IDENTIFICATION OF ENGLISH LANGUAGE NEEDS IN THE AUTOMOTIVE SERVICING INDUSTRY: BASIS FOR INSTRUCTIONAL MATERIALS DEVELOPMENT

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Completed 2017

ABSTRACT

This research is designed to address the deficit in knowledge regarding the English language needs of the automotive servicing industry, including the lack of data about specific language skills in delivering service in the automotive industry. Descriptive method was used involving 30 industry practitioners (i.e. TESDA assessors, auto mechanics) using a researcher-made English language needs analysis questionnaire. Findings reveal that the listening skill is the most important skill among the macro skills in the industry, comprehension on following directions on manuals and workplace documents are the most needed reading skills, cohesion and coherence in writing is important in the industry, social communication skills such as negotiating with clients and facilitating discussions are most needed speaking skills, and understanding and evaluating visual information are most needed in terms of viewing skill. Instructional materials and activities should be designed according to the identified language needs. Senior high school language teachers handling TVL students should conduct needs analysis to contextualize instruction. Furthermore, this study should be duplicated in other TVL strands to identify the language needs of other industries to keep the education sector abreast with the demands of the industries.

ACKNOWLEDGMENT

CHAPTER I

THE PROBLEM AND RELATED LITERATURE

Introduction

English has been granted the privilege of becoming the international language of communication in industries that have gone global. Its acquisition can ensure that prospects for job, travel, higher education, and an even better life are available (McKay, 2002). English is not just a subject studied in school; it is also a talent that calls for extensive subject-matter expertise. Due to the necessity of English, students ideally should have high levels of proficiency in everyday English conversation (Chen, 2016).

The provided English classes in the current Senior High School curriculum, particularly in the Technical Vocational and Livelihood Track, are not tailored to meet the linguistic requirements of each TVL strand (e.g., automotive servicing, housekeeping, etc.). Additionally, as the senior high school program strives to develop students who are prepared for the world of labor, business, and higher education, learners need additional career-oriented English abilities to meet industry standards. Thus, contextualized English instruction is essential. Such students must acquire as much knowledge as possible on their target situation and most importantly, develop their English language skills according to the prescribed standards of the target industry (Chen and Chang, 2016).

Hence, developing the English language skills of students in Senior High School (Technical – Vocational Livelihood Track), specifically the Automotive Servicing Strand, is crucial to succeed in their chosen industry where English is the language of both oral and written communication. The aptitude of the students to communicate effectively, in oral and written contexts, and to comprehend texts, graphical representations, and audio are indispensable prerequisites to survive in the industry they have chosen after finishing the Senior High School Program.

This study intends to identify the English language demands in the automotive servicing sector in order to fill the gap between the English skill requirements of the automotive industry and the current English skill level of Senior High School students. To help develop industry-based teaching materials for the automotive servicing students of Quezon High School - PNHS Annex, this study specifically intends to profile the macro skills and their micro skills most relevant in the automobile servicing business.

Literature Review

English for Specific Purposes

Hutchinson and Waters (1987) claim that the radical scientific, technological, and economic activities that followed the Second World War and the Oil Crisis of the 1970s were the catalysts for the development of ESP. These events encouraged numerous individuals to learn English for purposes other than merely pleasure and prestige.

Johns and Dudley-Evans (1993) suggest the broad description offered by Strevens in an effort to develop an appropriate definition of ESP (1988). This definition states that English for Specific Purposes (ESP) is the foundation for the wide categorizations of numerous English for Academic Purposes (EAP), which include English for Science and Technology (EST), English for Occupational Purposes (EOP), and English for Vocational Purposes (EVP). Second, Strevens outlines ESP and some of its potential traits. He distinguishes between "two changeable features" and "four absolute traits". In contrast to "generic English," the former is related to "syntax, lexis, discourse, semantics, etc., activities," and they match the learner's recognized needs, the topics being studied, and the content to be taught (Johns and Dudley-Evans, 1993), and finally discourse. In fact, these are essential characteristics for classifying such a process as ESP. However, the later traits are those that, depending on the circumstance, may or may not be a part of the entire process. First, they involve teaching ESP without according to any established technique because it might not be acceptable in some circumstances, and second, they involve limiting the teaching of the skill or talents to be learnt. Briefly saying, these characteristics can be considered as the necessary criteria for the fulfillment of ESP teaching which focuses on the learner's need seeking for successful learning and without wasting time.

