



## Enhancing academic writing and publication skills for industrial electricity graduates in Algerian vocational institutes

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### Abstract

The study aims to investigate the main factors that hinder industrial electricity graduates at the national institutes for vocational training in Algeria from writing and publishing research papers in English. Besides, it seeks to unravel some practical solutions to solve this problem. A survey design was adopted by conducting a semi-structured questionnaire and a structured interview. The descriptive statistics revealed various factors that limit industrial electricity graduates from writing and publishing research work in English, including the educational background, the lack of institutional support, and the lack of motivation. The thematic analysis highlights the need for practical implementation of English in the national institutes' programs with more emphasis on enhancing academic writing and publication skills. The study recommends future research to tackle the significance of enhancing collaboration among industrial electricity professionals to enhance the writing and publication skills in English among industrial electricity graduates in Algeria.

**Keywords:** Industrial electricity; publication; vocational training; writing.

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## 1. INTRODUCTION

The English language is nowadays the driving force of research inquiry and innovation (Christiansen, 2015; Zhao et al., 2024). This is demonstrated by the increasing number of publications around the world that are written in English (Belmihoub, 2018; Bi & Tan 2024). Although there are many universities in Algeria with graduate and postgraduate students publishing in international journals, the national institutes for vocational training in the country still witness a lack in the rate of research and publications that belong to these training institutes despite the continuous increase in the number of international scientific journals around the world. For instance, there are around twenty-five thousand journals with peer review in the Scopus database in which the Web of Science Core Collection includes nearly 7,000 journals (Liu et al., 2021). With this continuous global prevalence of research and scientific communication, the Ministry of Vocational Training and Education has placed specific emphasis on the integration of the English language at all educational and specialized training institutes. However, the effective integration and use of this language for conducting academic writing and research publications have not yet been satisfactorily achieved (Kadi, 2022). This issue is paired with the fact that teachers and students still face some problems in the shift towards Arabic and French to English as mediums of academic communication; be it at the level of instruction or in scientific publication and written communication (Haddam-Bouabdallah, 2022; Chan et al., 2024).

In this regard, a study conducted by Zhang and Wu (2024) revealed that the academic reforms in the English writing course of postgraduate students in science and technology fields in China brought about a positive impact on the student's academic writing skills. The results revealed considerable improvements in students' overall writing skills, especially in terms of structure and language use. According to Zhang and Wu (2024), the comparative analysis across fields highlighted the uniqueness of the interdisciplinary teaching method in enhancing students' grasp of academic writing standards and professional vocabulary.

Similarly, Demneri (2024) affirmed that students frequently confront obstacles throughout the writing process. They lack the required writing abilities to have an effective writing performance. He indicates that teachers should pay more attention to the writing process in conjunction with focusing on the accuracy of the final product. Similarly, Purba et al., (2020) state that EFL learners generally struggle to convey and integrate their thoughts into understandable written products. This requires an increased level of linguistic skills, such as precise composition, wide vocabulary, and proper phrasing (Ur, 1996).

This paper investigates the reasons that hinder the industrial electricity graduates of the national institutes of vocational training in Algeria from writing and publishing research works in English and highlights some potential solutions to encourage them towards this step. This would enhance their readability and make the research findings accessible to a wider audience.

It is worth mentioning that the issue of limited publications in the context of national institutes for vocational training in Algeria is under-researched, and it needs further investigation. The researchers aim to provide insight into the main reasons behind this problem and reach practical solutions to enhance research endeavors and publications from the graduates of these institutes.

### Literature review

#### 1.1.1. Academic writing

The concept of writing can be defined and approached from different perspectives. According to Paltridge (2004), writing is the process of presenting ideas coherently and comprehensively. Likewise, Dj and Sukarnianti (2015) argue that writing is a crucial means of conveying thoughts and communicating them coherently and cohesively. Pablo and Lasaten (2018) add that writing is the most challenging skill not only for students but also for experts and academicians. The latter assumption was highlighted by Baharudin (2023) who suggests that although it is possible for students learning a second language to produce well-organized essays that skillfully employ discourse and rhetorical elements, only a few of them could acquire the ability to express themselves coherently and purposefully via logical and well-formed structures. From another perspective, writing is considerably associated with academic achievements. According to Klimova (2012), writing is no

longer viewed as a complementary skill; it has become a necessity in this highly competitive information age. Therefore, improving writing proficiency is a prerequisite in the academic and professional landscapes (Nhung, 2023). According to Brian (2017), academic writing is essential for the development and improvement of critical abilities so that one may continue his academic and professional journey after graduation.

