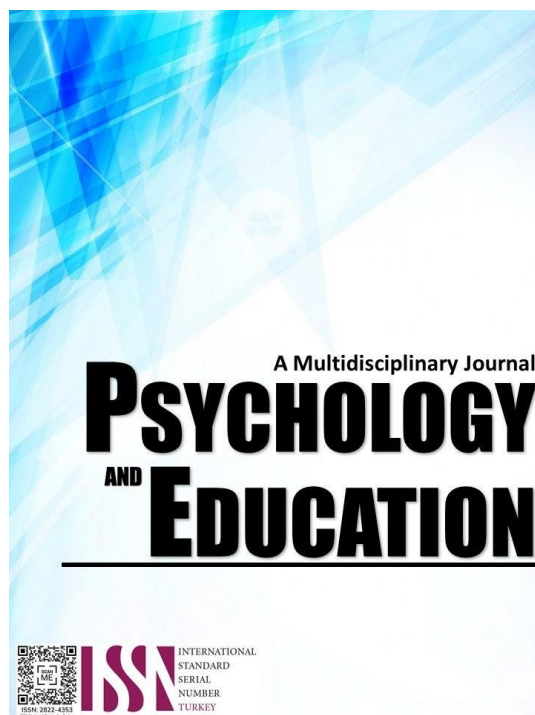


THE ENGLISH LANGUAGE NEEDS OF A TECHNICAL VOCATIONAL INSTITUTION



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The English Language Needs of a Technical Vocational Institution

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Abstract

This study aimed to determine the English language needs of the students, alumni, teachers, and administrators of Valenzuela City Polytechnic College (VCPC) and how the participants perceived the need in offering an English Course. The data in this thesis were drawn from two main sources: Focus Group Discussions (FGDs) and Interviews. Out of the (15) fifteen participants, eight (8) were undergraduate students, two freshmen (2) are taking Bachelor of Technical Vocational Teacher Education (BTVTEd) and the sophomores to seniors (6) are taking Bachelor of Technical Teacher Education (BTTE) from a Technical Vocational Institution (TVI) located in District II of Valenzuela City, three (3) were the alumni, two (2) were English teachers, and two (2) were administrators. Findings revealed that the participants' perceptions about the English language needs in VCPC revolved on oral/verbal communication, grammar, writing, pronunciation, correct usage of words, reading comprehension, spelling, lack of confidence or motivation, communication in the workplace, English Language Proficiency, and English Language Teaching. Meanwhile, the participants' elaboration regarding the English language needs in VCPC presented negative effects such as lack of confidence among the students, lack of interest/lack of learning materials, poor reading comprehension, lack of knowledge of the English language; the use of Mother Tongue/Bilingualism, and the need to address the negative effects revealed. As to the perceptions about the need in offering an English Course, the participants answered that there is a need to offer an English course focusing on work-related purposes, creation of policy, beneficial to students and school, and specific lessons or topics to focus on. The results clearly revealed that there are underlying needs encountered and experienced by students and other stakeholders in Technical Vocational Institutions. This study adduced policy implements and curriculum planners to address the English language needs of TLE students in Technical Vocational Institutions (TVIs) to improve English Language Learning (ELL) and English Language Teaching (ELT) in the Philippines.

Keywords: *english language needs, perceptions, needs analysis, technical vocational institution, TVET*

Introduction

Globalization and the spread of English have undeniably resulted in English being recognized as a valuable resource for national development and regional integration. The link between English and globalization is believed to be the driving force behind reforms in English education policies in most Asian polities (Qi, 2009; Tollefson & Tsui, 2004 as cited in Nguyen et al., 2018). Countries consider curriculum reform as an important and necessary measure to make schools enter the 21st century and respond to a fast-changing world (Goudard et al., 2020). According to Milovanović (2017), reforms of educational systems have been tailored to accommodate the role of the English language in today's globalized context.

In the Philippines, Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 covers Kindergarten and 12 years of basic education, six years of primary education, four years of Junior High School and two years of Senior High School (Lacamiento, 2014). According to Alsong and Alsong (2019), the K-12 Basic Education Program is intended to reform the Philippine educational system, which aimed to empower every individual to improve his quality of life, to provide adequate time, mastery of

concepts, develop lifelong learners, prepare graduates for tertiary education, and to develop mid-level skills.

Meanwhile, Mallillin et al. (2020) as cited in Lipayon (2022) asserted that the implementation of the integration and innovation in TLE on the educational system explores the pedagogical design in the learner's development of digital literacy, collaborative technology, and enhancing learning; this improves the transition in the educational system to the readiness and implementation in the TLE teaching for the 22nd century for both students and teachers in the access of the digital teaching, implement different learning tools and pedagogy, courses, materials, and resources to empower learning experiences and responsibility to new learning opportunities for students connection of creative technology in the activities and learning classes and process engagement and retain information, multiple learning styles and accommodation, encouragement and collaboration, and instant feedback for teachers and prepares students in their future.

As the new college curriculum started to roll in SY 2016-2017, most colleges and universities were affected, not only by the drop of enrollment but also by the reduction of course offerings and decrease in

faculty workload (Acosta & Acosta, 2016). Before the K to 12 Curriculum was fully implemented in the country, Valenzuela City Polytechnic College (VCPC) had four English subjects namely, Study and Thinking Skills, Interactive English: Listening, Speaking and Grammar, Technical Writing in the Discipline and Philippine Literature. Study and Thinking Skills was being taken by First Year students on the First Semester and Interactive English: Listening, Speaking and Grammar on the Second Semester. Technical Writing in the Discipline was being taken by Second Year students on the First Semester and Philippine Literature on the Second Semester. Each English subject was taught in all majors offered in VCPC but due to implementation of RA 10533, these English subjects were reduced to only one which is Purposive Communication as prescribed in CMO 20 s. 2013.

Despite the revamping of the Philippines' fundamental educational system through the K to 12 program, which was designed to generate competent graduates, a progressive decline may be seen based on the EF English Proficiency Index (an annual ranking by their level of English) throughout the past years, the Philippines' rating fell from 14th in 2018 to 20th in 2019, and then to 27th in 2020. Despite moving up to number 18 in 2021, the Philippines is still far behind where it was back in 2016 (Santos et al., 2020), when it was ranked 13th. In addition, more than 90% of Filipino college graduates, according to Domingo (2020), lack the necessary skills to work in English-speaking environments. According to a recent test administered by Hopkins, the average TOEIC score of 10,000 Filipino college students was 631 out of 990, which is equivalent to a B1 or intermediate level. Meanwhile, a study conducted by Mariano and Tantoco (2023) about the employability skills of the Technical-Vocational Education and Training (TVET) graduates revealed that communication skill is the most useful skill in the workplace, hence the graduates lacked this skill same with Information Technology Skills as assessed by the employers.

In this connection, this study aimed to determine the English language needs of the undergraduate students, alumni, teachers, and administrators of VCPC in producing BTVET graduates who can effectively communicate orally and in writing using both in English and Filipino and to demonstrate higher level of literacy, communication, numeracy, critical thinking, and learning skills needed for higher learning as mandated in Sec. 6 of CMO 79 s. 2017.

Research Questions

This study aimed to determine the English language needs of the undergraduate students, alumni, teachers, and administrators of Valenzuela City Polytechnic College (VCPC) as a basis in offering an English Course for TLE students. It sought to answer the following questions:

1. What are the perceptions of the participants in terms of the English language needs at Valenzuela City Polytechnic College?
2. How do the participants elaborate their perceptions about the English language needs in Valenzuela City Polytechnic College?
3. How do the participants perceive the need in offering an English course in Valenzuela City Polytechnic College?

Literature Review

English Language Needs

Communication constraints caused by language can have an impact on self-confidence, civic engagement, and academic involvement. With this in mind, understanding the needs and learning strategies of adult English language learners in university settings is important to provide appropriate instruction and services (Shi, 2015, p. 30). Minderhout (2012) as cited in Pakarat (2015) states that learner needs can be incorporated into the teaching materials as a powerful facilitation for instructors and students as a companion to a learning journey because they can enable learners to reach learning objectives.

