

# Investigation of English Language Needs of Trainers of Garment and Apparel Fashion Technology

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**Abstract:** In Ethiopia, English is given as a course starting from elementary school to higher education. Besides, it is the medium of instruction starting from secondary education. Even after receiving more than ten years of formal English language education in school, the students still remain inadequate in their ability to use the language and to comprehend its use in interaction both in verbal and written mode. The graduates of Ethiopian Technical University who become trainers in technical and vocational education and training (TVET) Colleges are expected to prepare teaching learning materials, provide training, conduct researches in their field of study, present project works and so on. In addition to field area knowledge, these tasks demand English language ability in order to execute their jobs successfully. Thus, this study was conducted to analyze the English occupational needs of garment and apparel fashion technology trainers. The findings reveal that the important English language macro-skills in workplace setting are writing, speaking, listening, and reading in descending order. The trainers have more gaps on speaking, and writing skills than the other two skills. The sub-skills are also identified and prioritized in relation to the four macro language skills; therefore, the most important sub-skills from each of the four macro-skills presented here. The three most important speaking sub-skills are giving lectures, giving oral presentation, and participating in pair/group discussions. From the writing skills writing operation sheet, writing project proposals, and writing information sheet are the first three most important sub-skills. Based on the findings, it is recommended to design an English course considering the relative importance and difficulty of English macro-skills and sub-skills. In addition, it is necessary to consider the trainees' learning preferences when designing an English course in order to improve trainers' language ability which makes them more effective on their job.

**Keywords:** English for Specific Purposes, English for Occupational Purposes, English for Academic Purposes, Needs Analysis, Trainers

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## 1. Introduction

### 1.1. Background of the Study

The increasing interest in English courses which is designed for distinct usage, allows new ideas of language learning to gradually flourish and expand into more complex and different modes of communication. Widdowson pointed out that linguistics' goal was to untie its user's English language rules; however, a gradual change from the formal components of language to a more functional approach has recently been noted, where language is used merely as a tool in real life [1].

This kind of perception helped to promote English for Specific Purposes and considerably contributed to its rise. The sphere of English for specific purposes was thought to be a proper theoretical point of departure. The reason for this is that ESP typically tries to meet the perceptible needs of learners, makes use of the underlying practices of the disciplines it serves, and focuses on language suitable to the specific environment in term of lexis, grammar, style, genre and discourse as stated by Dudley-Evans [2]. Here comes needs analysis which is essential for the development of a comprehensive and effective curriculum and syllabus in a language course which promotes learners' satisfaction of their needs and preferences.

According to Guo, English is deemed significantly important in almost every area of discipline especially in this globalized era where communications among individuals all over the world are borderless and through a variety of channels [3]. With the globalization of trade and economy and the continuing increase of international communication in different fields, the demand for English for Specific Purposes is expanding, specifically in countries where English is taught as a foreign language. The primary of this growth is the wide usage of English as the global language and as the main medium for communication [2]. Therefore, English is important in the education system especially in tertiary institutions which are keys in developing and producing graduates as potential employees to realize the needs of the local and international work force.

In Ethiopian Technical University working environment, employers (technical and vocational education and training colleges) expect graduates to communicate effectively in English in order to contribute to the training of middle and high-level technicians. These employers select graduates based on their ability to elaborate on their abilities, skills, and knowledge during the job interview process. In addition, the graduates of the University are required to prepare teaching, training and learning materials (TTLM), prepare operation sheets and conduct assessments in English. Moreover, the graduates are expected to copy and adapt technologies that can benefit the country. To do this, English plays an important role in getting innovative ideas, models, structure, components, and operations of machinery from the internet or printed materials in English. Therefore, the English language is one of the mechanisms used to achieve the technology transfer tasks given to technical and vocational education and training (TVET) colleges.

The English language courses, like all other courses, have to be aligned with the University's mission of producing competent and innovative trainers and leaders; equipping graduates with the required skills to conduct quality technology research; providing demand-driven community and consultancy services; and ensuring engagement with industry and foreign institutions. Without the English language, it is difficult to get innovative ideas from different sources, share ideas and apply them in the training process. In 2015, the University conducted a tracer study to examine how far its graduates are competent as expected. The result of the tracer study of the University indicated that the graduates lacked theoretical knowledge in their subject, and they were not also good at the English language. As a result of this, they were not able to prepare quality teaching, training, learning materials, operation sheet and assessment. Thus, it is necessary to answer these questions: what are the English needs of the TVET trainers? What are the TVET trainers' English deficiencies that need to be addressed? What are the learning preferences of trainers? The research gaps and problems are presented in the next section.

### 1.2. Statement of the Problem

In order to develop the English language ability of trainees of

Ethiopian Technical University (ETU), courses named Communicative English Skills I, Communicative English Skills II, and Basic Writing Skills were given starting from first year first semester to second year first semester consecutively. However, the many English language hours that students receive do not seem to have much effect on these trainees' fluent and accurate interpersonal communication in real life situations and mainly those related to their prospective careers. The employers of ETU graduates complained that the graduates were not able to prepare quality TTLM, operation sheet and assessments. Besides, they were not able to provide the training in class or during project works. They lacked the English language skills to execute these tasks. Moreover, as it is noted in the background of this research, a tracer study conducted by the Ethiopian Technical University on the performance of its graduates confirmed that employers (TVET colleges) were not satisfied with English ability of the graduates.