### **1.1.2. Academic publication**

In today's global system, the job market is highly competitive, and academic publications have attained unprecedented significance as a measure of distinction and expertise (Bartkowski et al., 2015). Publishing academic and scientific work enables researchers to actively establish themselves in the community of practice, contributing to the growth of knowledge within their fields (Forgues & Liarte, 2013). In this regard, the importance of academic research and publication has increased as a result of the current global competitiveness wherein the role of graduates and academicians in shaping and sharing their research findings is undeniable (Johnson et al., 2016). Although publishing scholarly articles within the required standards is a challenging endeavor (Salih & Clark, 2014), writers should adequately exhibit a formal and comprehensible written exposition of their ideas within the required and conventional standards (University of Leeds, 2019). According to Lowe and Willey (2018), academic writing is precise, straightforward, intriguing, comprehensive, objective, impersonal, focused, and compliant with convention within a particular field.

Many obstacles may face researchers in their endeavor to communicate their research results (Aedh, & Elfaki, 2019). The latter are not limited to the linguistic aspects, but they may include obtaining accurate data to properly position the work and highlight its contributions to the body of knowledge (Ahlstrom, 2017). For academics and graduate students alike, publishing is correspondingly crucial as it is a valid indicator of intellectual achievement and career progression through providing valuable contributions in the field of study (Harley & Fleming, 2021). In this essence, Bello et al., (2023), Chien (2024), Lambovska & Todorova, (2021), and Huang et al., (2024) state that to enhance and encourage academic writing and publication among students and graduates, policymakers in higher institutes should adopt some effective strategies that engage the learners within the realm of research and academic writing and provide support for increasing their motivation and writing competencies.

### **1.2. Purpose of study**

This study aims to unravel the main reasons that hinder the graduates of industrial electricity at the national institutes for vocational training in Algeria from writing and publishing research work in English. Besides, the researchers endeavor to shed light on some practical solutions that may encourage and enhance the industrial electricity graduates to write and publish in English.

## **2. METHOD AND MATERIALS**

### **2.1. Participants**

Sixty-three (63) students from the industrial electricity spatiality at the National Institute of Vocational Training in Algeria were randomly selected to respond to a semi-structured questionnaire. In addition, using purposive sampling techniques, 10 teachers from 4 different national institutes of vocational training in Algeria who specialized in industrial electricity were interviewed. This could help obtain knowledge of potential solutions and orientations that could be implemented to foster and encourage publication in both the national and international scopes.

### **2.2. Research design**

The study was conducted using a survey design. In this framework, a semi-structured questionnaire was addressed to the graduates of the industrial electricity specialty while the structured interview was addressed to teachers who are experienced in industrial electricity at the national institutes of vocational training in Algeria. Creswell & Creswell (2017) stresses that the use of diverse data collection tools allows for an in-depth

comprehension of the research problem as it combines the strengths of both qualitative and quantitative procedures.

## 2.3. Data collection tools

It is important to note that the researchers obtained consent from all the participants of this study to ensure adherence to the guidelines for conducting research.

### 2.3.1 The Questionnaire

The questionnaire was validated and piloted to ensure its accuracy and clarity. Following this, it was forwarded as a Google form to 63 respondents who are graduates of the specialty of industrial electricity at the national institutes of vocational training. The questionnaire is divided into three sections, demographic information, using English in vocational training institutes, and challenges faced by the students of the national institutes of specialized training in Algeria. To analyze the numerical data, the Statistical Package for the Social Sciences (SPSS 25) program was used. Afterwards, the results were displayed through percentages, frequencies, and figures. Opennheim (2000) delineates the multifaceted use of questionnaires in scientific studies. He claims that they function as effective tools for obtaining and recording data. In the same vein, Krosnick (2018) maintains that the questionnaire is inexpensive and facilitates research processing.