Ürün and Yazar (2015) claimed that there have been several approaches to needs analysis in English language teaching from the time when the term was first introduced by Michael West in 1920s. Meanwhile Mo'inivaziri (2014) thought that the needs analysis was a crucial stage in creating the curriculum and syllabus for various courses. To have an adequate and suitable syllabus and course design, it is vital to become familiar with students' goals, attitudes, learning styles, and expectations for the course. On the other hand, Otilia (2015) asserted that the outcomes of the needs analysis assist instructors in defining the professional needs of students in terms of language proficiency as well as their weaknesses. He continued by saying that after determining the goals of the language course and taking into consideration the needs of the students, a method for addressing those needs might be chosen. Thus, the foundation upon which curriculum content, teaching materials, and methodologies are created is needs analysis. As a result, the pupils' motivation and

accomplishments are improved.

In China, Li (2014) discusses whether and how needs analysis can be implemented in Business English curriculum design and the results may shed light on the improvement of the Business English teaching. Guo (2017) studied the demand investigation of non-English major students for ESP in order to understand the need of teachers and students for (ESP) in English. Using the fundamental principles of needs analysis, such as characterising the target population, identifying its needs, analysing them, and finally presenting the results, is an efficient and advantageous approach, according to Capková and Kroupová (2017). A thorough examination of the study's findings was used to develop new instructional materials for the two-semester mandatory English courses offered in conjunction with an online learning programme. The study focused on all significant participants, including students, teachers, graduates, and employers.

The findings of a 2017 study by Maulana and Lestari on the needs of English literature students in oral communication activities and enabling factors revealed linguistic and nonlinguistic challenges. Additionally, it was discovered that speaking with confidence, pronouncing words correctly in English, and being knowledgeable about the conversational topic all have significant non-linguistic roles. Additionally, the majority of students agree that scenarios that help students practice their oral English communication are made easier by their preparation, confidence, and command of the language and topics under discussion. In terms of areas that need improvement, most students agree that greater self-assurance and vocabulary mastery are necessary to enhance the effectiveness of oral English communication.

On the other hand, the vocational English language needs of students in an ESP context in the Accommodation and Travel Service department at a vocational and technical Anatolian high school were examined by Avcı and Engin-Demir (2021). The study revealed that students were in need of improving their speaking and listening skills. Issues of consideration in order to reach a resolution emerged such as low self-confidence, negative attitude toward speaking the language, lack of use of appropriate materials, and strategies and methods during instruction. Lack of an appropriate curriculum, lack of strong school-enterprise relationships and inadequate professional qualifications of teachers emerged as issues to be considered by decision makers.

Meanwhile, Slimane (2023) investigated the English

language needs of the students enrolled in the Technology of Communication, faculty of Sciences of Technology at the University of Moulay Tahar, Saida, from the perspectives of the current students and content teachers in hopes of being able to make well-based curricular recommendations for vocational English course. It was found that the target and the learning needs that were essential for students' academic success were the four basic English language skills, and presented suggestions in order to develop a new course curriculum. The findings indicated that the new course curriculum should place greater emphasis on enhancing students' speaking and reading skills than on writing and listening.

In Turkey, the needs of the students of cabin services program in order to guide the design of a vocational English language curriculum was examined by Kaya (2021). After the thorough analyses, the study revealed specific language difficulties or problematic sub skills in speaking and listening. Based on the findings, it can be put forward that the students had difficulties in speaking skills the most followed by listening, writing, and reading skills.

In the Philippines, Briana and Mutia (2019) presented an analysis of the English language requirements for students studying information technology. According to survey results, while teachers believe that listening is essential for students' learning, students place a high value on writing. Speaking is regarded as being crucial for students' future work in the IT business by both teachers and students. The study also showed that students needed to be trained more in the writing requirements of the IT business, exposed to contextualized English training, and learn how to communicate in a multicultural workplace. To address the unique English requirements of IT students in their coursework and potential job, a contextualized language syllabus is advised.

Perceptions of People about TVET and TVIs

Tlapana and Myeki (2020) believe that Perception plays a vital role in anything one should be interested to acquire. TVET is regarded as a value-added component of a general education that integrates technology, sciences, practical skills, attitudes, understanding, and information relating to employment in various economic and social sectors, according to United Nations Organization for Education, Science, and Culture (UNESCO), (2021). Technical and vocational education and training (TVET) has been stigmatized as being for the less advantaged sections of society and is frequently

disregarded. However, there is comparatively little data and research on effective strategies that support disadvantaged students' access to, progression through, and learning outcomes from TVET, as well as their outcomes in terms of the labour market and other aspects of their lives (Alla-Mensah et al., 2021, p. 6).

According to Tlapana and Myeki (2020), a number of factors, including 1) students' understanding of what TVET colleges offer, 2) the marketing and positioning of the particular colleges, and 3) the reputation and image of TVET colleges in the eyes of the general public, influence and inform students' perceptions of TVETs. Different personal standards are used to set the expectations for students.

Bappah and Medugu (2013) investigated the views of labour employers in Nigeria regarding the contributions that Technical Vocational Education and Training (TVET) makes to sustainable development. The study revealed that for Nigeria to address the socio-economic and technological changes currently taking place thereby survive in the modern world, TVET in Nigeria must definitely take a new outlook in line with the global trend.

According to Dagnew (2017), students in Ethiopia's preparatory schools have favourable opinions on TVET. They think TVET significantly raises society's socioeconomic standing. In contrast, Kamau et al. (2017) found that low enrolment levels were caused by negative community attitudes towards vocational education in Kiambu County, Kenya. This conclusion was supported by the study's findings. Thus, in order to increase public appeal, this sparked movement to restructure the management of youth polytechnics.

In addition, Ajose and Oladiti (2015) present that TVET suffers from the perception that it is inferior to the general academic education provided by traditional four-year universities. In most countries, students, parents, and career advisors still hold a strong bias in favor of degrees from traditional universities and see TVET programs as a "second tier" option that is suited for students with lower aspirations or lesser academic abilities. They believe that this negative perception of the public must be erased in order to ensure effective implementation of TVET, and thus its expected ripple effect on alleviating poverty and national economic development.

In Bhutan, a brief by Hayashi et al. (2023) presents that 60.0% of students and 82.0% of parents saw TVET as an opportunity for obtaining employment, but both groups underestimated the potential earnings that TVET can bring.

The governance of TVET, soft skills of graduates, teaching staff competencies, and perceptions of TVET were found to be the main issues and challenges in Malaysia according to the findings of the study by Halik Bassah (2022) regarding the issues and challenges of TVET in Malaysia from the perspectives of industry experts.

According to the findings of the Tadle et al. (2021) study, there is a high level of overall satisfaction in the Philippines with the quality of TVET training provided by private HEIs in terms of programme quality and delivery, school facilities, student support, and student services. According to the TESDA data (TESDA, 2018a, 2019a), the majority of TVET graduates were happy with their training programs. In this regard, one might draw from an examination of the data that TVET programs offered by private HEIs are highly rated by their students, despite the study's limitations regarding the sample size. It should be emphasized, however, that the same study cited above revealed that fewer than half of employed graduates found their TVET training valuable in their jobs (TESDA, 2019a). So it is advised that future research specifically examines how TVET graduates of private HEIs felt their training was applicable to their jobs.

The research has also shown that HEIs that provide TVET provide high-quality programs adhere to the following criteria: 1) training quality and delivery; 2) training facilities; student assistance; and 3) student services. Additionally, compared to students without past job experience, students with prior work experience have a considerably more favourable opinion of the quality and delivery of skills training. In comparison to students who lack prior TESDA certification and scholarships, students with additional prior certification and scholarships significantly differ in their impression of the quality of school facilities and student support. Finally, compared to graduates of the traditional high school curriculum, TVET students who completed the K-12 curriculum have a stronger appreciation of the quality of student services.

In contrast, Trasmonte and Fajardo (2023) used a survey that asked questions about motivations, career goals, and beliefs about the role of gender in technical skill training to describe the gender understanding and beliefs of students enrolled in Technical Vocational Institutes (TVI) in Misamis Oriental, Philippines. The survey found that students typically choose TVET programs depending on how they view their own abilities and how they perceive gender roles in TVET fields. They claimed that those taking TVET courses intend to work both domestically and abroad to

support their families, launch businesses, or continue their education. Therefore, the study advised those who can affect the career choice of female students, such as parents, friends, and relatives, to think about providing them with support and incentive to help them enroll in male-dominated qualifications in order to increase their alternatives for work and chances. Male and female students may have equal access to technologies and equipment that will enable them to pursue technical education that will lead to high-paying careers.

