

A COMPARATIVE ANALYSIS OF LANGUAGE FEATURES ACROSS COMMUNICATIVE ENGLISH SKILLS AND GARMENT VOCATIONAL TEXTS

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ABSTRACT

Linguistic variations across academic and professional domains highlight the need for English for Specific Purposes (ESP) curricula tailored to technical communication demands. This study aims to analyze discourse characteristics in Communicative English Language Skills texts and Garment and Apparel Fashion materials to identify genre-based distinctions. Purposive sampling was used to select relevant courses, and quantitative register analysis was conducted using adapted multidimensional frameworks to identify patterns in vocabulary, grammar, and discourse types. The findings revealed that Garment and Apparel Fashion texts emphasized descriptive, instructional, and analytical functions essential for skill development, while Communicative English Language Skills texts incorporated a broader range of genres to foster versatility. These variations in discourse features were contextually driven and informed the need for curriculum refinement. The study emphasizes the importance of evidence-based, context-sensitive English instruction to address disciplinary discourse differences.

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ABSTRAK

Variasi linguistik di berbagai domain akademik dan profesional menyoroti kebutuhan akan kurikulum Bahasa Inggris untuk Tujuan Khusus (ESP) yang disesuaikan dengan tuntutan komunikasi teknis. Penelitian ini bertujuan untuk menganalisis karakteristik wacana dalam teks Keterampilan Bahasa Inggris Komunikatif dan materi Garment dan Fashion Pakaian untuk mengidentifikasi perbedaan berbasis genre. Pengambilan sampel purposif digunakan untuk memilih mata kuliah yang relevan, dan analisis register kuantitatif dilakukan menggunakan kerangka multidimensional yang diadaptasi untuk mengidentifikasi pola dalam kosakata, tata bahasa, dan jenis wacana. Hasil penelitian mengungkapkan bahwa teks Garment dan Fashion Pakaian menekankan fungsi deskriptif, instruksional, dan analitis yang penting untuk pengembangan keterampilan, sementara teks Keterampilan Bahasa Inggris Komunikatif mencakup berbagai genre untuk mendorong keberagaman. Variasi dalam fitur wacana ini didorong oleh konteks dan memberi informasi terkait perlunya perbaikan kurikulum. Penelitian ini menekankan pentingnya pengajaran bahasa Inggris berbasis bukti dan sensitif terhadap konteks untuk mengatasi perbedaan wacana disiplin.

Kata kunci: *fesyen pakaian, wacana,, EAP, ESP, industri garmen, register*

INTRODUCTION

The study of academic discourse, genre, and register is essential for understanding the linguistic demands in specialized fields, particularly within English for Specific Purposes (ESP) as it applies to the garment and textile industries. This section synthesizes significant research on vocabulary usage, discourse functions, and grammatical structures within Technical and Vocational Training (TVT), with a specific focus on garment programs. Through the analysis of corpus-based studies and genre

analysis, scholars offer a comprehensive view of how language operates across academic and professional contexts, scholars offer comprehensive view of how language operates across academic and professional contexts (Biber & Conrad, 2019; Hyland & Tse, 2007; Jones, 2024), highlighting unique challenges for students and professionals navigating these fields (Kessler & Polio, 2023).

Research on vocabulary demands within TVT highlights the necessity of specialized lexicons (Bobyreva, 2015; Hamdoun, 2024; Mayer, 2024; Negoescu, 2019). Studies by Hou (2014), Schmitt and Schmitt (2020), and Zhang (2013) emphasize the importance of technical word lists tailored to industry-specific terminology, noting significant variations in word patterns and collocations across disciplines. Merrita (2021) extends this by showing that effective vocabulary learning requires not only understanding new words but also grasping their pragmatic and functional uses within specific contexts.

A recurring theme in recent studies is the role of academic discourse within multilingual and cross-cultural environments, where learners often face additional linguistic hurdles. For instance, Cheng (2016), and Parkinson (2016) investigate the nuances of English for Academic Purposes (EAP) and the challenges faced by multilingual learners, particularly in non-native English contexts. These studies emphasize that academic discourse is not only linguistically complex but also culturally specific, affecting students' ability to meaningfully engage with English as an academic language. Complementing this research, Salager-Meyer et al. (2016) examine academic language practices, emphasizing how cultural factors shape discourse expectations. This has practical implications for students in specific fields like garment and textile studies, where disciplinary expectations and cultural variations intersect to create a distinct linguistic environment (Gray, 2022; Hyland, 2023).

In the context of the garment industry, effective communication relies heavily on the use of formulaic language—fixed phrases and conventional expressions—which supports clear, contextually appropriate interactions in academic and vocational settings. Wang and Chan (2024) study on formulaic language reveals a gap between traditional EAP instruction and authentic language use in English as a Lingua Franca (ELF) settings, such as international seminars. They argue for the incorporation of more authentic formulaic language in EAP curricula to improve students' communicative competence and participation in academic discussions, particularly in vocational fields like garment studies, where precision and clarity are crucial. Additionally, this perspective aligns with findings which highlighted the importance of genre-specific language training in preparing students for professional discourse (Hyland, 2004; Lumaela & Que, 2021; Sevy-Biloon, 2018; Swales, 2004).

Another dimension of academic discourse in vocational training is the use of genre and metaphor, both of which contribute significantly to the construction of meaning within specialized fields. Marr (2020) explores how metaphors—whether interpersonal, logical, or grammatical—facilitate nuanced expression, allowing authors to present complex ideas in ways that create logical connections and appropriate interpersonal tone. Her findings suggest that metaphorical language in EAP enables students to manage both literal and metaphorical meanings, a skill that is essential in specialized fields where technical and abstract concepts are prevalent. Integrating metaphor training into EAP instruction could thus better equip garment industry students to communicate both technical and abstract ideas effectively. Martin et al. (2019) also underscore how genre and metaphor, when analyzed through systemic functional linguistics (SFL), reveal the depth of communicative skills required within specific vocational contexts, such as garment and textile industries.

The grammatical structures prevalent in academic discourse vary widely across genres and registers, with specific features that are particularly prominent in technical and scientific writing. For example, Tarasova and Beliaeva (2024) emphasize the role of morphological knowledge in vocabulary acquisition and accuracy in EAP, noting that morphological awareness enables students to decode complex technical terminology and construct sophisticated arguments. Besides, Casal and Qiu (2024) research on non-finite clause usage in novice and expert academic writing demonstrates that expert writers use these structures to enhance clarity and conciseness, suggesting that non-finite clauses should be prioritized in EAP instruction to align student writing with academic and professional standards. These grammatical skills are essential in the garment sector, where precise language use is needed to convey technical processes and instructions. Agbaglo (2020), and Conrad (2018) further confirm that syntactic complexity and the use of passive voice are central to technical and scientific communication, a critical area for garment industry training.

The balance between stability and evolution in academic genre conventions is another area of interest, particularly in rapidly changing fields. Biber and Conrad (2019) discuss the persistence of certain genres, such as prayers and sermons, while acknowledging that others, like technical communication, adapt to evolving social and technological contexts. This dynamic is particularly relevant in the garment industry, where students must not only acquire technical vocabulary but also develop flexible genre knowledge to keep pace with industry changes. Similarly, Shaw (2016), and Thompson (2016) emphasize the significance of genre conventions in shaping both academic and vocational discourse, underscoring the need for students to understand these expectations to communicate effectively within specialized, fast-evolving fields like garment production. Rose (2014) also stresses that curriculum design should reflect this balance by incorporating evolving genre and discourse practices relevant to students' future professional contexts.

