

LANGUAGE PLANNING AND ITS EFFECTS ON POSTFOUNDATION STUDENTS' PROFICIENCY IN INCLUSIVE VOCATIONAL TRAINING ENVIRONMENT

Dalinda Zghidi

Salalah Vocational College, Sultanate of Oman

ORCID iD: Dalinda Zghidi

 N/A

Abstract. *The aim of this study is to examine language planning and its potential impact on students' learning experiences in Omani vocational colleges that support inclusive learning environment in the context of English as Medium of Instruction (EMI). In particular, it focuses on the barriers to learning that Salalah Vocational College post foundation students experience when faced with studying technical English or English for vocational purpose (EVP). Data were gathered using a three-part questionnaire. The Statistical Package for Social Science (SPSS) was utilized for the statistical analysis, and a descriptive analysis was used to analyze the data. Based on quantitative data collected, post foundation students' opinion in Salalah Vocational College about EMI and EVP is negative. The study reveals that inadequate English language skills are a significant hindrance to understanding course content and acquiring marketable skills. Students prefer to learn in Arabic due to practical reasons, which calls for reconsideration of language planning policies in vocational institutions. Using the native language as the medium of instruction can help students understand the concepts and skills needed to prepare them for the labor market. By overcoming linguistic barriers, the scope for integrating a group of individuals with special needs becomes open. It also becomes conceivable to discuss inclusive education at vocational colleges. Such adjustments would more effectively enable the desired national growth.*

Key words: *language planning policy, English as medium of instruction, educational language policies, inclusive education, students' opinion*

1. INTRODUCTION

The primary goal of technical and vocational education is to give students skills and hands-on experience for them to secure jobs, start businesses and be productive members of society. While emphasizing the importance of technicians in sustaining national development, Professor James Flolu explains: "We want to enjoy electricity, we want water to flow through our taps, we want our telephones to work constantly... the question is where will the technicians who are in the majority of industries come from to provide these services. Without technicians and vocational skilled workers, the nation's development would come to a standstill" (as cited in Adogpa 2015, p. 2). Oman, like other nations, integrates Technical Vocational Education and Training into its economic framework,

Submitted March 7th, 2024, accepted for publication March 7th, 2024

Corresponding author: Dalinda Zghidi, Salalah Vocational College, Sultanate of Oman

E-mail: dalenda.zghidi@svc.edu.om

aiming to empower citizens and contribute to “Omanization” of vocational jobs (Al-Wahaybi and Goli, 2022). Vocational colleges in Oman, according to Minister Al Mahrooqi, align programs with regional demands and industry trends, playing a pivotal role in innovation and creativity (Plan to realize, 2022). With over 400 private institutions and eight vocational colleges, Oman seeks to meet the growing demand for skilled candidates in an expanding economy. The objective is to provide employable skills, enabling graduates to secure positions in government or private sectors or start their own businesses. However, despite these efforts, challenges persist. Practical skills acquired during training often do not align with market needs, as indicated by Ministry of Labor. Upon graduation, vocational students face significant challenges, as highlighted by Adogpa (2015). The first issue is unemployment, and even when they secure jobs, the pay is often inadequate, indicating a mismatch between acquired skills and market needs (Adogpa 2015). Currently, there exists a weak connection between industry and vocational education, leading to a lack of necessary abilities among graduates and difficulty in finding employment. Adogpa (2015) questions whether the challenges stem from concepts and knowledge or linguistic skills, emphasizing the need to prioritize either learning new skills or comprehending ideas in an inadequate language. Vocational students grapple with a language that is used “as a measure of their fate of progression to the next level” (Adogpa, 2015, p.2). To address this, a study at Salalah Vocational College investigates students’ perceptions, particularly focusing on linguistic challenges. The goal is to enhance vocational education quality by selecting a language that aids students in grasping concepts and acquiring technical skills, aligning with market demands. This study aims to pave the way for a positive trajectory and improve the overall learning experience at Salalah Vocational College.