The personal experiences of the teacher-participants in the teaching of Technology and Livelihood Education were determined by a study of Almeriz et al. (2019). The fact that the activities were centred on exploration made teaching TLE subjects difficult in the participants' eyes. They consequently felt content since they could impart their knowledge and abilities to their students. It seems that despite the challenges they faced, the TLE teachers remained devoted to their work. The TLE teachers confessed that they were not sent outside of the school to attend a training session for skill improvement and that they only employed three teaching strategies which demonstrates their ignorance of other teaching techniques. The participants expressed optimism that their TLE programs will eventually receive local and international accreditation and recognition. Ironically, they argued that enhancing teachers' personal development was preferable than enhancing TLE implementation. This demonstrates that the professors thought materials could be easily obtained but not attitudes.

Meanwhile, Wu et al. (2019) asserted that the Philippine society values degrees and diplomas of higher education more than TVET (Technical and Vocational Education and Training), the latter is generally regarded as inferior education, and the society does not fully realize the importance of TVET to the labor market. They said that the Philippines labour market also exhibits structural unemployment brought on by a mismatch between supply and demand. Despite having a high qualification rate of 88.0%, TVET graduates nonetheless have a poor employment rate of 60.9%. A small pool of career opportunities awaits TVET graduates, which is partly due to the poor quality of TVET and the irrelevancy between classroom instruction and enterprise work procedures.

According to Taclino (2022), the impression that a technical-vocational education is not as glamorous as earning a degree has always made it unpopular for

high school graduates to choose it as a career path. He continues by saying that employment in the technical-vocational sphere often comes with no prestige, no recognition, no job stability, and no professional status. In short, technical-vocational training is inferior to a university education, and only the "bobo" in the Philippines register in these courses. Likely, Jose (2022) affirms that, unfortunately, tech-voc education has rarely been the first choice among high school graduates in the country. This may be due to the perceived lack of glamor or prestige of pursuing further education in the tech-voc sphere compared to a university degree, or the erroneous impression that workers in this field lack job security or professional status compared to their peers who took university courses.

Challenges of TVET Students in English Language Learning

According to Guo (2017), the current state of English instruction demonstrates that the majority of colleges and universities continue to teach English for General Purposes (EGP), the conventional college English teaching method. The linguistic skills of the students are improved by this type of teaching, but the students' practical and professional skills are not developed, and their proficiency in spoken English is also poor. According to McMillan (2021), the growth in the study of the English language can be attributed to people's realisation that it is just as essential to life as breathing. At all educational levels, students must be able to successfully communicate, he continues, making it one of the most important life skills to learn.

Prior to writing his MA thesis, Sagli performed a pilot as part of his Master's programme in the spring of 2016 and looked at students' perceptions of the value of vocational emphasis in the study of English. The pilot confirmed that further research was necessary on occupational orientation, particularly with regard to how it is used in English classes. It sought to investigate how users—both teachers and English-subject students—perceive vocational orientation. He conducted more research about how upper secondary school teachers and students view vocational orientation in English in 2021. The issue is that the vocational focus is not seen as genuine by pupils. They discover that their expectations for their future employment do not always line up with their English-language vocational orientation.

According to a study done in Turkey by Ürün and Yazar (2015), successful language acquisition depends

on having access to materials that are interesting, real, and understandable in the target language. However, such access is frequently restricted for many language learners, especially in classroom settings. Therefore, this restriction is intended to be removed by giving the pupils the proper teaching resources and methods. The necessity for real audio and visual materials, a supportive learning environment, and positive student-teacher interaction is the same for students learning vocational English. In order to effectively meet the requirements and expectations of students, it is essential to combine traditional and modern teaching methods into a holistic blended learning strategy.

According to Suhaili and Mohama (2021), TVET graduates significantly contribute to the growth of the nation. Concerns about TVET graduates' fitness for the workforce, particularly with regard to their English language competence, have been highlighted. English language ability is crucial and is now one of the top five criteria for hiring recent graduates. Both thought that graduates of TVET programs needed to possess other vital abilities in addition to their technical mastery, such as effective communication skills, especially the ability to speak English. Strong communication skills are the top priority for employers, and they are the first quality they check in each potential that is interested in working for their respective companies. They continued, stressing the need of the industries' active participation in providing the educational institutions with direct input and the need for TVET education curriculum to be on par with industrial demand. Their research sought to provide light on the value of English proficiency and the difficulties associated with teaching English in technical settings. In addition, the report makes several recommendations for actions that could be taken to improve the employability of TVET graduates.

Hossain (2015) identifies how 'English for Specific Purposes (ESP) is immersed in technical education for underprivileged Technical Vocational Education and Training (TVET) learners. It underpins the scopes and innovations to deliver language as a capital and functional tool for the empowerment of the excluded sections. It also unfolds the challenges and different perspectives of developing a 'one size fits all' ESP course for teaching language to the learners with diverse socio-economic background.

The significance of language in Technical and Vocational Education and Training (TVET) cannot be overstated, according to Nkrumah (2020). Although TVET places a strong emphasis on skill development,

the desired skills cannot be learned if students are not fluent in and cannot completely comprehend the language of instruction during lectures and exams. The study's conclusions are anticipated to help TVET stakeholders reorient TVET students' thinking in a systematic way towards proficiency in the language of instruction. Furthermore, Stander et al. (2022) assert that while English is the language used for instruction at all South African TVET colleges, the vast majority of students enrolled in TVET colleges come from lower socioeconomic backgrounds and speak it as a second or additional language.

According to Santos (2021), the majority of TVL students in the Philippines want to enter the workforce right away. While Santos-Syjuco (2016), as indicated by Santos (2021), emphasized that students need to create "rapport and connections" to be able to communicate with others, a talent that is unquestionably useful in both official and casual relationships, these students should unquestionably acquire the necessary communication skills. As perceived by vocational school students, Wahyuni et al. (2021) found that communication skill qualities are vital for joining the workforce. On the other hand, Yisa et al. (2021) argued that a technical educator needs to be a skilled communicator in order to be successful and ensure that TVET's objective has been met.

The performance of TLE majors on the Licensure Examination of Teachers (LET) is another issue. Technology and Livelihood Education (TLE) is ranked as the least important of the major categories on the (LET) in a higher education institution in the CALABARZON region, according to Fernandez et al.'s (2018) study. The results indicated that the following factors contributed to the participants' poor LET performance: 1) a misaligned curriculum; 2) insufficient facilities; 3) a lack of well-maintained laboratory tools; 4) a lack of motivation to study; 5) a lack of TLE faculty; 6) a protracted lab process; 7) a misaligned budget and requisition; and 8) a misaligned faculty specialization. The results of a similar study by Aberin et al. (2019) on the analysis of the five-year performance of TLE majors in the LET of Mindanao University of Science and Technology (MUST), Cagayan de Oro, showed that there is room for improvement in the LET performance of BSED-TLE graduates from 2011 to 2015 and that pre-service students' academic performance is related to LET success. The study's findings can help with program reform, curriculum revision, and the creation of intervention programs to boost graduates' performance on the LET.

Methodology

The researcher utilized the descriptive research design. According to McCombes (2019), the purpose of descriptive research is to precisely and methodically describe a population, circumstance, or phenomena. What, where, when, and how questions are answered by this study design, but why questions are not. To analyze the responses, a thorough grasp of the participants' attitudes, experiences, and opinions was obtained.

Participants

This study was only confined to fifteen (15) participants, eight (8) undergraduate students- two (2) are taking Bachelor of Technical-Vocational Teacher Education and six (6) are taking Bachelor of Technical Teacher Education (BTTE), three (3) alumni referred by the VCPC Alumni Association President, two (2) English teachers, and two (2) administrators. The real names of the students were not used in the transcripts hence they were labeled as “S1”, “S2”, “S3”, and so on and were used to determine the speaker to keep their real identities confidential. For the sake of anonymity, the three (3) alumni- participants are also given pseudonyms as “Alumni 1”, “Alumni 2”, and “Alumni 3”, the two (2) teacher-participants are labeled as “T1” and “T2” and the two (2) administrator-participants as “Administrator 1” and “Administrator 2”.

Instruments of the Study

To collect qualitative data for this study, the researcher asked open-ended questions during focus group discussions with students and alumni, as well as interviews with teachers and administrators, and the participants responded in English by providing detailed responses.

