

Development of a Vocational English Language Curriculum through Systemic Functional Linguistics

Venkateswara Rao Marri¹, Dr. Suresh Yadav²

¹Research Scholar, OPJS University, Churu, Rajasthan

²Research Supervisor, OPJS University, Churu, Rajasthan

Abstract

The Systemic Functional Linguistics (SFL) as social semiotic theory-informed design and usage of vocational English resources are documented in this study. Only a few studies have been done in the secondary vocational education sector on the production of language resources, most notably in English for Specific Purposes (ESP) programs in higher education. By merging context analysis, material creation, and material enactment, the study advances the field of ESP materials development in the context of education. This study, which was carried out over a 13-month period and is based on a participatory action research approach, gives a thorough account of the creation and application of the materials at a single Indonesian vocational school. Students consented to take part in the study, along with school administrators, English instructors, vocational teachers, and other educators. Field notes, participant and non-participant observations, curricular documentation, focus group and individual interviews, reflective journals/diaries, and photovoice were all sources of data for the study. Utilizing critical theme and SFL-based analysis, the data were qualitatively examined. It is evident that the EC's strategic action at Higher Vocational Colleges, which was motivated by the idea of supporting Hexing, produced positive outcomes. The EC's Higher Vocational Colleges' Strategic Action is the spirit of promoting Hexing outlined in this paper merits support on a practical level. Learning and is crucial to the future development of English instruction.

Keywords: Vocational, teachers' influences, horizontal and vertical discourse, classification.

1. INTRODUCTION

Focusing on the student, a linguistic revolution, and the needs of a Brave New World led to the creation of the Languages for Specific Purposes (LSP) movement, also known as English for Specific Purposes (ESP) in English-language teaching circles. The ESP students seek to learn English in order to fulfill a specific job, such as that of a flight attendant, mechanic, or doctor, as opposed to the students who learn English for general objectives. An essential tenet of ESP approaches to language education is that while designing an English course, learners' requirements should be taken into consideration rather than only the language's fundamental structure. According to Hutchinson and, ESP is a technique of teaching languages in which all decisions regarding the content and methodology are based on the motivations of the students. Because once the needs of the learners are determined, the instructors can choose how to assist students in learning better and more simply, ESP begins with an examination of the learners' needs.

There should be no ESP courses without needs analysis because "it is certainly no exaggeration to suggest that needs assessment is considered in ESP as the foundation on which all other decisions are, or should be made". In order to determine defensible curriculum purposes that satisfy students' language learning requirements within the context of specific institutions that influence the learning and teaching situation, needs analysis, which is defined as "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes" has frequently been used in foreign language education. It includes research on both current and future demands.

The National Certificates (Vocational) (NC (V)) are at the heart of South Africa's initiative to improve its workforce. High hopes for the sector have arisen as a result of this widely publicized undertaking. However, it is

difficult to develop curriculum that achieve the several goals that must be addressed in the current Technical Vocational Education and Training (TVET) context in South Africa due to the complexity of the vocational sector and the seriousness of expectations. Since the majority of South African colleges provide their vocational courses in English, the fact that the majority of TVET college students do not know English as their native tongue complicates matters (Department of Higher Education and Training. To equip students to handle the challenges of their occupational subjects, any English curriculum must offer support for both the development of academic abilities and literacy. This chapter is a study on how a vocational English curriculum was revised in South Africa. The parameters under which the curriculum was to be developed, its theoretical foundations, and its actual design are all discussed. The NC (V) English First Additional Language (FAL) curriculum is the one in dispute.

Student profile

Most students enter TVET colleges at one of three junctions in their education:

1. those who opt to pursue a trade education as their primary choice after quitting regular school in Grade 9;
2. those who have completed Grade 12 but were not accepted into a university and who did not first choose a TVET college;
3. A second chance for those who failed Grades 11 or 12 and decide to finish their studies in college.

