

Needs Analysis in an ESP Context: A Case Study of Saudi Trainees at Technical and Vocational Colleges

Mohammed Salem AlAmri

English Language Institute, King Abdul Aziz University, Jeddah, KSA

Anas Almuhammadi (Corresponding author)

English Language Institute, King Abdul Aziz University, Jeddah, KSA

Received: November 20, 2025 Accepted: December 8, 2025 Published: December 10, 2025

doi:10.5296/ijele.v13i2.23411 URL: <https://doi.org/10.5296/ijele.v13i2.23411>

Abstract

This study explores the English language needs of Saudi trainees enrolled in Technical and Vocational Training Corporation (TVTC) colleges in Saudi Arabia. The focus of this paper is, on AlJumum Technical College. The data were collected using a mixed-methods approach. While the trainees participated via questionnaires, the ESP instructors took part in semi-structured interviews. The results of the analysis showed a clear focus on receptive skills (listening and reading) in current ESP courses, while productive skills (speaking and writing) were underdeveloped. These findings also point to a mismatch between the curriculum design and the actual professional communication needs of the world. The study indicates that the integration of systematic needs analysis into ESP curriculum development can help to overcome this gap, enhance communicative competence, and contribute to the goals of Saudi Arabia's Vision 2030 for workforce readiness and localisation. In light of the above, practical suggestions are made to both curriculum designers and ESP instructors to ensure the effectiveness of the contextual relevance and pedagogy.

Keywords: English for Specific Purposes (ESP), Needs Analysis, Saudi Arabia, Technical Trainees, Vision 2030, Mixed Methods

1. Introduction

The importance of English as a Second Language (ESP) courses in vocational and technical training is becoming increasingly apparent. The courses provide trainees with the necessary language skills to achieve professional and academic success. However, in Saudi Arabia, learners in colleges of the Technical and Vocational Training Corporation (TVTC) face

numerous problems. There is a wide gap between the existing ESP pedagogy and the real language requirements in their technical fields. ESP courses are not usually structured to address the real communicative needs of the trainees, which can be detrimental to their work preparedness and academic success.

The ability to speak English is no longer a luxury in the modern global economy. It is a requirement, particularly in technical and vocational learning. A subfield of English teaching, ESP is a reaction to the increasing need to use communication skills in various domains. In contrast to General English, ESP is focused on meeting the linguistic requirements of learners in academic or professional settings. It is also a guarantee that learners are not just competent but also functional in their areas of study or work (Hyland, 2022). Vision 2030 is an ambitious national transformation initiative that has led to massive reforms in Saudi Arabia. The necessity of individual ESP teaching is particularly acute. With the diversification of the economy and the increased readiness of the workforce, the technical and vocational institutions are under pressure to deliver English language skills that meet industry requirements (Alshanqiti and Alharbi, 2025).

The technical colleges of Saudi Arabia have a wider socio-economic objective which the ESP courses aim to achieve. TVTC, which supervises vocational education in the country, needs to equip students to work in a fast-changing labour market. The teaching of English, especially ESP, has become crucial to improve communication, to enhance employability, and to encourage localisation of the industry. In recent policy documents, such as the Human Capability Development Program within Vision 2030, it is stated explicitly that language training should correspond with the occupational outcomes (Vision 2030 HCDP, 2025). This pressure of alignment drives educators and curriculum designers to create ESP courses that are representative of the real-life communicative actions and professional discourse. Nevertheless, generic curricula continue to be employed in many programs without considering the needs of learners (Alharbi, 2023; Khan and Alghamdi, 2024).

Needs analysis (NA) is an indispensable part of successful ESP design, but its application in Saudi professional environments is not uniform. NA systematically determines the existing language competencies of learners, the communicative tasks they are aimed at, and the discrepancies between the previous and forthcoming tasks. It enables teachers and curriculum designers to customise the teaching to professional needs and student features (Dou, 2024). In ESP, NA encompasses target situation analysis (TSA), which is what learners should do in real life, and present situation analysis (PSA), which is what learners can do at present (Dudley-Evans and St. John, 1998). The design of ESP incorporates these analyses with the institutional restrictions and preferences of the learners to create context-sensitive instruction (Park, 2021). In Saudi Arabia, there are few studies that use such frameworks in the technical and vocational colleges, and this mismatch results in education not being commensurate with industry needs.