Hutchinson and Waters (1987) proposed the following description of ESP: "ESP is an approach to language teaching in which all decisions regarding the technique and content are based on the learner's motive

for learning." It is unclear where ESP classes end and standard English courses start, according to Anthony (1997). Many non-specialist ESL teachers adopt an ESP approach because their syllabi are built on analyses of student needs and their own in-depth understanding of using English for real conversation.

Additionally, Hutchinson and Waters (1987) propose psychology as the final cause of the creation of ESP rather than linguistics since ESP capitalizes on the learners' unique language needs. More emphasis was placed on how language is acquired by learners and how language is acquired differently rather than only concentrating on the technique of language delivery. This supports the use of needs analysis to pinpoint the precise language requirements pertinent to the interests of the learners. What makes an ESP course highly specialized than the general English subject is that it centers on the analysis on learners' needs (Basturkmen, 2010). However, as Long (2005) notes that while English language curriculum producers invest significant financial resources in creating their curricula, they frequently overlook the requirements analysis process, which is regarded as a key component in creating any language curriculum.

Needs Analysis

Needs analysis is thought to be the primary force behind the creation of ESP curricula. Needs analysis, as used in the context of language program design, refers to a variety of techniques for locating, validating, and ranking needs. Further, Brown (2016) defines needs analysis as "the activities involved in acquiring information that will

serve as the basis for building a curriculum that will suit the learning needs of a particular set of learners,". Additionally, according to Ellis and Johnson (2008), conducting a needs analysis is a way to identify and describe a learner's (or a group of learners') needs. Their definition of needs analysis is essentially identical to Brown's. As a result, the objectives of a needs analysis are to identify the purposes for which learners intend to use a language as well as their current level of proficiency. It is also vital to collect data about the course materials.

According to Richards (2008), conducting a needs analysis is a prerequisite for fact-finding, which entails gathering information from a variety of sources, such as information about the learners, the materials, and so forth. In Westerfield's view, "the ESP practitioner does his/her best to learn information about the needs of the sponsor organization, the requirements and wants of the learner, and the context in which the learning will take place throughout the needs assessment process. This will involve conducting a Target Situation Analysis (what does the learner need to be able to do with the language in the future), a Present Situation Analysis (what can the learner do with the language now), and a Context Analysis (what is the environment in which the learning will take place)".

The aforementioned explanation makes it clear that target situation analysis, present situation analysis, and context analysis are the three domains in which needs analysis research may be undertaken. By "considering both qualitative and quantitative information based on surveys, tests, interviews, and observations," these can be accomplished. The ultimate goal of needs analysis is to design a curriculum and develop appropriate teaching techniques, as view, *"The results of needs analysis can be used to*

determine a syllabus and suitable teaching techniques". This is necessary because *"…in a learner-centered classroom, key decisions about what will be taught, how it will be taught, when it will be taught, and how it will be assessed will be made with reference to the learner. Information from learners, and where feasible, from learners, will be used to answer the key questions of what, how, when, and how well"*.

The needs analysis will enable the researcher to pinpoint the linguistic abilities that students studying automotive servicing are most in need of, which will serve as the foundation for generating industry-based instructional materials.

Research Question

This study aimed to pinpoint language skill requirements based on the perceptions of automotive servicing industry practitioners. To do so, this research investigated the following:

1. What are the specific English language needs demanded by the Automotive Servicing industry in terms of:

      1.1   Reading skill;

      1.2   Writing skill;

      1.3   Listening skill;

      1.4   Speaking skill;

      1.5   Viewing skill?

Scope and Limitation

The goal of the research is to pinpoint the precise requirements and needs of the professionals in the automotive servicing sector, which will serve as the foundation for the development of industry-based instructional materials for the senior high school curriculum.

This study has limitations in terms of its scope and special circumstances. The study's subject matter is limited to a select group of local professionals working in the car servicing sector. As a result, it's possible that the research's conclusions can't be applied to populations in other places.

The results of the research are also still open to revision and validation through additional investigation and testing. To further validate the results of this study, it is advised that future researchers collaborate on a broader scale with other partner industries.