The new curriculum which was introduced in 2019 comprises two English language courses (Communicative English Language Skills I, and Communicative English Language Skills II) which are the similar in title and even in contents. The researcher hypothesizes that these similar courses will not bring about an improvement in their English communication skills competence. In addition, the Technical University graduates and other university graduates are not the same in that the former after graduation became trainers; while the latter became employees of industry, so the English language courses which were put into practice in 2019 may not have much help as the previous English language courses of which the stakeholders had been complaining about. In the curriculum workshop which held in 2017, the stakeholders and instructors were suggesting the English courses need to be aligned to the major course contents. That means they wanted the English language courses to be 'English for specific purposes.' However, as the previous courses, the new English courses are not in line with the needs of the stakeholders as they are general English courses. As mentioned above, the University instructors and stakeholders needed the English language courses to address the needs of each department thinking that this will result in the desired language competency of the prospective trainers.

This study is conducted on first degree technical and vocational graduates who are supposed to be trainers in TVET colleges. In general, there is no needs analysis research conducted in any level so far in garment and apparel fashion technology in Ethiopian context.

### 1.3. Main Objective of the Study

The main objective of this study is to analyze English occupational needs of TVET trainers.

#### *Specific Objectives of the Study*

Considering the purposes of needs analysis and the current situation of Ethiopian Technical University, this study tries to deal with the following specific objectives:

- a. to identify TVET trainers' occupational needs;
- b. to examine TVET trainers' English language deficiencies;
- c. to investigate TVET trainers' learning preferences.

## 2. Review of Related Literature

### 2.1. English for Specific Purposes (ESP)

Anthony described that some scholars describe English for Specific Purposes (ESP) simply as the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes [4]. There are various definitions of ESP. Hutchinson and Waters, for instance, define it as, "... an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning" [5]. In this definition, the phrase "learner's reasons for learning" means learner's anticipated goal - the contents or language skills he/she intends to acquire after completing the course. Anthony also defined ESP is an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the language, skills, discourses, and genres should address these needs, and help trainees in meeting these needs through general and/or discipline-specific teaching and learning methodologies [6].

From the authors' explanations, it can be inferred that there is no one complete English course for all disciplines; for this reason, English can be tailor-made so that its delivery as well as its contents can be applicably modified in line with the learner's need which stems from professional and subject matter language requirements. ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirements, or vocational training programs, or some academic or professional study. To give some examples: for garment and fashion making, international operators, civil airline pilots, hotel and technical trades, engineering, medicine, and law.

### 2.2. Types of ESP

The term Languages for Specific Purposes is an umbrella term that refers to many different classes of courses that vary according to the needs of the learner. Belcher stated that the scope of English for Specific Purposes expanded to include various categories to name but a few, English for academic purposes (EAP), English for occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for legal purposes (ELP), and English for sociocultural purposes (ESCP) [7].

English for specific purposes (ESP) encompasses two types of instruction: English for Occupational Purposes (EOP) and English for Academic Purposes (ESP). Course in English for occupational purposes train individuals to perform on the job, using English to communicate. This type of course would be useful for, for instance, airline pilots or technicians, or hotel staffs who need English to perform their professional duties. English for Academic Purposes, for instance, may be either "common core," stressing study skills that are applicable across a wide range of sidelines, or "Subject-Specific," in other words, addressing a particular academic subject, such as

business or engineering. Subject-specific courses typically cover language structure, vocabulary, and the particular skills needed for the subject. From the two ESP categories (EAP and EOP), this study is related to English for Occupational Purposes. Thus EOP is discussed in section 2.2.1 below.

#### 2.2.1. English for Occupational Purpose

This study focuses on identifying the occupational needs of garment and apparel fashion technology trainers, so the researcher frames his study on the concept of English for Occupational Purpose (EOP). Thus, let me begin with the definitions of EOP given by scholars.

Kavaliauskiene explained that analyzing needs is not as easy as expected; however, it is a complex process linked to syllabus construction, study material selection, and teaching lessons and assessment [8]. Student communication needs, whether academic or professional, should be the focus of needs analysis that helps anticipate future student needs. It is mentioned that three key areas have to be noted in the analysis of needs, which are specific goals that guide learners to learn that language, assessment of learners' beginning level, and realization of students' desired target level. Bracaj stated that it is the job of teachers to understand how students will use English to avoid the delivery of useless and irrational resources for later use when graduates start work [9]. Employees in real-life situations and workplaces, who were university students one day proved that students who learned English for Specific Purposes during their university years, would be easier for them to adapt to their work conditions and would be more easily get job in their fields.

Universities must take a step forward in the need for well-trained graduates who will be effective employees in their careers. Professional requirements should be the basis for teaching English as it spreads and is used worldwide. Kharma explained teaching English will use time and energy as long as the needs of students at work or in the job market do not get the attention they desire [10].

In short, the identification of ESP needs of students in general and in particular English for Occupational Purposes should be a major concern for universities in preparing students for a globalized world. Today's world is obsessed with getting university graduates who can do different jobs-activities and find themselves unemployed. Employees at the workforce should use English to communicate with people of different nationalities whether locally or globally. Ethiopian work is no different. He or she must write an application letter or letter of complaint, etc. to the person in charge of the industry or to a person in a foreign country. He should talk to another employee online or through mobile in China, USA or Russia, too. Hence he/she requires the language pertaining to their field of work to communicate effectively which in turn requires language of their occupation.

#### 2.2.2. EOP Benefits to Organization

According to Dan Kim, the primary impact of EOP on an organization is related to improving workplace performance and efficiency [11]. Unlike general language learning, EOP classes have specific goals beyond obtaining linguistic

knowledge and skills. The knowledge and skills gained from EOP training must lead to successful adjustment in global work environment and to better performance on work responsibilities. The eventual goal of training is to help an organization function more efficiently as a whole by preparing its members to become competent workers in the global world. EOP as training, in particular, needs to focus on promoting better workplace communication where English is needed. How the participants perceived the impact of EOP on organizations will be discussed in terms of two factors. The first factor is relevance and applicability of EOP course contents to work. EOP training has to be applicable to real workplace tasks for the learners through programs and materials designed with specific purposes. The second factor is related to EOP and performance improvement. EOP in this case is to help the students communicate well at workplace and therefore improve job performance. EOP is a program where students learn to communicate properly at work, about teaching how to communicate well in business-related contexts, provides the opportunity to use the language, an educational program where it aims to improve job-related English proficiency at workplace, improves performance at work, or future work and a program that consists of contents for improving job performance [11].