### 2.3.2 The interview

A structured interview was conducted with 10 teachers who belong to three different national institutes of vocational training in Algeria. After obtaining the interviewee's consent, the interview was recorded using Google Meet in which each teacher was interviewed for approximately thirty minutes. The analysis of the qualitative data was achieved through percentages and thematic analysis using the open and axial coding techniques.

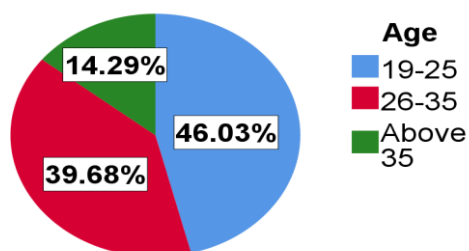
## 3. RESULTS

### 3.1 Results of the Questionnaire

#### 3.1.1 Demographic Information

**Figure 1**

*The Respondents' Age*



**Figure 2**

*The Respondents' Gender*

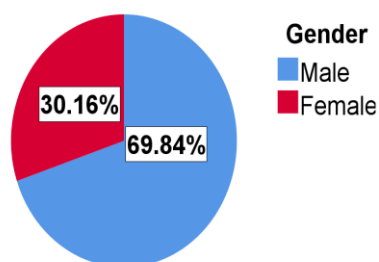


Figure 1 shows that 46.03 % who represent 29 of the respondents are aged between 19 and 25 years old. Furthermore, 39.68 % representing 25 respondents are aged between 26 and 35 years old while 14.29% representing 09 respondents are aged above 35 years old. About their gender, figure 2 demonstrates that the majority of respondents are males, with a proportion of 69.84% representing 45 respondents while females are only 18 with a proportion of 30.16%.

**Figure 3**

*The respondents' years of graduation*

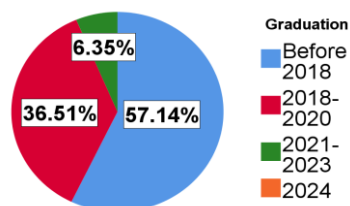


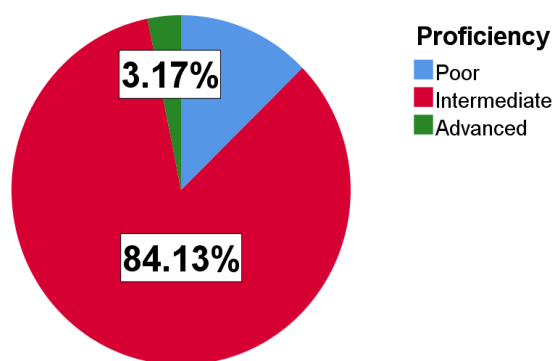
Figure 3 represents the respondents' years of graduation. The highest proportion (57.14%) representing 36 respondents graduated before 2016; a lower proportion (36,51%) representing 23 respondents declared that they graduated in the years 2018-2020. On the other hand, only 4 respondents with a proportion of 6.35 %, finished their studies within the years between 2021 and 2023, and none of them graduated in 2024.

The respondents' current jobs and professions were varied, ranging from technicians (50.79%), engineers (14.29%), freelance electricians (17.46%), and office administrators (3.17%) while some respondents claimed to be jobless (14.29%).

### 3.1.2 The Use of English in vocational training institutes

**Figure 4**

*The respondents' proficiency Level in English*



The respondents' levels of English proficiency vary, as illustrated in Figure 4. Specifically, 52 respondents, representing 84.13% of the sample, reported having an intermediate level of English proficiency. Meanwhile, 02 respondents, or 03.17% of the total number indicated that they possess an advanced level of English proficiency. Furthermore, 09 respondents, accounting for 12.70% of the total, acknowledged that their English proficiency is poor.

### 3.1.3. Calculating the mean of the English proficiency level

The total number of respondents is N= 63.