There is no maximum age limit for students attending TVET colleges, although the minimum age requirement is 16 years old. As a result, a single session may contain pupils as young as 16 together with older students, like those in their forties. However, the typical age range is from late teens to early twenties. Many TVET college students are intellectually underwhelming, financially poor, and speak English as a second or third language. Students whose first language is not English have considerable difficulties in college because English is typically used as the language of learning and teaching (LoLT). The fact that NC (V) teachers usually have inadequate pedagogical training or limited industrial experience presents another difficulty for TVET colleges.

The demographics of lecturers also show that many do not speak English well. Additionally, colleges are frequently underfunded and badly run. Due to all of these challenges, the educational sector today needs urgent reinforcement and expansion.

2. LITERATURE REVIEW

Kaya, Suat (2021) This study looked at the English language requirements of the students in the cabin services program in order to inform the development of a vocational English language curriculum. Concurrent triangulation, a mixed methods model, was the research strategy chosen for this study. When a researcher gathers quantitative and qualitative data concurrently without favoring one over the other, they might employ this strategy. To identify similarities and differences between the two different data kinds, it compares them. In this study, there were two groups of participants. 352 students from four universities who were enrolled in the Vocational School of Civil Aviation made up the first group, which was chosen using the cluster sampling method. The second group was made up of 10 instructors who work at these universities and four flight attendants who are currently employed. Data were gathered using a questionnaire and an interview that the researcher created that was semi-structured. While content analysis was used to examine the qualitative data, descriptive statistical techniques such as frequencies, percentages, means, and standard deviations were used to assess the quantitative data acquired from the questionnaire. Despite the fact that they were least proficient in speaking and listening, the results showed that the students needed to improve these abilities in order to succeed in their future work environments. The study was finished with a sample guide for practitioners wanting to build a vocational English language curriculum utilizing Hilda Tuba's curriculum development methodology, based on additional results identified through needs analysis.

H. Widodo (2015) The Systemic Functional Linguistics (SFL) as social semiotic theory-informed design and usage of vocational English resources are documented in this study. Only a few studies have been done in the secondary vocational education sector on the production of language resources, most notably in English for Specific Purposes (ESP) programs in higher education. By merging context analysis, material creation, and material enactment, the study advances the field of ESP materials development in the context of education. This

study, which was carried out over a 13-month period and is based on a participatory action research approach, gives a thorough account of the creation and application of the materials at a single Indonesian vocational school. 142 students consented to take part in the study, along with school administrators, English instructors, vocational teachers, and other educators. Field notes, participant and non-participant observations, curricular documentation, focus group and individual interviews, reflective journals/diaries, and photovoice were all sources of data for the study. Utilizing critical theme and SFL-based analysis, the data were qualitatively examined. According to the context analysis, teachers consistently centered their instruction on published textbooks that contained decontextualized exercises meant for national and school exams, even though the present language policy gave teachers the autonomy to create their own materials. Students were not given the chance to interact with vocational materials in this setting. With the help of the school, the teachers and the researcher produced and used text-based resources based on the students' chosen fields of study. The analysis of how the teachers and students really used the materials showed that they had the chance to explore various vocational texts, to examine how language functions in these texts, and to use the language as a tool for communication, knowledge acquisition, and social engagement. From the viewpoint of the instructors, the process of creating the materials was seen as professional development, a way to comprehend SFL theory, and a way to use it in pedagogical techniques like content-based instruction and text-based instruction. This study provides evidence for the value of social semiotic theory in the creation of ESP instructional materials.