The use of FGD helped the researcher to determine the perceptions of the participants of their English language needs, their elaboration about their perceptions of the identified English language needs and how they perceive the need in offering an English Course. It was used due to the fact that the researcher was only tasked to get two students from each trade area. With the guidance and knowledge of the trade area coordinator, the participants were purposively chosen.

Focus group discussions are commonly utilized as a qualitative strategy to develop a thorough understanding of social issues, according to Nyumba et

al. (2018). Instead of using a statistically representative sample of a larger population, the strategy seeks to collect data from a deliberately chosen group of people. Conversely, an interview is a qualitative research technique that depends on raising issues in order to get information. A minimum of two people participate in interviews, one of whom serves as the interviewer who poses the questions (George, 2022).

The research questions were formulated and then validated by experts. The FGD was then recorded using screen recorders (OBS and Bandicam) and was saved after. The data obtained were transcribed and analyzed after.

Procedure

This study investigated the perceptions regarding the English language needs of the stakeholders of Valenzuela City Polytechnic College to address the needs of TLE students in English Language Learning and how they perceive the need in offering an English Course after. Participants of this study were the undergraduate students, alumni, teachers, and administrators of Valenzuela City Polytechnic College for the School Year 2022-2023. Purposive sampling was used to get the sample participants from the undergraduate students, alumni, teachers, and administrators of Valenzuela City Polytechnic College. Data collection techniques for this study included Focus Group Discussion (FGD) among the undergraduate students and alumni and Interviews with teachers and administrators. The researcher was able to set the time of the virtual Focus Group Discussions (FGDs) using Google Meet with the participants based on their availability and interviews were held on the preferred schedule of the participants. The virtual FGDs were recorded and then saved in Google Drive as well as a copy of the informed consent forms was sent back to the researcher. Meanwhile, using the semi-structured questionnaire, the researcher was able to personally communicate with the four participants subjected to the interview regarding the nature of the study and then explained how to accomplish the informed consent forms. After a certain time, the three participants were able to give a written copy of their answers to the researcher while the other one was able to send her answers through FB Messenger. The researcher then processed the raw data which were read and analyzed after. To examine the data and review it with a fresh perspective and objectivity, the researcher detached herself from any existing biases during the process of data analysis.

The researcher was able to secure FGD video recordings with the alumni and the students. The data were collected and transcribed by the researcher alone. The researcher did not use a complex transcription convention. All verbatim responses were transcribed and even fillers were not removed.

For SOP 1, the researcher analyzed the responses by identifying the same pattern of answers from the participants and formulating the themes. Meanwhile, for SOP 2 and 3, the researcher analyzed the data using the Reflexive Thematic Analysis of Braun and Clarke (2006) which is a flexible theoretical approach in qualitative studies that search for themes and patterns embedded in it.

Ethical Considerations

Every research project is subjected to ethical standards. The researcher first secured the PUP University Ethics Clearance Forms 9, 10, and 11 and upon approval, the researcher secured a written request from the Acting College President for data accumulation. After this, the approved letter was presented to the trade area coordinators and to the alumni president, who later on, referred participants for the study. The participants of the study were contacted via FB Messenger and were given copies of the approved letter and consent forms.

Before accomplishing the consent form, the researcher explained thoroughly to the participants their rights, including their participation and its termination when they feel the process becomes unfavorable on their part, and explained and guaranteed to them that the information collected will be used for this academic endeavor. The researcher also ensured that all communication as well as their identities will be kept confidential following the Data Privacy Act of 2012. They were informed beforehand that their responses should be in English and they must ensure that their answers should be in their honest conviction.

In addition, the researcher made sure that all participants were not physically, emotionally, or psychologically harmed and that no remuneration was collected during the conduct of the study, and the data gathered will not be manipulated in any way.

Results

This section contains detailed results and discussion that the researcher gathered to determine the perceptions of the undergraduate students, alumni,

teachers, and administrators of Valenzuela City Polytechnic College about their English language needs, their elaboration of their perceptions about the identified English language needs and how they perceive the need in offering an English Course.

Perceptions of the Participants about the English Language Needs in Valenzuela City Polytechnic College

The researcher was able to obtain responses from the participants following data collection. The responses are presented here, and even repeated words and fillers were not removed from the excerpts to maintain the authenticity of the participants' inputs. The following FGD responses highlight participants' perceptions of English language needs at Valenzuela City Polytechnic College.

S1: "The area that the students need to focus for improvement when it comes to learning English is oral communication and grammar."

S2: "I want them to focus in verbal communication, actually the reason why I want to raise their confidence because a lot of people they can actually speak in English but they don't have enough confidence, everytime they are trying to ahmm speak in front of other people, they are just having a mental block and everytime they feel nervous, they can express their feelings or thoughts through this language."

S5: "In my opinion, students nowadays especially in ValPoly ahmm they need or we need to improve our skills when it comes to communicating in English ..."

S6: "They told me that students should focus on pronunciation, grammar and spelling because they said that this three is very important not just inside our school but also important for our everyday life."

The responses of the student-participants revealed the different language needs and the need to address them. Such answers include but not limited to oral or verbal communication, grammar, correct pronunciation, and spelling.

Alumni 1: "For me, adding English subjects is necessary because our students need to develop their conversation skills as well as their technical reading and writing skills. "

Alumni 2: "As a Welding and Fabrication Technology teacher Ma'am, it is very important to hasten the skills and knowledge of the especially the Welding and

Fabrication Technology student because this course is one of the demand in foreign country no, so we need this kind of subject."

Alumni 3: "Also, I have observed many students have lack of confidence and motivation in speaking English."

Meanwhile, the alumni-participants revealed the need in the improvement of conversation skills as well as technical reading and writing skills of the students, the need to hasten the knowledge and skills of the Welding and Fabrication students in English, and the need to address the lack of confidence and motivation in speaking English.

T2: I believe there is a need to hit ground by adding 3 more English subjects just as before. Back then, all courses had a minimum of 4 English subjects except for Language and Communication courses and the like. Grammar and Composition I is particularly essential to introduce to the college freshmen, for it is the foundation on how to improve one's writing skills. How can one construct a simple sentence if he does not even know the basics, such as verb-be, simple past, present and future tense much less the perfect tenses, progressive form and the modal auxiliaries of which are pertinent ingredients to improving one's verbal communication. More tellingly, graduates of ValPoly could hardly express themselves in English except for a few, for which reason, they could land to a job that is farfetched to what they have finished. Moreover, if employed in the industry and is tasked to make a sort of incident report/report, then the dilemma sets in these are the reports that ValPoly have received from different companies.

By examining the answer given by the teacher-participant, the response presented the need of adding three (3) more English subjects just as before. The need for Grammar and Composition I for college freshmen, the basics of English, and the importance of English in the workplace.

Administrator 1: I believed that when it will be a policy of the school that students must speak English inside the campus, they will truly learn it by their constant speaking or communicating with others.

Administrator 2: English is one of the most important subjects in the curriculum. The English language is referred to as the key to all other subjects effectively, a student needs knowledge of the English language. Proficiency in the English language can improve the

student's academic performance in technical education. It is therefore very important to always ensure that students who are admitted into these courses have good English language proficiency.

By examining the answer given by the one administrator-participant, the response clearly emphasized the need of the students to have profound knowledge of the English language especially in Technical Vocational Institutions like Valenzuela City Polytechnic College. The participant added that the students admitted into TVET courses should have good English language proficiency. Thus, this implies that students in TVIs should not only be equipped with technical skills but also communication skills. The school therefore, should give a policy to mandate the students to speak in English to improve the English language proficiency of students.

Table 1. Perceptions of the Participants about the English Language Needs in Valenzuela City Polytechnic College (*see appendix 1*)

Table 1 shows the English language needs of Valenzuela City Polytechnic College using the data gathered from the Focus Group Discussion and interviews conducted. Most of the answers given focused on the following themes: oral or verbal communication, writing skills, grammar improvement, correct pronunciation, correct usage of words, reading comprehension, spelling, lack of confidence or motivation, communication in the workplace, English Language Proficiency and English Language Teaching. With the use of Present Situation Analysis (PSA), the researcher was able to identify the current English language needs of the Valenzuela City Polytechnic College through the perspectives given by the participants. The students' lacks or needs were identified and presented on the matrix.