2. BACKGROUND

As explained by Scatolini (2020), in Oman, English is the main language of instruction in most colleges and institutions of higher education. Consequently, high English proficiency is required for admission. Students take an English placement test, leading to placement in different levels of the English foundation program. The program lasts four trimesters with 20 hours per week, resulting in a diploma. English is the MI within the college, especially during practice and training. The college offers the Post Foundation Programme in Electrical Wiring, Electronics Engineering, and Business Studies, along with short courses in Cosmetology and programs for males in welding, mechanization, and automotive electrification. English and IT are part of the training, and exams for the program are conducted in English. Although not intended for international appeal or preparing for the global job market, most graduates are trained for employment within Oman. The use of English raises concerns about teacher proficiency, student understanding, and the potential impact on program quality and outcomes.

3. LITERATURE REVIEW

Many countries, including Oman, have realized the importance of providing skilled workers to meet local demands (Cochrane, 2009; Heckadon & Tuzlukova, 2021). This has led to the introduction of vocational education with the aim of producing graduates who can contribute to the workforce in areas such as plumbing, electronics, carpentry, welding, and

engine repair. To reduce youth unemployment and supply skilled workers, governments have enacted policies to emphasize vocational education. Reforms have been implemented in the curriculum, teaching methods, training strategies, and medium of instruction. There is an ongoing debate in Oman among academics and stakeholders about the use of English as the designated medium of instruction in vocational institutions. Al-Wahaybi and Goli (2022), state that “the students in vocational colleges must master English as an international language to communicate efficiently and effectively with the employers, employees, and customers in the vocational job arena” (p. 66). Consequently, English is regarded as a focal point in vocational colleges in Oman, mandated by the Oman Qualification Framework (QOF) regulations for graduates of vocational diploma programs. English proficiency is crucial for vocational graduates seeking good employment as it is seen as a gateway to academic and social success, influencing access to education and job opportunities. Vocational education must be tailored to meet local labor market demands and prepare students to enter the workforce. Language proficiency is the primary criterion to enter the job market and a critical factor for determining competency. Al-Issa and Al Bulushi (201) opine that English as a global language is extremely useful for several purposes. Al-Hinai (2018) assert that vocational students need a lot of technical lexis to express them. Graduates must have strong communication and presentation abilities in today’s competitive market. Similarly, scholars advocate the idea that vocational students must acquire technical lexis and oral presentation skills. Students should be able to tackle this issue and develop oral presentation skills. Marianthi and Charilaos (2018) maintain that “especially for vocational students, who are preparing to enter the workplace, English is considered very important as a lingua franca and a basic means of communication in the world market” (p.2). Widodo (2016) adds that English for Vocational Purpose (EVP) is a program “which equips students with English competence that supports their vocational expertise” (p.280). Thus, English language skills are essential for vocational students to learn. On the other hand, some experts in education disagree with this approach. They claim that most students in vocational colleges are low-achievers, making it difficult for them to master English and vocational skills. This has sparked a debate among experts, as some worry that emphasizing English may be unfair and act as a barrier to acquiring technical skills. Adogpa (2015) emphasizes that “technical and vocational trainers and trainees need a language that can best convey the instructional concepts. L1 brings about creativity, creativity brings success... What technical and vocational graduates need are skills that are self-fulfilling and not the grammar of an imposed language that inhibits technological advancement and national development” (p. 4). Due to language deficiencies, students experience second language anxiety and even academic stress, especially concerning the spoken aspect. The difficulties Omani students have in vocational education when English is the language of teaching in a non-English-speaking country need to be more studied, whereas this issue has been extensively researched in English-speaking nations; and it has been a major concern for researchers for years. Olson (2012) divides the causes of the nursing students’ frequent struggles into four categories, with “English language inadequacy” being the most significant of them (Rabea et al., 2018). Similarly, students in vocational programs at Salalah Vocational College often face language barriers in both general and technical English, hindering their academic progress. The question arises as to whether the main goal of vocational education is to produce qualified staff with practical skills or to graduate trainees with strong language abilities. This predicament leaves students unable to acquire either language or practical skills, especially considering that weaker students often choose vocational education. It is

twin difficulty that impedes vocational educational principal goal of supplying the job market with trained workers and reducing unemployment. Al-Mahrooqi & Denman (2018) contend that “while government policy and education institutions largely recognize the importance of English to Omani society, the country’s citizens are often reported as having low levels of English communicative competence” (p. 184). As a result, vocational college graduates have been characterized as having limited English skills to the extent that this negatively affects upon their levels of employability as highlighted by Al-Mahrooqi and Denman (2018) “lack of English proficiency and communicative competence is commonly cited as one of the major causes of the high levels of unemployment among Omani graduates” (p.1). According to Dilini and Sreemali (2020), vocational students in Oman often lack necessary English language skills for employment, limiting their job opportunities. This impacts Omanization policies that aim to replace foreign workers with nationals. Further research is urgently needed to identify practical solutions for vocational education. This study was conducted to comprehend Oman’s vocational education, specifically at Salalah Vocational College, and to address this problem. The focus of the research is to ask a key topic question in order to address this problem, and that is the focus of this research.