Despite extensive research on vocabulary demands, discourse functions, and grammatical structures in ESP, there is a notable gap in addressing the specific linguistic needs of trainees in the garment and textile industries, particularly in non-Western contexts such as Ethiopia. Most existing studies, including those by Cortes (2013), Hyland and Tse (2007), and Rose (2014) focus on general ESP or Western academic contexts. Consequently, there is limited localized research that explores the unique challenges faced by non-native English speakers in vocational training programs outside the Western sphere. This gap is particularly pronounced in the garment sector, where the specific vocabulary, discourse patterns, and technical language required differ significantly from general ESP or EAP programs (Connor et al., 2016).

Furthermore, while vocabulary and grammar are foundational to academic discourse, few studies address the intersection of discourse functions—how technical vocabulary and grammar are employed to perform specific communicative tasks in vocational settings. In the garment industry, for instance, the practical application of language includes interpreting technical manuals, understanding garment production terminology, and navigating complex diagrams. Research indicates that such tasks demand a high level of inferencing and critical analysis, as well as specialized language skills that go beyond general comprehension (Durrant, 2009; Natsir & Anisati, 2016; Rose, 2014; Yusuf et al., 2018). Current vocational curricula often fail to bridge the gap between classroom instruction and real-world demands, leaving students underprepared for professional communication in their field. Gray (2022), and Pescuma et al. (2023) further support the need for more focused research on register variation and

rhetorical structures specific to understudied vocational fields like garment and textile studies.

This research is aimed to address these gaps by providing a more tailored and context-specific analysis of the linguistic needs of garment industry trainees. By focusing on vocabulary, discourse functions, and grammar within the framework of vocational training, this study will contribute to the development of a curriculum that better prepares trainees for real-world communication demands in the global garment industry. Furthermore, the findings will be particularly relevant for policymakers, educators, and trainers looking to improve the effectiveness of language instruction in vocational education, thereby enhancing the employability and competitiveness of Ethiopian trainees in both local and international markets.

METHOD

Quantitative Text Analysis

This study employed quantitative text analysis methods to systematically analyze discourse features in the course texts. Word frequency counts and grammatical features tagging were conducted to identify patterns in vocabulary usage and grammatical forms.

In addition, the texts underwent content analysis involving the classification and quantification of discourse functions based on the adapted frameworks of (Lytvyn et al., 2016; Manrique-Losada et al., 2019). This involved coding the rhetorical structures and rhetorical moves within paragraphs to identify organizational patterns in the course materials.

Quantifying discourse features in this way offered an objective measurement of variations. Frequency data and coding schemes were then statistically analyzed to draw conclusions about differences in linguistic features between Communicative English Language Skills Texts and Garment and Apparel Fashion texts. Content analysis of the larger corpus also allowed for generalizable insights into how language patterns diverged according to disciplinary contexts and communicative needs.

By systematically categorizing textual elements, this quantitative approach aimed to elucidate patterns that would have otherwise remained hidden, facilitating a rigorous assessment of domain-specific language demands. The techniques allowed for robust comparisons uncovering refined variations in register across technical fields of study.

To systematically examine the discourse features in these materials, this study employed quantitative text analysis across a diverse range of vocational training texts. The corpus included two English language courses—Communicative English Language Skills I and Communicative English Language Skills II—as well as ten major garment-related course texts, selected based on their core relevance to the curriculum and frequent use in vocational programs related to the garment industry. These textbooks, which are predominantly used during the second to fourth years of training, offer a comprehensive overview of the language demands within the garment sector, reflecting the technical and practical skills required in this field.

For the analysis, courses such as Apparel Machinery Maintenance, Patternmaking and Development, Advanced Garment Construction, Embroidery Design, Apparel Costing, Fashion Merchandizing and Marketing, Apparel Prototyping, Fabric Study, and Fundamentals of Fashion Design were analyzed. These courses represent a broad spectrum of the garment industry, ranging from technical skills in machinery and construction to the business-oriented aspects of marketing and costing. This ensures that the study captures the specific terminology and vocabulary essential for learners in the garment field.

The selection process involved identifying the most representative texts that reflect the language demands of the course. Criteria for selection included the importance of the text within the curriculum, the level of technicality in language use, and the coverage of key topics within the garment industry. Furthermore, these courses were crucial and were also focal course for preparing exit exam for prospect graduates. The corpus size totaled approximately 524015 words, ensuring that a substantial amount of data was available for analysis.

Data Analysis Methods

The corpus was divided into two subsets: general communicative English texts and Garment and Apparel Fashion texts. Input from subject matter experts ensured that the garment-related materials represented language from both academic and professional contexts. This comparative analysis revealed key differences between general English language usage and the technical language specific to the garment industry, uncovering distinct patterns of vocabulary and collocations across the two domains.

Through frequency data and coding schemes, the study identified linguistic patterns such as technical jargon, complex noun phrases, and variations in verb usage. These findings highlighted the importance of domain-specific language instruction, enabling educators to tailor their materials to meet the specific vocabulary needs of vocational trainees in the garment sector, improving their overall understanding and success in the field.

To analyze the linguistic features, word frequency counts and grammatical tagging were performed using WordSmith Tools and WordStat software. This allowed for the identification of patterns in vocabulary and grammar, with a focus on key lexical items specific to the garment industry, ensuring that the most critical linguistic features for student success were uncovered. The frequent vocabulary in the garment texts was analyzed using WordStat, while common grammatical structures were identified through MAXQDA software. MAXQDA was also used to determine the most frequent types of Functions and content words within the garment texts, providing insights into how these elements are structured in the field.

FINDINGS

This section presents the key findings from the analysis of linguistic features in the Communicative English Language Skills and Garment and Apparel Fashion course texts.

Register Analysis

Register analysis was conducted to identify patterns in vocabulary usage, grammar, and text types between the Communicative English Language Skills course and Garment and Apparel Fashion course materials.

Vocabulary of Communicative English Language Skills

An analysis of the most frequent words in the Communicative English Language Skills course texts is displayed.

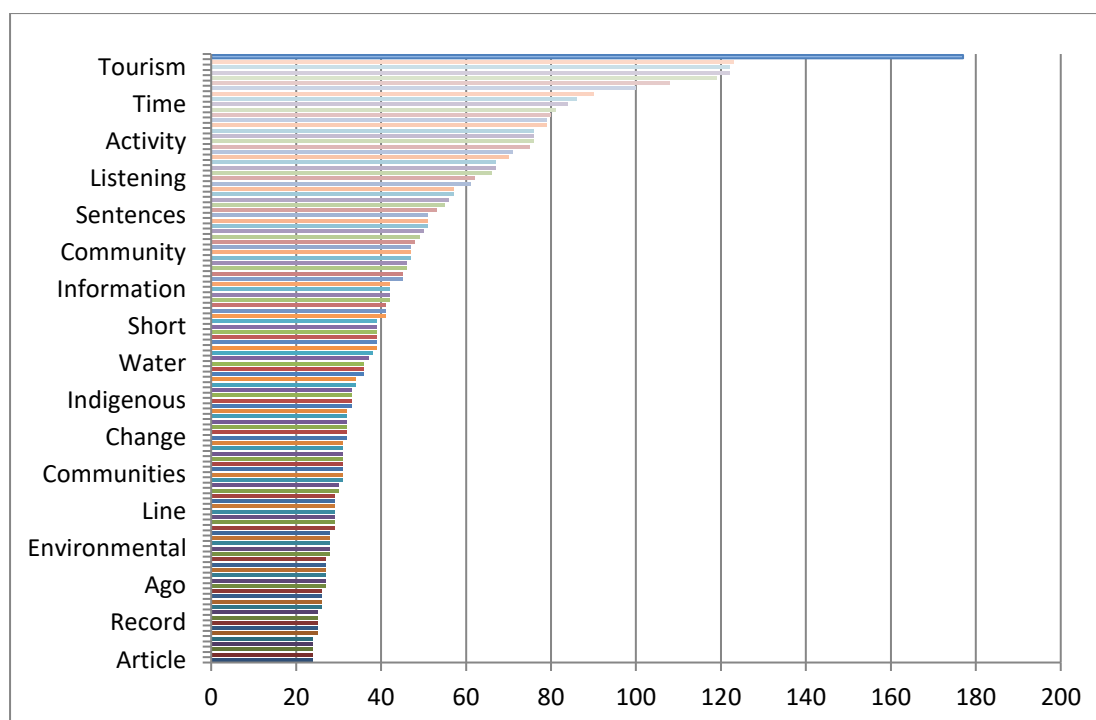


Figure 1. Frequent Vocabulary in English course

The vocabulary frequency analysis of the Communicative English Language Skills course highlights a curriculum that places a strong emphasis on the core language skills of reading, writing, listening, and speaking. The prominence of words such as "Reading," "Read," "Writing," "Listen," and "Speaking" underscores the importance of these skills within the course. It suggests that a significant portion of the curriculum is dedicated to developing students' ability to comprehend, produce, and engage with language in its various forms. The focus on "Reading" in particular indicates that reading comprehension and the ability to interact with different types of texts are likely central to the course's objectives.