### 2.3. Needs Analysis Framework

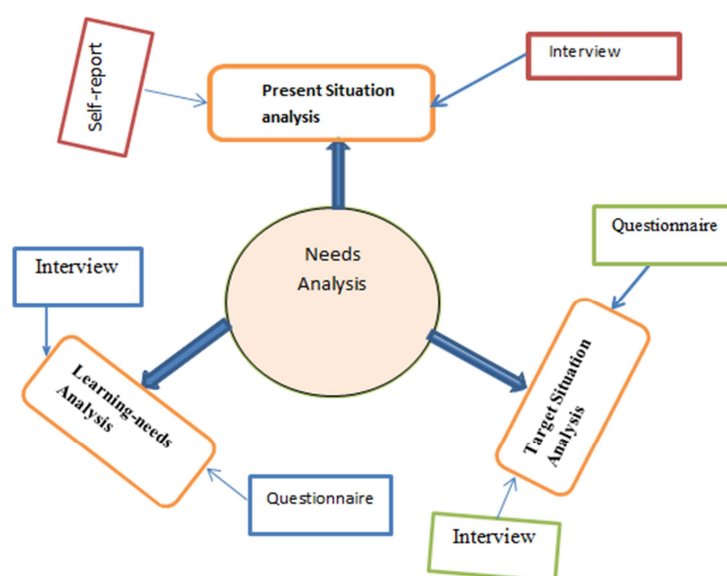
This study uses three of the needs analysis approaches. These approaches are target situation analysis (TSA), present situation analysis (PSA) and learning needs analysis (LNA). TSA involves first identifying the target situation and then carrying out a rigorous analysis of the target tasks, linguistic features and knowledge requirement of that situation. TSA is identified using questionnaire and interview with garment and apparel fashion technology trainers. Identifying garment and apparel fashion technology trainers' present level of competence is held in order to find out the needs that garment and apparel fashion technology trainers require in the target

situation, determine which needs should be given priority and which ones are not as such necessary based their responses. The gap of the garment and apparel fashion technology trainers is identified using interview and self-rating questionnaire of their English ability. Finally, learning needs analysis which requires the identification of the strategies, motivation and preferences of the garment and apparel fashion technology trainers is employed. Questionnaire and interview with garment and apparel fashion technology trainers are used in order to find out their wants, preferences and motivation for learning English language.

In this research, the focus is on identification of relevant micro-skills and sub-skills to trainers. It is, therefore, essential to develop a skill based syllabus that tries to address the necessities and fill the gaps of the trainers.

Long emphasized the importance of the learning process, and therefore, cross the line between syllabus and methodology. It can be argued that defining how language learning should be done is by no means the function of the syllabus. The function of the syllabus is instead to provide recommendations in terms of what the language training seeks to accomplish. Its function, in other words, is to specify content [12].

If one accepts the above statement, it follows that needs which are intended to be included in the syllabus should be conceptualized along the lines of Hutchinson and Waters' target language needs, both necessities and wants [5]. In other words, in order to work efficiently in target domains, the purpose of the needs analysis should be to determine what the learners need to know. At this point, two questions arise: (1) In what areas does the target language need to be used by the learners? (2) In what type should the target criteria be conceptualized within these domains; for instance, structures, lexis, communicative functions, situations, and skills? Here is a framework of the needs analysis of garment and apparel fashion technology trainers.



Adapted from Basturkmen [13] and Hutchinson and Waters [5].

Figure 1. A framework for needs analysis.

### 3. Research Design and Methodology

#### 3.1. Research Design

According to Basturkmen, a mixed method approach fitted with needs analysis research as a range of data collection methods were relevant when conducting needs analysis [14]. Long stated that needs could be collected and analyzed by means of quantitative or qualitative and inductive or deductive research methods, and with the use of specific data collection instruments or techniques [15]. The available instruments for eliciting and gathering data pertaining to needs are varied and they all show benefits and disadvantages. The most popular are questionnaires and interviews which may be supplemented with other choices like text- or materials analysis, tests, or participant observation. This study was also conducted within mixed research paradigm wherein both quantitative and qualitative data would be collected and analyzed. From the types of mixed-research approach, sequential design was used. In this approach, the results of the qualitative study were used to clarify what was found out in quantitative study. In the quantitative study the researcher tried to identify the degree of importance of variables to the occupational needs of trainers. These same variables were explored using qualitative methods to be compared with the quantitative result.

#### 3.2. Participants of the Study

The participants of the study were garment and apparel fashion technology trainers of the University who were already on job providing training to level III trainees.

In order to gather data from Ethiopian Technical University graduates (garment and apparel fashion technology trainers) through questionnaire, the researcher used clustered sampling. The selected clusters were Amhara, Oromiya, Addis Ababa City Administration, South Nation, Nationalities and Peoples Regions. Then the researcher employed proportional random sampling and selected 10 (22%) TVET trainers from Amhara Region TVET colleges, 11 (24%) TVET trainers from TVET colleges in Oromiya Region, 11 (24%) trainers from TVET colleges in South Nation, Nationalities and Peoples Region, and 14 (30%) the TVET trainers were from Addis Ababa City Administration TVET colleges. The total participants of this research were 46 from each of the four regions in Ethiopia.

#### 3.3. Data Gathering Instruments

Dudley-Evans & St. John explain that interviews, observation and document analysis are effective methods in needs analysis [16]. Richards also explains that in needs analysis questionnaire, interview, meeting, observation, task analysis, and collecting learner language samples are the means for getting the necessary data. The researcher employed different data gathering instruments so as to triangulate the data and arrive at a sound conclusion. The data gathering tools were questionnaire and interview.