The sum of proficiency scores is calculated using this formula:  $(n_1 \times s_1) + (n_2 \times s_2) + (n_3 \times s_3)$

where 'n' refers to the number of respondents and 's' is the numerical value assigned to each level ( $s_1$  = advanced,  $s_2$  = Intermediate,  $s_3$  = poor).

Sum of Proficiency Scores =  $(9 \times 1) + (52 \times 2) + (2 \times 3) = 9 + 104 + 6 = 119$ .

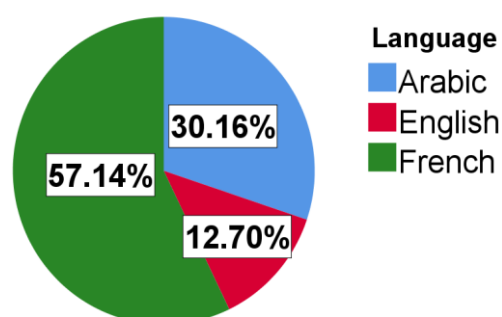
Hence, the mean of the proficiency level  $\bar{x} = \frac{\text{Sum of Proficiency Scores}}{\text{Total Respondents}} = \frac{119}{63} \approx 1.89$ .

The mean of proficiency level is 1.89 ( $1.89 < 2$ ). This indicates that the respondents' average English ability is relatively below the intermediate level.

#### 3.1.3.1. English courses

19.05 % of respondents, representing 12 individuals, stated that they studied some modules in English. In contrast, the majority (80.95%), representing 51 respondents reported receiving no courses in English. From another perspective, 7.78% of respondents representing 49 individuals, did not study English outside their educational institutions. Conversely, the smallest proportion, 22.22% representing 14 respondents did join courses to improve their competence in the English language.

**Figure 5**  
*Language of instruction*



The results in Figure 5 exhibit that only 12.70%, representing 08 respondents studied the program of industrial electricity in English, while 55.55%, comprising 35 respondents studied in French, and 31.75% representing 20 respondents stated that Arabic was the language of instruction.

**Figure 6**  
*Publishing research papers in English*

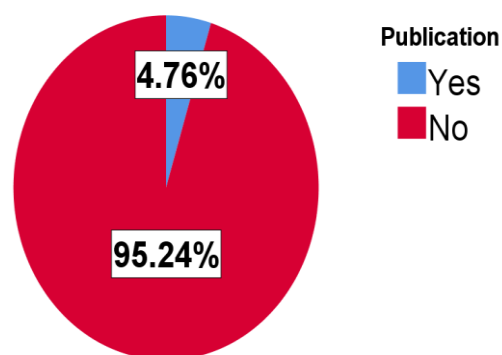


Figure 6 represents whether or not the respondents published research papers in English. The results of the analysis show that only 04.76% representing 03 respondents wrote and published papers in English. However, the highest proportion (95.24%) representing 60 respondents did not. About receiving training in writing a research paper. 31.75% representing 20 respondents affirmed that they have been taught the basic requirements of academic publication while 68.25% representing 43 received no training at the institute on the basics of writing research papers.

### **3.1.4. Challenges and Obstacles**

#### **3.1.4.1 Importance of publishing research papers in English**

All of the respondents acknowledge that is important to write papers in English, which indicates that they are all aware of the significance of sharing their research findings with the research community. Thematic analysis revealed that through academic publication, researchers enhance their visibility and academic

reputation. In addition, it enables them to keep updated with the inventions in their fields. Also, they affirmed that publishing in scientific journals helps exchange knowledge among writers and researchers in their fields. Another theme is that publishing in international journals in English can help advance job prospects, expand professional networks, and facilitate academic and industrial partnerships.

#### 3.1.4.2. *Reasons that prevent students and graduates from writing research papers in English*

The thematic analysis of the factors that prevent the graduates of national institutes from publishing in English revealed a variety of themes. These include limited English proficiency. The latter was mentioned by 73% representing 46 respondents, which could be in terms of general language knowledge or in the technical jargon that is required for communicating in English. 12.70% representing 08 respondents mentioned the emphasis on teaching content in French rather than English. Moreover, vocabulary deficiencies and difficulties with grammar rules can significantly complicate written communication. This theme was stated by 6.35% representing 04 respondents. Besides, 07.95% of them emphasized the non-linguistic aspects in which issues related to confidence and lack of motivation were mentioned along with a limited understanding of resources in English and the lack of support from both work and educational environments.