Recent research laments the lack of relevance between ESP teaching and practical communication requirements in Saudi vocational institutions. Alharbi (2023) discovered that listening and reading are focused on, but the trainees are not provided with speaking and writing activities that are applicable in technical environments, including writing maintenance reports

or making oral presentations. According to Khan and Alghamdi (2024), healthcare trainees lack the readiness to communicate in a practical hospital setting because they lack the emphasis on specific vocabulary and interaction patterns dependent on the context. These studies continuously demonstrate that Saudi vocational trainees possess moderate receptive skills but productive skills that are essential to workplace integration. This imbalance shows that there is an urgent necessity to have context-specific needs analyses that can lead to the design of more balanced and functional ESP programs.

These challenges are depicted in the local case of AlJumum Technical College. The college conducts diploma programs in areas that include Occupational Safety and Health, Tourism and Hospitality, and Business, operating under the TVTC framework. Although these programs contain mandatory English classes, there is growing concern among instructors and employers that the existing ESP curriculum does not sufficiently equip students to communicate effectively in the workplace. Primary indications also show that trainees are usually incapable of writing job-related documents, comprehending technical manuals, and even communicating effectively with their colleagues and supervisors. Such shortcomings make employability more difficult and reduce the usefulness of technical graduates in practice (Alshehri, 2025; Alenzi, 2021). Therefore, the systematic, mixed-methods needs analysis, such as the one offered in the current study, is necessary to identify the existing gaps and to correlate ESP teaching to the needs of the students and demands of the labour market.

Best practices in ESP curriculum development all over the world are centred on the role of needs analysis. Research in various professional settings, including tourism, information technology, and so on, demonstrates that incorporating the views of stakeholders (learners, instructors, industry professionals, etc.) can dramatically enhance the relevance and efficacy of ESP (Guntoro, 2021; Mao and Zhou, 2024). As an example, Tadulako et al. (2021) in a study conducted in Indonesia, discovered that the ability to focus on spoken communication by analysing needs enhanced the learners' confidence and classroom interaction. In China, Dou (2024) showed that the integration of perceptions and objectives of learners into the design of ESP improved motivation and retention of the language. These examples of international practice can offer Saudi institutions helpful reference points, indicating that systematic needs analysis can result in measurable changes in learner outcomes.

The use of the models in Saudi Arabia should be sensitive to the local educational culture, institutional structure, and student demographics. According to Park (2021), learners in collectivist societies might not report difficulties because of face-saving issues, which biases the data of needs analysis unless triangulated. This particularly applies to Saudi vocational settings, where students might not be motivated to share problems publicly or in writing. Thus, a combination of questionnaires on self-assessment, classroom observations, and interviews with instructors should be employed as the triangulated method to understand the needs of learners comprehensively. The present research follows this method, which increases the validity and contextual appropriateness of the results.

The Saudi technical college graduates are changing in terms of their professional requirements. The digital technologies, international cooperation, and cross-functional teams now demand

language proficiency, including technical terms, soft skills, including email writing, team communication, and intercultural competence. The recent study by Chaovanapricha and Champakaew (2024) emphasises the increased importance of digital literacy and multimodal communication in ESP teaching in the wake of the pandemic. Tourism, logistics, and renewable energy are some of the industries that are rapidly growing in Saudi Arabia. Graduates are forced to work in hybrid and frequently English-dominant settings. This increases the role of ESP teaching and the urgency of local needs analysis.

Although these issues are increasingly being realised, institutional obstacles tend to impede the successful application of needs analysis in ESP programs. According to Alshanqiti and Alharbi (2025), a significant number of ESP teachers in Saudi vocational colleges do not have any special training in needs analysis or even access to systematic data-collection instruments. The curricula are usually imported or refer to archaic templates and provide minimal customisation. Budgetary and administrative limitations also restrict the possibility of educators revising syllabi or using real materials. These challenges have highlighted the need to not only carry out the needs analysis but also institute mechanisms that would institutionalise the needs analysis in curriculum planning. In the absence of these mechanisms, even proper evaluation of the needs of learners cannot be translated into pedagogical changes.