In connection to the first theme, verbal communication is examined by Abdikarimova et al. (2021) in relation to the teaching of the English language, as well as its value and necessity in daily life. The article demonstrates how teachers can support their students' verbal communication skills development. For this, they are taught some practical and efficient ways for teaching the English language that will help students improve their oral communication skills and speech manners. The topic of choice is pertinent given the importance of speech manners and verbal communication in leading a successful life. Communication skills are generic skills that must be cultivated for success in vocational education and entering the workforce, according to Wahyuni et al.

(2018). There are 10 communication skill features that can be discovered in vocational education, according to their study, which sought to understand the characteristics of communication skill and why it is deemed significant in joining the profession as regarded by vocational education students.

According to Elumalai et al. (2021), when learning a second language, pronunciation of the English language is one of the speaking modules. The right pronunciation is essential for everyone to communicate effectively with others. Their research showed that Bangladeshi students' use of proper pronunciation when speaking English was lacking. The individuals' difficulties pronouncing English were discovered. But it was disregarded and even given the least amount of consideration by them.

Correct usage of words, the fourth theme, is of a similar study conducted by Huda and Muhaiyar (2019) which aimed at finding the students' writing problems in one of the regions in West Sumatera. The study identified the lexico-grammatical problems especially in proper noun, pronoun, past tense, adjective, action verbs, time connective, and adverb but the most problems were found in past tense.

Likely, SOP Number 1 is of similar study with Rukmanasari (2021) who figured out the needs of nursing students' department of learning English in vocational high school. It used a qualitative technique and collected information from interviews, questionnaires, and focus groups. The results indicated that there were a number of unmet demands for nursing students to learn English as well as students' needs that had already been met. The first unmet demand for nursing students' English language learning department was the ineffective English language methods, course content, and material. The majority of nursing students claimed that during the teaching and learning process, they had not been provided with the right English methods, course content, or materials, and that as a result, what they had learned in class could not be applied as effectively in nursing settings. Second, their English teacher had very low proficiency. The majority of students were unable to understand the English materials since the teacher was unable to effectively explain them to their students. Additionally, the English materials provided were more concerned with talking general English than ENP. The students hoped to be able to use the English techniques, course material, and resources they had learned in class when they eventually worked in nursing settings. Additionally, they claimed that their English teacher's proficiency was insufficient.

They anticipated receiving a trained English teacher who was good. For the time being, the only aspect of learning English that remained unmet was the desire for communication in daily life.

The same findings were found in a study by Domingo (2020), which focused on problems and issues that teachers of the English language in higher education levels face, including students' low levels of proficiency in the language, low levels of interest in learning it, weak foundational English skills, and a lack of resources.

Thus, this study also adheres to the idea that the curriculum planners should review of the curriculum to address the needs of TLE students regarding English Language Learning for the improvement of English Language Teaching (ELT).

Table 2. Elaboration of the Perceptions of the Participants about the English Language Needs in Valenzuela City Polytechnic College (*see appendix 2*)

Table 2 shows the elaboration of the perceptions of the participants about the English language needs in Valenzuela City Polytechnic College. Using the Present Situation Analysis (PSA), the researcher identified the participants' elaboration about their perceptions of the perceived English language needs in VCPC. The detailed presentation of their answers are as follows:

Elaborated Negative Effects were revealed.

Upon the elaboration of the participants regarding the perceptions of the English language needs of Valenzuela City Polytechnic College, the negative effects were revealed and the succeeding ideas presented are taken from the verbatim responses of the participants:

Lack of Confidence among the Students

Two from the student-participants expressed that lack of confidence among the students is one negative effect regarding the identified English language needs. The following FGD responses highlight the said sub-theme:

S1: "...they are not confident using the English language when it comes to communication. They rather choose to be silent than to talk in English."

S2: "...and I think one of the reason why the students are scared to speak in English is because they are afraid to be judged by others."

In the data presented above, the participants highlighted that one of the reasons why students do not use the English language is their lack of confidence in using it and the fear of making mistakes because people may judge them about it.

Building self-esteem, establishing relationships of trust with oneself and others around one, engaging in open debates, and developing critical thinking abilities are just a few of the many personal and professional advantages of speaking with confidence (SUKA Studio, 2022). Since people tend to speak more when they are confident, English speakers advance more quickly. Dodds (2021) contends that speaking English becomes more pleasurable and is practised more when a person is more self-assured and realises that mistakes do not matter. According to Tridinanti (2018), students who are struggling to improve their speaking skills in foreign language lessons may be suffering from high levels of anxiety, concern, fear, and poor self-confidence. Marpaung (n.d.) came to the conclusion that self-confidence improves students' English achievement, which has also been demonstrated by other researchers' research (Roysmando, 2018; Tridinanti, 2018; Ibrahim, 2016; & Arango, 2015).

The behavioristic view, which holds that human beings are profoundly influenced by environmental events that give them distinctive experiences, is supported by this negative consequence. According to Anindyarini et al. (2017), behaviourism places more emphasis on what can be seen (behaviour) and less emphasis on what takes place in the mind.

Lack of interest / Lack of Learning Materials

One student-participant mentioned that one of the reasons why students lack interest in learning the English language is because of the lack of learning materials. The verbatim response is shown below:

S4: "I think one of the problems the child lacks interest to learn is the lack of learning materials that are so much needed to be able to teach."

According to Omabe (2006), referenced in Ajoke (2017), instructional materials are essential to the teaching and learning of the English language since they support a teacher's success in delivering lessons and their own efficiency. According to a study by Asgari et al. (2019), tailoring the materials to the needs of the individual student can significantly increase their interest in learning a second language, and choosing instructional materials that are relevant to

their interests can help students perform better in L2 reading comprehension. In order to ensure that students learn and grasp the subject matter better, teachers should employ instructional materials when teaching lessons or topics in English.

Poor Reading Comprehension

One student-participant mentioned that one of the negative effects of English language needs in VCPC is poor reading comprehension.

S5: "...some of the students proceeded in tertiary level with poor reading comprehension and still cannot construct a good sentence."

According to Nanda and Azmy (2020), who conducted their research in Indonesia, pupils' low motivation, their lack of prior knowledge, and their limited vocabulary all contribute to poor reading comprehension. Additionally, this problem has three main negative effects: it lowers students' academic progress, impairs their ability to solve problems, and hinders their ability to pursue further education and careers. As a result, they have suggested two strategies to help kids' reading skills.

In response to this global problem in ELT, teachers are expected to come up with strategies and techniques to improve the reading skills of the students needed for them to be successful in their future careers.

Lack of Knowledge of the English Language

Lack of knowledge of the English language was seen as a negative effect also. Below are the unedited responses of the participants on their perceptions about this negative effect:

S6: "By observing students who make mistakes or use incorrect grammar using English language. The most common reason is that some of the students they are not aware or lack of knowledge in English language as well as new words or new vocabulary that they are not familiar with."

S7: "...but it is very noticeable because for example some of the teens doesn't know the difference between "your" and "you're"."

T2: So unacceptable removing English subjects in College. Take a look at the state of education nowadays wherein graduates of ValPoly could not even express themselves, their comprehension ability is low that one cannot imagine that he is a college

graduate apart from the erroneous spellings. In doing so, we are putting the quality of education in bad light which is evidenced by its poor performance rating in the LET which is absolutely conducted in the language of English.

When looking attentively at the tertiary level graduates' language skills, their degree of English language proficiency is lower than anticipated. Several articles (Jimenez, 2018; Morallo, 2018; Macasinag, 2011 as mentioned in Domingo, 2020) provide examples of these. The Philippines' advantage in English proficiency is quickly eroded due to graduates' diminishing levels of proficiency in the language. In primary education, students are expected to lay a solid foundation in the English language, and they should continue to do so in secondary education, such that by the time they enter tertiary education, they are presumed to have the necessary degree of English proficiency. However, Morallo (2018) notes in PhilStar Global that the English proficiency of Filipino college graduates is lower than the high school students in Thailand and the competency standards for taxi drivers in Dubai.

There is a need to give attention to this matter knowing for a fact that the college graduates will soon join the workforce to help boost the country's economy. Curriculum planners are called into action to review and revisit the curriculum at the tertiary level.

