been criticized for creating professional proficiency to address both community and personal needs throughout history (Sulaiman & Salleh, 2016). The expertise and competencies gained are valuable not only in the school but also in professional success (Azli et al., 2018). The Practical education notion is founded on the premise that for successful learning performance, learners must experience a genuine learning setting (Zainuddin et al., 2019). That is a meaningful relationship between education and practice. "Skill-based learning" is defined as "gaining knowledge that involves a process of performing real interactive discourse and producing real responses that are valuable for future interactions" (Yusof et al., 2017). Classroom-based learning, on the other hand, is the technique through which a course is displayed rather than the curriculum itself. As a result, classroom-based learning is more of an educational paradigm than a studied theme (Ismail et al., 2018). Classroom-

based learning is a type of "lifelong learning" that takes place in the classroom environment (Ismail et al., 2018). That is, instead of memorization, one should gain knowledge from real-life involvement.

2.2. English language learning challenges and limitations

The interactive learning style is a means of providing competency-based academic achievement in the English language for vocational learners (Telaunmbanua, 2017). It raises the academic potential for skill development. The potential to use English language skills for vocational aspects may empower students with the necessary competencies to address their requirements (Yusof et al., 2017). Communicative competency assists schools and the community, but it also has a significant effect on improving academic abilities. It enhances students' progressions, specific performance appraisal, corporate performance, and innovative thinking. It can also empower professional skills by supporting students' learning of the target language through the acquisition of interactive conversations in the future professional world (Ting et al., 2017). As a result, competence-based language achievement has the potential to improve students' education and skills (Zainuddin et al., 2019). It integrates the positive aspects of both the professional and educational domains.

On the one hand, teachers' credentials, as well as the extent of cooperation between various educational institutions and other stakeholders regarding reporting obligations and responsibilities, are barriers confronting effective competency-based academic achievement in the English language (Samara, 2018). Other constraints can be found in students' achievement and practices, such as pedagogical ends, standard curricula, educational procedures, and activities in actual environments that touch the needs of students when learning the English language for vocational purposes (Dajani, & McLaughlin, 2009, Nicolai, 2007). A thorough assessment of education by application is now required when these aspects are taken into consideration while developing active learning (Murad and Jalambo, 2019). These issues differ from country to country, based on the educational setup, vocational English courses, conventions, and used paradigms. To design and produce a practical English curriculum

for vocational students, factors like decision-making, performance, learners' needs, and collaboration should be emphasized when developing learning materials that touch students' needs (Ismail et al., 2018).

2.3. Life-long English language skills and competencies

Effective competency-based academic achievement in the English language teaching to vocational students has the underlying purpose of incorporating learners into the world of work and assisting them in their future jobs (Yaakob, 2017). This is because learning outcomes cannot be conveyed by rules but must emerge when the students actively participate in using the English language to talk about vocational topics or issues. Mastering the English language assists learners in gaining genuine skills and professional competencies (Yusof et al., 2017; Masood, & Al-Sheikh, 2017). This facilitates students' participation in the learning tasks and the translation of conceptual information gained in the school setting into functional skill sets on both a competent and interpersonal scale. It also encourages learners to be creative, as well as uncover new skills and core competencies that could be discovered in handling relevant activities (Ting, et al., 2017). Educators are encouraged to distinguish learners who are competent, predisposed to innovative engagement, and who possess the willingness to learn new concepts and themes connected with their specialization (Dajani, & McLaughlin, 2009, Nicolai, 2007). As a result, many learners could make steady improvements in language learning with the constant guidance and supervision of school instructors. Relevant English curricula assist students in using jargon connected with their vocations. It has the potential to increase language efficiency and improve students' progress in communicative skills.

2.4. Need analysis

Needs analysis is inextricably linked to the creation of materials and curriculum, also termed Coursework and Content Synthesis (Lindsey et al., 2003, Manis et al., 2004, Sincer, 2017, WATS and WATS, 2009). In language curricula, the technique of content synthesis is essential. According to (Antony et al., 2015), the content synthesis practice consists of the following:

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a- Analysis of learners' needs

Needs analysis is the strategy of gathering evidence about students' priorities. Robles (2012) agreed that the need analysis technique was applied to collect information regarding students' priorities. The researcher creates a need analysis tool in the format of a questionnaire using information from (Robles, 2012) as the followings:

1. A summary of the competencies required and the challenges faced.
2. Provide an outline of the issues that must be covered.
3. Highlighting interpersonal skills (receptive and productive), language competencies (structure, lexicon, pronunciations, spelling, rhythm, and phonological awareness), socio-culture, and communicative factors.

b. Setting objectives

In the course plan construction and teaching execution plan, defining outcomes is a crucial aspect of rational decisions. The author needs to make sure that the ultimate objective is stated in basic mastery and language performances. According to (Robles, 2012), the followings are some descriptions of the learning outcomes: a fundamental declaration of the aims, inspirational affirmations to attain specific objectives, and if the goals of a curriculum are explicitly indicated, it will be sustainable.

c. Determining the course materials

The steps of how the prepared learning material is illustrated in the following points:

- 1- Recognize core proficiency consistent with fundamental transferable skills.
- 2- Content development.
- 3- Plan out educational activities.
- 4- Specify the indications.
- 5- Specify the performance evaluation.

6- Specify the timeframe.

7- Point out the reference.

d. English for specific purposes

The author illustrates the term English for Specific Purposes (ESP) before going into depth about this terminology. ESP is a language instruction style in which content and paradigms are oriented on the learners' motivations to gain knowledge. As a result, ESP is emphasizing the importance of English education to learners' requirements. Therefore, ESP stands for fundamental education. English for the vocational stream is an educational approach with the target of assisting learners in accomplishing their goals or competencies in acquiring English in the vocational fields (Namourah, 2016).

e. Handling the teaching procedure in ESP

Handling ESP educational situations differ from carrying out EFL (Soliman, 2014). This is due to two variables involving learners: their particular expertise, both cognitive and vicarious, and the experiential and cognitive procedures that they acquire from their learning and working experiences in their specialized domains. The nature of engagement through which acquisition occurs is one rationale for the appropriateness of these two elements. ESP courses incorporate activities and tasks that reflect the world of competent students in addition to communicative tasks. Additionally, ESP instructors must be able to appraise a condition from numerous perspectives and subsequently adopt and change their methods accordingly.

f. Needs Exploration

ESP instructors must conduct a prerequisite analysis to compile annual program plans, set out lesson-implementing programs, and deliver relevant instructional content. The initial part of ESP formulation is a required evaluation to determine what and how well the course will be taught, accompanied by syllabus construction, content assortment, pedagogy, appraisal, and evaluations. The requirements investigation comprises two components: first, personalized knowledge about learners, which comprises characteristics determining how people gain knowledge, such as former

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educational experiences, contextual background, motivations for attending school, and attitudes about English. Second, details about the language environmental setting, such as human capital and institutional concerns.

g. Secondary education curriculum

The concept of "curriculum" pertains to a course created and executed to achieve the intended outcomes. The course can be thought of as a plan for designing projects. As a consequence, curricular accomplishments are essential for achieving performance targets. The Palestinian Ministry of Education is currently revamping its school curriculum. Innovative curriculum shifts to a professional-based curriculum. Knowledge and skills in the curriculum are anticipated to be inclined to conflate, calibrate, and consolidate the fields of education. The employment of expertise to furnish validation of work professionalism in conformance with the Ministry of Education's various industries' operational orientation is essential (Dajani, 2015).

The vocational program aims to help learners excel in the employment market by leveling the competition. According to the Ministry of Education, the followings are the skills and abilities requisite for attaining the targets of the vocational program: maintaining competency in integrating knowledge and skills in the covered disciplines, as well as leveraging scientific knowledge to address problems and meet challenges, developing a complete comprehension of the conceptual principles that underpin a distinct domain of knowledge in reality, also the fundamental principles that underpin discrete areas within that field of expertise, as well as the potential to inform operational problem solving (MOEHE. 2014).

According to the rationale provided, learners should be capable to grasp the core knowledge in their chosen area of study. According to the researcher's findings, the abovementioned education institutions have not yet undertaken any reforms or produced curricula centered on the needs of vocational learners. As a result, they continue to use the old competency-based syllabus. English textbooks deal with general themes. Learners of all streams are required to study the same curricula. They study

general English for two years, which does not touch the needs of their specializations during their education in school.