4. RESEARCH METHODOLOGY

The study aimed to address the following research questions:

1. Does vocational training lack high-quality training and a supportive learning environment? Or are the training concepts not fully grasped due to a language barrier?
2. Has the language policy in vocational training succeeded in providing qualified cadres to meet the needs of the labor market?

4.1. Research Instrument and Data Collection Method

The language policy in post-foundation and vocational training programs at Salalah Vocational College was investigated in a case study to determine its impact on students’ comprehension of concepts and acquisition of practical skills. According to (Dilini and Sreemali 2020), vocational students’ lack of vocational English-speaking skills limits their employment chances. Data were collected through a three-part questionnaire. The first part aimed to collect background information on linguistic challenges students face due to using English as a medium of instruction. The second part delved into students’ linguistic attitudes toward English. The third part explores the students’ assumptions about the importance of English for employment. It is a 9-item self-report questionnaire utilizing a Likert-type scale with scores ranging from 1 (strongly disagree) to 5 (strongly agree). The scale’s reliability in indicating consistency was assessed using Cronbach’s alpha, and statistical analysis was performed using the Statistical Package for Social Science (SPSS). A descriptive analysis was utilized to interpret the data. To enhance accessibility for respondents whose L1 is Arabic, the survey was orally translated. The researcher supervised the survey to prevent copying among respondents, and teachers did not intervene to maintain the objectivity of the responses. This methodological approach ensures a comprehensive exploration of students’ linguistic challenges and attitudes in an English-medium instruction setting.

4.1.1. Population and Sample

During data collection, a random sample of students from Salalah Vocational College in various vocational programs completed a survey. The programs included electrical wiring, electronic engineering, and business studies, with students from different levels. Out of 491 students, only 143 responded, resulting in a response rate of approximately 29.12%. Table 1 displays the demographic profile of the sample.

Table 1 Demographic attributes of respondents

Variable	Attribute	No. of Participants	Percentage %
		142	100.0%
specialization	Electronics	48	33.8%
	Electrical wiring	49	34.5%
	Business studies	45	31.7%

4.1.2. Reliability of the Instrument

The Statistical Package for Social Science (SPSS) was utilized for the statistical analysis. The reliability of the scale was tested using Cronbach's alpha.

Table 2 Students' responses

No of respondents	Q No	Questions	Mean	Std Deviation	Mode
128	1	I fully understand the course content taught in English only.	2.24	1.148	1.00
128	2	I find it easy to understand and answer the exam questions in English.	2.68	1.278	1.00
128	3	I sometimes cannot answer just because I don't understand the meaning of the question in English.	3.72	1.296	5.00
128	4	Studying my major in Arabic is better than in English.	4.21	1.133	5.00
128	5	I understand the subject matter more from an Arabic-speaking teacher.	4.25	.947	5.00
128	6	I use English in the daily conversations with my colleagues in the college premises.	2.15	1.118	1.00
128	7	English helps to get a job.	4.25	.947	5.00
128	8	I will use English after graduation when I set my own project.	2.67	1.184	1.00
128	9	I feel that English is a hindrance against getting a job after graduation	3.90	1.180	5.00