In addition to the core language skills, the course appears to prioritize skills development more broadly. Terms like "Skills," "Study," "Knowledge," "Activities," and "Strategies" suggest that students are not only learning language but also acquiring techniques and methods to enhance their proficiency. The frequent mention of "Activities" implies that the course is likely interactive, with practical exercises designed to build these skills. This approach may help students apply their learning in real-world scenarios, making the course both practical and comprehensive.

The integration of cultural and social themes within the course is evident from the repeated appearance of words such as "Cultural," "Tourism," "Heritage," "Community," and "Indigenous." These terms indicate that the course content is designed to raise awareness of cultural and social issues, possibly providing students with a global perspective. The inclusion of terms like "Africa" and "Countries" further suggests that students are exposed to diverse cultural contexts, which may enrich their understanding and application of the English language in various cultural settings.

Grammar and sentence structure are also key components of the curriculum, as evidenced by the frequent occurrence of words like "Grammar," "Paragraph," "Sentences," "Verbs," and "Tense." The course seems to offer detailed instruction in grammatical structures, with a focus on helping students construct well-formed sentences. The specific mention of "Passive," "Present," and "Past" tense indicates that

students are likely being taught the nuances of verb tenses, which are crucial for mastering the English language.

The course appears to involve substantial engagement with texts and information processing, as indicated by the frequent use of terms such as "Text," "Information," "Words," "Notes," "Questions," and "Answers." These words suggest that students are actively involved in reading and interpreting various texts, with an emphasis on comprehension and critical thinking. Activities like summarizing information and responding to questions are likely integral parts of the curriculum, further reinforcing students' ability to analyze and communicate effectively.

Finally, the presence of vocabulary related to practical and interdisciplinary applications, such as "Human," "Work," "Development," "Environment," and "Health," implies that the course content is not limited to language learning in isolation. Instead, it seems to connect language skills with broader social and environmental issues, preparing students to use English in contexts that are relevant to their lives and careers. This interdisciplinary approach likely enhances the practical value of the course, equipping students with the language skills they need to succeed in various fields.

Vocabulary of Garment Major Courses from the Second to Fourth Year

The vocabulary characteristics of the Garment and Apparel Fashion course texts are then examined.

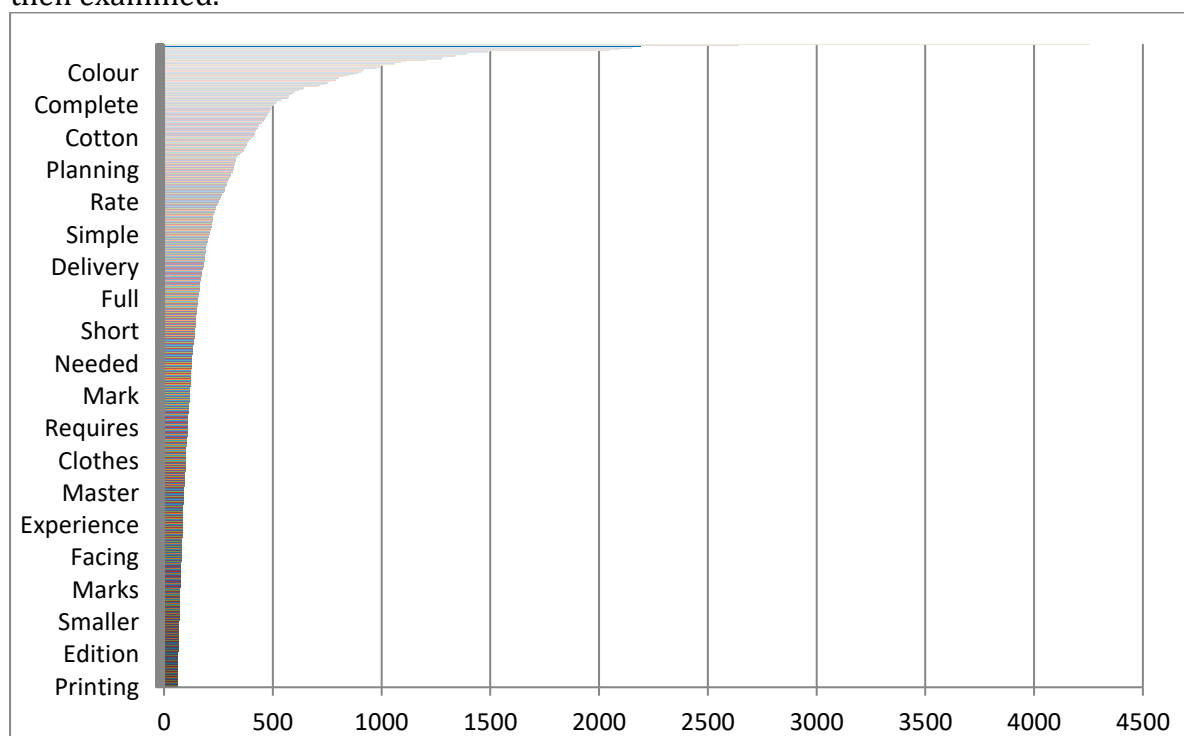


Figure 2. Frequent Vocabulary in Garment and Apparel Fashion Course

The vocabulary frequency analysis for the Garment major courses from the second to fourth year reveals a strong focus on practical and technical aspects of the garment industry. The most frequently occurring word, "Cost," appearing 4,253 times, suggests that cost management and budgeting are central concerns in these courses. This high frequency reflects the importance of financial considerations in garment production, likely encompassing everything from material costs to labor and overhead expenses.

The prominence of terms like "Fabric" (2,639), "Machine" (2,190), and "Process" (2,173) highlights the technical and material aspects of garment production. These terms indicate that students are extensively trained in the use of machinery, the properties of different fabrics, and the processes involved in garment manufacturing. The frequent mention of "Production" (2,154) and "Garment" (2,149) further emphasizes the course's focus on the end-to-end production of garments, from raw materials to finished products.

Words related to materials and production processes, such as "Material" (2,049), "Yarn" (1,201), and "Cutting" (1,110), suggest a detailed exploration of the various components and stages involved in garment making. The presence of "Sewing" (1,272) and "Stitch" (1,006) indicates a focus on the craftsmanship and technical skills required to produce high-quality garments. Additionally, terms like "Pattern" (1,174) and "Design" (1,281) suggest that creative design and pattern-making are integral parts of the curriculum, bridging the gap between technical skills and creativity.

The frequent occurrence of business-related terms such as "Sales" (1,085), "Marketing" (801), "Customer" (638), and "Buyer" (617) points to an emphasis on the commercial side of the garment industry. This suggests that students are not only learning how to produce garments but also how to market and sell them effectively, understanding consumer needs and the dynamics of the fashion market.