3. Research Method

The researcher tends to utilize the research development method to investigate the way of education that is required and the pedagogical strategy that effectively meets these requirements (Research & Development). Mayfield (2011) defines this sort of investigative work as a comprehensive examination to design and assess procedures to build a factual framework for the provision of didactic and quasi-outcomes in the realm of education. Dick, Carey, and Carey's (1990) experiential framework will be used to guide the stages and methods of this study. Appraisal, design, innovation, adaptation, and evaluation are used to carry out the processes. The conducted investigation needs analysis, as this is the primary phase of the five phases described in detail in the previous section.

The participants in this study are vocational students in vocational schools in northern directorates in Palestine during the academic year 2021/2022. The total number of participating students is 450 who are required to complete the questionnaire forms. The questionnaire covers four main domains namely: students' aims for studying English, the aspiration to learn the English language, pursued themes in learning the language, and incorporation of advanced technological tools in the process of learning. Streamlined interviews with teachers of English based on students' learning priorities are used to collect data for the study. The total number of participating English teachers in the interview is 15. Teachers reveal their points of view regarding the aims of teaching English to vocational learners. They also report their ideas regarding the current curricula and ways to upgrade content materials. Moreover, they address the effective pedagogy to handle the teaching process. The study's findings are presented in the format of statistical analysis, which includes the demonstration of statistical information as well as an interpretation of the collected data.

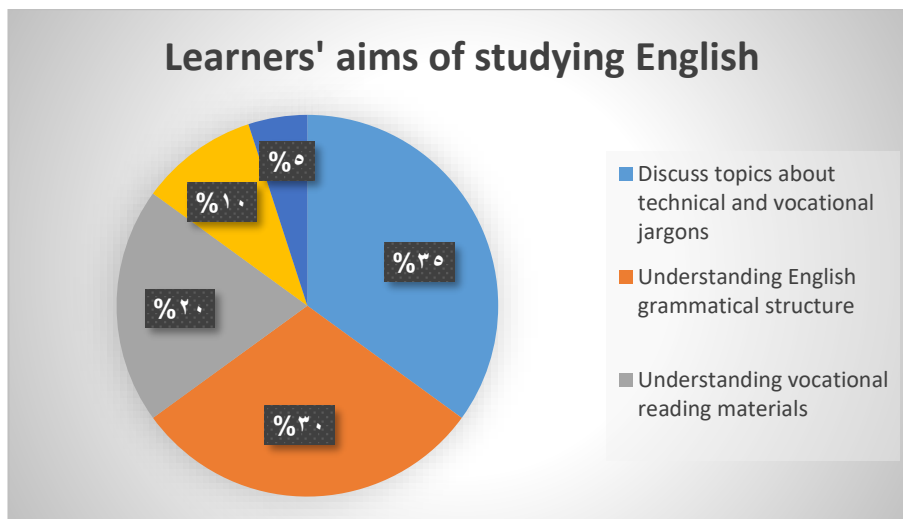
4. Discussion

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The survey data is evaluated utilizing English courses for vocational schools in the Palestinian northern vocational schools. The English textbook is a core course for all students during the last two schooling years in all schools in the country. English classes in vocational schools are delivered thrice a week. The allotted time for each lesson is 45 minutes. The classroom number is about 25-30 learners, which is not the same as English lessons in other streams. According to the administered survey of learners' English competencies, 80% of the participants are beginners and 20% are proficient. The majority of learners are still novices because they rarely utilize English in their daily lives despite studying English from the first year of attending school. Students' responses to the questionnaire questions are illustrated below.

4.1. 1. Learners' aims of studying the English language

The first part of the distributed survey focuses on learners' aims of studying English, which is demonstrated in graph 1.