The analysis of the first axis of the questionnaire reveals that the primary challenge for post foundation students in Salalah Vocational College is associated with the instructional medium, hindering them from fully grasping the course and specialization materials. A

notable percentage of students struggle with understanding the training material due to language barriers (mean=2.24). A considerable number find it difficult to comprehend questions posed in English (mean=2.68). Particularly noteworthy is the observation that some students are unable to answer exam questions not because they lack the knowledge, but simply due to a lack of understanding of the questions presented in English (mean=3.72). This leads to two possible conclusions: either students can understand the curriculum but struggle with the meaning of English questions, or they resort to memorization as a strategy to pass exams. Consequently, post-foundation students encounter challenges in comprehending materials written in English, possibly due to a lack of proficiency in the language. Moreover, their reliance on memorization as a study method poses difficulties, as they may not fully grasp the technical language and struggle when faced with changes in question formats. The common belief that proficiency in English lesson content equates ease in understanding English-language questions may contribute to these challenges. The analysis of the second set of three questions in the questionnaire reveals important insights into students' linguistic attitudes towards English, forming a distinct axis of inquiry. Students express a strong preference for learning in their mother tongue (mean=4.21) and indicate a preference for teachers who speak their native language (mean=4.25). These preferences suggest that students believe learning in Arabic increases their likelihood of comprehending courses and training programs. The data raises questions about the effectiveness of the foundation program, considering that students spend significant time (three months for each of the four levels, averaging twenty hours per week) but still encounter difficulties. The challenge may stem from the language of instruction, prompting questions about the curriculum, duration of the foundation program, and other potential factors impacting knowledge acquisition and practical skill development. Question 6 provides insights into students' attitudes toward the second language (L2), revealing their reluctance to use English in either daily life or within the college environment, despite encouragement from instructors. This reluctance, even in English-speaking classrooms, poses a significant challenge and contributes to a negative attitude toward L2. This unfavorable perspective hampers students' mastery of English, a crucial requirement in the labor market. The analysis of the first and second axes of the questionnaire collectively suggests that the challenge may not stem from the quality of training or the overall environment. Instead, according to students' responses, the underlying issue seems to be the medium of instruction, with students studying in a language they do not fully comprehend. The final axis of the questionnaire focuses on students' perceptions of English and its importance in the workplace, with the responses to the last three questions revealing interesting insights. There appears to be a disconnect between graduates' willingness to use English after graduation and the prevailing belief that mastering a foreign language is essential for employment. The response to Question 8 indicates that graduates, especially those planning to launch private projects, are not interested in continuing to use English in their work after graduation. This seems reasonable, considering that these students are expected to be skilled workers launching small projects to serve the local community in Oman, particularly in the Dhofar region. Their belief that they will not need a foreign language for small projects aimed at the local community aligns with their future roles, such as opening a workshop for electronic machine repair or starting businesses like selling abayas, incense, cosmetics, or running a restaurant or sweets store. Questions 7 and 9 complement each other, emphasizing the importance of English in securing employment. Despite most students strongly agreeing (mean=4.25) that mastering English is crucial for

job opportunities (Question 7), a significant portion also feel that the English language can be a barrier to finding employment, particularly when communicating with company officials whose mother tongue is English (mean=3.9 for Question 9). This presents a paradox, as it might be more logical for the minority to speak the language of the majority, representing the actual citizens, rather than the opposite. In summary, the responses in this axis highlight the nuanced relationship between English proficiency and employment prospects, showcasing the complex interplay between language skills and practical skills in the workplace.

5. HOW ARE EASING LINGUISTIC CHALLENGES AND INCLUSION CORRELATED?

Population to Disability Ratio

	2003	2006	2009	2012
Population	*2,341,000	*2,577,000	*3,174,000	3,357,000
Growth Rate	NA	10.08 %	23.17%	NA
Annual Growth Rate	NA	3.36%	7.72%	**1.92%
No. of Disabled People	41,303	45,467	56,002	59,228

Source: *(Ministry of National Economy, 2010b), **United Nations, 2008

The table above illustrates that the population of individuals with special needs in Oman steadily increased between 2003 and 2012. In 2003, there were 40,303 people with disabilities, increasing to 59,228 by 2012. Integrating this group into vocational education is becoming necessary, as vocational education presents fewer obstacles to integration than regular university education. Integrating individuals with special needs into vocational education is challenging. However, it is feasible once the language barrier is resolved. Salalah Vocational College specializations like Cosmetology offers a pathway for inclusive education. Female students with speech and hearing impairments can be integrated into programs like hairdressing and esthetics, while males can enroll in welding, mechanization, and automotive electrification specialties. Integrating individuals with special needs aligns with vocational education primary goals, which can foster societal integration and break down barriers.