CHAPTER 2

METHODS

In this part, the researcher describes the methods used specifically the sampling method and respondents and the data gathering procedure.

Sample

This study involved 30 automotive servicing industry practitioner-respondents of both Panabo City and Davao City, namely, Panabo City Engineer's Motor Pool, Davao City Engineer's Motor Pool, Astrobuilt Construction and Development Company, Toyozu Technical School Foundation, Inc., Banawe All-Auto Parts and Valiant Technical Institute and Assessment Center. These respondents include TESDA Assessors and automotive mechanics. The respondents were randomly selected. Table 1 shows the distribution of the respondents in terms of institution and company.

Table 1. Distribution of respondents

Institution	Number of respondents
Davao City Engineer's Motor Pool	5
Panabo City Engineer's Motor Pool	5
Toyozu Technical School Foundation, Inc.	5
Astrobuilt Construction and Development Company	5
Valiant Technical Institute and Assessment Center	5
Banawe All-Auto Parts	5
Total	**30**

Data Collection

The following procedures were used to collect the data:

Creation of research instrument. The questionnaire used in this study was a researcher-made. It was presented to the panel of experts for validation. Three sections made up the inquiry on language requirements for the automotive servicing sector. The purpose of the first section was to gather some basic background data on the respondents. The questionnaire included a section that was intended to cover classroom activities in an English classroom. The third section of the survey asks respondents to rank their proficiency in 50 English language abilities that are connected to the five macro-skills of reading, writing, listening, speaking, and viewing on a 5-point Likert scale: (1) Exceptionally Unimportant, (2) Unimportant, (3) Neutral, (4) Important, and (5) Exceptionally Important.

Establishment of the questionnaire's reliability. After being validated by the specialists, the researcher's created questionnaire underwent a pilot test. Cronbach's Alpha was used to determine reliability. Values that are closer to 1 show that the test items are very reliable (Vanderstoep and Johnston, 2009).

Table 2. Questionnaire's reliability

Cronbach's Alpha	Number of items
.944	50

***.944** signifies that all items are reliable*

Administration of the questionnaire to the industry-practitioner-respondents. The 50 – item needs analysis questionnaire was personally administered to the industry-practitioner-respondents from Davao City Engineer's Motor Pool, Panabo City Engineer's Motor Pool, Toyozu Technical School Foundation, Inc., Astrobuilt Construction and Development Company, Valiant Technical Institute and Assessment Center, and Banawe All-Auto Parts.

Retrieval, tabulation, and recording of the data in the master data sheet. The researcher collected, tabulated, and recorded the data in the master data sheet once the respondents had finished the questionnaire in preparation for the statistical treatment.

Data Analysis

The data were analyzed using the following statistics:

The descriptive analysis, such as the mean score, was used to determine specific language needs needed in the automotive servicing industry.

CHAPTER 3

RESULTS AND DISCUSSION

This part of the paper deals with the results which are presented and discussed under the following subhead: (1)English language needs as perceived by automotive servicing industry practitioners in terms of (a) reading skill, (b) writing skill, (c) listening skill, (d) speaking skill, and (e) viewing skill.

Profile of English language needs as perceived by the Automotive servicing industry practitioners

In order to create industry-based instructional materials for the automotive servicing strand, this study looked into the most important English language needs in the automotive sector. Table 3 shows the overall most important English language skill in an automotive servicing workplace.

Table 3. Degree of importance of English language skills as perceived by automotive servicing industry practitioners

Item No.	Skills Needed	Item Mean	Descriptive Equivalent
1	Reading skill	3.82	Important
2	Writing skill	3.76	Important
3	Listening skill	**3.98**	Important
4	Speaking skill	3.92	Important
5	Viewing skill	3.95	Important

Scale: 1.00 – 1.80 *Exceptionally unimportant*
1.6 – 2.60 *Unimportant*
2.61 – 3.40 *Neutral*
3.41 – 4.20 *Important*
4.21 – 5.00 *Exceptionally important*

The current study proposes that the skills: listening, speaking, and the new addition to language skill, viewing, should also be given equal emphasis, in particular in the automotive servicing strand of the

senior high school curriculum. The current high school curriculum places greater emphasis on reading comprehension of various texts, writing and composition, which are all in support of the development of critical and creative thinking (K-12 Toolkit).