The inclusion of words like "Waste" (1,396) and "Labour" (871) reflects a concern with efficiency and sustainability in garment production. These terms likely relate to discussions on reducing waste, optimizing labor costs, and improving the overall sustainability of the production process. The mention of "Quality" (446) and "Control" (323) further underscores the importance of maintaining high standards in production, ensuring that the garments meet certain quality criteria.

Technical terms such as "Overhead" (1,061), "Expenses" (1,059), and "Price" (992) are indicative of the detailed financial management aspects covered in the courses. This suggests that students are being trained to manage both the operational and financial sides of garment production, ensuring profitability while maintaining quality.

In summary, the vocabulary analysis reveals a curriculum that is heavily oriented towards the technical, financial, and commercial aspects of garment production. The frequent mention of terms related to cost, machinery, materials, and production processes indicates that students are being prepared to handle the complexities of garment manufacturing, from the initial design to the final product, while also understanding the market and financial dynamics that drive the industry.

Comparison of Vocabulary

When comparing the vocabulary used in Communicative English Language Skills and Garment major courses, distinct differences in focus and objectives emerge. The Communicative English Language Skills course primarily emphasizes developing language proficiency, with a significant focus on reading, writing, listening, and speaking skills. This course also integrates cultural and social themes, preparing students to use English in diverse contexts. In contrast, Garment major courses concentrate on the technical, financial, and commercial aspects of garment production. The curriculum is designed to equip students with practical skills necessary for success in the garment industry, including cost management, technical production, and marketing.

The skills development in the two courses also shows different priorities. The English course emphasizes the development of core language skills, grammar, and sentence structure, alongside fostering cultural awareness and interdisciplinary applications. On the other hand, Garment courses emphasize technical skills such as

fabric handling, machine operation, and garment design, coupled with financial management and commercial strategies.

Both courses incorporate interdisciplinary elements, but with different focal points. The English course connects language learning with broader social and environmental issues, reflecting its interdisciplinary nature. In contrast, Garment courses focus more on the intersection of technical skills and business practices, integrating elements like cost management, sustainability, and marketing.

In terms of application and practicality, the English course appears to be designed with broad applicability in mind, preparing students to use English in a variety of real-world scenarios. Conversely, the Garment courses have a more specific application, preparing students for careers in the garment industry by providing them with the necessary technical and commercial skills.

When designing new Communicative English Language Skills courses specifically for garment trainees, it would be crucial to integrate technical vocabulary and industry-specific language from the Garment major courses into the English curriculum. This would include terms related to cost management, fabric types, production processes, and marketing strategies. The goal would be to create a course that not only enhances the trainees' general English proficiency but also equips them with the language skills needed to succeed in the garment industry. Incorporating industry-specific vocabulary, such as "Fabric," "Sewing," "Pattern," and "Cost," into the English curriculum would help students become more familiar with the language used in their field. Additionally, designing activities that simulate real-world garment industry scenarios—such as negotiating with suppliers, discussing design specifications, or preparing marketing materials—would make the course more relevant and practical for garment trainees. Maintaining a focus on cultural and social themes, but tailoring them to the garment industry (e.g., understanding global fashion trends or ethical production practices), would further help trainees apply their language skills in a broader, more informed context. Overall, a new Communicative English Language Skills course for garment trainees should blend the emphasis on language proficiency from the existing English course with the technical and commercial focus of the Garment major courses, creating a specialized curriculum that meets the unique needs of garment industry professionals.

Grammar Feature of Communicative English Language Skills

Frequent grammar types in the Communicative English Language Skills texts are identified.

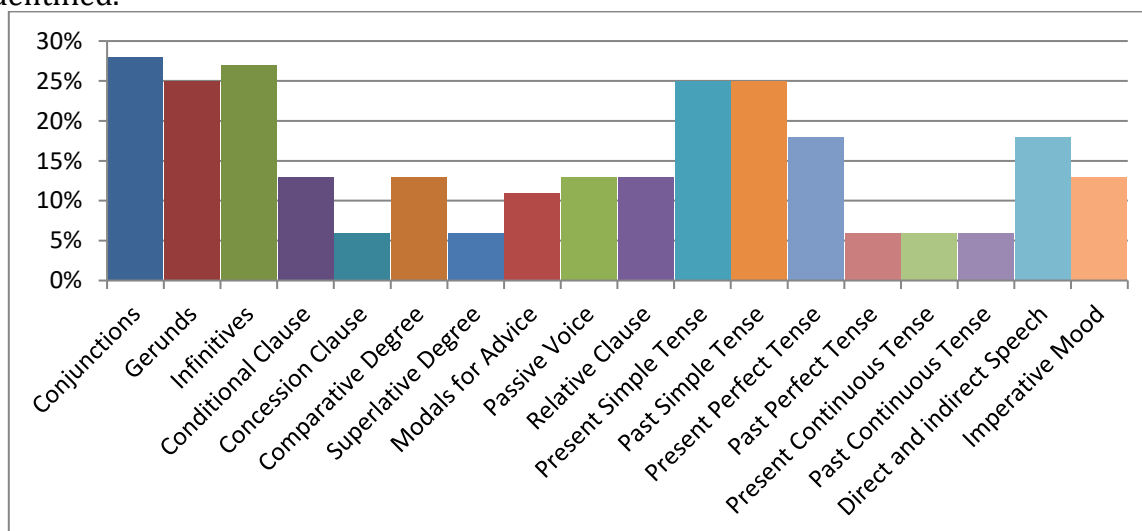


Figure 3. Grammar Features in Communicative English Skills Courses

The analysis of communicative English grammar features reveals a structured approach to language instruction, with a clear focus on high-frequency features that are fundamental to effective communication. Conjunctions, gerunds, and infinitives, which fall within a high-frequency range of 25% to 28%, are particularly emphasized, as these elements are crucial for constructing complex and coherent sentences. Conjunctions, in particular, play a vital role in connecting phrases, clauses, or sentences, reflecting the course's emphasis on helping students develop intricate communication structures essential in both written and spoken English. The frequent use of gerunds and infinitives highlights their importance in expressing actions, purposes, and continuous states, thereby expanding students' ability to convey nuanced meanings in daily interactions. Additionally, the present simple and past simple tenses, each with a frequency of 25%, are frequently used, underscoring their role in describing habitual actions, general truths, and past events, which are foundational to everyday communication.

In terms of moderate-frequency features, which range between 11% and 18%, the analysis indicates a balanced approach that emphasizes critical thinking and comparative skills. Conditional clauses and comparative degrees, each with a frequency of 13%, are important for decision-making and evaluations, essential in both academic and professional contexts. Direct and indirect speech, appearing with an 18% frequency, is particularly noteworthy for its role in narrative and reporting contexts, enabling students to effectively report speech and convey statements in both social and formal communications. Other moderately used features, such as modals for advice (11%), passive voice (13%), relative clauses (13%), present perfect tense (18%), and the imperative mood (13%), are crucial for guiding interactions, providing detailed information, and creating formal tones in communication.

Low-frequency features, including concession clauses, superlative degrees, past perfect, present continuous, and past continuous tenses, each with a frequency of 6%, are used less frequently. Their lower emphasis suggests that these grammar structures may be more specialized, with limited use in everyday interactions and a focus on specific contexts where such forms are necessary.

The analysis reveals a strong emphasis on foundational grammar features such as conjunctions, gerunds, infinitives, and verb tenses (present simple and past simple). These elements are crucial for building a solid base in communicative English. The moderate-frequency features are also important, though used more selectively based on context, while low-frequency features may be considered less central to the communicative goals of the courses, possibly reflecting their specialized or less frequent use in everyday interactions. This balanced approach ensures that students gain a comprehensive understanding of essential grammatical structures while also being exposed to more specialized forms as needed.