Distribution of disability by type in Oman

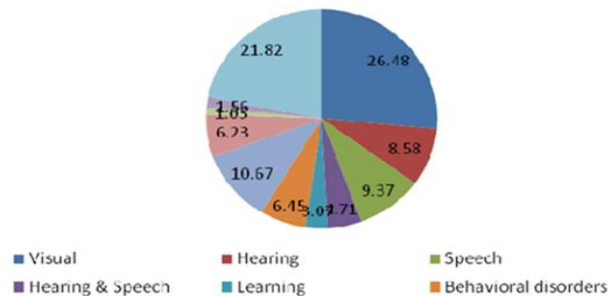


Fig. 1 Distribution of disability by title in Oman

The figure above shows the percentage of people with different disabilities. Speech or hearing disabilities affect around 22.66 percent of the disabled population in Oman,

9.37% having a speech disability, 8.58% experiencing hearing problems, and 4.71% having both speech and hearing difficulties. This constitutes approximately one-fifth of the impaired population. Integrating this group into vocational education could be a potential solution. The Ministry of Labour mandates that government and public sector employers must hire a minimum of 50 disabled individuals, constituting up to 2% of their workforce, with a disabled worker counting as two individuals toward Omanization quotas for the private sector. The government is committed to supporting disabled individuals in the workforce by using VE to refine their skills and meet labor market requirements. Legislation has been implemented to address their employment.

6. BENEFITS OF THE INCLUSION OF DISABLED PEOPLE INTO VOCATIONAL EDUCATION

Disability has been recognized as a major social issue internationally, and the World Health Organization (WHO) is putting together great efforts to assist countries in developing policies for people with disabilities, ensuring early identification and treatment, providing equal opportunities, and promoting rights of the disabled people” (Disability, n.d.). According to the German Federal Ministry for Economic Cooperation and Development (2006), “people with disabilities suffer from discrimination throughout the world, especially in the developing countries, and are frequently excluded from social, economic, and political processes in their societies. Disability was long considered an individual problem that was treated from a medical and charitable viewpoint, but neglected in terms of equal rights for disabled persons”. Students with speech and hearing impairments face challenges in transitioning into vocational education programs and achieving their professional goals. To facilitate their learning and development, vocational institutions may create an inclusive and supportive environment (Tuzlukova et al., 2023) by collaborating closely with organizations and students themselves. One solution is VE, which offers significant benefits for these students in various ways.

6.1. On the Personal Level

Participating in vocational education can bring about many personal advantages. Completing such a program can significantly boost students’ self-esteem and confidence as they acquire skills highly valued by employers. Vocational education also provides a platform for individuals with speech impairments to improve their communication skills, instilling confidence in their ability to interact effectively with colleagues, managers, and clients. Educational journey promotes independence, equipping students with disabilities with the knowledge and skills to foster greater self-reliance. Lastly, vocational education can pave the way for career growth, providing opportunities for individuals to advance within their chosen sector or explore related roles, contributing to their professional development and aspirations.

6.2. On the Social and Economic Level

Vocational education (VE) is highly beneficial for students with disabilities, providing them with strong interpersonal skills and valuable networks that foster social contacts, teamwork, and collaboration. VE also promotes workplace inclusivity and diversity, minimizing barriers for students with hearing and speaking difficulties and facilitating their

entry into chosen professions. Certain VE programs equip students with disabilities to manage their projects, encouraging entrepreneurship and freelance work. VE graduates are more likely to secure jobs and earn reasonable incomes, leading to economic independence and an improved quality of life. Beyond workforce success, VE champions inclusion, independence, and personal growth, contributing to a more empowered and inclusive society.