As Table 3 shows, automotive servicing industry practitioners perceived all language skills as important. However, it is good to note that among the language skills, the listening skill (M=3.98) ranked first, followed by the viewing skill (M = 3.95), speaking skill (M = 3.92), reading skill (M = 3.82), and writing skill (M = 3.76).

This suggests that there is a discrepancy between what the automotive servicing industry actually needs and what the current curriculum instruction emphasizes in terms of language skills.

Thus, instructional materials and activities to be crafted based on these results should put more emphasis on the development of the students' listening, speaking, and viewing skills within the context of the automotive servicing industry. However, both reading and writing skills will still be incorporated, but with much accent on industry-related contexts.

Table 4 shows the degree of importance of reading subskills. It was already established that the reading skill was accorded greater emphasis than the other macro skills (K-12 Toolkit), however, in the current study, though it is still thought to be important in the automotive servicing industry (M=3.82), it ranked second to the last among the macro skills most needed in the automotive servicing industry.

Table 4. Degree of importance of the Reading subskills

Item No.	Item Description	Item Mean	Descriptive Equivalent
1	Identify similar ideas in automotive industry related texts	3.77	Important
2	Identify contrasting ideas in automotive industry related texts	3.77	Important
3	Draw conclusions from research articles and automotive industry related texts	3.77	Important
4	Read to follow instructions in manuals	**4.17**	Important
5	Derive meaning of unfamiliar terms in automotive industry related texts	**3.87**	Important
6	Identify details and facts from automotive industry related texts	3.70	Important
7	Read to generate conclusions from automotive industry related texts	3.73	Important
8	Point out implications of automotive industry related investigations	3.83	Important
9	Infer context that is not explicit by using world knowledge	3.60	Important
10	Read to understand workplace documents	**4.00**	Important

Scale: *1.00 – 1.80 Exceptionally unimportant   1.81– 2.60 Unimportant*
3.41 – 4.20 Important   4.21 – 5.00 Exceptionally important
2.61 – 3.40 Neutral

In terms of the reading subskill, all of the items were deemed important by automotive servicing industry practitioners as shown in Table 4. However, it is best to notice that the subskill, *read to follow instructions in manual (M= 4.17),* ranked first among all the other subskills, followed by *read to understand workplace documents (M=4.00).* This strongly suggests that reading comprehension should still be given importance, giving much emphasis on work-related texts. The study also demonstrates that reading operating manuals is a major

part of the automotive maintenance sector and that students should ideally learn the syntactic skill of using imperative verbs and transition phrases.

In addition, the subskill, *derive meaning of unfamiliar terms in automotive servicing industry related texts (M=3.87),* ranked as third most needed reading subskill. This implies that senior high school students should have rich industry-based vocabulary. To do so, selected industry-based reading materials should possess a rich amount of vocabulary. More importantly, vocabulary building activities should be incorporated in reading activities and students should be introduced to the industry jargon.

On the other hand, the remaining reading subskills: *point out implications (M=3.83), identify similar ideas and contrasting ideas in automotive servicing related texts (M = 3.77), draw conclusions (M=77), identify details and facts (M=3.70), and infer context that is not explicit (M = 3.60)* all direct to the ability to comprehend texts critically. These subskills were all identified as important in the automotive servicing industry. Hence, developing students' reading comprehension is still vital for their success in the workplace. Still, the selection of reading materials should be rigorously screened and should be based in the automotive servicing industry to achieve authenticity.

In summary, the following are the specific needs of the automotive servicing industry in terms of reading skill:

(a) ability to critically comprehend instructions;

(b) workplace documents; and

(c) automotive servicing industry related texts.

For writing skills, Table 5 presents in detail the degree of importance of its subskills. It should be noted that the writing skill was the least significant of the other macro skills needed in the automotive industry, despite the fact that the industry still saw it as important (M=3.76).