### 3.2. Results of the structured interview

#### 3.2.1. *How long have you been teaching Industrial Electricity at the Algerian National Institute for Vocational Training?*

All of the interviewees possess over 05 years of teaching experience with their work at the Algerian national institutes for vocational training, ranging from 05 to 12 years. Precisely, 30% of them have been teaching for 05 years, 20% for 06 years, and 50% of the interviewees have experienced 07 to 12 years of teaching at national institutes. Thus, All the interviewees have witnessed the latest governmental decisions regarding the shift and the radical change from French to English integration within the Industrial Electricity curriculum.

#### 3.2.2. *What types of training in English were implemented, and what were its effects on the student's proficiency?*

**Table 1**

*Types of training in English and its effects*

Interviewees	Type of training	Effect on proficiency
1+3	Courses at the institutes.	Improving their general speaking skills.
2+6+10	Workshops.	Enhancing confidence in using English in teaching.
4+7	Online courses and learning applications.	Develop new vocabulary and pronunciation.
5+8+9	Online programs for professional development	Enhancing knowledge of technical terms and teaching strategies.

Although the interviewees belong to institutes from the same country, their responses varied about the type of training they received and its effectiveness on their language proficiency. In this context, all the interviewees indicated that they received training in English. However, the type of training differs from self-directed learning courses to programs administered by the government.

About the effectiveness of this training, major themes were summarized in Table 1. The latter shows that the interviewees received various training strategies ranging from training courses offered by the institutions (20%), workshops (30%), applications for learning and distance education (20%), and professional development programs offered online (30%). The influence of these strategies was diverse, such as improving general communication abilities, boosting self-confidence while instructing in English, and enhancing understanding of instructional techniques and technical jargon. On the other hand, 60% of the interviewees estimated that most of the training they received was based on improving their general English skills, and it



did not focus on teaching the target content in English. This resulted in encountering difficulties in delivering technical content. Samples of the responses are presented below:

*"I attended some workshops that were agonized by some teachers of ESP; another one was by a teacher who specialized in translation. These workshops helped me specifically when it comes to raising my confidence and made me feel at ease in communicating in English" (Interviewee 2).*

*"Yes, we were trained in English, we studied some strategies for teaching the subjects in English instead of French. The training focused more on the vocabulary that we use in the field of electricity and how to pronounce and use it in delivering the lesson" (Interviewee 5).*

*"I trained myself in using some English through some applications like 'Hello Talk' and others. They helped me in speaking with native speakers and learning new vocabulary to enhance the way words are pronounced. I also joined some English courses that were online, but I didn't benefit a lot from them" (Interviewee 7).*

*"Yes, last year I was engaged in an online program of professional development. It was set by the institutes that I belong to 3) = improve our comprehension of the basic jargon that is used in industrial electricity, and we had a look at some sources and books in English. We were also taught about some strategies in teaching lessons in English, which are different from those in Arabic or French" (Interviewee 9).*

### **3.2.3. What efforts are made to train students on publishing research work specifically in English at the institute where you teach, and how are these efforts achieved?**

All the interviewees emphasized that the national institutes of vocational training are recently making initiatives for integrating English in teaching the students of industrial electricity; nevertheless, little effort has been made at the level of enhancing and emphasizing the aspect of academic research and publication in English.

The analysis revealed several key themes regarding the challenges faced in enhancing learners' academic writing in English. To begin with, the teaching materials are primarily focused on content rather than language development, and they are not specifically tailored to improve learners' academic writing skills. While students may occasionally receive advice on academic publishing, there is a lack of structured, official efforts to enhance academic writing and publication standards in English. As a result, students often turn to online resources or workshops to understand the requirements of academic writing and publication. Additionally, when English is used, the emphasis tends to be on technical jargon and vocabulary rather than on the comprehensive language skills needed for effective academic writing. A sample of the responses is presented below.