##### 3.3.1. The Questionnaire

The researcher used questionnaire as the main data gathering

tool for this study. The researcher used with a questionnaire 140 items to be rated on a five point scale by garment and apparel fashion technology trainers of ETU. The researcher used questionnaire as a main data collecting instrument because the study focused on identifying the perception of garment and apparel fashion technology trainers on the importance of the language macro-skills and sub-skills, so it was appropriate instrument to cover lots of issues. In addition, the study also tried to get ideas from participants on the most frequent learning styles that the garment and apparel fashion technology trainers preferred to make use of. This can make easier to score the responses to questions and to obtain an overall measure of opinions of the garment and apparel fashion technology trainers.

The questionnaire was adapted from Richards' needs analysis questionnaire for non-English background students [17]. The rating scale in Richards' questionnaire was made on frequency, and the questionnaire scale for this study was made on importance of using the English macro-skills and sub-skills on a five point Likert scale. Regarding garment and apparel fashion technology trainers learning strategies, the questionnaire scale was made on rating the frequency of using particular learning strategies.

The researcher provided the questionnaire to three English instructors who had exposure on needs analysis researches to comment on it. The researcher added some items based on their suggestions and also reworded some items for clarity. He added the last part of the questionnaire based on the English instructors' comments. Then the questionnaire was sent to the researcher's advisor for comments on the items to be included or excluded based on the objective of the study. The advisor provided comments that helped the researcher to change the wordings of some items and change was also made on the rating scale which was originally 'frequency' scale as that of Richards to 'importance' rating scale based on his comments.

##### 3.3.2. Interviews

In this study, interviews were used as supplementary data collection instruments to the main data gathering tool which was a questionnaire. The type of interviews used to collect data from garment and apparel fashion technology trainers was semi-structured interviews with outlined topics for discussions. The purpose of using the semi-structured interview was that it allowed the researcher to manage the interview in a flexible manner guided by preplanned interview questions. It also enabled the researcher to discuss various topics with multiple themes providing room for free responses from the interviewees.

#### 3.4. Data Analysis Methods

In order to analyze the data collected through the questionnaire, both descriptive statistics were used- mean, and standard deviation. The normality of the results was checked using skewness and kurtosis generated using SPSS from the data collected. The results were presented using tables, and graphs. In order to generate these statistical results, SPSS 24 software was employed. After the completion of analysis, the results were compiled and included in the final written report.

Then the data collected through individual interviews were recorded into notebooks and/or tape recorders. Tape recorded data was first transcribed and then entered into the computer. All the qualitative information gathered during the survey was transcribed, and written down in English (if it was conducted in local language) and then entered into the computer using word processing. Finally, the qualitative information obtained from each interviewee was categorized under similar theme focusing on the most occurring issues in each of the six interviewees. Then the main idea of each message was analyzed to find out which language aspects were underlined. The participants of the study were given codes. The data gathered through interview were discussed together with respect to the issue collected through questionnaire and analyzed quantitatively.

## 4. Data Presentation and Discussion

### 4.1. Introduction

The data gathered regarding garment and apparel fashion technology trainers EOP needs through interview and questionnaire were presented and discussed in this Chapter. The data collected were presented in two different sections of this Chapter. In the first section, data analysis of the degree of importance and difficulty of English language macro-skills and sub-skills was dealt with. In the second section, the language learning preferences of the garment and apparel fashion technology trainers were presented and discussed.

### 4.2. Data Analysis of English Skills Importance and Difficulty to Trainers

In this section, data collected from garment and apparel fashion technology trainers pertaining to the needs, gaps and preferences are presented and discussed. The reliability of the data collecting items were checked and presented in this section.

#### 4.2.1. Reliability of Items

The reliability of 58 items regarding trainers' need, 58 items regarding trainers' lacks, and 24 items regarding trainers' learning preferences were run and the result of all this 140 items were presented in Table 1.

*Table 1. Reliability of all Variables.*

Cronbach's Alpha	N of Items
.949	140

The reliability all 140 items except background issues was tested and it became 0.949 which indicated that they were highly reliable.

*Table 2. Mean of English Skills Importance and Difficulty.*

Language Skills	Skills Importance	Skills Difficulty
Writing skill	4.46	1.57
Speaking skill	4.39	1.52
Listening skill	4.17	2.54
Reading skill	4.00	2.50
Grammar	3.91	2.50
Vocabulary	3.89	2.67

#### 4.2.2. Importance and Difficulty of English Skills

The garment and apparel fashion technology trainers rated the four language skills as well as grammar and vocabulary in their importance to them as writing skill, speaking skill, listening skill, reading skill, grammar and vocabulary. Their mean scores were 4.46, 4.39, 4.17, 4.00, 3.91 and 3.89 respectively. When inquiring about specific English skills in use at work, writing was considered the most important English skill which was in agreement with Male et al., Evans, and Spence and Liu [18-20]. Pertaining to difficulty level of these skills to the garment and apparel fashion technology trainers, writing and speaking skills were the most difficult skills. The next difficult skill was reading with an average score of 1.50. Grammar was also rated to have the same score 1.50 in its difficulty to the trainers. Following reading skill and grammar came listening skill with a score of 1.57. The relatively easiest one was vocabulary and its average score was 1.67. In the interview held with the trainers it was stated that speaking skill was a very important skill for them as they provide lecture to their trainees. They explained that writing skill was also important to them because they prepared a lot of training and learning materials and operation sheets, assessments, interviews, and project works. The interviewees replied that they require English language short-term training to improve their skills with particular emphasis on speaking skill. For example one of the trainers in TVET colleges explained:

I believe that English was very important for me. I think listening, reading, speaking and writing skills are all important skills. If I have to prioritize, speaking skill and writing skill are the most important skills for us as trainers of TVET colleges. For example, in speaking, we required to provide training giving oral explanations about parts of a machine used in garment making. We also give oral explanation on processes/ steps involved in dying and sewing a certain kind of clothes. We also require speaking skill in project presentations. In addition, we need writing skill very much. In TVET colleges we are working, mostly we are required to prepare TTLM, operation sheet and information sheet. These tasks needed a good skill of writing. Moreover, we have to prepare project proposals as we are frequently needed to do at least one project per year. This was part of our evaluation for promotion, getting additional training and other incentives. So I need these two skills very much.