Table 5. Degree of the importance of the Writing subskills

Item No.	Item Description	Item Mean	Descriptive Equivalent
1	Write reports	3.73	Important
2	Develop outlines for reports	3.60	Important
3	Define technical terms in writing paragraphs	3.60	Important
4	Write procedures of industry-related problem solving cases (i.e. troubleshooting engines)	**4.07**	Important
5	Use acceptable grammatical systems in written discourse	3.67	Important
6	Organize ideas into graphical presentations	3.63	Important
7	Summarize data gathered from activities	**3.80**	Important
8	Write description of tools and materials used	**4.10**	Important
9	Use discourse markers in written discourse	3.67	Important
10	Complete written workplace documents	**3.80**	Important

Scale: *1.00 – 1.80 Exceptionally unimportant*   *1.81– 2.60 Unimportant*
       3.41 – 4.20 Important   *4.21 – 5.00 Exceptionally important*
       2.61 – 3.40 Neutral

Based on Table 4, all of the writing sub-skills were still perceived *important* by the automotive servicing industry practitioners (M = 3.60 to M = 4.10). Also, it is noticeable that the sub-skill: *writing description*

of tools and materials used, ranked as the most needed sub-skill in writing for the automotive industry (M = 4.10). This implies that senior high school students who are taking automotive servicing should have a grasp on the basics of descriptive writing. To do so, students should not only have rich vocabulary, as emphasized also in the reading subskill: *derive meaning from unfamiliar terms,* but more importantly, students should be able to select vivid adjectives and be able to distinguish shades of meaning among closely related adjectives to enhance their writing.

Additionally, the sub-skill: *writing procedures of industry-related problem solving cases (i.e. troubleshooting engines),* ranked second as the most needed writing skill in the automotive servicing industry (M = 4.07). Similar to the reading subskill: *read to follow directions,* this writing subskill also requires senior high school students that they should be able to distinguish and use discourse markers or transition words.

On the other hand, the sub-skills: *completing written workplace documents and summarizing data gathered from workplace activities* (M = 3.80), *write reports (M = 3.73), use acceptable grammatical systems and discourse markers (M=3.67), organize ideas into graphical representations (M=3.63), develop outlines and define technical terms in writing paragraphs (M=3.60)* were also deemed important. These writing subskills are all attuned to writing for the workplace. This postulates that there is really a need to train students with authentic workplace written communication. This may be in the shape of short forms such

as incident reports, minutes, business letters, and filling out information in documents. In addition, writing for a specific context should be emphasized, in this case, the automotive servicing industry.

In summary, though writing skill is the least needed macro skill in the automotive servicing industry, the following subskills were identified as important in terms of writing skill in the said industry:

(a) write to describe materials and procedures used in industry-related problem-solving cases; and

(b) write for workplace communication.

Listening occupies about 45% of the time adults spend in communication. This is significantly more than speaking, which accounts for 30%, and reading and writing, which make 16% and 9% respectively (Mendelsohn, 1994). Yet, the status quo puts much weight on reading and writing in the high school curriculum (K to 12 Toolkit). This supports the study's advances that the listening skill is the most needed among other macro skills in the automotive servicing industry (M=3.98). In terms of the listening skill, Table 6 illustrates the degree of importance of its subskills.

Two of its subskills, *listen to follow workplace safety requirements (M = 4.27) and listening to ask questions (M= 4.23)* were considered both exceptionally important. This is followed by the subskills: *listen to trace the flow of discussions* (M = 4.17) and *listen to follow stages in a process* (M = 4.10).

Table 6. Degree of the importance of the Listening subskills

Item No.	Item Description	Item Mean	Descriptive Equivalent
1	Listen to ask questions	**4.23**	Exceptionally Important
2	Listen to trace the flow of discussions	**4.17**	Important
3	Listen to follow workplace safety requirements	**4.27**	Exceptionally Important
4	Listen to answer the questions raised	3.87	Important
5	Listen to follow stages in a process	4.10	Important
6	Distinguish between major and minor ideas during discussions	3.80	Important
7	Carry out verbal instructions from supervisors and others	3.93	Important
8	Infer links and connections between events	3.83	Important
9	Identify purpose and scope of discussions	3.80	Important
10	Deduce meanings of words from oral discussions	3.83	Important

Scale: 1.00 – 1.80 *Exceptionally unimportant* 1.81– 2.60 *Unimportant*
3.41 – 4.20 *Important* 4.21 – 5.00 *Exceptionally important*
2.61 – 3.40 *Neutral*

Also, the subskills: *carry out verbal instructions listened from supervisors* (3.93), *listen to answer questions raised* (M = 3.87), *infer links and connections between events and deduce meanings of words from oral discussions* (M = 3.83), *distinguish major and minor ideas and identify purpose and scope of discussions* (M = 3.80) were all believed to be important listening skills in the automotive servicing industry.

