

## TEACHING ENGLISH FOR SPECIFIC PURPOSES IN VOCATIONAL UNIVERSITY: TEACHERS' ATTITUDE AND PRACTICES

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### ABSTRACT

A qualitative case study approach was used to compile the data for this article. The study's overarching goal is to improve our understanding of teachers' opinions on English teaching in vocational settings, how those views play out in teachers' everyday practices, and how teachers' pupil feedback in school shape those views. Six English teachers from three technical high schools in the Majenang district took part in the study. Data was collected using a variety of methods, including semi-structured interviews, notes taken during discussions, and classroom observations. After that, the data was separated in a logical order. It's often assumed that an ESP (English for Specific Purposes) teacher at a vocational high school is the same as an English teacher at a conventional high school. This is because ESP teachers need a certain skill set and body of knowledge. This research shows how difficult it may be for educators to attempt new approaches in the classroom. The end outcome proves these rationales. There might be a disconnect between classroom instruction and real-world application because of issues including student population, workload, textbook incompatibility, and individual requirements.

**Keywords:** Classroom Practices, Teacher's Belief, Teaching English, Vocational School

### INTRODUCTION

Belief formation is a crucial part of education, as noted by Farrel and Ives (2015). This is due to the fact that one's own values may have a major impact on the strategies and processes used in the classroom. As a result, the process of developing one's worldview is crucial to one's education. Educators' perspectives are likely to be very valuable in determining the degree to which effective teaching has been implemented. According to Garrity and Guerra, the instructors' worldviews have an impact on the classroom

environment. In their research, Farrell and Ives found that teachers who regularly engaged in reflective practices were more likely to hold themselves accountable for the ways in which their personal values and views on teaching and learning were represented in their daily interactions with students. This is so because reflective practices push educators to consider how their personal worldviews influence the instruction they provide to their pupils. In this respect, Farrell and Ives argued that reflective practise is crucial to a teacher's growth since it encourages them to reflect on and assess their own teaching, leading to improved practise and increased student learning. Simply said, a teacher's development will depend on their ability to engage in reflective practise, which allows them to critically analyze their own teaching methods. If a teacher is not regularly engaging in reflective thought, then they are not growing as educators. In addition, Farrell and Yang (2017) suggest that teachers, as part of reflective practise, gather information about their own values and the values of the classes in which they teach in order to assess the likelihood of a clash between the two. The evaluation's goals will reveal whether or not the two sets of values are at odds with one another. It will come about as a consequence of their reconciling their divergent views on the best methods to study and put what they've learnt into action. It will be the result of their differences being resolved. Furthermore, educational institutions will need to incorporate and balance the opinions of its instructors in order to come to a common consensus on how to successfully train students in order to realize and realize the goals that they have set for themselves. Because of this, educational institutions will be able to achieve their goals. There is surprisingly little written about teachers' beliefs regarding the roles of teachers and students and a successful education of addressing in the context of English education for foreign students, which aims to teach pupils that are not in an entity that uses English as a main language. This is because, throughout time, educators' conceptions of their own and their students' respective duties shift.

## **BACKGROUND OF THE STUDY**

There will be an obvious need for LSP instruction in Polish and, ultimately, in other Slavic languages like Russian and Ukrainian, given that Chicago is home to substantial communities of Polish and other Slavic immigrants. This is due of the city's long association with Slavic peoples, particularly Poles. Chicago's new Midwestern location is a key factor in creating this need. After Spanish and English, Polish will be the third most spoken language in Illinois. Polish will have a total of a third as many speakers as Spanish and French combined. As a result, both students and local medical facilities have often brought up the concept of a Polish language and culture course tailored to the needs of medical personnel. It plays a significant and critical part in the daily activities of our community and is a fantastic resource for medical professionals providing treatment to Polish-speaking patients wherever they may be in the United States (Gui, M.,2018). Many pre-med and medical students at the University of Illinois

at Chicago's West Campus have indicated an interest in learning Polish in order to better their career chances. Most of these college kids are in medical school. We can attract a sizeable portion of the medical community that sets a high value on chances like this because we are able to design and execute programmes like Polish for Health Personnel. The capacity to create and run such applications will make this a reality. Multidisciplinary professionals, such as those already employed at the University of Illinois at Chicago, are just two examples of the kinds of people who may gain from taking part in this course. There is a great deal of variance in terms of relative importance even within the areas of medicine that are thought to be of the highest value within these two broad groups. Students enrolled in the dentistry programme, as well as those studying medicine, biology, and other health-related fields, make up a sizable portion of the general student population at UIC who have registered for Polish language studies. Students with dental programmes are among those who have signed up to study Polish (Getie, A. S., 2020).