Grammar in Garment and Apparel Fashion Courses

Common grammatical forms in the Garment and Apparel Fashion course materials are outlined.

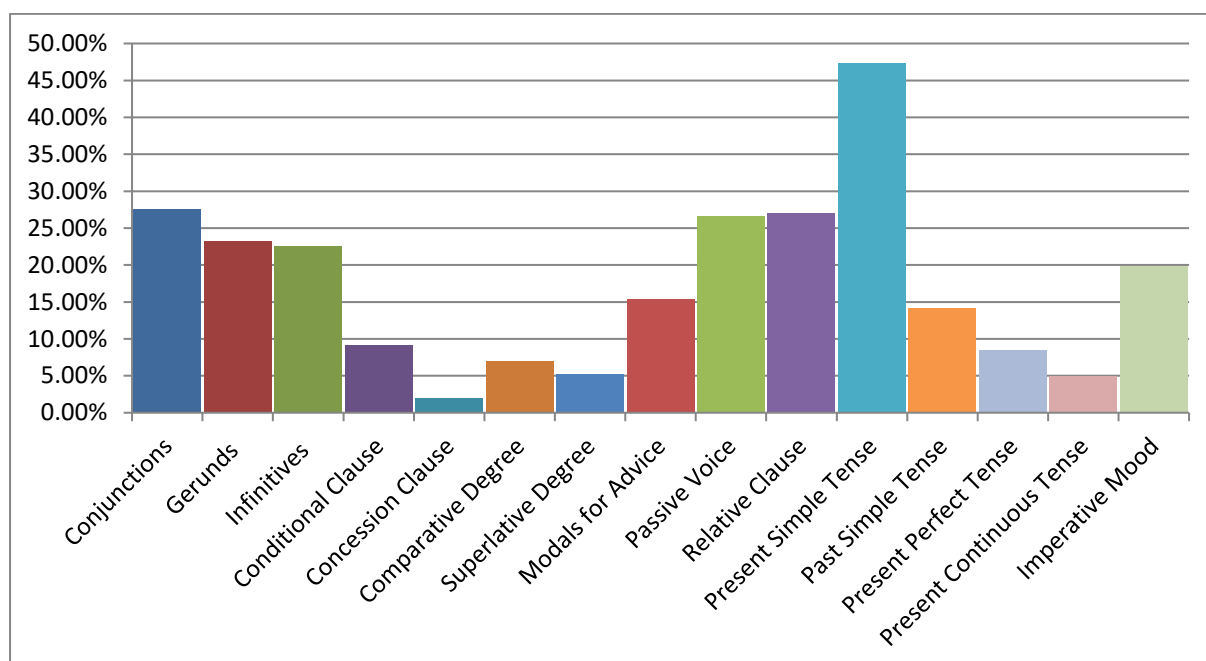


Figure 4. Grammar Features in Garment and Apparel Fashion Courses

The analysis of grammar features in garment courses reveals distinct patterns that reflect the instructional and descriptive nature of the content. The present simple tense is the most frequently used grammatical feature, appearing in 47.333% of the analyzed content. This high frequency underscores the emphasis on presenting general facts, routines, and procedural steps, which are crucial in conveying the foundational principles and consistent practices in garment-making. Similarly, the extensive use of conjunctions (27.500%) highlights the need to connect ideas, explain relationships, and structure information in a coherent manner. This allows for the clear and logical presentation of complex processes and instructions.

Another significant feature is the use of relative clauses (27.000%), which serve to add specificity and detail by providing additional information about particular elements within sentences. This is particularly important in garment courses, where precise descriptions of materials, tools, or techniques are necessary. The frequent use of passive voice (26.667%) aligns with the instructional focus of the content, as it shifts the emphasis to the actions and processes rather than the individuals performing them. This is common in procedural texts where the steps or results of actions are prioritized, such as "The fabric is cut into pieces" rather than "Someone cuts the fabric."

The moderate use of gerunds (23.167%) and infinitives (22.500%) further emphasizes the focus on actions and processes within the course content. Gerunds often appear in sentences that describe essential skills or ongoing activities (e.g., "Sewing is an essential skill"), while infinitives are commonly found in instructions (e.g., "To create a seam, align the fabric edges"). The presence of the imperative mood (19.833%) also supports the instructional nature of garment courses, as commands and direct instructions are necessary for guiding learners through specific tasks and procedures.

In addition, the moderate use of modals for advice (15.333%) reflects the need to offer guidance, suggestions, or recommendations within the course material, helping students understand best practices or avoid common mistakes. The past simple tense (14.167%) is used to refer to historical events, case studies, or past experiences in

garment production, providing context and background that enrich the learning experience.

Less frequently used grammar features, such as conditional clauses (9.167%), present perfect tense (8.500%), comparative degree (7.000%), and superlative degree (5.167%), indicate that while these structures are present, they are not the primary focus of the content. Present continuous tense (5.000%) is used sparingly, likely in discussions of on-going actions or current trends. Finally, the low occurrence of concession clauses (2.000%) suggests that there is minimal emphasis on expressing contrasting ideas or exceptions within the course material.

Overall, the grammar features in garment courses reflect a strong focus on clear, precise, and process-oriented language, which is essential for effectively communicating instructions, descriptions, and information in a vocational context.

Comparison of Grammar Features

The comparison of grammar features in Communicative English Language Skills and Garment major courses reveals different focuses and objectives. The Communicative English Language Skills course emphasizes a broad range of grammar features to develop comprehensive language skills applicable in various contexts, with a balanced approach between sentence construction, tense usage, and modality. In contrast, Garment major courses prioritize grammar features that are directly related to the technical and procedural needs of the garment industry, focusing on clarity, precision, and the ability to follow and give instructions effectively.

In the area of tense usage, the Communicative English course employs a variety of tenses, with a strong emphasis on the present simple and past simple tenses, reflecting the need to discuss habitual actions and past events. However, in Garment courses, the present simple tense is overwhelmingly dominant, as it is crucial for describing routines, general principles, and procedures in a clear and consistent manner.

Regarding sentence construction, the Communicative English course has a high frequency of conjunctions, gerunds, and infinitives, supporting the construction of complex and varied sentence structures. In contrast, Garment courses heavily use conjunctions and relative clauses, which are essential for creating detailed, coherent, and specific instructions and descriptions.

The use of the passive voice differs between the two courses as well. In Communicative English, the passive voice is moderately used, indicating its importance in formal or objective contexts. Garment courses, however, place a higher emphasis on the passive voice, reflecting the instructional focus where the process or action is prioritized over the agent.

The imperative mood is moderately used in the Communicative English course, reflecting its role in giving directions or commands in everyday and workplace communication. In Garment courses, it is more frequently used and is essential for guiding students through hands-on tasks and procedures.

Relative and conditional clauses also see varied use. In Communicative English, relative clauses are moderately used to add detail, while conditional clauses are also moderately used to express hypothetical situations. Garment courses, however, make high use of relative clauses to add specificity, with conditional clauses used less frequently, reflecting the practical, process-oriented nature of the course.

To design a Communicative English Language Skills course that better aligns with the needs of garment trainees, several modifications should be considered. The course should increase its focus on the present simple tense, given its dominance in garment

courses, particularly in contexts related to describing procedures, routines, and general principles. Emphasizing the passive voice would also be beneficial, as it is frequently used in garment courses. The new English course should include more exercises that help trainees construct passive sentences, especially in the context of instructions and process descriptions. Additionally, the course should place a stronger emphasis on the imperative mood, incorporating tasks that require trainees to give and follow direct instructions, mirroring the hands-on nature of their field. The use of relative clauses should also be enhanced, reflecting their importance in adding specificity and detail in garment courses. Gerunds and infinitives, though moderately used in garment courses, remain important for expressing continuous actions and purposes, so the new course should include exercises that contextualize these forms within garment-related activities. While conjunctions are frequently used in both courses, the English course for garment trainees should focus on the conjunctions most relevant to connecting ideas in instructional and procedural contexts. Lastly, less relevant grammar features, such as concession clauses, superlative degrees, and certain complex tenses, should be de-emphasized in favor of more practical grammar that aligns with the everyday needs of garment trainees. By incorporating these modifications, the new Communicative English Language Skills course would be better aligned with the practical demands of the garment industry, providing trainees with the language skills necessary to succeed in their field.