Katarina Lindahl (2015) This licentiate thesis explores the impacts on such pedagogy and how vocational English is taught as a component of English language instruction in Sweden's Building and Construction Program. How policy papers connect to teachers' opinions and instructional practices about vocational English is the key study topic. A textual policy analysis of the three most recent upper secondary school reforms in Sweden and semi-structured interviews with working English teachers in the Building and Construction Programmed make up the study's two main components. The semantic linkages and taxonomies proposed are used to categorize the interviews. In the analysis, the concepts of policy enactment from Balls as well as Bernstein's theoretical framework of classification, framing, and horizontal and vertical discourse are used. The findings indicate that five of the six teachers who participated in the interviews do some kind of work with vocational English. The analysis also demonstrates that policy and practice clearly differ from one another. Many of the teachers believe that they must be working with vocational English, and that this must be stated somewhere in policy. These teachers' pupils have the most direct or indirect impact on the lessons they teach. The study also demonstrates how various contextual issues, such as a lack of time, prevent instructors from reading books on policy and working together with the vocational teachers in the Building and Construction programmed.

Öztürk, Gökhan (2019) The process of creating an English for Specific Purposes (ESP) course in an EFL setting is described in this paper. It is based on the needs that learners have in the real world and how different stakeholders perceive those needs. Vocational English Course, or VEC for short, is the name of the specific course selected for this study by the department of Electric and Energy. Undergraduate students at a Turkish public university's vocational school make up the target group for the course. An environment (situation) and needs analysis were conducted in order to determine the needs particular to the target context. Questionnaires and interviews were used to acquire information pertaining to the context, language needs, and methods of language teaching and learning. The results of the surveys and interviews revealed a range of demands for pupils that had not before been recognized. The content for an ESP course based on the curriculum design model of Nation and Macalister in their book *Language Curriculum Design* was improved by focusing on both students' needs, learning styles, and perceptions as well as other stakeholders' expectations and views, and by strengthening the connection between the learner and the target workplace. Conclusions and recommendations are offered about the creation of a needs-based curriculum for vocational English courses in light of the study's findings.

Weiwei Zou (2017) According to the current state of domestic and international vocational English curriculum development, the "Work-style" curriculum of vocational English in higher vocational education is being developed and put into practice based on the "6P" Mode of practical training, which reflects the practicality, occupation, task, openness, and authenticity of the characteristics in the teaching.

3. VOCATIONAL ENGLISH MATERIALS DEVELOPMENT

The idea of requirements analysis or needs assessment, particularly in the context of ESP, is not new given the field's extensive history extending back to the 1970s and ongoing evolution. Prior to the 1970s, needs analyses were, in West's words (1994), "based on teacher intuitions and occasionally informal appraisals of students'

needs". Needs analysis is "an approach to teaching language in which all decisions as to content and manner are based on the learner's motivation for learning,".

A common misconception is that it is impossible to specify the needs of learners of General English, and there is also a dearth of literature on the actual mechanics of analyzing needs data in the context of General English. As a result, needs analysis is underrepresented in EGP and is more common in ESP. The use of requirements analysis in both EGP and ESP is emphasized in a recent study notwithstanding these objections. This implies that teachers typically start by asking, "Why do these learners need to study English?" while creating any English programs, including EGP and ESP. In summary, requirements analysis is a prerequisite for both EGP and ESP in order to determine the texts and tasks that learners must engage in.

4. CURRICULUM STRATEGIES FOR VOCATIONAL

1. Huxiang Craftsman Spirit

Huxiang craftsmen spirit at its core. Especially Wang Fuzhi's materialistic idea of "placing the Tao in the center of everything," the works and ideas of thinkers, doers, and revolutionaries arising in Hunan's historical culture are highly helpful in understanding the craftsman spirit of Hunan. The "Tao" in this context is understood to be the spirit of Huxiang craftspeople, and the "utensils" that support this spirit are all different sorts of traditional Huxiang abilities. The Huxiang craftsman spirit is practical but not illusory; with the support of various "tools," the spirit of Huxiang craftsmen is to strive perfection in order to build "Tao." These two ideas are perfectly in line with the practical and pioneering nature of Hunanese people.