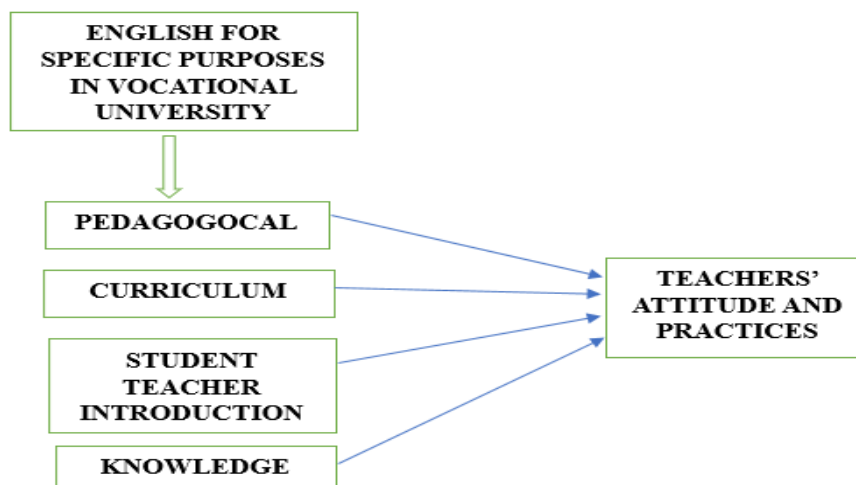
## PROBLEM STATEMENT

“Even though Mandarin Chinese, French, and Arabic are also used for worldwide interpersonal contact, Cook has stressed the “internationalism” of English since it is still the most extensively used global language. For this reason, a growing number of individuals in locations where English is not the native language are studying English for purely practical reasons. However, non-English speakers from under-developed and developing countries lack access to qualified language instructors and authentic learning resources that are prevalent in highly developed, English-speaking countries due to geographical and economic barriers. According to Ragan and Jones, parents in some developing countries, including Brazil, China, India, and Turkey, have come to recognize that English proficiency is incomparable and essential for their children, guaranteeing them better career prospects and brighter futures. In order to assure and develop their proficiency in using the language in a more personal, practical, and particular way, non-native speakers need chances to communicate and engage in English with English-native speakers, in a somewhat genuine situation.”

When it comes to teaching English as a foreign language or as a second language in areas where English is not the native language, the traditional classroom technique has been subjected to a lot of criticism due to the fact that it is inefficient, doesn't engage students very well, and isn't very relevant to the task at hand. The views held by both instructors and students on each flaw in the system. According to Ho, this was the situation because “students remain orally incompetent despite being structurally knowledgeable in the second language” in “teacher-centered classrooms” where “minimal student participation” is fostered. Ho said that this was the case because “students remain orally incompetent despite being structurally knowledgeable in the second language.” Ho attributed this to the fact that “minimal student participation” was promoted, saying that this was the reason for the situation. According to Sarica and

Cavus (2009), the large demand for English instruction that is both beneficial and successful is beyond the capabilities of a normal English as a Foreign Language (EFL) or English as a Second Language (ESL) classroom. As a direct consequence of this fact, educators "want classrooms where much more attention is paid to active and engaging teacher-student and student-student interactive behavior." "even without an extant research database to confirm their judgment," individuals often identify "the benefits of technology." This is how specialists in the area of language education have been defined, as they look for a solution that overcomes the limits of the conventional classroom model based on the instructor. "have always been ahead of the curve in terms of integrating technology in FL (foreign language) instruction" (Belmekki, 2013). Because "English is the only valid language that can be understood by everyone all over the world," as stated by Sarica and Cavus, "English has become as the ideal language for expressing feelings and using the technology." According to Peterson (2011), research as well as practical application have indicated that SL offers a great degree of potential for usage in the education of English as a foreign language (EFL) and English as a second language (ESL). EFL and ESL stand for "English as a foreign language" and "English as a second language," respectively. sole the language component that is engaged in SL can be addressed by this and other studies, making it the sole part of English language training that can be researched. Few studies have been conducted to study how students of English as a Foreign Language (EFL) and English as a Second Language (ESL) may benefit from the incorporation of English linguistic abilities that go beyond basic language acquisition. The ever-increasing "demand for English for specific purpose" is something that Dudley Evans has been placing a focus on as of late. This research helps to close the gap between the broad English benefits of studying a second language and its potential use in English as a second language instruction.