The Use of Mother Tongue/Bilingualism in English Classes

According to Tupas and Martin (2016), the Philippines is the only country in Southeast Asia with a national policy that institutionalizes and enacts as legislation "Mother Tongue-Based Multilingual Education" (MTB-MLE) in mainstream formal education. The term "mother tongue" describes a person's native language, which they acquire from birth. According to Nordquist (2019), it is also known as a first language, dominant language, home language, and native tongue. Contrarily, bilingualism is defined as the act of employing two languages simultaneously (Uriel Weinreich, 1974, as referenced in Garcia & Wei, 2014). Due to the Philippines' institutionalized bilingual education policy, which permits the use of both Filipino and English in the classroom, teachers and students frequently speak and use Filipino in Math and Science classes as well as English classes to help students more easily understand the material being covered.

Below are the unedited responses of the participants on

their challenges about the use of Mother Tongue or Bilingualism in the classroom while attending English classes:

S8: "Even though I'm at college level, I notice that I have a hard time understanding the English language. I just got used to the teaching method being in the Filipino language, and when I am in the English language, I have a hard time understanding things about it. There are many people like me who find it difficult to understand simple English instructions. It would be a great help and preparation for a student like me if the English language was made mandatory in the teaching of TLE so that he could get used to speaking and understanding instructions and discussions that are in English."

Alumni 2: "I think Ma'am because of we embracing of we embracing the Mother Tongue, so we don't like kasi the barrier eh. Inside the classroom, other teacher like me as an instructor of technical, especially Welding and Fabrication, sometimes, I use two or bilingual for me to deliver my topic. So there are some instances that there are lack of using English inside the classroom."

This result supports the nativist view of language learning, which gained a lot of popularity in the late 20th century because to Noam Chomsky's assertion that language is an intrinsic ability. He claims that the "Universal Grammar" serves as the cornerstone for all human languages. According to Chomsky, a Martian linguist who came to Earth and studied the evidence would come to the conclusion that there is only one language, with many variations. He provides numerous arguments to support this. The ease with which children pick up their mother tongue is one of the most crucial arguments he makes (Xavier, 2020).

English teachers are expected to use the English language as the medium of instruction in teaching the subject to motivate the students to use the language also. According to the EFL teacher's perspective on Wardhany (2021), there were issues that contributed to the students' challenges in the English-speaking class that prevented them from speaking up. As a result of being aware of this situation, the instructor considers it essential to utilize specific methods or teaching techniques while teaching speaking in order to assist students in overcoming their challenges as well as to motivate them to try speaking out in English and participate in speaking activities.

The Need to Address the Elaborated Negative Effects Revealed.

Below is the unedited response of the administrator-participant on the need to address the negative effects revealed about the English language needs in Valenzuela City Polytechnic College.

Administrator 2: There is a need to address the lack of English proficiency in the tertiary level, implement a program focusing on improving competency in English and review the school curriculum. The need to focus more on teacher training and professional development in differentiated instruction, instructional materials development, and sharing of ideas and knowledge. Providing activities and meaningful tasks using English to develop the student's communicative skills and practical exercises to enhance accuracy and communicative proficiency.

Sincer (2017) outlined the significance of English instruction in vocational colleges in his study. These institutions' primary goal is to prepare students for certain occupations. However, the biggest cause of career failure after leaving technical institutions typically arises due to inadequate English language abilities. According to Rofiawati and Wirza (2022), technical and English instructors should collaborate on learning materials and have peer discussions regarding the terminology that English teachers should cover in their classes. Both spoken and written language use basic syntactic frameworks and stressed key words to improve meaning.

In their 2020 study, Ranasuriya and Herath examined undergraduates' assessments of English language proficiency in light of their academic environment. The study's findings provided the basis for improving the present Communication Skills module, which is designed to prepare Univotec undergraduates for the major coursework associated with the Mechatronics degree. A strong proposal was made to update the curriculum to meet the needs of both the academic environment and the environment of the desired vocation.

Perceptions of the Participants about Need in Offering an English Course

Upon thematically analyzing the accounts of the participants, the following themes from the perceptions of the participants were drawn from the FGD and interviews conducted: 1) Work-related purposes; 2) Creation of Policy; 3) Beneficial to

students and school; 4) Specific Lessons or Topics to focus on; and 5) There is a need to offer an English Course. Below are the narrations and discussions of events in the lives of the participants which also reveal the emergent sub-themes for each of the themes generated after thematic analysis.

Table 3. Perceptions of the Participants about the Need in Offering an English Course (see appendix 3)

Table 3 shows the perceptions of the participants about the need in offering an English Course for TLE students. Upon examining the answers of the participants, most of the answers given adhere to work-related purposes, creation of policy, beneficial to students and to school, specific lessons or topics to focus on and there is a need to offer an English Course. Such answers are what they aim to meet and expect in the English Course to be offered. Hence, these answers are an affirmation to Target Needs Analysis (TNA). They were able to give situations in which the English language will be used for an effective learning.

Work-related purposes

Some of the participants agreed that there is a need to offer an English Course for work-related purposes. Here are some of the verbatim responses of the participants:

S1: "As a TLE student, needed the most because of them choose because of ah some of student choose to teaching instead of working in companies but they can use it when they want to change their profession and work in the field or office staff in local or international company."

S3: "I have observed that even TLE students need to use English in all of their subject however most of the tertiary students are very not very knowledgeable about English as a means of communication in letters and professional conversation so I think it is still a must to integrate English in the curriculum to focus on the improvement of the skills set of the students in using English in all forms of communication which is useful once they are already working may be it for the teaching or the industry."

Alumni 1: "The need for technical English subject is based on the EIM qualifications Basic Competency and also based on the nature of the job. Since we know that part of their daily job is to read and to interpret manuals and job orders, ahmm and also accomplish

job orders and reports and converse with their team members, I think it is very important to have these subjects in our curriculum."

ESP courses are typically created to help students improve their communication skills for a variety of workplaces, not only the office (Liton, 2015). English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) are the two main subfields of ESP. According to Sezer (2004), who was referenced by Supriadi (2019), English for Occupational Purposes is a relatively new and emerging discipline of English Language Teaching that strives to satisfy the occupational English language demands of learners in their occupational settings.

In this aspect, the English that will be offered to TLE students is the English suited to the needs and wants from the perceptions they shared.

Creation of Policy

Creation of a policy was mentioned by a participant which will surely motivate the students to speak and use the English language.

English Speaking Policy

To motivate students to use the English language, creation of a policy will be of a big help according to one (1) participant. Here is the verbatim response:

S2: "...if I could be a professor in ValPoly right now, the first thing I would do is I would do is I will make a policy and that policy it should be like this, if they can speak in English in all of their classes, ah they'll gonna get they will gonna get points and that points will added to their grade and I think this is one of the best way to motivate them and at the same time not to forcing them to speak in English actually that policy it is applicable for those students who really wants and willing to learn English language."

According to a study by Shvidko (2017), students who had positive attitudes about the English-only policy performed better academically, were better prepared for the high demands of using English in real-world interactions, and showed respect for peers and teachers who couldn't understand their native tongues as well as for other students' learning objectives and efforts. For pupils to perform better and become more proficient in the English language, teachers must encourage them to speak and utilize the language.

Accordingly, Lev Vygotsky's sociocultural theory emphasizes the significance of social interaction in psychological growth. According to the sociocultural perspective, people's psychological development is guided by mentor-type roles, such as teachers and parents. Other times, values and beliefs are developed through interactions within social groups or by participating in cultural events. It suggests that human learning is largely a social process, and that cognitive functions are formed based on the interactions with those who are "more skilled" (Cherry, 2022).

Specific lessons or topics to focus on

The participants agreed that there is a need to offer an English Course for TLE Students but should focus on lessons or topics that they have to learn to. Here are the verbatim responses of the participants presenting the idea that there is a need in creating English for TLE students but with specification on what lessons or topics to be studied:

S3: "...however most of the tertiary students are very not very knowledgeable about English as a means of communication in letters and professional conversation so I think it is still a must to integrate English in the curriculum to focus on the improvement of the skills set of the students in using English in all forms of communication"

S4: "For me, we should focus on the basics of English so we can advance into the higher learning or into complex English."

S5: Ahmm to assess the needs in creating English for TLE students, I recommend instructing or requiring the students to create an informative essay face to face.

...or maybe instruct the students to do impromptu speeches online to test their thinking skills in constructing sentences"

S6: "By practicing speaking and reading English with comprehension and also by doing research on how they can interact to other to gaining experience that become skills. It will be able to assess TLE students."