It can be inferred that all of these subskills refer to listening comprehension skills. According to Kaus and Lee (2006), one of the key qualities that employers look for in candidates is the ability to listen.

According to Osada (2004), listening is not a crucial skill for teachers or students, because students just learn to listen, not to understand what they are hearing. Consequently, despite being the most important macro skill in the field, particularly in the automotive maintenance industry, it continues to be the most underappreciated area of language training.

Additionally, this study suggests that when creating training materials for the automobile industry, listening comprehension exercises must to be included. These exercises involve listening techniques like the initial cognitive strategy. This relates to one's capacity to comprehend language input and gather information; examples include anticipating content through questioning and inferring word meanings from spoken conversations. Second, students need to learn how to use metacognitive strategies, which involve being aware while carefully reading or listening to text. This technique explains how to keep track of data gathered during the listening phase (Holden, 2004).

Finally, the socio-affective listening comprehension method should be taught to students. This was described by Vandergrift (2003) as the technique listeners use to cooperate with others, to confirm understanding, and to guarantee favorable reactions. This is important since automotive service technicians and mechanics spend time interacting with clients, who may be local residents or visitors, in addition to their coworkers. Hence, the listening skill should be given an equal footing along with other macro skills in language teaching

since it is the most needed skill in the industry, in this context, the automotive servicing industry.

Similar to listening skill, speaking skill was also deemed important in the automotive servicing industry (M=3.92). Presented in Table 7 is the degree of importance of speaking subskills.

Table 7. Degree of importance of Speaking subskills

Item No.	Item Description	Item Mean	Descriptive Equivalent
1	Speak to describe processes/procedures in automotive servicing	**4.10**	Important
2	Give directions during automotive servicing workshops	**4.27**	Exceptionally Important
3	Explaining terms in automotive servicing vocabulary to clients	3.93	Important
4	Facilitate discussions in workplace procedures	3.77	Important
5	Share work-related information to other team members	**4.03**	Important
6	Give and receive feedback from clients	3.97	Important
7	Use appropriate registers and conventions in telephone conversations	**4.00**	Important
8	Ask and answer queries to clients	3.83	Important
9	Use facial features and body language, along with verbal language to convey meaning	3.57	Important
10	Use negotiating skills during discussions	3.73	Important

Scale: *1.00 – 1.80 Exceptionally unimportant*   *1.81– 2.60 Unimportant*
         3.41 – 4.20 Important   *4.21 – 5.00 Exceptionally important*
         2.61 – 3.40 Neutral

The table shows that all of the speaking subskills are all important in the automotive servicing industry, however, the subskill,

give directions during automotive servicing workshops (M=4.27) indicates that it is exceptionally important. This is followed by the subskill, *speak to describe processes and procedures in automotive servicing* (M = 4.10). The vocabulary of these scenarios is rarely taught to pupils in context at school, despite the fact that the car servicing sector recognizes these abilities as crucial and necessary. Thus, in order for students to be prepared for the workplace, there is a real need to teach them how to talk in context.

Industry practitioners' feedback suggests that they place considerable importance on collaborative work and frequent discussions in the form of *sharing work-related information with other members* (M = 4.03), *using appropriate registers and conventions in telephone conversations* (M = 4.00), *giving and receiving feedback from clients* (M = 3.97), *explaining terms in automotive servicing to clients* (M = 3.93), *asking and answering queries to clients* (M = 3.83), *facilitating discussions* (M = 3.77), *using negotiation skills* (M = 3.73). This finding can be linked to the study of Thomas (2007) which states that the functional nature of organizations shifts as work becomes more customer focused.

Hence, students should have sound technical knowledge to be able to facilitate discussions about processes and directions in automotive servicing. They should be immersed in contextualized interaction activities that deal with customer service. Additionally, they should be trained in terms of the speaking skills required in ensuring customer satisfaction.

For the last macro skill, viewing skill was ranked the second most needed macro skill in the automotive servicing industry (M = 3.95). Table 8 shows the degree of importance of viewing skills.