Discourse Function of Communicative English Language Skills

Prevalent text types in the Communicative English Language Skills course materials are described.

Table 1. Discourse Functions in Communicative English Language Skills Courses

<i>Discourse Function</i>	<i>Examples</i>	<i>%</i>
Enumeration	- Listing study habits of highly effective students.	21
Instruction	- Note-taking instructions, how to develop skills - Instructions on how to complete activities.	23
Descriptive	- Descriptions of sports activities.	12
Analysis	- Analysis of reading strategies or note-taking techniques.	14
Problem-Solution	- Discussing study skills and how to improve them.	11
Definition	- Definition of life skills	13
Illustration	- Examples of reading types, examples of personal skills	15
Narrative	- An African researcher has made encouraging progress in using a pesticide..."	4
Cause-Effect	- Treatment is possible although expensive and pointless in communities where reinfection..."	5
Compare-Contrast	- Comparing different reading strategies.	7
Classification	- Classifying types of reading.	6
Argumentative	- Arguing the importance of a particular study skill. - Importance of life skills	3

The analysis of communicative English text styles provides valuable insights into the curriculum's emphasis on different functional areas. This detailed assessment based on the combined average frequency of each discourse function reveals the underlying pedagogical priorities and areas for potential development.

The high frequency of enumeration in the curriculum underscores its importance in organizing content in a structured manner. Enumeration lists items or ideas, which helps in presenting information clearly and systematically. Examples like study skills lists or types of life skills show how enumeration aids students in breaking down complex

concepts into manageable parts. This structured approach is crucial for enhancing comprehension and retention, ensuring that students can effectively categorize and recall information.

Instructional texts, which provide step-by-step guidance, are also highly prevalent. This discourse function is vital for teaching processes or tasks, with examples including note-taking instructions and how to develop specific skills. The frequent use of instructional texts indicates a strong focus on practical application, ensuring that students not only understand theoretical concepts but also can apply them effectively in real-world scenarios. This hands-on approach is essential for building competence and confidence in executing tasks.

Descriptive texts are used moderately, providing detailed explanations and imagery to describe topics or subjects in depth. For instance, descriptions of life skills offer students a way to articulate detailed observations. This moderate emphasis on descriptive texts highlights the need for clear communication and a thorough understanding of subjects, allowing students to engage more deeply with the material.

Analytical texts, which promote critical thinking and deeper understanding, are also moderately used. These texts involve examining and interpreting details, such as discussions and analyses of life skills. The moderate frequency suggests an emphasis on developing students' abilities to evaluate and interpret information. This is crucial in both academic and real-world settings, where critical thinking and data analysis are key competencies.

The moderate frequency of problem-solution texts indicates a significant focus on fostering problem-solving skills. These texts help students identify problems and propose solutions, as seen in examples like improving life skills or note-taking abilities. By encouraging students to think critically about challenges and how to address them, the curriculum supports the development of key competencies needed in both professional and personal contexts.

Definition texts, which explain the meaning of terms, are also used moderately. Examples include defining reading and life skills, emphasizing the importance of clarity and comprehension. The use of definitions ensures that students have a solid understanding of key concepts and terminology, providing a foundation for further learning and effective communication.

Illustrative texts are moderately present, offering examples to clarify points and enhance understanding through practical examples. Illustrations of different types of reading or personal skills help to make abstract or complex ideas more concrete and relatable. This focus on illustration aids students in grasping and remembering concepts, making learning more engaging and accessible.

Narrative texts, which tell stories or describe events, are used infrequently. The low frequency suggests that storytelling or chronological event description is not a primary focus within the curriculum. While narrative can be a powerful tool for engagement and explanation, its limited use might indicate a preference for more direct and functional forms of communication that align closely with the curriculum's specific learning objectives.

The low frequency of cause-effect texts suggests a lesser emphasis on teaching students to explore the logical connections between actions and outcomes. While examples like the benefits of life skills demonstrate this discourse function's potential value, its infrequent use might suggest an area for further development. Incorporating more cause-effect texts could enhance students' critical thinking skills, helping them to better understand and articulate the relationships between various factors.

Compare-contrast texts, which highlight similarities and differences between subjects, are also used infrequently. The low occurrence of this discourse function suggests that students may not often engage in activities requiring them to evaluate and differentiate between concepts. Enhancing the emphasis on compare-contrast texts could foster critical thinking and help students develop a more nuanced understanding of different topics, which is valuable for both academic growth and real-world decision-making.

Classification texts, which group items into categories, appear rarely in the curriculum. Despite its usefulness in helping students organize their knowledge, classification is not a major focus. Increasing the use of classification texts could aid students in structuring and organizing information more effectively, which would support their ability to recall and apply knowledge across different contexts.

Argumentative texts, essential for debate and persuasion, are among the least frequently used discourse functions. The rarity of these texts suggests less emphasis on developing students' ability to argue persuasively or critically assess differing viewpoints. Given the importance of these skills in both academic and professional settings, integrating more argumentative texts could better prepare students for situations where they need to advocate for their ideas or engage in critical discourse.

Overall, the data indicates that the curriculum places a strong emphasis on practical and functional discourse functions, such as enumeration and instruction, which are crucial for clear communication and task execution. The moderate presence of descriptive, analytical, and problem-solution texts supports a focus on detailed understanding and critical thinking. However, the low frequency of narrative, cause-effect, and argumentative discourse functions suggests areas where the curriculum could expand. By incorporating more opportunities for students to develop skills in storytelling, logical reasoning, and persuasive argumentation, the curriculum could enhance their overall communicative competence, making them more versatile in various contexts.

Discourse Functions of Garment Courses

Dominant discourse styles in the Garment and Apparel Fashion Course texts are examined.

Table 2. Discourse Functions in Garment and Apparel Fashion Courses

<i>Discourse Function</i>	<i>Examples</i>	<i>%</i>
Enumeration	- Listing various factors influencing the packing cost of a garment - Enumerate various types of wastes generated in spinning - Enumeration of pattern making tools and equipment	15
Instruction	- Step-by-step instructions for the packing process of garments - How to take body measurements - Instructions on pattern drafting, first pattern, working pattern, revised pattern, graded pattern, master/block pattern, and production pattern	23
Descriptive	- Descriptions of embroidery techniques, materials, designs - Describe the spinning process and its various stages in detail - Provide details about yarn count systems - Describe the production and waste estimation in spinning	26
Analysis	- Analyzing the relationship between digital printing and traditional textile printing methods - Discussing characteristics, suitability, appropriateness of different embroidery styles and designs	25
Problem-Solution	- Issues and solutions in embroidery	15

Discourse Function	Examples	%
Definition	<ul style="list-style-type: none"> - Defining the concept of yarn realization - Explain the term "OHS" used in labor cost estimation - Definitions of various terms related to garment costing and packing (e.g., "rigid boxes", "corrugated boxes") 	14
Illustration	<ul style="list-style-type: none"> - Illustrations of body structure, body proportions, measurement landmarks, dart manipulation techniques - Examples and visual references supporting the discussion of embroidery techniques and designs 	16
Narrative	<ul style="list-style-type: none"> - Presenting the history and development of digital textile printing 	7
Cause-Effect	<ul style="list-style-type: none"> - Factors affecting raw material cost and yarn selling price - Impact of waste handling on clean material cost - How style and quality requirements affect the time required for trimming and checking - Explaining how heat causes changes to polymer fibers 	12
Compare-Contrast	<ul style="list-style-type: none"> - Comparison of different types of carton boxes used in packaging - Comparing and contrasting concepts such as "apparel" and "garment" 	8
Classification	<ul style="list-style-type: none"> - Classifying the different inkjet printing technologies - Classify costs in spinning as fixed, variable, and semi-variable 	7
Argumentative	<ul style="list-style-type: none"> - Arguments regarding the importance of different packing methods and their impact on garment cost 	3
Explanatory	<ul style="list-style-type: none"> - Different methods of pattern making, contents of paper patterns, standard pattern symbols 	7

The analysis of discourse functions in garment courses reveals a diverse distribution, with each discourse function serving a distinct purpose within the curriculum. This varied approach ensures that students are equipped with both practical skills and theoretical knowledge essential for their field.