S8: "I assess the need for English among TLE students through what I see in my fellow students because they are competent in the actual demonstration of their chosen course/field but they are weak in English in a way of speaking and understanding. It is really necessary to create a lesson plan that is in the English language for TLE students so that they can be effective not only in the actual demonstration but also in the theoretical knowledge that is stated in the English

language.”

Alumni 2: “Sometimes, I give my students some reflection papers after our class. So I think is I observe or I assess that ahmm majority of my student ah they are not good when it comes to constructing their grammar, when they are doing constructing their own reflection paper so I think this is one of the way to assess it, we really need an English for TLE students.”

“Alumni 3: Okay, as a teacher no, I assess no the level of confidence of the students no in speaking English as well as writing English by giving essay, what else? Demonstrations, teaching demonstration since they are future graduates, future what do you call this? future teacher in TLE, so it’s very important to have a subject for TLE students. English subject for TLE students rather and also to develop their confidence in the speaking English to avoid grammar mistakes in the writing. TLE students will become a teacher or industry worker. They must be equipped no only in skills no in the TLE but as well as they are confident no in terms of communication and writing skills.”

T2: As I said before, reintegrating the Grammar and Composition is being necessary, whereupon, they could get the basic knowledge of the language and from there, they could improve gradually.

Administrator 1: ..by evaluating students’ competencies in English by oral and written forms after giving them thorough knowledge and skills in a subject related to TLE and lastly, subject TLE students to watch movie they are interested in, and try to asked them to write a reaction paper written in English.

The English course to be offered should be based on the English language needs, interests, and wants of the stakeholders. ESP is defined as an approach to language teaching in which all decisions as to content and method are based on the learners’ reason in learning. It is viewed as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students’ area of interest. It is defined to meet specific needs of the learners (Hutchinson & Waters, 1987 p. 19; Robinson, 1991 p. 1; & Dudley-Evans, 1998 as cited in Agustina, 2014).

Beneficial to students and school

One participant believes that if another English course will be created, students as well as the institution will

benefit a lot. According to Fernando (2021), the main benefit a person gains when they commit to learning English, or any language is the ability to use that language to communicate with other speakers of that language and use it to create connections with a wider range of people. Here are the verbatim responses of the participants:

T1: Creating another English subject for TLE students is somewhat profitable and beneficial both for our students and the school. Well, we can be sure of a positive result. Students will acquire sufficient communication skills and the school will be assured that we will produce more capable and promising future educators.

Offering an English Course for TLE students in Valenzuela City Polytechnic College will surely benefit the students as well as the institution, aside from improving the proficiency and performance of the students, it will also help the institution when it comes to instruction and its overall performance in general.

There is a need to offer an English course

The two administrator-participants believe that there is a need to offer an English Course for TLE students. Here are the verbatim responses:

Administrator 1: The need of creating English for TLE students can be assessed by survey like this. Another is by evaluating students’ competencies in English by oral and written forms after giving them thorough knowledge and skills in a subject related to TLE and lastly, subject TLE students to watch movie they are interested in, and try to asked them to write a reaction paper written in English.

Administrator 2: There is a need to create an English language for TLE students for effective learning and academic success. The lack of English proficiency may impede acquiring of knowledge and skills to produce globally competitive graduates. With the impact of globalization and economic development, the English language is vital in the global workforce. The Philippines is acknowledged globally as one of the biggest English-speaking nations. Proficiency in the English language is also one of the country’s assets that helped the country’s economy.

The Acting College Dean and Head of the Non-Formal Department both agreed that there is a need to offer an English course for TLE students. This will not only

help the students, the institution, but also the country to produce graduates who are equipped with the competencies more particularly in English. In a round table discussion organized by the British Council, the stakeholders agreed that the country needs to step up its efforts in improving the teaching and learning of English, developing it as a vital skill of the workforce (Cabigon, 2015).

Discussion

In this section, the research questions were addressed under the light of the findings that set out to examine the English language needs, the elaboration of the perceptions of the participants about the English language needs in VCPC, and the need in offering an English Course for TLE Students.

This study followed a descriptive qualitative research design. The data in this study were drawn from two main sources: Focus Group Discussions and Interviews from fifteen (15) participants consisted of eight (8) undergraduate students, three (3) alumni, two (2) English teachers, and two (2) administrators from Valenzuela City Polytechnic College. The salient findings of the study revealed that:

(1) The perceptions of the participants about the English language needs in VCPC presented the following codes: 1) Oral or Verbal Communication; 2) Writing Skills; 3) Grammar Improvement; 4) Correct Pronunciation; 5) Correct usage of words; 6) Reading comprehension; 7) Spelling; 8) Lack of confidence or motivation; 9) Communication in the Workplace; 10) English Language Proficiency; and 11) English Language Teaching. (2) The categorized initial codes or labels regarding the elaboration of the participants about the English language needs in VCPC include Lack of Confidence among the Students, Lack of Interest or Lack of Learning Materials, Poor Reading Comprehension, Lack of Knowledge of the English Language which were themed as Elaborated Negative Effects, the second theme was The Use of Mother Tongue or Bilingualism in English Classes, and The Need to Address the Elaborated Negative Effects Revealed. (3) As to how the participants perceived the need in offering an English Course presented the following initial codes: 1) Work-related purposes; 2) Creation of policy; 3) Beneficial to students and school; 4) Specific lessons or topics to focus on; and 5) There is a need to offer an English Course.

Conclusion

Based on the findings of the study, the following conclusions were hereby drawn: (1) The findings of the study clearly revealed that there are English language needs in Valenzuela City Polytechnic College which need to be addressed. These needs were identified to discover the underlying causes of their low proficiency in English and which impede them to be successful second language learners. (2) The elaborated negative effects brought by the needs identified imply the underlying realities face by TVET students in English Language Learning. Thus, these effects may turn into worse scenarios once not addressed. The identified needs are setting the alarming state of TVET students regarding ELL hindering them to be successful communicators. The use of Mother Tongue or Bilingualism impedes them in embracing the concept of the strict use of the English language in English classes for them to be effective second language communicators. (3) The participants believed that there is a need to offer an English Course to address the English language needs identified. The said course should consider what the participants want from the course to learn the English language effectively.

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Appendix 1 (Table 1. Perceptions of the Participants about the English Language Needs in Valenzuela City Polytechnic College)

Participant	Excerpts	Themes
S1	<i>“The area that the students need to focus for improvement when it comes to learning English is oral communication and grammar.”</i>	Oral/Verbal Communication
S2	<i>“...and I want them, ahmm I want them to focus in verbal communication, actually the reason why I want to raise their confidence because a lot of people they can actually speak in English but they don't have enough confidence, everytime they are trying to ahmm speak in front of other people, they are just having a mental block and everytime they feel nervous, they can express their feelings or thoughts through this language. That's why, I want them to focus in verbal communication and that's all thank you.”</i>	
S3	<i>“There are many students who are just as shy to speak English ...</i>	
S5	<i>“In my opinion, students nowadays especially in ValPoly ahmm they need or we need to improve our skills when it comes to communicating in English...”</i>	
S6	<i>“My perspective in terms of English needs in Valenzuela City Polytechnic College is some of the the students here in our school still having a hard time understanding the grammar rules and not being so</i>	

S7	<p><i>fluent when it comes to speaking in English.”</i></p> <p>“once you’re good at reading skills, you also learned easier in the techniques on how to <i>speak English fluently.</i>”</p>	
Alumni 1	<p>“For me, adding English subjects is necessary because <i>our students need to develop their conversation skills ...</i>”</p>	
Alumni 3	<p>“Since the medium of instruction in teaching TLE is English, many students have a common grammar mistakes on <i>while speaking English language.</i> Also, I have observed many students have <i>lack of confidence and motivation in speaking English.</i>”</p>	
T1	<p>From what I have seen, most of our students find it difficult to <i>express themselves in English.</i></p>	
T2	<p>More tellingly, graduates of ValPoly could hardly express themselves in English... <i>How can one construct a simple sentence if he does not even know the basics, such as verb-be, simple past, present and future tense much less the perfect tenses, progressive form and the modal auxiliaries of which are pertinent ingredients to improving one’s verbal communication.</i>”</p>	
Administrator 1	<p><i>I believed that when it will be a policy of the school that students must speak English inside the campus, they will truly learn it by their constant speaking or communicating with others.</i></p>	
Alumni 1	<p>“For me, adding English subjects is necessary because our students need to develop their conversation skills as well as their technical reading and <i>writing skills.</i>”</p>	
T2	<p><i>Grammar and Composition I is particularly essential to introduce to the college freshmen, for it is the foundation on how to improve one’s writing skills.</i></p>	Writing Skills