## CONCEPTUAL FRAMEWORK



## RESEARCH OBJECTIVES

1. To understand the concept of “learner-centeredness”.
2. To determine the role in creating learner-centeredness.
3. To implement their understanding of learner-centeredness in their classroom.
4. To explain ELP.
5. To understand the concept of learner-centeredness.

## LITERATURE REVIEW

Students enrolled in Turkey's vocational schools are expected to learn not just the skills necessary to do the jobs for which they are being prepared, but also Turkish. As a whole, the institution's mission is to provide students with the best possible preparation for the world after graduation. Learning English is a great investment in your future; it will open doors to better paying jobs, more academic prospects, and a more global perspective. Possessing the ability to communicate in English may result in all of these benefits. Despite this, the method utilised to teach English in vocational schools has serious flaws that need to be addressed in order to effectively educate students. Beduk (2016) argues that an inability to speak or comprehend English is one of the most significant problems. Students who enrol in vocational institutions often have a weak command of English. A person's intellectual development is stunted as a consequence, and they may grow up to be dissatisfied with their schoolwork as a result. This problem will persist in the modern corporate environment as long as recent graduates struggle with the language (Nasihin, 2022). Instead of focusing on English grammar, it has been suggested that students at vocational schools learn language skills that would help them in their chosen professions. The norm is for students to be taught in English, therefore this is a departure from the norm. Instruction quite comparable to this is currently provided to students at academic institutions that specialise in vocational training. Since it is becoming more challenging for instructors to educate pupils in English as a second language, it will be more challenging for students at vocational schools who speak English as a second language to learn the language. The educational system is one area where this is evident, since there is an overemphasis on technical education at the cost of English classes and a lack of standardisation across grade levels. Another case in point is when lessons change drastically from one grade to the next. As an example, consider the fact that there is not enough diversity in the types of coursework offered to pupils across grade levels. The lack of English instruction in certain schools and the inconsistency in grading systems are other indicators of this.

## RESEARCH DESIGN

Quantitative and qualitative methods were used in the investigation. The study's overarching goal was to gauge vocational students' motivation for and satisfaction with English classes. The key sources of information were an in-depth interview schedule and a survey measuring motivation. Sampling: The researcher herself chose the subjects for this investigation. There are 120 students enrolled in a vocational curriculum in four different disciplines at a single college in Sakon Nakhon area who are in their third year of study. The four majors represented here were accounting, industrial processing, machine technology, and civil construction. The business software majors made up Group 1, the industrial architecture and mechanical technology majors made up Group 2, and the accounting majors made up Group 3.

**Research Methods:** The primary methods of data collection were a questionnaire designed to gauge levels of motivation and semi-structured interviews.

## RESULT

**Table: Participants' Majors of Study**

Group	Major of study	Number of students	Percent
Group 1	Business computer	37	30.8
Group 2	Mechanical technology	34	28.3
	Civil construction	8	6.7
Group 3	Accountancy	41	34.2
Total		120	100

The table indicates that about 47.5% of the sample was made up of men, while 52.5% was made up of women. In Group 2, most of the participants were male, but in Groups 1 and 3, most of the participants were female.

**Table: Participants' Gender**

	Group 1		Group 2		Group 3		Total	Percent
Male	11	29.7%	40	95.2%	6	14.6%	57	47.5
Female	26	70.3%	2	4.8%	35	85.4%	63	52.5
N	37		42		41		120	

The participants ranged in age from 18 to 21, with 60.8% being 18 years old, 25% being 19 years old, 12.5% being 20 years old, and 1.7% being 21 years old. Please refer to Table 3 for further details.

**Table: Participants' age**

Age	N	Percent
18	73	60.8
19	30	25.0
20	15	12.5
21	2	1.7

Table displays the starting point of each participant's English language instruction. 36.2% of the participants were among the considerable number who began studying English in elementary school after beginning earlier in kindergarten.