Rationale for the Study

The accelerated pace of globalisation has led to a greater need to know English in professional and technical spheres, and English as a Specific Purpose (ESP) has become a necessity in vocational education. ESP provides the learners with communicative and pragmatic skills necessary in their respective fields. The need is closely aligned with the Vision 2030 of Saudi Arabia, which aims at the localisation of the workforce and economic diversification (Alshanqiti and Alharbi, 2025). Nevertheless, successful ESP teaching depends on a systematic needs analysis (NA). NA will determine what learners already know, what they should learn, and the difference between their current performance and desired performance (Dudley and St. 1998).

In Saudi vocational institutions, NA is not frequently used despite its significance, which is controlled by the Technical and Vocational Training Corporation (TVTC). According to the previous research (Alharbi, 2023; Khan and Alghamdi, 2024; Alshehri, 2025), there is a consistent gap between classroom education and the needs of the workplace. The courses focus more on reading and listening and less on speaking and writing, which is the essential skill to be used during job interviews, teamwork and documentation. A significant number of ESP curricula are also developed without proper consultation of industry specialists, subject-matter experts, or even the students (Alotaibi and Parker, 2023). Employers complain that graduates have poor communication skills in the workplace and the classroom (Alamri et al., 2021). Observations show that the majority of training is grammar-focused, and textbook-based, but does not include authentic, task-based learning.

This disparity between curriculum and workplace demands highlights the necessity of localised needs-analysis practices that would inform curriculum change, which is organised and systematic. Although previous studies have investigated ESP in higher education and in sector-

specific areas like healthcare or hospitality, there is limited literature on extensive, mixed-method research on Saudi technical and vocational trainees (Alzahrani and Smith, 2022). Not many studies consider the views of trainees, instructors, and classroom observers in a single framework.

To fill this gap, the current study undertakes an extensive needs analysis in AlJumum Technical College. It tries to identify the particular skills in the English language, communicative assignments and teaching priorities needed by the trainees. This study aims to generate empirical data that can guide curriculum development, enhance the effectiveness of instruction and contribute to the overall educational and economic change of Saudi Arabia in the context of the Vision 2030 by triangulating questionnaires, interviews, and classroom observations.

Research Questions

The study addresses the following research questions:

1. What is the current level of English language proficiency among trainees at AlJumum Technical College?
2. Which language skills (listening, speaking, reading, writing) are most emphasised in current ESP courses for technical and vocational trainees?
3. What specific English language skills do trainers perceive as most necessary for trainees' professional and academic success?
4. How do ESP trainers perceive the effectiveness and relevance of current ESP training at AlJumum Technical College?

Research Design

In this research, a mixed-methods approach was adopted to investigate the English language requirements of the trainees in the AlJumum Technical College of Saudi Arabia. It aimed to assess the existing competencies and the extent to which the existing English for Specific Purposes (ESP) curriculum addresses the communication needs of vocational training. Using the essential ESP theories, the researchers employed methodological triangulation, i.e., questionnaires, interviews, and classroom observations, to derive detailed and credible findings. Quantitative and qualitative analysis was conducted to further understand the linguistic needs of learners and bring them closer to current ESP practices.

A total of 180 male trainees and 8 ESP instructors were selected from a larger sample of 750 students. The questionnaire survey was conducted through random sampling, and the participants were selected in the qualitative phase through purposive sampling to ensure the mix of departments and experience levels. The data was collected in eight weeks of the 2024-2025 academic year with the help of the questionnaire, semi-structured interviews, and classroom observations. Expert review, pilot testing, and statistical data, including Cronbach's alpha (0.89) and Cohen's kappa (0.82), were used to confirm the reliability and validity of the quantitative instrument. Quantitative data were analysed using SPSS; qualitative data were analysed using thematic analysis, and triangulation enhanced the validity and richness of the

results regarding the needs of the English language in technical education.