Descriptive texts are predominant in garment courses, indicating a significant emphasis on describing concepts, materials, techniques, and designs. This focus on description helps students visualize and understand the intricacies of garment-related content, enabling them to grasp essential details effectively. By engaging with descriptive texts, students can better comprehend the visual and tactile aspects of garment production, which are crucial for their learning and future professional endeavors.

Instructional texts are also highly prevalent, reflecting the hands-on nature of garment courses. These texts provide step-by-step guides, procedures, and instructions on performing tasks, using tools, or creating garments. The emphasis on instructional content ensures that students can follow precise methods and apply their knowledge practically. This practical approach is vital in a field like garment production, where accuracy and adherence to processes are key to success.

The high emphasis on analytical texts suggests that students are encouraged to critically examine and evaluate various aspects of garments, such as fabric types, construction methods, and fashion trends. This analytical approach fosters a deeper understanding of the subject matter and promotes critical thinking, allowing students to engage with the complexities of garment design and production.

Definitions are moderately used in garment courses, reflecting the need to understand specialized terminology. While it is important for students to grasp specific terms, the curriculum prioritizes other areas of learning. This indicates that definitions support the overall learning process without dominating the curriculum, allowing students to focus on applying their knowledge in practical contexts.

Enumeration, or the listing of items, steps, or features, is moderately employed in garment courses. This type of text is likely used in outlining the components of a garment or listing materials needed for a project. By providing structure and clarity, enumeration helps students organize and process information more effectively, facilitating a more systematic approach to their tasks.

The moderate use of illustrative texts, including examples or analogies, suggests that this type of content is employed to clarify complex concepts. Illustrative texts likely support visual or practical learning, helping students better understand abstract ideas through concrete examples. This approach aids in bridging the gap between theory and practice, making the learning process more relatable and engaging.

Narrative texts are moderately present in garment courses, possibly used in case studies, historical contexts, or real-world scenarios related to the garment industry. The use of narrative allows students to connect theoretical knowledge with practical applications, offering insights into how concepts are applied in real-world situations. This helps students develop a more holistic understanding of the industry and its dynamics.

The moderate use of cause-effect texts indicates some exploration of relationships between different factors in garment production or design. For example, students may learn how the choice of fabric impacts the durability of a garment, helping them understand the consequences of their design decisions. This type of text encourages analytical thinking and a deeper exploration of the cause-and-effect relationships within garment production.

The moderate occurrence of problem-solution texts suggests that garment courses may include tasks where students are asked to identify issues in design or production and propose solutions. This type of text promotes critical thinking and problem-solving skills, which are essential in the garment industry. Students are trained to approach challenges methodically and develop effective strategies to overcome them.

The low usage of explanatory texts suggests that while some content aims to clarify or interpret information, this is not the main focus of the course materials. Explanatory texts may be used to support other types of content but are not a primary method of instruction. This indicates that the curriculum favors more direct forms of instruction and analysis.

The low emphasis on compare-contrast texts indicates that there is less focus on directly comparing different garments, techniques, or theories. This suggests that while comparison may be a useful tool, it is not heavily emphasized in the curriculum. Instead, students may be encouraged to engage with content more through description and analysis.

Classification is minimally used in garment courses, suggesting that grouping or categorizing items is not a primary method of organizing information. This could imply that the curriculum favors more descriptive or analytical approaches to content organization, allowing for a more fluid exploration of garment-related topics.

Argumentative texts are also low in frequency, indicating that garment courses may not heavily focus on debates or persuasive writing. This could reflect the practical nature of the field, where hands-on skills and technical knowledge are prioritized over argumentative discourse. The curriculum may emphasize factual learning and application rather than opinion-based analysis.

Overall, the discourse functions in garment courses emphasize practical application and critical analysis, with a strong focus on descriptive, instructional, and analytical content. This approach ensures that students gain both the technical skills and critical thinking abilities needed to succeed in the garment industry. The balanced mix of other

discourse functions supports comprehensive learning, providing students with a well-rounded education that prepares them for the diverse demands of their field.

Comparison of Discourse Functions

The comparison of discourse functions in Communicative English Language Skills and Garment major courses highlights different focuses and objectives. The Communicative English Language Skills course prioritizes practical language use with a focus on enumeration, instruction, and descriptive discourse functions. It aims to develop general communication skills, with a moderate emphasis on critical thinking through analysis and problem-solving. In contrast, Garment major courses focus on the practical and technical skills necessary for garment production, with the curriculum heavily emphasizing descriptive, instructional, and analytical texts. This focus reflects the industry's need for a detailed understanding and precise execution of tasks.

The variety of discourse functions used in the two courses also differs. In Communicative English, a broad variety of discourse functions is exhibited, though some are used infrequently, such as narrative and argumentative texts. Garment courses also show varied use of discourse functions, but the most frequent ones are those directly related to the practical aspects of garment production, with less emphasis on argumentative or comparative discourse.

In terms of practical application, the Communicative English course emphasizes practical language skills that can be applied across various contexts, supported by instructional and enumerative texts. Garment courses, however, emphasize discourse functions that facilitate the practical, hands-on learning required in garment production, with a strong focus on descriptive and instructional texts.

Given the distinct focus of the Garment major courses, designing a new Communicative English Language Skills course for garment trainees would require a tailored approach that integrates the discourse types prevalent in the garment industry. The new English course should increase its focus on descriptive texts, given their high frequency and importance in garment courses. Exercises that require students to describe garments, materials, and production processes in detail would help trainees become proficient in the specific vocabulary and expressions used in their field. Additionally, the course should emphasize instructional and procedural texts, incorporating more exercises such as writing and following garment production instructions to align with the hands-on nature of the garment industry.

Incorporating analytical texts would also be beneficial, as analysis plays an important role in garment courses. The new course should include tasks that require trainees to analyze different aspects of garment production, such as comparing fabrics or evaluating design choices, thereby developing their critical thinking skills within the context of their field. While narrative and cause-effect texts are not as prominent in garment courses, they should still be included in the English course to help trainees understand and articulate the sequences and consequences of production processes, enhancing their ability to communicate effectively about their work. The course should also use industry-specific examples and case studies from the garment industry to make the content more relevant and engaging for trainees. This can be achieved by incorporating illustrative texts that clarify complex ideas through practical, industry-related examples.

Finally, the course should develop problem-solving skills by integrating exercises that challenge trainees to identify and solve problems related to garment design and production, reinforcing their ability to apply language skills in real-world situations. By

incorporating these modifications, the new Communicative English Language Skills course would be better aligned with the needs of garment trainees, equipping them with the language skills necessary for success in their industry. This approach ensures that the course remains relevant and practical while also fostering the critical thinking and communication skills that are essential in the garment field.