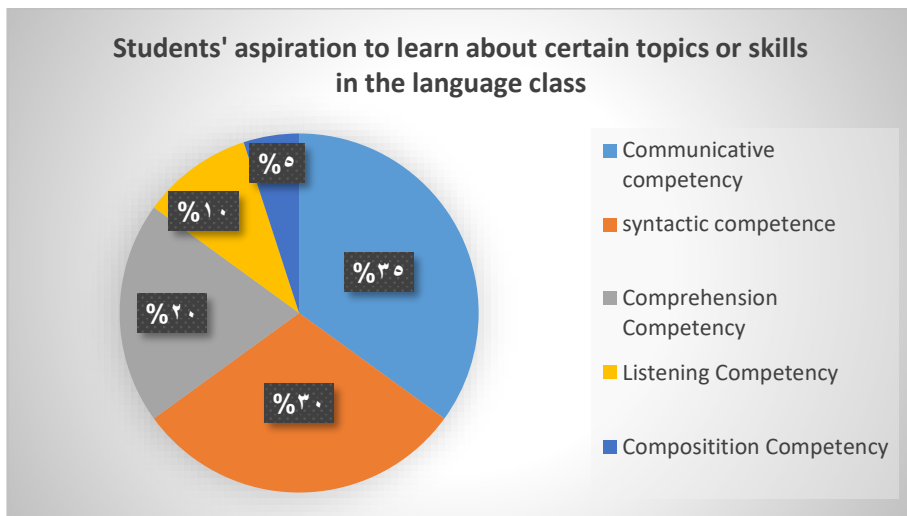


As illustrated from the above graph, the most obvious comment is the ability to deliberately discuss topics about technical, specialized, and vocational jargon that scores 35% of responses. This demonstrates that learners acknowledge their requirement for English communicative competencies in the coming years since their

vocations will necessitate proficiency in English information exchange. The other aspect is related to the application of English grammatical structure, which scores 30% of responses. Learners believe syntax is crucial in building accurate communicative discourse. Mastering the structure of language helps students to convey their messages clearly and accurately which is a key point in interacting with colleagues in their future professions. The next aspect, the potential of understanding reading material, academic papers, topics about vocational domains, and findings in the industrial and vocational fields in English, gets a 20% score reaction. The other concern, the potential of understanding the details of a class discussion, verbal/lecture, or innovations delivered in English, obtains a 10% rate of responses. The last response is given 5% of responses. It covers the competence to compose or edit an English essay or post about vocational or technical topics.

4.1. 2. Students' aspiration to learn about specific topics or skills

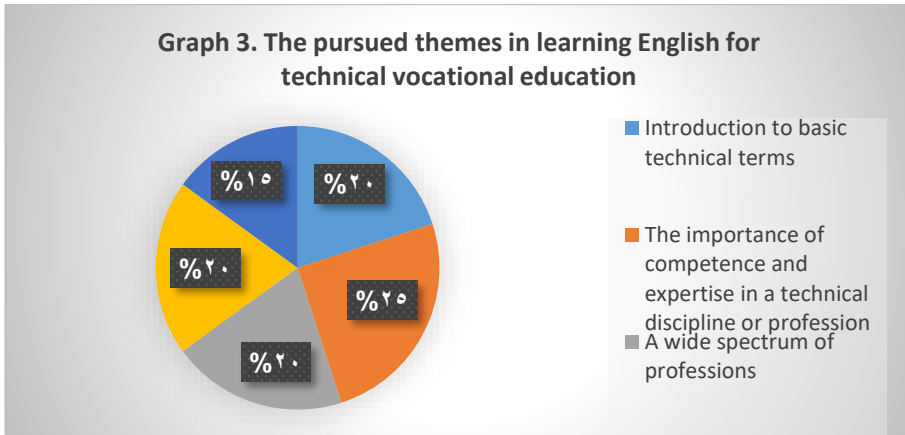
The score for the second research question clarifies learners' aspirations to gain practical and durable knowledge associated with a particular topic or skill. The findings are illustrated in graph 2 below.



The pie graph above illustrates students' aspiration to acquire knowledge about specific topics or skills in the language class. Students believe that all of the learning activities presented in the English classes are vital to academic achievement because they are all tied to and associated with vocational and industrial domains. The need to acquire communicative competency is a high priority for learners scoring 35%. This explains learners' keen demand to develop their communicative skills, as they believe active communication will lead to progress in their future profession. The successive need is related to syntactic competence with a score of 30%. This demonstrates students' prioritized need to achieve educational outcomes relevant to their future profession requiring proficiency in the English language. The next requirement is associated with comprehension competency, which scores 20% of responses. This reinforces their preferences, especially the ability to effectively understand technical texts that are of great value for future implementation. As a result, mastering and integrating English language abilities to match their professional objectives is necessary-achieve goal. The successive demand is connected with listening competence with a 10% score on the responses. Here students undervalue the need for listening skills, which might be attributed to teachers' negligence of this skill in their teaching practices, which is why learners do not consider it a valuable demand. The least score is assigned to composition competence, which receives a 5% score of responses. Students in Palestine do not get enough writing practices inside classes and even teachers in the country assign home writing activities where students resort to websites to copy what is required without even attempting to write a single sentence. They believe this need is minor and is not essential for their future job prospects. In light of the given figures, teachers and the Ministry of Education must revise the content and pedagogy of presenting the writing skill. The teacher must apply a practical methodology to guide students in writing skills. Moreover, they need to make students aware of the importance of writing which is an indicator of high thinking skills.