*"Recently, our country has witnessed a shift from using French to English at the level of education and administration and the same at the level of the national institutes in Algeria, but we are still at the very beginning of this integration. We did not focus just on the aspect of writing or academic writing for our students" (Interviewee 1).*

*"As you know, our goal is to enhance the awareness of learners at our institutes on the importance of English in the international scope. If English is used in teaching, we aim to teach them the terminology that they need to read books on industrial electricity and become open to the world of research, but we do not think that the National Institute of Vacation Training is the best place to study academic writing" (Interviewee 3).*

*"In fact, in the institutes, we endeavor to teach them technical skills, our goal is not academic, it is more practical. So, we don't have something in the curriculum or program about writing or publication" (Interviewee 4).*

### **3.2.4. What are the Reasons that prevent the graduates of the institute from writing research papers in English?**

**Table 2**

*Reasons that hinder the graduates of the institute from writing research papers in English*

Interviewees	Reasons
1+3+7+10	The lack of motivation and limited awareness of the importance of improving proficiency in English.



	Job-oriented goals in which the French and Arabic languages are commonly used in the country.
2+5	The lack of interest in research or publishing internationally prioritizing job over research.
6+8+9+4	The dominance of French in teaching for years makes them feel uncomfortable to write in English. The lack of support in writing and publishing research, having limited access to resources in their specialty in English, or the lack of guidance on how to have access to them.

As shown in Table 2, (40%) of interviewees agreed that the lack of motivation is the major reason for the prevalence of the use of French and Arabic in the academic and professional context. 20% of them link this issue to the idea that learners in the institutes of vocational training aim to fulfill professional goals and they are not inclined to undertake research or publishing internationally in which they prioritize job commitments over research. On the contrary, 40% of the interviewees stated that the main reasons are the instructional programs which are based on French and Arabic for many years in addition to the limited support and instruction at the level of academic writing and publication. Samples of the responses are presented below.

*"The major reason in my opinion is that the majority of the students are not interested in languages. Their goal is to strengthen their professional skills. So, for many of them, there is no motivation or willingness to learn the English language or to use it in writing" (Interviewee 1).*

*"In our country, we are still using French, and English is still rarely used which makes them not fully aware of its significance in the job market. We hope by time our learners work harder and improve their skills in English" (Interviewee 7).*

*"Writing and publication take time and effort. The majority of learners in the institutes focus more on their technical skills, not on the language or even research which is why only a few of them embark on the world of research and publishing papers" (Interviewee 2).*

*"Writing papers and research works is not easy, it needs guidance and instruction in finding appropriate books and sources. We have to tailor some programs with a specific focus on this issue because many learners in the institutes' or who graduated may be interested, but they did not find someone to guide and support them, or maybe correct them when they write." (Interviewee 9).*

### **3.2.5. What solutions can be suggested to motivate students at the national institute to write their scientific research papers in English?**

The interviewees provided several strategic solutions. First, providing support and assistance in using the English language through effective integration into the curriculum is one way to solve this problem. Additionally, giving access to English language materials and sources may encourage students to read, expand their knowledge, and share their findings. Another solution is to place more emphasis on teaching technical English and academic writing, rather than focusing solely on content without the language context. Moreover, students can participate in workshops and online courses to learn the basics and requirements of research publication. Similarly, enhancing academic writing skills should be coupled with feedback and assessment. It is also important to integrate students into workshops where they write and receive constructive feedback from teachers, and peer reviewers from journals which can be effective and encouraging. Finally, boosting their awareness of the significance of writing and publishing in English is crucial.

## **4. DISCUSSION**

The results show that all the respondents are aware of the importance of academic writing and publication in English. However, only a few of them engaged in writing and publishing (04.76%) after many years of graduation from the national institutes. The analysis of the questionnaire data exhibits many factors that

impede those students from writing research in English. Some factors are relevant to language proficiency, motivation, and institutional support. This shows that even if a large number of graduates possess a fundamental comprehension of the language, their competency is limited to publishing research in the language with confidence. Moreover, their average English proficiency is below the intermediate level, as indicated by their 1.89 mean proficiency level. The latter was reflected in a large number of respondents (73%) stating that they have a limited command of the English language, either in terms of syntax or the technical vocabulary needed to communicate in English. Consequently, a set of non-linguistic factors intervene including concerns of demotivation, lack of self-confidence, and interest in learning and using the language.