DISCUSSION

In tailoring the Communicative English Language Skills curriculum to meet the specific needs of garment trainees, several key linguistic adjustments can be informed by current research on academic discourse, genre, and register within specialized fields. This discussion explores how integrating garment-specific grammar features, vocabulary, and discourse functions aligns with the unique linguistic demands of the garment industry, as evidenced by previous studies in English for Specific Purposes (ESP) and genre analysis.

The importance of grammar features, such as the present simple tense and passive voice, has been highlighted by Hyland (2004), Lumaela and Que (2021), Sevy-Biloon (2018), and Swales and Feak (2004) who all emphasize their relevance in technical and instructional contexts. In garment training, where precision and procedural clarity are essential, using the present simple tense allows trainees to describe habitual actions and general truths that are integral to garment production. Sevy-Biloon's (2018) research on the effectiveness of this tense in conveying routine actions corroborates the need to incorporate it heavily into the curriculum, as it aligns with procedural and instructional discourse. Likewise, the passive voice is particularly advantageous in technical contexts due to its ability to center processes rather than agents, making it ideal for describing technical procedures where the focus is on the action rather than the actor (Hyland, 2004; Swales & Feak, 2004). This aspect is especially relevant to garment courses, where describing steps in garment production often necessitates a process-focused approach to enhance clarity and conciseness. Integrating these grammatical features within the curriculum not only supports clearer procedural descriptions but also reinforces trainees' ability to convey technical processes efficiently. By drawing on Catramado (2004) findings, the curriculum could incorporate relative clauses to enhance the specificity and detail of technical descriptions, providing garment trainees with the precision necessary for effective communication in their industry.

Incorporating garment-specific vocabulary into the curriculum is essential for bridging the gap between general language proficiency and industry-relevant communication. Studies like those by Durrant (2009); Hyland (2023); Hyland and Tse (2007), and Sing (2017) emphasize the value of discipline-specific vocabulary in ESP contexts, which enables students to engage with industry-related content more confidently and effectively. This aligns with content-based instruction models that advocate for the integration of technical terms to create meaningful, relevant learning experiences (Snow & Brinton, 2023). For garment trainees, incorporating terms related to fabric, machinery, production processes, and cost management not only improves their comprehension of industry texts but also prepares them for professional interactions where these terms are commonly used. However, it is essential to balance technical vocabulary with general English language skills to equip trainees for a variety of communication situations. As Connor et al. (2016), Graves and White (2016), and Thompson (2016) have noted, cross-cultural and cross-context adaptability is crucial in ESP, suggesting that garment trainees also need exposure to general communication skills to navigate both industry-specific and broader interactions. This balanced approach

ensures that students can transition seamlessly between technical jargon and everyday communication.

The discourse functions prevalent in garment production texts, such as descriptive, instructional, and analytical functions, align closely with Hyland (2023), and Swales (2004) genre analysis framework, which emphasizes the importance of aligning discourse functions with specific communicative purposes. The English course texts currently encompass a wide range of discourse functions—narrative, descriptive, and illustrative—to build comprehensive language proficiency. However, as noted by Bhatia (2014) technical texts necessitate a more targeted focus on instructional and analytical discourse types, which are critical for conveying technical processes and factual information relevant to garment production.

To make the curriculum more applicable to garment trainees, it could prioritize discourse functions that enhance practical understanding and application. By concentrating on instructional and descriptive discourse functions, the curriculum would better align with trainees' needs to understand technical steps and make precise descriptions, particularly in contexts requiring procedural accuracy. Besides, the use of analytical discourse functions would help trainees develop the ability to evaluate processes and make informed decisions—a skill that is becoming increasingly relevant in industry contexts where critical analysis and problem-solving are valued.

Drawing from the genre-based approaches suggested by Swales (2004), and Yanto and Triastuti (2024) the curriculum could benefit from integrating multimodal literacy components that address the various communicative modes in the garment industry, such as technical manuals, reports, and visual aids. As O'Halloran et al. (2016) suggest, multimodal comprehension is vital in technical settings where digital and visual information is often presented alongside text. Including multimodal literacy training would prepare trainees to interpret and synthesize information from various formats, an increasingly necessary skill in garment production, where diagrams, images, and charts play a critical role in communication.

Connor et al. (2016) emphasize the importance of intercultural rhetoric in professional communication, which is particularly relevant for non-native English speakers in a globally oriented industry like garment production. By incorporating pragmatic language skills and cultural adaptability, the curriculum can help trainees navigate diverse communication scenarios effectively, supporting both local and international engagement. This could involve role-play exercises and simulations that mirror real-world garment production scenarios, where trainees learn to adjust their language to suit different cultural and pragmatic contexts.

While integrating garment-specific content, maintaining the interactive and engaging communication style typical of Communicative English courses remains essential. This approach not only supports understanding technical instructions but also enables trainees to participate in discussions, collaborate on tasks, and engage in problem-solving within the garment industry. As Cortes (2013) demonstrated in her study on business English, combining structural language analysis with social conventions enhances learners' ability to use language pragmatically. Similarly, Pescuma et al. (2023) highlights the significance of register variation in training setting, suggesting that trainees need to engage with both spoken and written English to navigate workplace communication successfully.

In summary, the research supports the adaptation of the Communicative English Language Skills curriculum to better serve garment trainees by integrating specific grammar features, vocabulary, and discourse functions tailored to the garment industry.

Emphasizing practical, descriptive, instructional, and analytical forms of discourse while maintaining interactive learning will prepare trainees for the communication challenges they will encounter in professional settings. By adopting a genre- and register-based approach, as recommended by Martin et al. (2019), this curriculum can meet the linguistic and professional needs of garment industry trainees, thereby enhancing their employability and readiness for real-world industry demands. This curriculum adjustment ultimately aims to bridge the gap between vocational training and workplace communication requirements, equipping Ethiopian garment trainees to thrive in both local and international markets.

Finally, it's important to balance practical and interactive learning in this modified curriculum. While integrating garment-specific content, maintaining the interactive and engaging communication style typical of Communicative English courses will be crucial. This approach will not only help trainees understand technical instructions but also enable them to engage in discussions, offer advice, and participate in collaborative problem-solving within the garment industry. By combining the strengths of both Communicative English Language Skills and Garment Major Courses, this modified curriculum can provide garment trainees with the language skills necessary for both technical proficiency and effective communication within their industry.

CONCLUSION

In conclusion, this study shed light on similarities and differences in linguistic features between EAP and ESP course materials related to Ethiopian garment production programs. Distinct emphases emerged based on the contextualized needs of academic versus occupational preparation. While language skills constitute a universal foundation, ESP refinement calls for empirical recognition of domain-specific demands.

Continued understanding of such localized characteristics better optimizes technical education outcomes through responsive scaffolding. Mixed methods offering qualitative insights could further contextualize quantitative trends for holistic curriculum enhancement. Overall, this research contributes to evidence-based support aligning language proficiency with professionals' diverse practical requirements.

The findings carry implications for practitioners and policymakers. Recognition that specialized discourse varies warrants needs-based ESP curriculum differentiation distinct from general EAP. Instructors should consider domain-specific vocabulary, grammar, and discourse forms highlighted through discipline-informed analysis. Occupationally relevant modifications balancing fluency and practical skills cultivation optimize capability and competitiveness.

Targeted observation and stakeholder consultation sustain evolutionary practices. Research extending methodology to explore social-contextual influences offers more comprehensive understanding. Multidisciplinary collaboration advances shared progress through cooperatively refined, empirically-grounded solutions. With continued nuanced insight, linguistically empowered graduates reinforce economic viability through workplace English mastery.

To build on insights, future work could employ mixed research paradigms integrating emic perspectives. Longitudinal exploration tracking discourse socialization further contextualizes quantitative trends. Studies comparing fields elucidate commonalities and variances informing trans-disciplinary skills transferability.

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