4.1. 3. Pursued themes in learning the English language

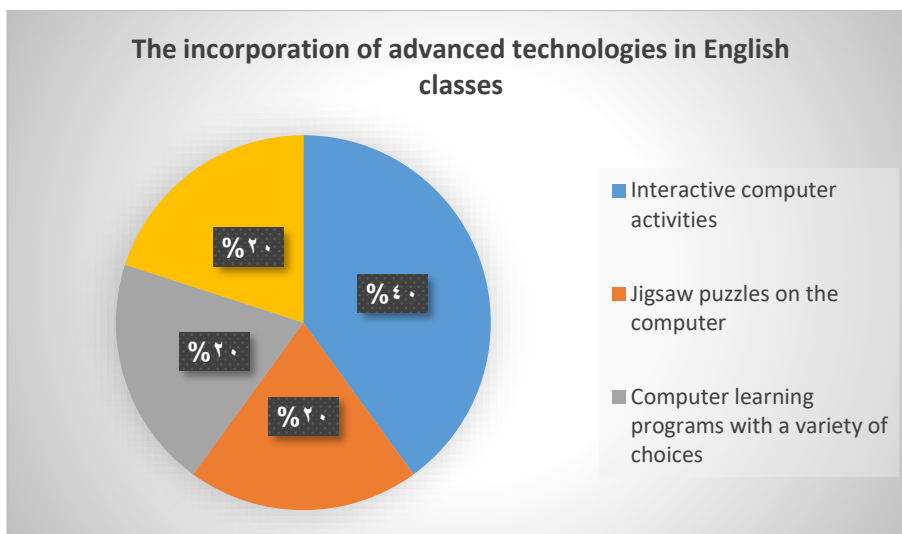
The questionnaire encompasses another significant domain linked to the themes of learning the English language for vocational education. The results of this domain are illustrated in graph 3 below.



The graph above reflects the pursued themes in learning the language. It highlights learners' expectations of the content of the course. The theme connected with the importance of competence and expertise in a technical discipline or profession comes at the top as it scores 25%. This result echoes students' keen desire to become acquainted with topics that pertain to vocational or technical domains in English language textbooks. Unfortunately, this particular theme is not materialized because the taught textbooks of English to vocational students lack topics connected with technical or professional domains. The three pursued themes namely introduction to basic technical terms, a wide spectrum of profession, and professional lifestyle gets a similar score of 20%. The result here indicates the equal valuable importance of these themes for learners that is again missing in the textbooks of English for the vocational stream. The least score allotted to gaining industry-specific competencies that is 15%. This significant theme should be included in English vocational textbooks because it helps students to become acquainted with major ideas about their specializations.

4.1. 4. Advanced technological tools in the learning process

The outcomes of the questionnaire linked to the incorporation of advanced technological tools are illustrated in pie graph 4 below.



The final issue concerns the employment of technological tools in the presentation of learning materials to aid learners' educational environments (Images 4). The ubiquitous approach to enhancing English competencies is to use programming language. The item covers the application of interactive computer activities and scores 40% of learners' responses. This demonstrates that students prefer to learn in a computer-assisted environment. Of course, simply using technology is insufficient; it should be supported by an effective pedagogical approach that can increase learners' competencies using technology. In this situation, the teacher's contribution is critical in planning innovative educational exercises that incorporate the utilization of technological tools. Moreover, these innovative activities must be aligned with the learner's skills and knowledge. The three items based on computer jigsaws, learning programs with various options, and filling in the blanks in a chart or dialogue have similar scores (20 percent). This outcome reflects learners' manifestation of learning the English language with the help of different computerized learning activities. Indeed, teachers ought to be innovative and creative in designing language activities and using

digital learning resources such as Edmodo, MOODLE, or other educational digital tools to stimulate students' active involvement in the educational process.

4.2. Interview based on the desired learning outcomes

The researcher conducted a semi-structured interview with the English teachers who perform learning situations for vocational learners to highlight the expected aims they hold at the back of their minds in teaching the English language. Another topic discussed during the conversation is the importance of learning in a collaborative atmosphere. In the interview, the writer also concentrates on how the instructor employs English both verbally and in writing to achieve immersive and engaging English instruction.