An additional aspect is the absence of institutional support which is exhibited by only 4.76% of responders having research articles published in English. Furthermore, 53.97% of respondents stated that the institute did not provide them with any guidance in writing research papers requirements. Therefore, the institution's lack of training and academic support lowers the graduates' competencies in publishing their works in English. Similarly, the professional commitments in the job context affect their capacity to publish in English.

From teachers' perspectives, the programs are not designed to help students learn the target content in English; instead, they place more emphasis on teaching the content in French or Arabic languages. This indicates that there is a need to actively integrate English as a means of instruction to improve academic writing and publication skills in English even though students may occasionally get guidance on academic writing. Furthermore, when English is employed, technical jargon and terminology should be stressed in conjunction with teaching the students the basic aspects of academic writing.

Furthermore, the results revealed that all interviewees who belong to different national institutes in Algeria received various types of training in English. However, this did not help to enhance their English skill or develop their technical English ability. Therefore, the lack of proficiency among teachers could affect negatively the instruction of students who belong to these institutions.

Although English as a medium of instruction is a new language policy in the country, the practical implementation is still not fully achieved. This is because 50% of the interviewees made an effort to enhance English proficiency through workshops and online courses since the programs and training provided by the institutes were limited and not sufficiently effective.

In this regard, enhancing the graduate's competence can be greatly accomplished by providing more emphasis on integrating English into the curriculum and giving them access to English language resources and materials. Similarly, it is important to offer specialized instruction in academic writing and technical English. In addition, designing online classes and seminars that cover the fundamentals and specifications of publishing research for students of vocational training institutes could be effective. Not to mention, policymakers should integrate courses in the program that help improve the student's writing skills.

Those findings align with Aithal's (2016) research which asserts that higher education institutes are responsible for encouraging members of the academic community to publish their work in international journals and improve research productivity. Similarly, Agatep and Villalobos (2020) concluded that efforts should be oriented toward educating students on how to write effective papers with accurate structure and within the requirements of the APA style. Besides, it is recommended to promote government agency funding to help students with research scholarships.

As for the limitations of the study, the results would be more representative if the sample of the interviewees was larger. This could help researchers gather more relevant data. Further, the questionnaire was addressed to the graduates of industrial electricity where approaching this specific sample was challenging for the researchers. Besides, the study could also interview the directors of the national institutes of vocational training to understand the potential administrative policies that impact the current conditions of writing and publication for members of those institutes.

## 5. CONCLUSION

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The study addressed the issue of enhancing writing and research publication among the graduates of industrial electricity at the national institutes of vocational training. Likewise, highlights some practical solutions that could be implemented to encourage writing and research publication amongst those graduates. The results of the questionnaire revealed that the respondents were all aware of the importance of writing and publication in the English language to share innovative and current findings in the field of industrial electricity. Nevertheless, the teaching and training programs they received are to a large extent based on French as a foreign language rather than English. The latter influenced their overall competence in this language and impeded them from using this language in research publications. The lack of support and teaching programs tailored to workshops and courses in academic writing and publication is another issue. Some other reasons are psychological such as limited confidence, motivation, and interest in using English in writing. In line with this, the implementation of the English language in teaching at the Algerian National Institutes is still at its outset. Therefore, teachers are still not completely competent to teach technical content in English despite some efforts on the part of teachers themselves or the government to provide the required training. Some practical solutions include integrating English into the teaching program and providing access to resources and materials. In addition, specialized instruction in academic writing and technical English can be offered along with strengthening institutional support, such as increased funding for research publications and English language instruction.

Future research should focus on promoting collaboration between researchers, academicians, and professionals in industrial electricity and other related fields to improve the relationship between theoretical knowledge and practical applications. In addition, future research could raise the importance that policymakers should design syllabuses that actively and authentically implement the English language as a means of instruction in the institutes of vocational training. The programs should be tailored based on the learners' needs and the requirements of academic writing and publication skills.

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**Ethical Approval:** The study adheres to the ethical guidelines for conducting research.

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