7. DISCUSSION AND LIMITATIONS

The English language presents a challenge to Salalah Vocational College's post foundation students, hindering their understanding of lessons and exam questions. Although the students are well-prepared with terminology memorization, they struggle to comprehend instructions and may fail to answer exam questions. Teachers must intervene to clarify questions for them so that they could answer with ease. The issue is not with students' comprehension abilities, but with the language as an impenetrable barrier to understanding. The use of EMI is a major factor contributing to academic failure for post-foundation program students at Salalah Vocational College. The language issue obstructs understanding, passing exams, finding employment, and inclusion. The issue is worsened by having the students doing assignments in a language they are not proficient in. A study carried by Al-Wahaybi & Goli (2022) supports this finding. The researchers claim that "EVP teachers' perception and students' perception of the acquisition of vocational English knowledge is encouraging and positive" (p.71). However, according to Al-Wahaybi & Goli (2022), "some expressed difficulties and challenges in teaching and learning vocational English. The negative perceptions outweigh the positive perceptions as per the study" (p.71). The students' inability to learn English, the language used for teaching and learning, hindered their ability to acquire practical skills and enter the job market. This raises several questions. Is the defect in training per se or in language formation? Or in both? Is the ability to communicate in another language the most crucial skill for the job market? Is linguistic proficiency a gauge of economic prosperity? As stated by (Al-Whaybi and Goli 2022, p 66) "The accelerated economic growth demands the need for qualified vocational aspirants who are well-versed in vocational English, i.e., English for Vocational Purposes (EVP). The students in vocational colleges must master English as an international language to communicate efficiently and effectively with the employers, employees, and customers in the vocational job arena." The study is a critical perspective on the language requirements in Gulf nations like Oman, where fluency in English is mandatory for employment opportunities within their own country. This dilemma affects vocational graduates whose mastery of vocational skills is not enough to secure jobs without English proficiency. This raises questions about the fundamental purpose of vocational education, whether it aims to train professional cadres or workers proficient in English. The paper also questions the relevance of English for business studies students creating ventures to meet local needs. An answer to these questions is summarized by Adogpa (2015), stating that "technical and vocational education needs a new face. A face that can ease the mind of the learner from linguistic harassment, an L1 as a medium of instruction to enable learners grasp concepts properly and acquire skills that can match the job market" (p.5). In summary, the language policy and English as a medium of instruction could pose potential issues for vocational institutions that provide hands-on training in businesses. This heavy reliance on English may cause difficulty in

understanding and applying concepts, leading to a crisis. Short course students may also face challenges as they require passing English language tests to receive certificates. This poses a dilemma for deaf and mute individuals and renders the notion of inclusion meaningless. English acts as a barrier not only to comprehending course material but also to post-foundation students at Salalah Vocational College in their pursuit of employment. The study's findings may not apply to other situations due to flaws. The limited setting and sampling of the study, which only included one vocational college out of eight and 128 post foundation students, could affect the results if the research were conducted in other vocational colleges.

8. RECOMMENDATIONS

Based on the study's findings, vocational education needs a fundamental change. Arabic should become the primary language for instruction in vocational colleges, while English should only be taught as a foreign language in the foundation program. High-quality vocational education must be delivered in the native language with a focus on practical training to enable students to gain in-depth knowledge in their subjects and practical vocational skills. This approach aligns with modernization objectives of countries like Oman. Additionally, groups for disabled individuals whose disabilities align with vocational education requirements should be formed to ensure their integration into society and active participation in the economic cycle.

9. CONCLUSION

The study conducted at Salalah Vocational College examined the effectiveness of using EMI at the post-foundation stage. The study investigated if students benefited from learning English both knowledge-wise and for job prospects. The results were contradictory. Firstly, language proved to be challenging, hindering the acquisition of practical skills and inclusion of disabled students. Secondly, despite a lack of need for the language, it has become a criterion for recruitment and entering the labor market. Further research is necessary to understand these academic challenges and the importance of vocational education in resolving unemployment and contributing to economic growth.

REFERENCES

- Adogpa, J. (2015). Technical-vocational education and language policy in Ghana. *International Journal of Educational Administration and Policy Studies*, 7(1), 1-5, Retrieved January 15, 2024, from www.academicjournals.org.
- Al-Balushi, T., Al-Badi, A. H., & Ali, S. (2011). Prevalence of disability in Oman: statistics and challenges. *Canadian Journal of Applied Sciences*, 1(3), 81-96.
- Al-Hinai, I. (2018). The Omani technical students' knowledge of English for specific purposes (ESP) lexis and their attitudes towards learning ESP. *Sino-US English Teaching*, 15(10), 583-512. doi:10.17265/1539-8072/2018.10.004.
- Al-Issa, A.S., Al-Bulushi, A.H. (2012). English language teaching reform in Sultanate of Oman: The case of theory and practice disparity. *Educational Research for Policy and Practice*, 11, 141-176. <https://doi.org/10.1007/s10671-011-9110-0>