In this study, speaking and writing skills were identified as the two most important English macro skills. As outlined by Spence and Liu, the two most common English core skills were writing and reading. Here in these two studies writing skill was the most needed skill by the respondents of the two studies. Speaking skill was needed very much by garment and apparel fashion technology trainers because they were required to deliver training to technical and vocational trainees that demanded the trainers to do probable less reading than speaking [20]. Listening was the less commonly needed skill as figured out by this research and that of Spence and Liu [20].

Concerning the difficulty of the four English macro skills, Spence and Liu found out that the most difficult skills for the majority were speaking and listening, with speaking rated as



being slightly more difficult than listening. By contrast, writing and reading were rated easiest, with reading being rated as the least difficult of the four core English skills. This study came up with similar result in that the most difficult skill was also speaking; however, it differed in raking writing skill as the most difficult and listening skill as the least difficult English macro skills. Writing was taken as the most difficult by garment and apparel fashion technology trainers because they were expected to prepare teaching learning materials, information sheet, operation sheet and assessments which all of these tasks requires more writing [20].

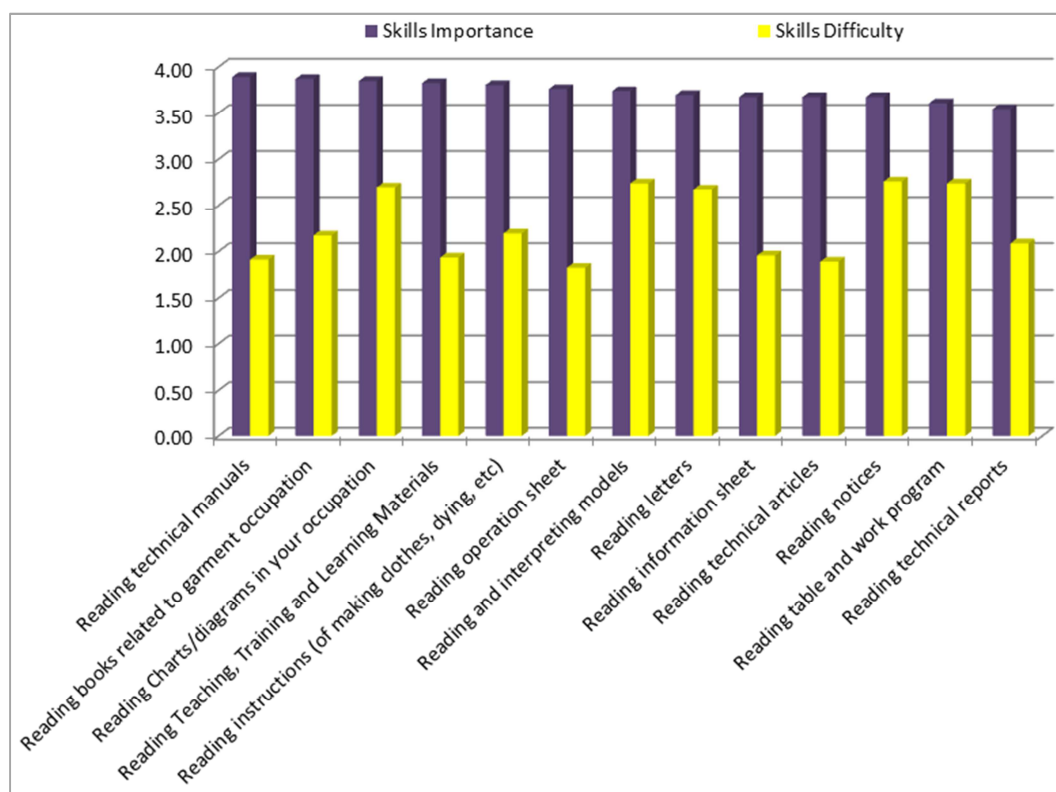
**Table 3.** Mean of Listening Sub-skills Importance and Difficulty.

Listening Sub-skills	Skills Importance	Skills Difficulty
Listening to:		
interview questions	4.13	2.63
class discussions	4.04	2.48
instructions	4.04	2.35
processes description	4.02	2.22
short talks at workshops	3.98	2.15
trainees' questions	3.98	2.80
seminars presentation	3.98	2.28
short training to trainers	3.93	2.78
foreigners talk at workplace	3.89	2.63
class presentations	3.87	2.17
advice from fellow technicians or supervisors	3.85	2.91
trainee's responses during assessment	3.80	2.76
explanation of your trainees	3.78	2.65

#### 4.2.3. Importance and Difficulty of Listening Sub-skills

As it was rated by the respondents, listening to interview questions, listening to instructions, listening to class discussions, listening to instructions, and listening to processes descriptions were the most important listening sub-skills to the trainers. They had mean scores of 4.13, 4.04, 4.04, and 4.02 respectively. The second most important listening sub-skills were listening to short talks at workshops, listening to trainee's questions, and listening at seminars/conferences with the same mean score of 3.98. The remaining listening sub skills' importance in descending order were listening to short training to trainers (3.93), listening to foreigners talk at workplace (3.89), listening to class presentations of projects (3.87), listening to advice from fellow technicians or supervisors (3.85), listening to trainee's responses during assessment (3.80), listening to explanation of your trainees (3.78).