Results

The results are presented and discussed in this section. Part one summarises the results of quantitative analysis conducted by two tools: a self-assessment questionnaire, filled out by trainees, and an observation card. It answers three research questions regarding the levels of English proficiency among trainees, the language skills that are taught during ESP courses, and the skills that are regarded as most crucial toward academic and professional success. Part two is a qualitative analysis of the interview with trainers. It explores the perceptions trainers have of the existing ESP training, the relevance of field-specific terminology, and how they think the training curriculum should be improved.

Quantitative analysis

Current level of English language proficiency among trainees

The self-assessment results demonstrate that English proficiency among the trainees at the AlJumum Technical College is diverse with respect to the four main language skills. Figure 1 unveils both strengths and areas that require improvement.

The most powerful skill is listening. Thirty-five point eight per cent of trainees rated their listening as Excellent, with another 22.6% rating it as Very Good. A total of 58.4% feel that they possess strong listening skills; 3.8% of them feel Weak. These findings indicate that trainees tend to feel quite sure about their knowledge of spoken English, which may be explained by the fact that they are regularly exposed to spoken materials by the instructors, multimedia resources, or in interactive settings.

It is even more difficult to speak. Only a quarter of them, (25.5%) rated themselves as Excellent speakers, while 18.9% rated themselves as Very Good. The largest score was 28.3% who had rated their speaking skills as Good. A combined 27% identified themselves as Fair (18.9%) or Weak (8.4%). This implies that although a significant number of trainees are capable of speaking English, a large number of them have challenges or feel insecure, perhaps because of a lack of practice avenues or the fear of speaking a second language.

Proficiency in reading is fairly good. The higher end of proficiency had 52.9% with 32.1 describing themselves as Excellent and 20.8 per cent as Very Good. Another 24.5% identify themselves as Good readers. The Weak (7.5) and Fair (15.1) ratings are slightly higher than in Listening but lower than in Speaking and Writing. This implies that trainees are usually familiar with reading English texts, probably due to the fact that reading is a more passive activity and is often stressed in academic settings.

The most important area of concern is writing. It was rated the lowest in Excellent (26.4%), and the highest in Weak (11.3%). Only 20.8% rated themselves as Very Good, although the overall 28.3% who responded Fair or Weak indicates a significant absence of confidence. Writing is more controlled in terms of grammar, structure and vocabulary, and this can be one reason why it is more challenging for the trainees compared to the other skills.

In general, the receptive skills (Listening and Reading) are more powerful than the productive ones (Speaking and Writing). The majority of trainees grade themselves at least Good in all skills, yet it is obvious that more attention is needed in Speaking and Writing. These findings prompt the need to incorporate more practical speaking and writing exercises in the curriculum.

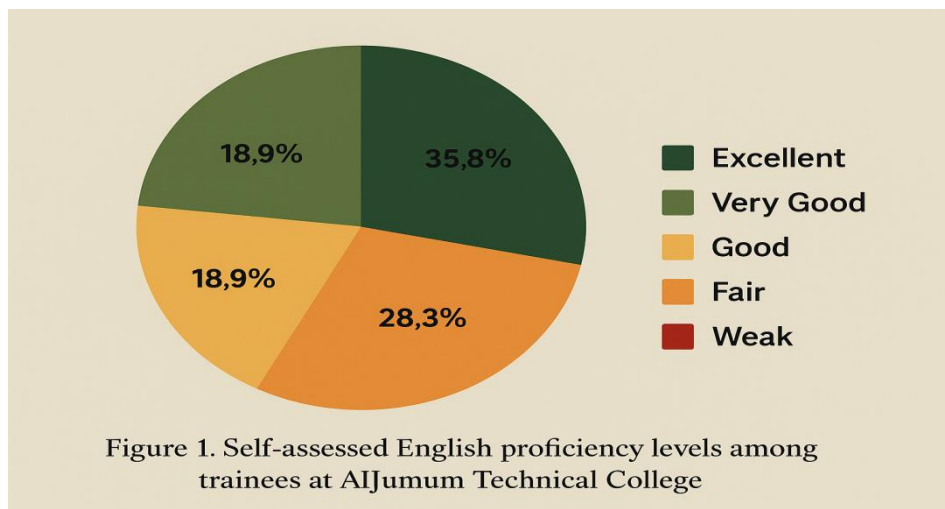


Figure (1) Level of English proficiency

2. Most Emphasised Skills in Current ESP Courses

Table 1: The most important language skill

<i>Skill</i>	<i>Mean (M)</i>	<i>Standard Deviation (SD)</i>	<i>Ranking</i>
Listening	3.78	0.52	1st
Speaking	3.68	0.58	2nd
Writing	3.60	0.62	3rd
Reading	3.45	0.74	4th
Grammar	3.20	0.95	5th