- Al-Mahrooqi, R., & Denman, C. (2018). English language proficiency and communicative competence in Oman: Implications for employability and sustainable development. *English Language Education* (pp. 181-193). (English Language Education; Vol. 15). Springer Science and Business Media B.V. https://doi.org/10.1007/978-981-13-0265-7_11
- Al-Wahaybi, R. & Goli, B. (2022). EVP teachers' and students' perceptions on teaching technical presentation skills for the workshop students in the specialization programs in vocational colleges in the Sultanate of Oman. *International Journal of English and Studies (IJOES)*, 4(7), 65-78. Retrieved January 3, 2024, from [https://www.ijoes.in/papers/v4i7/10.IJOES-O1N2\(65-78\)%20\(1\).pdf](https://www.ijoes.in/papers/v4i7/10.IJOES-O1N2(65-78)%20(1).pdf).
- Cochrane, T.A. (2009) Enhancing oral presentation skills of engineering students: Technology to the rescue with the Virtual-i Presenter (ViP). Austin, Texas: 2009 American Society for Engineering Education Annual Conference and Exposition (ASEE 2009), 14-17 Jun 2009. <https://hdl.handle.net/10092/17651>.
- Dilini, L. R & Sreemali, M. H (2020). A needs analysis on the language skills required by the industry from vocational graduates. *Sri Lanka Journal of Social Sciences*, 43 (2), 85-98 DOI: <https://dx.doi.org/10.4038/sljss.v43i2.7932>.
- Disability (n.d.). Retrieved January 1, 2024, from https://www.who.int/health-topics/disability#tab=tab_1.
- Doiz, A., Lasagabaster, D., & Sierra, D. (Eds.) (2012). *English-medium instruction at universities: Global challenges*. Multilingual Matters: Bristol, UK.
- Findlow, S. (2006) Higher education and linguistic dualism in the Arab Gulf. *British Journal of Sociology of Education*, 27(1), 19-36, DOI: 10.1080/01425690500376754.
- Heckadon, P. & Tuzlukova, V. (2021). Becoming a business writer: Omani ESP students' self-perceived challenges, needs and wants. *Journal of Teaching English for Specific and Academic Purposes (ESPEAP)*, 9(4), 753-764. Retrieved December 15, 2023, from <http://espeap.junis.ni.ac.rs/index.php/espeap/article/view/1170>.
- Marianthi, B. & Charilaos, T. (2018). Let's go... kahooting - Teachers' views on C.R.S. for teaching purposes. In: *Teaching and learning in a digital world* (pp.563-571). Doi: 10.1007/978-3-319-73210-7_66.
- Olson M. A. (2012). English-as-a-second language (ESL) nursing student success: A critical review of the literature. *J Cult Divers*, 19(1), 26-32.
- Plan to develop vocational colleges to realize Vision 2040 (2022). Oman Observer, <https://www.omobserver.com/article/1116015/oman/education/plan-to-develop-vocational-colleges-to-realise-vision-2040>
- Rabea, R., Hussein, A., Al- Mahmadi, N., & Al- Nawafleh, A. (n.d.). English language challenges among students of Al-Hussein Bin Talal University. Research Gate. Retrieved July 7, 2018, from https://www.researchgate.net/publication/326544485_English_Language_Challenges_among_Students_of
- Scatolini, S. (2020). Perceptions of English as a medium of instruction (EMI) in Oman. In: *Education and Society in the Middle East and North Africa: English, citizenship and peace education* (pp.117-138). Cambridge Scholars.
- Tuzlukova, V., Al Siyabi, J., Al Kaabi, K. & Hadra, M. (2023). Established practices, challenges and achievements in creating inclusive English language classrooms in Oman's institutions of higher education. *Journal of Teaching English for Specific and Academic Purposes (ESPEAP)*, 11(2), 329-339.
- Widodo, H. (2016). Teaching English for specific purposes (ESP): English for vocational purposes (EVP). *English Language Teaching Today: Linking Theory and Practice*, 277-291.

APPENDIX

url: https://docs.google.com/document/d/1i8nj_qlj6qduhglzlkopdtbg-btz9zl/edit?usp=drive_link&oid=112935365100043932231&rtpof=true&sd=true