2. Main Characteristics of Huxiang Craftsman Spirit in Higher Vocational EC Model

a system of instruction and subjects that prioritizes practical skill above academic understanding. The primary goal of English as a public basic course in higher vocational colleges is to help students master fundamental English knowledge and application skills, have some proficiency in "listening, speaking, reading, writing, and translating," and use the analytical method to evaluate their professional quality. This method is listed as a subject of learning English; Students must adhere to the standards of each module to organize their work and pick a learning strategy that suits their level of English proficiency if they wish to create their own learning plan based on their unique English learning circumstances; Before beginning various educational duties, self-evaluation must be done, and teachers must examine and appraise the competent students.

According to the demands of various firms and occupations, flexible teaching and scientific teaching management can highlight the needs of businesses as well as the participation and initiative of students throughout the entire English learning process. According to their English proficiency and academic standing, students can select the format and length of their education, including lectures, self-study, or group learning . so that the use method can be established and applied to courses with various levels. Without time restrictions, students are employed and recruited. Each student does not graduate at the same same moment. The Huxiang craftsmen's spirit must pervade the entire classroom in order to create the ideal EC.

3. Optimization Strategy of Higher Vocational EC Guided by Carrying Forward HS

The cultural setting is crucial as a setting for education. Teachers incorporate basic, general, and high-level teaching materials while incorporating the "craftsman spirit" into EC instruction. Teachers collaborate to develop modular courses and loose-leaf teaching resources, realize resource sharing, and promote the connection of English teaching among secondary vocational, higher vocational, and vocational college students.

4. Suggestions on Higher Vocational EC Model Based on Promoting HS

Reform Resources for teaching English: When teaching a language, instructional materials are crucial. They directly affect how exercises are organized and designed. In higher vocational colleges, there is no organized teaching resource for English teaching. The school produces the school-based curriculum of inheriting the Huxiang craftsman spirit based on the content of the teaching materials and the condition of the students when choosing the appropriate teaching materials. The craftsman spirit is infused into specific teaching in accordance with the actual circumstances of students' learning, on the theory of self-professional capacity growth .The time

it takes to learn English can be extended by incorporating the teaching of theoretical knowledge into the practice of skills.

This will also help to naturally extract theoretical knowledge for explanation in English practice and alleviate the monotony of earlier theoretical courses. The requirement of English teaching reform is to meet the demands of vocational education, use English as a potent tool to enhance students' all-around abilities, and carry forward the Huxiang craftsman spirit in order to improve students' practical use of English and lay a strong foundation for future employment and professional learning. Materials for teachers should contain only original content. Each school's major has certain criteria for instructional materials. It is important to adhere to the "practicality and sufficiency" approach. It is important to develop instructional materials that are tailored to the particular circumstances of each college in accordance with the various traits and requirements of various majors.

5. CONCLUSION

The purpose of this study was to get to some conclusions that could help in formulating a curriculum for the cabin services program's ESP classes. The results are shown here, together with an explanation of how they relate to the relevant study issues. The participants concur that English is required for the aviation industry, to begin with contextual problems surrounding the requirement and applications of English for students' future work domain. The investigations of Boran (1994), Diken (2006), Ulla which employed various target students in their studies, corroborate this conclusion. This discovery demonstrates the particular demands of certain students. The second discovery was that their most likely workplace will be an airport. In this regard, an ESP curriculum created especially for students in cabin services can include the language structures and vocabulary utilized in an airport setting. The inadequacies of the old curriculum have been as fully corrected as is practical. However, the new curriculum will have flaws, and as our knowledge and expertise in TVET and English Language Teaching grow and advance, they may become more obvious. After five years, the curriculum will be out of date and require revision. Every new curriculum document developed will have opportunity for improvement, so the revision process is essential. For professors who have only recently grown accustomed to the curriculum, this is difficult. Nevertheless, if vocational education in South Africa is to advance, they will need to learn and use the new one. It's possible that not all colleges and institutions can use the optimization techniques suggested in this research. More research is required on the integration of HS into higher vocational EC.

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