The most important listening sub-skills (listening to instructions and listening to process descriptions) identified in this research agreed with the findings of Kaewpet which placed listening to presentations in English, and receiving English instructions as the most relevant ones to civil engineers. Here is a similarity between civil engineers and garment and apparel fashion trainers probably because both of them do more interactions-the former with customers and the latter with trainees [21].



**Figure 2.** Mean of Reading Sub-skills Importance and Difficulty.

#### 4.2.4. Importance and Difficulty of Reading Sub-Skills

The respondents rated reading technical manuals in their

occupation as the most important one with the average scores of 3.89. This most important sub skill was the third most difficult skill. This result agreed with Kaewpet finding

which indicated that Thai civil engineers most commonly used reading sub-skill was also reading English manuals [21]. The second most important reading sub-skills was reading books related to garment and apparel fashion occupation. The third and the fourth important reading sub-skills were reading charts/diagrams and reading teaching, training and learning materials with a mean score of 3.85 and 3.83. Reading teaching, training and learning materials was the fourth most difficult reading sub skill. Then came reading instructions (3.80), reading operation sheet (3.76), reading and interpreting models (3.74), and reading letters (3.70) in

descending order of importance. From these reading sub-skills, reading operation sheet, although it was rated less important, was the most difficult skill to the trainers. Three of the reading sub-skills had the same mean score of 3.67. These were reading information sheet, reading technical articles, and reading notices. Reading technical articles and reading information sheet were the second and fifth important skills respectively. The relatively least important sub-skills were reading table/work program and reading technical reports. Their mean scores were 3.61 and 3.54 respectively.

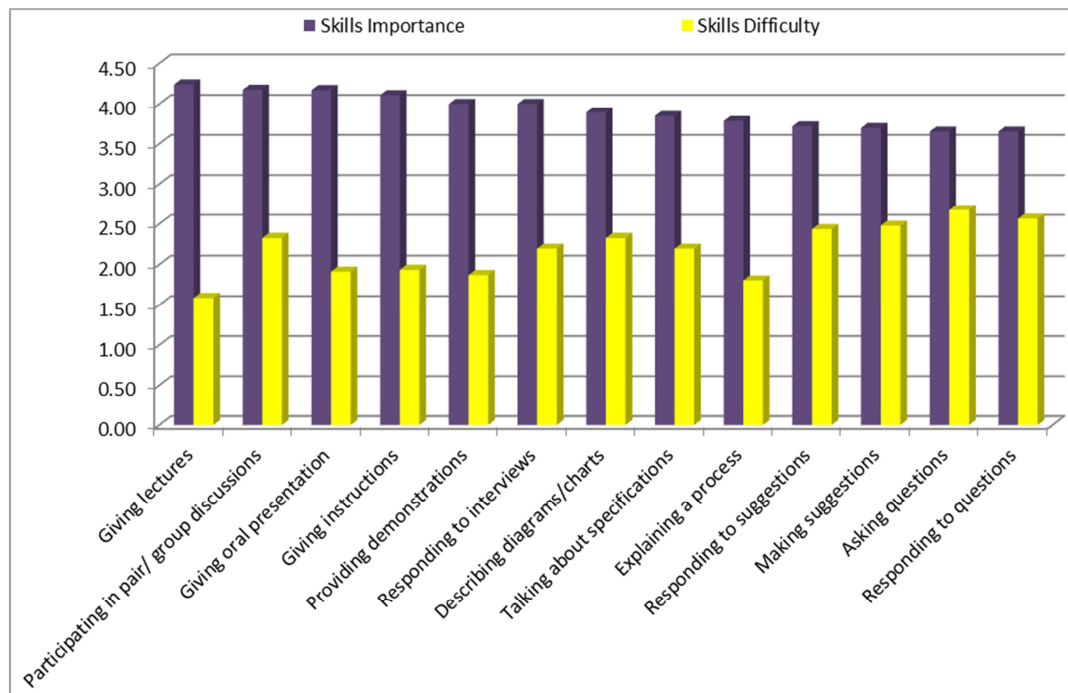


Figure 3. Mean of Speaking Sub-skills Importance and Difficulty.

#### 4.2.5. Importance and Difficulty of Speaking Sub-Skills

From the thirteen speaking sub-skills which the trainers were requested to rate two of them (providing demonstrations and responding to interviews) were the third most important ones with the same mean score of 4.00. The other two speaking sub-skills (giving oral presentation and participating in pair/group discussions) had the same mean score of 4.17 which make them the second most important sub-skills. The most important speaking sub-skill to the trainers was giving lectures and it had a mean of 2.24. Giving lecture was also the most difficult speaking sub-skill to the trainers with a score of 1.59. Giving instruction was the fourth most important speaking sub-skill as it was shown in Figure 3. The other speaking sub-skills came in decreasing order of importance: describing diagrams/charts (3.89), talking about specifications (3.85), explaining a process (3.78), responding to suggestions (3.72), making suggestions (3.70), asking questions (3.65), responding to questions (3.65). From these speaking sub-skills, explaining processes was the second most difficult sub-skill. Providing demonstration and giving oral presentations were the third and fourth most difficult speaking sub-skills with mean scores of

1.87 and 1.91 respectively.

The second and fourth most important speaking sub-skills, giving oral presentation and giving instruction, were in agreement with Kaewpet's results which stated that giving presentations in English and giving English instructions were the most commonly used skills by Thai civil engineers. This similarity arose as the garment and apparel fashion technology trainers' functions were more on delivery of lessons to their trainees; therefore, this might be the reason why they rated giving lecture as the most important skill to them as it was stated in the first paragraph of section 4.2.5 [21].