4.2.1. Aims for teaching the English language to vocational students

According to the findings of conducting interviews with English teachers at industrial schools, teachers demonstrate their desire to transform students into qualified candidates who can succeed in the workplace. To achieve this goal, teachers are convinced that learners attending technical schools should gain sufficient English language skills to satisfy the demands of their job in the future. This conforms to the perspective of (Dajani, & McLaughlin, 2009), who argued that educational institutions have a responsibility to guide students to develop their competencies and remain competitive in the workplace. When starting a profession, English communicative competencies are essential when communicating or outreaching a multinational corporation with colleagues who are required to use jargon at their workplace. Learners must have primary school-level competencies, which is a necessity for work market readiness. Therefore, it is recommended to study English at vocational schools to fulfill the needs of today's labor market. The survey analysis reveals that the objective of learning English for vocational students is to be able to interact professionally using English. The ability to effectively communicate fluently and confidently is highly advantageous to be fully prepared for the future demands of learners' profession. Academic institutions, according to (Namourah, 2016, Aysan, 2015, Agussani and Ansari, 2020), must identify learners' demands in full compliance with their preferences

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to boost interest in learning and suit their professional demands. This demonstrates that learners' efforts to enhance their communicative competence are already in line with the demands of the professional marketplace, which demands excellent English communication competencies (Bell, 2010).

4.2. 2. Analysis of learning requirements

The interview with teachers emphasizes the need of selecting English educational resources that are appropriate for the learner's expertise. It is also discovered that all topics associated with the vocational field are deemed vital to deal with. This is consistent with the finding of Dajani, 2015, Maclean, & Fien, 2017, and Bell, 201, who believe that providing English educational resources related to the major field of a student's study will be extremely beneficial in preparing pupils for the labor market. This can boost learners' enthusiasm to study English by providing knowledge that is relevant to their needs (Kouhail, 2004; Maclean, & Fien, 2017; Samara, 2018). As a result, learners are anticipated to possess the ability to enhance their English proficiency by completing educational activities aligned with the basic competencies they require (Maclean, & Fien, 2017). This is a touching stone for professional development that ensures success in the future career, but the existing situation in Palestinian vocational schools lacks what is presented above. Teachers continue to perform learning scenarios traditionally, failing to include engaging and effective supportive learning materials in their lectures. This might reflect learners' low achievement in the English language examinations (General Secondary Certificate). The researcher, who worked as an English supervisor for 18 years, noted that the English language received the lowest rating on school examinations. This demonstrates learners' low English language performance, which necessitates the Ministry of Education to implement proactive programs to address the issue.

4.2.3. Utilizing English both vocally and in writing

According to the findings of the interviews, teachers believe that immersive and engaging English education should allow students to use English both verbally and in writing. This is tied to the employment of technology. Teachers report that using

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technological learning applications helps them achieve their objectives more effectively. Students are more motivated to actively interact with the learning activities when presented in the format of interactive digitalized design. Learners anticipate the deployment of technology breakthroughs in the form of software packages to enhance their classroom learning, as evidenced by the survey data. The goal of digitized or audio-visual innovative educational materials is to assist learners in promoting high learning outcomes by incorporating appropriate pedagogical approaches within the learning resources. This is in agreement with what Namourah, M. (2016) states: "instructors must possess the ability to set up appropriate educational components where learners can develop technological proficiency, project-based learning, creative thinking, and additional educational abilities while dealing with creative and fascinating technology." Furthermore, Dajani, (2015), and Shahroom and Hussin, (2018) believe that technology can aid in youth entrepreneurship by gaining insight into teachers, monitoring, and disseminating apps linked to educational institutions and other experts all over the globe. As a result, educators or vocational instructors must use learning content or instructional materials that learners have access to. In comprehending topics and content knowledge, teachers are required to use effective online visual content to facilitate the process of learning. It is anticipated that the given rationale would encourage academics and instructors to incorporate or use feasible resources in English vocational academic programs.