Table 8. Degree of the importance of the Viewing subskills

Item No.	Item Description	Item Mean	Descriptive Equivalent
1	Interpret visual images like symbols and charts	3.97	Important
2	Follow directions and instructions in diagrams and charts	**4.03**	Important
3	Identify relationships of concepts presented in diagrams	**4.00**	Important
4	Determine symbols used in illustrations and diagrams	**4.07**	Important
5	Determine cause and effect relationships of processes in illustrations	3.93	Important
6	Relate relationships and concepts presented in diagrams	3.87	Important
7	Identify data in charts and graphs	3.80	Important
8	Follow sequence in illustrations presented	3.77	Important
9	Identify ideas presented in graphic organizers	**4.03**	Important
10	Distinguish between major and minor ideas in diagrams or illustrations	**4.03**	Important

Scale: *1.00 – 1.80 Exceptionally unimportant*   *1.81– 2.60 Unimportant*
         3.41 – 4.20 Important   *4.21 – 5.00 Exceptionally important*
         2.61 – 3.40 Neutral

As shown in the table, the subskills are all considered important in the automotive servicing industry. It is good to note that the subskill, *determine symbols used in illustrations and diagrams* (M = 4.07) ranked first among the most needed viewing subskill. This indicates that the

automotive industry demands that students should know how to perceive meanings out of visual representations.

The following subskills: *distinguish between major and minor ideas in diagrams or illustrations, identify ideas presented in graphic organizers, follow directions in diagrams and charts,* (M = 4.03), and *identify concepts presented in diagrams* (M = 4.00).

As previously established in this study, writing skill is the least needed macro skill in the automotive servicing industry (M = 3.76), this further asserts that in this context, ideas are best represented in terms of diagrams, charts, and illustrations. This supports the study of Georgis (1999) and Valmont (2003) emphasizing that visual literacy is not only about understanding symbols, but also about constructing effective visuals in order to convey ideas to others.

Additionally, it is best to note that because of technology integration in the classrooms, viewing literacy and comprehension are not limited to diagrams, illustrations and charts but also include multimedia presentations.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

The aim of this study is to identify the specific English language proficiency requirements of the automotive servicing sector. The study's findings lead to the following conclusion:

1. Among five macro skills, the listening skill ranked first as the most important language skill in the automotive servicing industry, followed by the viewing skill, speaking skill, reading skill, and writing skill. Accordingly, the industry needs critical listeners who have the ability to understand what was listened to.

2. In terms of reading skill, comprehension is essential in the industry, but with much emphasis on workplace documents, following directions on operation manuals.

3. In terms of writing skill, cohesion and coherence in writing is needed since the industry deals more on procedures and processes.

4. In terms of speaking skill, the automotive servicing industry needs social communication skills such as facilitating discussions in collaborative works and dealing with the clientele.

5. In terms of viewing skill, the automotive industry needs critical viewers who have the ability to carefully comprehend and evaluate visual information.

Recommendations

Based on the conclusions made, this present study recommends the following:

1. For teaching English in the Automotive Servicing SHS Curriculum, activities should be anchored in the context of the industry.

2. Instructional materials such as modules highly contextualized in the language needs of the automotive servicing industry should be developed.

3. Senior High School language teachers should conduct language needs analysis in the TVL strands to contextualize language teaching.

4. This study should be duplicated in other TVL strands to find out the language needs of other industries to keep the education sector abreast of the demands of such industries.

DISSEMINATION OF ADVOCACY PLAN

This research sheds light on what automotive industry really demands when it comes to language skills. The table shows the plan for dissemination and utilization of the research results.

Tools	A. Academic Community • *Presentation in LAC sessions* • *Presentations in research conferences* • *Publication in peer-reviewed journals* • *Utilization of the research results through seminar-workshops* B. Policy Makers • *Project presentations based on research recommendations to the policy makers*
Audience	A. Academic Community: Students, Teachers, and Principal B. Policy Makers: Division and Regional Personnel C. Immersion SHS Teacher
Assessment Method	A. Number of LAC sessions initiated B. Number of presentations in research conferences C. Number of publications and their citations D. Number of attendees and feedback collected E. Minutes of conferences and sessions
Facilities/ Equipment	Laptop, LCD projector, extension wires, internet connection, printer, sound system

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