According to Table 1, the language proficiency that is most focused on in the present-day English for Specific Purposes (ESP) programs of technical and vocational trainees is listening. It had the highest mean of 3.78, and the lowest standard deviation of 0.52, which shows that there was not only a high level of emphasis on the aspect of listening, but also agreement among the participants concerning the importance of listening. Listening plays a vital role in technical and vocational contexts since trainees tend to listen to instructions, safety measures and real-time communications in the workplace settings. Therefore, the eminence of listening is associated with the practical necessity to understand oral communication in technical situations.

Speaking in second place, has a mean of 3.68 and a standard deviation of 0.58. This implies

that the spoken communication is highly valued as well, though a little lower than listening. Speaking skills are a necessity to be able to express ideas, engage in team discussions, pose questions, and talk with supervisors or clients. The growth of speaking competence facilitates good workplace integration in the context of vocational training, where teamwork and on-the-job interaction play crucial roles.

Writing is ranked third with a mean of 3.60 and a slightly higher standard deviation of 0.62. Although it is a bit less stressful than listening and speaking, writing is also deemed significant, presumably due to the technical nature of the domain, which requires documentation in the form of reports, emails, maintenance logs, and safety checklists. Moderate focus on writing shows the supportive nature of writing in ensuring accuracy and clarity in technical communication.

The fourth-ranked skill is reading, which has a mean of 3.45 and the greatest standard deviation of the four major skills, 0.74. It means that there are more diverse views on its significance. Technical reading is mostly related to the interpretation of manuals, technical instructions, diagrams, and safety guidelines. The reduced average score can be an indication that trainees are supposed to work more with oral, not written, resources, or that reading activities are less complicated and do not demand as much teaching attention.

Grammar is not among the four core skills but is ranked in the 5th position with the lowest mean score of 3.20 and the most variability (SD 0.95). This means that it is the least highlighted element in ESP courses, which may be due to the fact that the goal is functional communication rather than linguistic accuracy.

Finally, ESP programs of technical and vocational trainees are more focused on listening and speaking and thus respond to the communicative needs of the technical real world. There are also writing and reading that are not considered so much, and grammar is the least important in the teaching of language.

Table 2: Importance of English skills and components perceived by students

N	English Language Skill/Component	Mean (M)	SD
1	Listening to lectures	3.72	0.54
2	Understanding instructions	3.68	0.58
3	Following Q&A sessions	3.52	0.68
4	Understanding presentations (PPT)	3.45	0.74
5	Asking questions	3.55	0.67
6	Participating in discussions	3.62	0.63
7	Answering questions	3.58	0.65
8	Giving oral presentations	3.65	0.62

9	Interacting with specialists	3.60	0.66
10	Reading textbooks	3.50	0.72
11	Reading journal articles	3.30	0.82
12	Reading instructor summaries	3.25	0.85
13	Understanding assignment guides	3.42	0.76
14	Taking lecture notes	3.58	0.66
15	Exams and quizzes	3.65	0.62
16	Homework assignments	3.48	0.73
17	Writing specialised reports	3.60	0.65

Table 2 shows a breakdown of the significance of different English language skills and sub-skills in ESP classes targeting technical and vocational trainees. The statistics indicate that there are definite priorities in language education that coincide with the practical and communicative needs of technical areas.

The highest ranking of the sub-skills is the ability to listen to lectures, with a mean of 3.72, where grasping the spoken information in a classroom or training setting is deemed to be critical. This is closely followed by oral presentation, exams and quizzes with a mean of 3.65. These results indicate that trainees attach a lot of importance to the process of understanding and presenting the spoken information. The focus on oral skills, such as the ability to engage in discussions (3.62) and communicate with specialists (3.60), also proves that verbal communication is a key competency in technical settings where teamwork and real-time communication are widespread.