The most important speaking sub-skills identified in this needs analysis (giving oral presentation, giving lectures, providing demonstrations, explaining processes, participating in pair/group discussions and responding to interviews) go along with Kim findings that most relevant skills were participating in whole-class discussions, discuss readings or participate in small group discussion activities in class [22]. Ferris also stated that class participation and small group work were the most frequently used speaking activities [23].



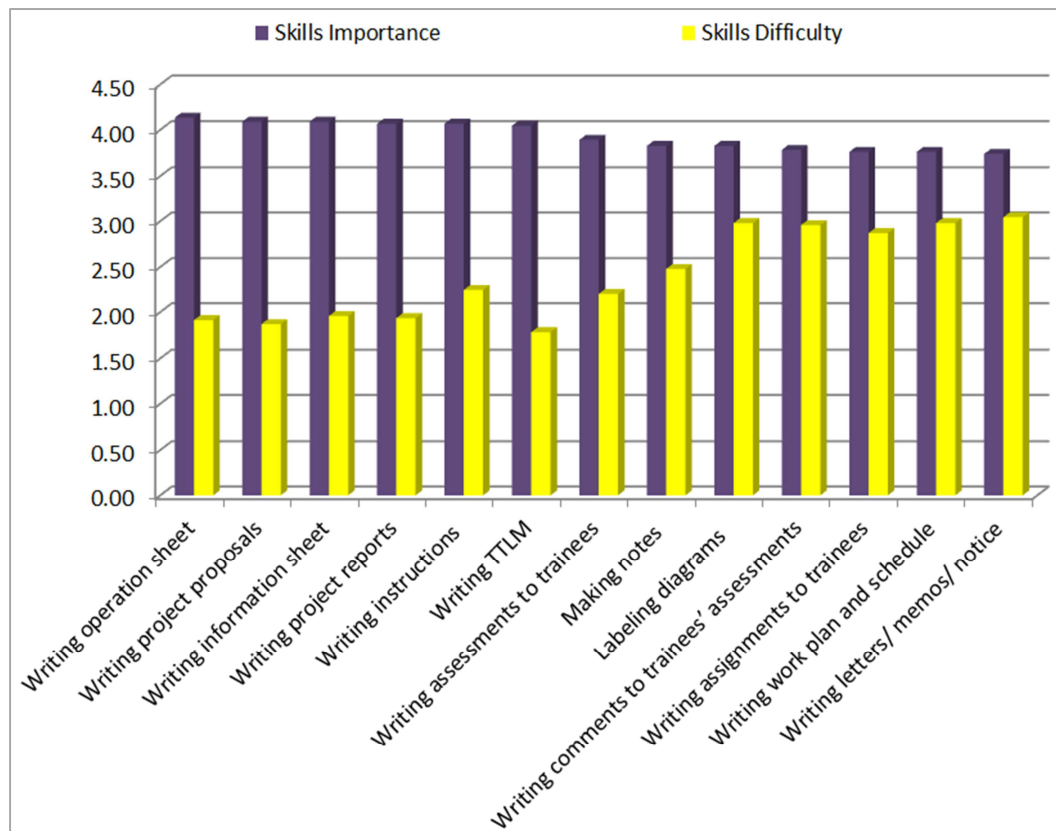


Figure 4. Mean of Writing Sub-skills Importance and Difficulty.

#### 4.2.6. Importance and Difficulty of Writing Sub-skills

The respondents' responses indicated that the most important writing sub-skill was writing operation sheet, and its average score was 4.13. Regarding its difficulty to the trainers, it was the third most difficult sub-skill. Writing project proposals and writing information sheet were the second most important sub-skills with average scores of 4.09 each. Concerning difficulty level of these skills, writing project proposals was the second most difficult skill to the trainers while writing information sheet was the fifth difficult skill. The third most important writing sub-skills to the trainers were writing project reports, and writing instructions. The former had a mean score of 4.07, and the latter had also the same mean score 4.07. However, these two skills differ in their level of difficulty: writing project reports was more difficult than writing instructions with average scores of 1.93 and 2.24 respectively. Hence, writing project reports became the fourth most difficult skill while writing instructions was ranked sixth in its difficulty to the trainers. As explained in Kaewpet, for Thai civil engineers writing reports in English was the most relevant writing sub-skill which went along with the result of this study [21]. Writing teaching, training and learning materials was the fourth important writing sub skill, but the most difficult sub-skill to the trainers. The fifth important writing sub-skill was writing assessments to trainees (3.89). Two of the sub-skills, making notes preparing and labeling diagrams, were the sixth writing skills with the

same mean score of 3.83. Writing comments to trainees' assessments with mean 3.78 was the seventh important skill to the trainers. The remaining three writing sub-skills (writing assignments to trainees, writing work plan and schedule, and writing letters/ memos/ notice) were last in their importance with the same average score of 3.76.

#### 4.3. Learning Styles of Trainers

Table 4. Descriptive Statistics on Learning Style.

Learning Styles	Mean
Visual Learning Style	35.13
Auditory Learning Style	30.84
Tactile Learning Style	33.30

The twenty-four learning styles which the respondents were asked to rate how frequently they used each of them were categorized in to three. These were visual, auditory, and tactile learning styles/preferences. The trainers prefer visual learning style to auditory and tactile. Regarding the use of visuals, Canning-Wilson states that students can enhance the clarity of any given meaning by creating joint links; they can help learners draw out language from their own knowledge or personal experiences. From auditory and tactile learning styles, the trainers prefer tactile [24]. This can go along with Brown findings which stated that students learn more by doing and experiencing rather than by observing [25].

