ASSESSMENT OF THE VOCATIONAL EFL STUDENTS NEEDS:
AN ESP STUDY

By

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Abstract

This study aimed at finding out the beauty and dressmaking students' vocational EFL-related needs in order to facilitate the production of teaching materials for the English classes at Irbid vocational schools and trade centers.

The researcher investigated the prospects of students' vocational EFL-related needs as seen by the students themselves, their English and subject teachers, and the beauticians and dressmakers (job-holders). The study answers the following questions:

1 - What activity forms should teaching materials of beauty and dressmaking English classes have?

2 - What language functions should be incorporated in such materials?

3 - Which language skills should such materials mostly activate?

4 - Do students, teachers and job-holders differ in evaluating the suggested skills and functions?

5 - Does the beauty sample evaluation of the suggested skills and functions differ from that of the dressmaking sample?

The responses of 150 students, teachers and job-holders were identified and analysed. The sample of the study consisted of:

- 50 students
- 50 teachers
- 50 job-holders

Fifty percent of the sample members belonged to dressmaking and the other fifty percent belonged to beauty domains.
The researcher interviewed about fifty job-holders and more than fifty trainees at Irbid vocational girl schools.

For the purpose of collecting data, the researcher employed semi-structured interview forms to be filled during the interviews, then used the collected data as content of a five-level, sixty-item questionnaire to evaluate the skills and functions presented throughout its items.

One-way ANOVA, t test and other statistics, like percentages, frequencies and means were used in analysing the data. The results of data analysis showed that:

1. Vocational EFL materials should emphasize the following activity forms:
   a. monologues
   b. carrying out instructions
   c. informal conversations and dialogues
   d. reading instructions
   e. reading articles
   f. reading brochures
   g. reading lists and tables
   h. reading catalogues
   i. writing instructions and formal letters

2. Vocational EFL materials should emphasize the following functions:
   a. greeting and complimenting others
   b. asking informally for information
   c. offering services
   d. ordering and requesting informally
   e. advising others
   f. explaining matters
3. Vocational EFL materials should activate the English language four skills according to the following order:
   reading
   speaking
   listening
   writing

4. All the sample categories responded positively to the language skills functions and activity forms suggested by the study.

5. Both the beauty and dressmaking sample members had common interest in having new English language materials or textbooks based on the skills and language functions indicated by the current study.

   The researcher recommended that other similar studies should be conducted at a larger level. Other educational regions in Jordan can be included in a wider study that involves other other geographical, social, economic and academic levels.