On the contrary, reading and writing sub-skills are rated slightly lower. To illustrate, reading instructor summaries and journal articles had the lowest scores, with 3.25 and 3.30, respectively, possibly due to the perception by the trainees that thick academic reading is less relevant to their immediate needs. Nevertheless, textbooks (3.50) and assignment guides (3.42) are rated more positively, which indicates the practical usefulness of instructional and procedural texts.

Writing sub-skills, especially writing specialised reports (3.60) and taking lecture notes (3.58), are considered moderately significant, which means that it is necessary to be precise when writing technical information.

All in all, the data indicate that ESP programs must focus on interactive and task-based teaching, particularly in listening and speaking, and provide enough support to critical writing and reading activities that are pertinent to the technical study and working environment.

3. Trainers' perceptions of the most necessary skills for trainees

According to the tables 4, 5 and 6 based on the observation card, trainers consider listening and speaking to be the key skills in the English language that can help trainees succeed in their professional and academic life. These skills are always rated highest in various sub-skills, highlighting their core nature in classroom learning and communication in the workplace.

Listening skills, particularly listening to lectures ($M = 3.72$) and listening to instructions ($M = 3.68$), are considered to be important to academic success. These sub-skills enable the trainees to track course contents, comprehend technical processes, and interpret oral communication by instructors and supervisors. Proper processing of oral information is a necessity in educational and professional technical environments where a large portion of communication is achieved through spoken instructions and presentations.

A high level of focus is also given to speaking skills, and in particular, the importance of giving the oral presentation ($M = 3.65$), engaging in discussion ($M = 3.62$), and communicating with specialists ($M = 3.60$). These results indicate that the trainees should communicate effectively and clearly share ideas, solve problems together, and interact with coworkers and professionals. These competencies are essential in doing technical work, reporting progress, and attending meetings or group work.

Writing skills, including writing specialised reports ($M = 3.60$) and writing exams and quizzes ($M = 3.65$), are believed to be important, particularly to show knowledge and write correct documentation. However, they are perceived as less important than oral skills.

Reading skills, though important, are seen to be less imperative. Reading journal articles ($M = 3.30$) and instructor summaries ($M = 3.25$) receive the lowest ratings, which means that reading is beneficial to academic performance but not as a priority in everyday work.

To conclude, trainers consider listening and speaking to be the most crucial language skills in the training of the technical and vocational trainees, and real-time communication and understanding are the most important aspects of academic success and professional performance.

Table 3: Importance of Listening Sub-skills as Perceived by Trainees

Listening Skill	Mean	SD
A- How important is listening to lectures?	3.72	0.54
b- How important is understanding instructions?	3.68	0.58
c- How important is following Q&A sessions?	3.52	0.68
d- How important is understanding presentations (PPT)?	3.45	0.74

Table 4: Importance of Speaking Sub-skills as Perceived by Trainees

Speaking Skill	Mean	SD
A- How important is asking questions?	3.55	0.67
b- How important is participating in discussions?	3.62	0.63
c- How important is answering questions?	3.58	0.65
d- How important is giving oral presentations?	3.65	0.62
e- How important is interacting with specialists?	3.60	0.66

Table 5: Importance of Reading Sub-skills as Perceived by Trainees

Reading Skill	Mean	SD
a- How important is reading textbooks?	3.50	0.72
b- How important is reading journal articles?	3.30	0.82
c- How important is reading instructor summaries?	3.25	0.85
d- How important is understanding assignment guides?	3.42	0.76

Table 6: Importance of Writing Sub-skills as Perceived by Trainees

Writing Skill	Mean	SD
a- How important is taking lecture notes?	3.58	0.66
b- How important is writing for exams and quizzes?	3.65	0.62
c- How important is writing homework assignments?	3.48	0.73
d- How important is writing specialised reports?	3.60	0.65

4. Second Qualitative Analysis

4.1 Trainers' Perceptions of Essential English Language Skills for Trainees' Professional and Academic Success

The section answers the research question:

“What specific English language skills do trainers perceive as most necessary for trainees’

professional and academic success?”