5. Results

The researcher analyzes learners' responses while considering the research concerns and comes to the following results:

5.1. Vocational students' objectives for studying the English language

In response to the first item in the survey, which highlights learners' goals in practicing English for vocational purposes, learners express a strong desire to explore technical and vocational jargon. This domain has the greatest response rate (35 %). Learners feel that communicative contacts are critical to mastering the English language. This illustrates students' awareness of the service sector and the needs of

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higher education institutions, as nearly all vocational colleges and professions require English language skills in both verbal and nonverbal communication. The result here echoes the findings of Yusof et al., 2017 and Zainuddin et al., 2019. Comprehension of English grammatical structure in both comprehension and discourse ranks second, with 30% of the score. This goal is expected because English teachers' emphasis on grammar in all learning circumstances informs learners that grammatical structure is a critical target that they must grasp. Following that is a 20% increase in understanding of reading material, academic papers, and topics about vocational domains. Students believe that attaining the aim of understanding vocational discourse helps in their future profession. The idea of comprehending vocational texts is reflected in the studies of Yusof et al., 2017 and Ting, et al., 2017. The least score gets 5% of responses. It is related to learners' competency in composing or editing an English essay or post. This could be because students believe that their ability to interact and communicate is critical to their success. This attitude may be attributed to the fact that teachers do not prioritize writing skills in English lessons, thus, students believe it is a secondary requirement. The goal of achieving professional creative writing is not included in other studies, which distinguishes this investigation from others. Although students may not believe this goal is the greatest priority, it contributes to language proficiency.

5.2. The desire to learn about specific topics or skills

The next research question illustrates learners' desire to acquire core knowledge about particular vocational topics or skills. For learners acquiring communicative competency is a top priority. This explains why students are so eager to improve their communication skills, believing that active communication will help them advance in their future careers. The result here is reflected in the studies of Zainuddin et al., 2019, Samara, 2018, Dajani, & McLaughlin, 2009, and Nicolai, 2007. What is peculiar here is the need for students to handle vocational topics in the English language, which marks this study different from the previous studies. Previous studies have focused on mastering skill proficiency rather than the necessity for vocational students to talk and learn about specialized vocational issues. With a score of 30%, students express their

need to attain syntactic competence. This reflects students' high priority for achieving educational results related to their future vocation, which needs English language fluency. The finding is echoed in the studies of Yaakob, 2017, Dajani, & McLaughlin, 2009, and Nicolai, 2007. The other need is linked to understanding technical writing competency, which receives a 20% response rate. This confirms students' preferences, particularly their capacity to properly comprehend technical writing, which is critical for future application. As a result, apprehending and incorporating English language skills to fit their professional goals is necessary purpose. This is reflected in the research works of Dajani, & McLaughlin, 2009, and Nicolai, 2007. The following demand, which has a 10% response rate, is related to listening ability. Students underrate the importance of listening skills, which may be due to teachers' failure to include this competence in their teaching practices, causing learners to disregard it as a vital demand. The lowest score is given to composition competence, which obtains a 5% response rate. Students in Palestine do not receive enough writing training in English classes, and teachers in the country even give writing assignments to be done at home, which students undertake via the internet. The result here is not dealt with in previous studies, which makes this study special in highlighting one important demand for students that need deep investigation.

5.3. Pursued themes in English learning

The third question focuses on a technical area or vocation's competence and proficiency. It received a 25 % score. This finding reflects students' strong willingness to learn about themes in English language courses that correspond to vocational or technical domains. Regrettably, this theme is not realized because English textbooks for vocational students do not include themes related to technical or professional vocations. An introduction to basic technical terminology received 20%, a wide selection of occupations got 20%, industry specific competencies got 15% and a vocational lifestyle all obtained a 20%. The result illustrates the equivalent relevance of these themes for learners, which is again lacking in English textbooks for vocational students. Students have expressed a realistic and practical demand for core courses that

satisfy their educational expectations. It is critical to review English textbooks used by vocational students and to develop texts that reflect their needs. The findings are reflected in the studies of Ismail et al., 2018 and Samara, 2018.

5.4. Employing cutting-edge technology tools to practice the language

The third question to consider is the integration of communication technological tools in the delivery of educational content to assist learners in their educational settings. The most common method for improving English skills is to use web application learning programs. The use of interactive virtual activities receives a high response. Students favor gaining knowledge in a computer-assisted setting. Of course, merely adopting technology is not enough; it needs to be accompanied by an innovative pedagogical strategy that may help learners improve their skills using technology. In this case, the teacher or instructor's input is crucial in developing novel instructional activities that incorporate the efficacy of technological instruments. Students illustrate real-life situations in Palestinian vocational schools with inadequate Internet access and teachers who lack experience-running classes utilizing integrated technology. The finding of this domain is in line with the studies of Yusof et al., 2017, Ismail et al., 2018, and Samara, 2021.