S1	<p>“The area that the students need to focus for improvement when it comes to learning English is oral communication and <i>grammar</i>.”</p>	Grammar Improvement
S5	<p><i>“Ahmm I just notice that some students still cannot construct complete sentence in English or still cannot achieve a grammatically correct sentence so I think we need to give attention to this matter.”</i></p>	
S6	<p>“My perspective in terms of English needs in Valenzuela City Polytechnic College is <i>some of the the students here in our school still having a hard time understanding the grammar rules...</i>” “They told me that students should focus on pronunciation, <i>grammar</i> and spelling because they said that this three is very important not just inside our school but also important for our everyday life.”</p>	
Alumni 3	<p>“Since the medium of instruction in teaching TLE is English, <i>many students have a common grammar mistakes no</i> while speaking English language.”</p>	
T2	<p><i>Grammar and Composition I is particularly essential to introduce to the college freshmen, for it is the foundation on how to improve one’s writing skills. How can one construct a simple sentence if he does not even know the basics, such as verb-be, simple past, present and future tense much less the perfect tenses, progressive form and the modal auxiliaries of which are pertinent ingredients to improving one’s verbal communication.</i></p>	
S3	<p><i>“The main problem is the students’ learning language is the confusion of pronouncing of words and correct usage of words because some words are copy or hard time to pronounce and some words has a different, some words have a different</i></p>	

S6	<p><i>sound but a different meaning. In that case, students tend to become confuse just because of their pronunciation.”</i></p> <p>“They told me that students should focus on <i>pronunciation</i>, grammar and spelling because they said that this three is very important not just inside our school but also important for our everyday life.”</p>	Correct Pronunciation
S3	<p>“The main problem is the students’ learning language is the confusion of pronouncing of words and <i>correct usage of words ...</i>” “<i>So usage of word also the problem because some of the students know the word but did not know how to use it in a sentence so it is important to know how and when he can use it.</i>”</p>	Correct Usage of Words
S5	<p><i>“it should be one of the priorities because practically ahmm English language also enhances the reading comprehension of the students.”</i></p>	Reading Comprehension
S7	<p>“In the perspective of others in English language needs in Valenzuela City Polytechnic College <i>must start from teaching a good reading comprehension</i> because once you’re good at reading skills, you also learned easier in the techniques on how to speak English fluently.”</p>	
S6	<p>“They told me that students should focus on pronunciation, grammar and <i>spelling</i> because they said that this three is very important not just inside our school but also important for our everyday life.”</p>	Spelling
S2	<p>“...but <i>they don’t have enough confidence</i>, everytime they are trying to ahmm speak in front of other people, they are just having a mental block and everytime they feel nervous”</p> <p>“Also as a teacher no, the fear of making mistakes in speaking. Also, I have observed <i>many students have lack of confidence</i></p>	Lack of Confidence/Motivation

Appendix 2 (Table 2. Elaboration of the Perceptions of the Participants about the English Language Needs in Valenzuela City Polytechnic College)

Participant	Excerpts	Themes
S1	<i>"...they are not confident using the English language when it comes to communication."</i>	Elaborated Negative Effects
S4	<i>"the child lacks interest to learn is the lack of learning materials that are so much needed to be able to teach"</i>	
S5	<i>"some of the students proceeded in tertiary level with poor reading comprehension and still cannot construct a good sentence ..."</i>	
S6	<i>"The most common reason is that some of the students they are not aware or lack of knowledge in English language as well as new words or new vocabulary that they are not familiar with."</i>	
S7	<i>"I noticed that some are not good when it comes to speaking or typing in English because their pronunciation also their spellings are wrong ... some of the teens doesn't know the difference between "your" and "you're".</i>	
T2	<i>Take a look at the state of education nowadays wherein graduates of ValPoly could not even express themselves, their comprehension ability is low that one cannot imagine that he is a college graduate apart from the erroneous spellings. In doing so, we are putting the quality of education in bad light which is evidenced by its poor performance rating in the LET which is absolutely conducted in the language of English.</i>	The Use of Mother Tongue/Bilingualism in English Classes
S8	<i>"Even though I'm at college level, I notice that I have a hard time understanding the English language. I just got used to the teaching method being in the Filipino language, and when I am in the English language, I have a hard time understanding things about it."</i>	
Alumni 2	<i>"Inside the classroom, other teacher like me as an instructor of technical, especially Welding and Fabrication, sometimes, I use two or bilingual for me to deliver my topic. So there are some instances that there are lack of using English inside the classroom."</i>	
	<i>There is a need to address the lack of English proficiency in the tertiary level,</i>	

Administrator 2	<i>implement a program focusing on improving competency in English and review the school curriculum. The need to focus more on teacher training and professional development in differentiated instruction, instructional materials development, and sharing of ideas and knowledge. Providing activities and meaningful tasks using English to develop the student's communicative skills and practical exercises to enhance accuracy and communicative proficiency.</i>	The Need to Address the Elaborated Negative Effects Revealed.
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Appendix 3 (Table 3 Perceptions of the Participants about the Need in Offering an English Course)

Participant	Excerpts	Theme
S1	<i>"As a TLE student, needed the most because of them choose because of ah some of student choose to teaching instead of working in companies but they can use it when they want to change their profession and work in the field or office staff in local or international company."</i>	Work-related purposes
S3	<i>"I have observed that even TLE students need to use English in all of their subject ... so I think it is still a must to integrate English in the curriculum to focus on the improvement of the skills set of the students in using English in all forms of communication which is useful once they are already working may be it for the teaching or the industry."</i>	
S4	<i>"For me, we should focus on the basics of English so we can advance into the higher learning or into complex English ... Our main purpose of course is to learn and to utilize English in daily conversation whether in school, work or any context."</i>	
S8	<i>...because they are competent in the actual demonstration of their chosen course/field but they are weak in English in a way of speaking and understanding...</i>	

Alumni 1	<p><i>“The need for technical English subject is based on the EIM qualifications Basic Competency and also based on the nature of the job. Since we know that part of their daily job is to read and to interpret manuals and job orders, ahmm and also accomplish job orders and reports and converse with their team members, I think it is very important to have these subjects in our curriculum.”</i></p>	
Alumni 2	<p><i>“Sometimes, I give my students some reflection papers after our class. So I think is I observe or I assess that ahmm majority of my student ah they are not good when it comes to constructing their grammar, when they are doing constructing their own reflection paper so I think this is one of the way to assess it, we really need an English for TLE students.</i></p>	
Alumni 3	<p><i>“...so it's very important to have a subject for TLE students. English subject for TLE students rather and also to develop their confidence in the speaking English to avoid grammar mistakes in the writing. TLE students will become a teacher or industry worker. They must be equipped no only in skills no in the TLE but as well as they are confident no in terms of communication and writing skills.”</i></p>	
S2	<p><i>“I will make a policy and that policy it should be like this, if they can speak in English in all of their classes,ah they'll gonna get they will gonna get points and that points will added to their grade and I think this is one of the best way to motivate them and at the same time not to forcing them to speak in English actually that policy it is applicable for those students who really wants and willing to learn English language.”</i></p>	Creation of Policy

T1	<i>Creating another English subject for TLE students is somewhat profitable and beneficial both for our students and the school. Well, we can be sure of a positive result. Students will acquire sufficient communication skills and the school will be assured that we will produce more capable and promising future educators.</i>	Beneficial to students and school
T2	<i>As I said before, reintegrating the Grammar and Composition is being necessary, whereupon, they could get the basic knowledge of the language and from there, they could improve gradually.</i>	Specific Lessons/Topics to Focus on
Administrator 1	<i>The need of creating English for TLE students can be assessed by survey like this. Another is by evaluating students' competencies in English by oral and written forms after giving them thorough knowledge and skills in a subject related to TLE and lastly, subject TLE students to watch movie they are interested in, and try to asked them to write a reaction paper written in English.</i>	There is a need to offer an English Course.
Administrator 2	<i>There is a need to create an English language for TLE students for effective learning and academic success. The lack of English proficiency may impede acquiring of knowledge and skills to produce globally competitive graduates. With the impact of globalization and economic development, the English language is vital in the global workforce. The Philippines is acknowledged globally as one of the biggest English-speaking nations.</i>	