Results are informed by thematic analysis of semi-structured interviews with eight male English language trainers employed by Saudi vocational training colleges, and four of them at AlJumum Technical College. Thematic analysis was based on the six phases of Braun and Clarke (2006) and helped to reveal four interconnected themes:

1. **Perceived importance and relevance of English,**
2. **Language skills are the most needed for success.**
3. **Field-specific terminology and contextual learning, and**
4. **Recommendations for improving ESP training.**

Theme 1: Perceived Importance and Relevance of English

Trainers unanimously identified English as the key to academic development and workplace preparedness of trainees. They perceive it as being essential in the availability of technical manuals, safety documents, and international training resources, and in multilingual workplace communication.

As observed by Trainer 1, trainees are continuously exposed to the English language in manuals and technical documentation, but the inefficiency arises when they lack a good command of the English language. Trainer 3 explained English as a bridge between theory and practice, particularly as Saudi graduates are increasingly becoming involved in a global labour market.

Nevertheless, trainers also voiced some negative opinions regarding the existing ESP curriculum, indicating that it is effective only partially. Trainer 2 complained that the current courses are too general and theory based. They also don't provide learners with practical communicative competence. This was the same complaint made by Trainers 3 and 4, who said that the curriculum is adequate or satisfactory, but it is not dynamic, contextually relevant, or responsive to changes in industry standards.

These findings indicate that trainers embrace the ESP training in theory, but feel that there is a discrepancy between the curriculum content and practical vocational requirements..

Theme 2: Language Skills Most Needed for Success

In interviews, trainers highlighted listening, speaking and writing as the most vital English skills, but with different emphasis. Trainers 1 and 3 focused on listening and speaking with the focus on understanding instructions, speaking at workshops, and participating in professional exchanges. Trainer 1 noted that most trainees find it difficult to take instructions issued by foreign supervisors in English, and this may directly influence the performance in the workplace.

Trainer 2 focused on writing and speaking, and discovered that trainees usually struggle to write technical reports or communicate effectively with their supervisors. Trainer 4 also emphasised the significance of writing, particularly in generating accurate and professional documentation.

Such attitudes are in line with the opinion that effective vocational graduates need to comprehend and speak fluently in English and be equally able to write reports, forms, and digital correspondence with technical accuracy. Altogether, the trainers emphasised that oral and written communication is supposed to be the backbone of ESP teaching in the workplace.

Theme 3: Field-Specific Terminology and Contextual Learning

There was a high level of agreement on the relevance of field-specific terminology in improving both understanding and employability. All trainers acknowledged that the introduction of technical vocabulary, which is applicable to every specialisation (for example, electrical engineering, automotive technology, or computer maintenance), allows the trainees to engage in real-life communication.

Trainer 2 warned against teaching terminology in isolation. Instead, it was recommended that it be incorporated in contextualised tasks where students use terms in real-life contexts. As an illustration, trainees might read an equipment manual, fill in a maintenance report or describe a safety procedure in the proper technical language.

Such an attitude represents a wider pedagogical requirement of contextual ESP instruction, in which linguistic and vocational skills are acquired in an integrated rather than a disjunctive manner.

Theme 4: Recommendations for Improving ESP Training

The participants provided a number of practical recommendations on how to make ESP instruction more effective and relevant.

- **Practical and Task-Based Learning:** Trainer 2 promoted the use of task-based activities and project-based assignments, which imitate work conditions in the workplace. The trainers claimed that experiential learning would fill the gap between classroom learning and on-the-job communication.
- **Interdisciplinary Collaboration:** Trainer 1 suggested a more intensive cooperation between ESP teachers and technical instructors so that language classes can be more specific to the language needs of their disciplines.
- **Technology Integration:** Trainer 3 advised that aspects such as digital tools and learning apps be included to ensure motivation and engagement, especially with younger trainees who are accustomed to digital environments.
- **Industry Feedback:** Trainer 4 emphasised the importance of engaging employers and industry professionals in the curriculum development process to ensure alignment with the job market's requirements and new industrial technologies.