5.5. Teachers' perspectives on intended learning outcomes

The teacher interviews revealed the importance of choosing English academic materials that are relevant to the learner's field of study. It was also discovered that all career-related themes are seen as critical to addressing. This is in line with Dajani, 2015, Maclean, & Fien, 2017, and Bell, 201, who feel that accessing English learning materials about a student's core subject in school will be tremendously advantageous in preparing students for the job market. This can encourage students to study English by covering applicable information to their requirements (Kouhail, 2004; Maclean & Fien, 2017; Samara, 2018).

The goal of studying English, according to the interviews, is to be able to communicate effectively in the language. To be appropriately prepared for the future

demands and expectations of their work, learners must be able to communicate effectively, eloquently, and assertively. According to Namourah, 2016, Aysan, 2015, and Agussani and Ansari, (2020), academic institutions must identify learners' needs in complete conformity with their preferences to increase engagement in learning and meet their career aspirations. This demonstrates that learners' efforts to develop their language skills are already matched with the demands of the professional world, which necessitate excellent English communication skills (Bell, 2010).

Based on the findings of the interviews, teachers truly believe that holistic and captivating English education should enable learners to use English both audibly and in writing. This can be fulfilled with the use of technology. Teachers say that using interactive teaching applications helps them achieve their objectives more effectively. Students are more likely to participate in classroom activities if they are presented in a digitalized format. Teachers consider the incorporation of technology breakthroughs in the form of software packages to enhance their classroom practices. The purpose of virtual or audio-visual unconventional educational content is to help students achieve high academic achievement by combining relevant pedagogical practices into educational materials. This is in line with M. Namourah's (2016) assertion that teaching staff must exhibit the potential to set up effective education elements where learners can cultivate technological competency, collaborative project learning, creative thinking, and instructional abilities while interacting with innovative and captivating technology. Furthermore, teachers feel that technology can help youth tech entrepreneurs by getting expertise in teaching, monitoring, and disseminating apps associated with educational establishments and other experts in the world. As a result, teachers and professional educators need to employ all learning content or instructional resources that students can use. Teachers must use informative online visual technical data to help students understand themes and content. The findings here echo the research works of Dajani, 2015, and Shahroom and Hussin, 2018. The provided explanation is expected to urge teachers and learners to integrate or apply practical tools in English vocational educational courses.

6. Conclusion

In Palestine, the lack of experience and knowledge connected with specialized topics for vocational students has a negative impact on educational quality, lowering students' language achievements or pursuing active learning practices. One of the most significant ways to alleviate students' weaknesses in the English language for vocational purposes is through developing new curricula that meet learners' needs. Because of mastering the English skills and competencies needed in the workplace, vocational students are more likely to succeed in their future careers. To achieve this goal, the Ministry of Education should examine the content of vocational school curricula. Otherwise, vocational schools will continue to graduate incompetent students, resulting in a dearth of academically qualified students in the country's current vocational sectors. The Ministry must modernize and execute vocational English courses that assist in reaching the desired goals for learning English and maintaining successful English processes. Teachers require vital experience, interactive learning programs, expertise, and the best procedures. Teachers must also possess a practical understanding of the technique and self-directed learning phases for their learners, as well as the responsibility as facilitators and educators along with the learning phase.

Learners exhibit a significant demand to master English language skills for vocational purposes. Learners must be able to communicate effectively and smoothly in English as a foreign language to meet potential professional requirements. As a result, vocational students in Palestine and elsewhere are learning English to compete and advance in their future employment. To achieve the necessary skills and knowledge, the Ministry of Education and experts in the technical education field should establish criteria and outcomes for the future qualities of vocational learners, as well as assess students' needs in vocational programs while considering vocational specializations. Teachers can establish an educational environment favorable to student learning that allows them to study ESP in the classroom by incorporating authentic resources and educational network sites. The teaching courses must address the

learners' preferences, learning outcomes, and priorities that end in the anticipated and defined competencies.

The current study is unique in that it provides teachers and the Ministry of Education with useful information on how to change the approach and content of English textbooks for students. It is critical to put the study's recommendations into practice to achieve the desired aims for teaching English for specific purposes. This research is unique since it is the first of its kind in Palestine to focus on teaching English for vocational objectives. The researcher expects that the study's findings will serve as a foundation for significant changes in English active learning.

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Conflict of interests

The researcher declares no conflict of interest.

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