**Table 5.** *Visual Learning Styles.*

Statements	Mean
I am good at working and solving jigsaw puzzles and mazes.	4.63
I prefer obtaining information about an interesting subject by reading about it.	4.60
I learn the spelling of words by “finger spelling” them.	4.45
I think the best way to remember something is to picture it in your head.	4.41
I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.	4.34
I prefer to use posters, models, or actual practice and other activities in class.	4.26
I can easily understand and follow directions on a map.	4.23
I prefer to see information written on a board and supplemented by visual aids.	4.17

The first category included the following statements in descending order of frequency as used by the trainers: “I am good at working and solving jigsaw puzzles and mazes, I prefer obtaining information about an interesting subject by reading about it, I learn the spelling of words by ‘finger spelling’ them, I think the best way to remember something is to picture it in your head, I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio, I prefer to use posters, models, or actual

practice and other activities in class, I can easily understand and follow directions on a map, I prefer to see information written on a board and supplemented by visual aids and assigned readings.” Their average scores were 4.63, 4.60, 4.45, 4.41, 4.34, 4.26, 4.23, and 4.17 respectively.

The most frequently used learning style (solving puzzles) go along with what Jones’ explanation that puzzles, problems, and brain-teasers can stimulate meaningful communication if students work together to solve them [26].

**Table 6.** *Auditory Learning Styles.*

Statements	Mean
I require explanations of diagrams, graphs, or visual directions.	4.08
I follow oral directions better than written ones.	4.06
I prefer listening to the news on the radio rather than reading the paper.	4.00
I can remember best about a subject by listening to a lecture.	3.91
I would rather listen to a good lecture or speech than read about the same material in a textbook.	3.80
I can tell if sounds match when presented with pairs of sounds.	3.69
I learn to spell better by repeating words aloud	3.65
I do best in academic subjects by listening to lectures and tapes.	3.63

The auditory learning strategies were put in the order frequency as used by trainers. “I require explanations of diagrams, graphs, or visual directions (4.08), I follow oral directions better than written ones (4.06), I prefer listening to the news on the radio rather than reading the paper (4.00), I can remember best about a subject by listening to a lecture that includes information, explanations, and discussions (3.91), I

would rather listen to a good lecture or speech than read about the same material in a textbook (3.80), I can tell if sounds match when presented with pairs of sounds (3.69), I learn to spell better by repeating words aloud than by writing the words on paper (3.65), and I do best in academic subjects by listening to lectures and tapes (3.63).” The figures given in brackets were the mean of the respective items.

**Table 7.** *Tactile Learning Styles.*

Statements	Mean
I feel very comfortable touching others, hugging, handshaking, etc.	4.36
I like to write things down or to take notes for visual review.	4.30
I enjoy making things with my hands.	4.28
I am skillful with and enjoy making graphs and charts.	4.15
I chew gum, or snack while studying.	4.13
I can remember best by writing things down.	4.10
I grip objects in my hands during learning periods.	4.00
I play with coins or keys in my pocket.	3.95

The third category comprised the following statements: “I like to write things down or to take notes for visual review, I am skillful with and enjoy making graphs and charts, I can remember best by writing things down, I grip objects in my hands during learning periods, I enjoy making things with my hands, I feel very comfortable touching others, hugging,

handshaking, I chew gum, or snack while studying, and I play with coins or keys in my pocket. I like to write things down or to take notes for visual review, I enjoy making things with my hands, I am skillful with and enjoy making graphs and charts, I can remember best by writing things down, I play with coins or keys in my pocket, I chew gum, or snack while studying, I

grip objects in my hands during learning periods, and I feel very comfortable touching others, hugging, handshaking, etc.” Their average scores were 4.30, 4.28, 4.15, 4.10, 3.95, 4.13, 4.00, and 4.36 respectively.

According to Javid, no single teaching methodology can be sufficient to address diverse and peculiar needs of ESP learners and ESP practitioners had to pick and choose from a multitude of teaching methodologies to conduct an effective ESP course. It is also important for ESP practitioners to run ESP courses in collaboration with content teachers and these courses require methodologies that were specialized or unique as they were governed by scientific analyses of the diverse specific learners’ needs. Consequently, visual learning style is the most preferred style to technical and vocational learners, yet it is also important to use the most preferred learning styles from tactile as well as from auditory styles [27].

## 5. Conclusions

In this chapter, conclusion is made based on the analysis and interpretation presented in chapter four.

The importance of English language skills as well as grammar and vocabulary are writing skill, speaking skill, listening skill, reading skill, grammar and vocabulary in decreasing order of priorities to the trainers. In the interview, it was also made clear that the first two most important skills are speaking and writing skills respectively. The most important speaking sub-skills are giving lectures, giving oral presentation, participating in pair/group discussions, providing demonstrations and responding to interviews. These skills are also relatively the most difficult sub-skills which need to be focused to improve the language competency of the trainees. The most important writing sub-skills are writing operation sheet, writing project proposals, writing information sheet, writing project reports, and writing instructions. These writing sub-skills are also relatively the most difficult ones and need to be dealt with to fill the English gaps of trainers.

To the trainers, the relatively difficult skills are speaking and writing skills are the most difficult skills. The next difficult skills are reading skill, grammar, listening skill and vocabulary. From the speaking sub-skills the most difficult ones as stated above are providing demonstrations, responding to interviews, giving oral presentation, participating in pair/group discussions, and giving lecture in ascending order of difficulty. Writing teaching/training and learning materials, writing operation sheet, writing project proposals, writing project reports, and writing instructions are the most difficult writing sub-skills in decreasing order of importance.

From the results presented in chapter four, visual learning is trainers’ most preferred learning style. The second and third preferred learning styles are tactile and auditory respectively. From the visual learning style the most frequently used are working and solving jigsaw puzzles and mazes, and obtaining information by reading. The most frequently used tactile learning styles are writing things down, and making graphs and charts. The most frequently used auditory learning styles are

requiring explanations of diagrams, graphs, or visual directions, following oral directions better than written ones and listening to the news on the radio rather than reading the paper.

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