Together, these recommendations highlight how the trainers are inclined towards a learner-focused, contextually based ESP model, sensitive to the needs of the academic domain and the professional realities of Saudi vocational education.

5. Summary of Findings

The trainers acknowledged that English is necessary for vocational and professional

development. They, however, expressed concerns that the existing ESP courses are not contextually relevant. Listening, speaking, and writing are the most significant skills. Technical vocabulary and practical communication activities should be given particular attention. Trainers demanded a change in curriculum to incorporate context-based learning, interdisciplinary coordination, and industry partnerships.

These results demonstrate the need for a more practical, skills-based, and context-driven ESP curriculum. Such a curriculum must fill the gap between language education and the communicative needs of the rapidly changing technical and industrial economy of Saudi Arabia.

6. Limitations

There were several limitations to this research. Firstly, the study was restricted to one institution, and the sample size was quite small, consisting of eight trainers and 180 trainees; thus, the findings might not be generalized to all vocational colleges in Saudi Arabia. Secondly, all the participants were males, and the views of female trainees were not represented. Third, the research was based on self-reported proficiency data, which can be biased since perceptions do not always indicate real language skills. Moreover, only eight weeks of data collection were involved, which may have missed the long-term language needs changes. Finally, the trainers might have been restricted by institutional factors, including administrative policies and the lack of flexibility in curriculum, which could have impacted their feedback and the feasibility of the suggested improvements.

7. Summary of Further Research

Future studies ought to focus on several TVTC colleges and both male and female trainees to increase the representation. Longitudinal studies are required to assess the long-term effectiveness of ESP reforms on skills and employability. The effectiveness of a particular teaching approach, e.g., task-based or blended learning, could be tested in experimental studies. This could be enhanced by including employer views to ensure that ESP curricula are aligned with the demands of communication in the workplace. Research in the area of teacher training and institutional policy may also provide solutions to sustainable and context-specific ESP development.

8. Recommendation

The results of the present study suggest the following recommendations:

1. Curriculum Revision Focused on Productive Skills:

A curriculum needs to be updated to focus more on speaking and writing, incorporating practical and workplace-related activities such as writing technical reports, delivering oral presentations, and creating documentation.

2. Integration of Field-Specific Vocabulary:

The materials used in ESP must contain technical terms relevant to the fields of trainees (e.g., Occupational Safety and Health, Tourism and Hospitality, and Business) and provide exercises to apply them in context.

3. Use of Task-Based and Project-Based Learning:

Encourage practical language use by employing instructional strategies that replicate real-world activities, such as safety briefings, customer-support conversations, and maintenance reports.

4. Collaboration Between Language and Technical Faculty:

Promote interdisciplinary collaboration in such a way that ESP content is equivalent to real communicative assignments and requirements in technical training courses.

5. Regular Needs Analysis Implementation:

Conduct a needs assessment every year or biannually to update the course content as the industry needs and learner feedback evolve.

6. Technology Integration:

Incorporate online resources like language-learning applications and simulations to facilitate self-paced, flexible learning and enhance student engagement.

9. Conclusion

The present research paper aimed to identify and discuss the English language needs of the trainees at AlJumum Technical College in order to design more relevant and efficient ESP learning materials. Based on the established needs analysis models and combined with both quantitative and qualitative data, the study found that there were substantial differences between the existing ESP course content and the communicative requirements of the academic and professional settings of the trainees. Although the receptive skills (including listening and reading) were more or less developed and highlighted, the productive skills (especially speaking and writing) appeared as areas of concern. Furthermore, the trainees and trainers reported the absence of field-specific vocabulary and genuine practice of language based on tasks. These results indicate that the current ESP curriculum might not sufficiently equip the trainees to handle the communication issues that they would otherwise encounter in the real vocational environment. Notably, the research notes the importance of continuous localised needs analysis so that the ESP courses can be changed according to industry demands and the learner objectives. The combination of the insights of trainers and the perceptions of learners also recognises the value of inclusive, data-driven curriculum development. Altogether, the study has produced valuable, practical suggestions to make the process of ESP teaching in technical education more effective in accordance with the goals of the Vision 2030 of Saudi Arabia.

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Acknowledgments

Not Applicable.

Funding

Not Applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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