**Table: Level at which participants started studying English**

Grade	N	Percent
Kindergarten	79	65.8
Primary	41	34.2
Secondary	-	-
vocational	-	-

The number of current and previous students who have studied abroad is shown in the table. Most of the participants had never gone abroad for higher study, even though two of them had attended English classes in a nation where the language was spoken.

**Table: Participants' experience studying abroad in an English-speaking country**

	N	Percent
No	118	98.3
Yes	2	1.7

Table shows that while 55.8% of those polled knew that their school had an English club, over half of those who knew of the club's existence had not actually joined. Even though more than half of individuals who knew about the club had not joined, this information



is nonetheless provided. 15.8% of students said that their school did not have an English club, while 28.3% of students were unsure whether their school had one.

**Table: English club at the college**

	<b>N</b>	<b>Percent</b>
Yes – participated	37	30.8
– did not participate	30	25
No	19	15.8
I don't know	34	28.3

The extracurricular English-related activities in which the participants took part are included in the table. The participants were free to choose the activities they want to participate in. Listening to English-language music (46.7%), studying alone or playing games in the language (42.5%), and conversing with native speakers of the language (14.2%) were the top three methods chosen by the participants to acquire the language.

**Table: Activities involving English**

<b>Activities</b>	<b>N</b>	<b>Percent</b>
Listening to English songs	56	46.7
Self-study	51	42.5
Playing English games	51	42.5
Searching for English information from the Internet	35	29.2
Joining English camp	29	24.2
Watching English T.V. programs	24	20
Chatting in English	23	19.2
Writing English emails or other	20	16.7
Reading English books, magazines, newspapers, etc.	18	15
Conversing in English with other people	17	14.2
Other	0	0

The findings of the participants' assessments of their own abilities in the domains of hearing, speaking, reading, and writing in English are shown in the table. The ratings were divided into the following five categories: none, very low, moderate, outstanding, and remarkable. However, the clear majority of responders (53.3%) said that their level of listening comprehension was somewhere in the middle. Twenty-five percent of the participants put themselves in the low range, ten percent in the good range, five



percent in the none level, and one percent in the excellent range. 47.5% of the sample assessed themselves as having an intermediate ability to communicate verbally with others, 37.5% as having a poor capacity, 9.2% as having an excellent ability, and 2.5% as having no skill at all. Concerning their reading proficiency, 48.3% of participants categorised themselves as intermediate readers, followed by 28.3% who classified themselves as low readers, 16.7% who classified themselves as high readers, and 3.3% who classified themselves as non-readers. Of those surveyed, 55.5% stated they were intermediate writers, 37.5% said they were terrible writers, 13.3% said they were excellent writers, and 3.3% indicated they had no writing ability at all. Four individuals abstained from completing the self-assessment.

**Table: Self-rating of English proficiency in four language skills**

<b>Skills</b>	<b>Self-rating</b>	<b>N</b>	<b>Percent</b>
<b>Listening</b>	None	7	5.8
	Low	31	25.8
	Intermediate	64	53.3
	Good	12	10
	Excellent	2	1.7
<b>Speaking</b>	None	3	2.5
	Low	45	37.5
	Intermediate	57	47.5
	Good	11	9.2
	Excellent	0	0
<b>Reading</b>	None	4	3.3
	Low	34	28.3
	Intermediate	58	48.3
	Good	20	16.7
	Excellent	0	0
<b>Writing</b>	None	4	3.3
	Low	33	37.5
	Intermediate	63	52.5
	Good	16	13.3
	Excellent	0	0

From the data shown above, it is evident that most survey respondents placed themselves in the range of an intermediate to low tier for all of their talents. Just a small percentage of sample participants believed they were above average.

## CONCLUSION

A combination of qualitative and quantitative analysis was employed in the research. To gather their results, the researchers conducted in-depth interviews and an intriguing survey. The survey was administered to the recipients in Thai, with Likert-scale questions that were scored on a five-point scale. Four student volunteers participated in in-depth interviews conducted in Thai; the transcripts of these interviews were translated into English and then back into Thai. Thai was the language used for every interview. The data from the questionnaires was subjected to quantitative analysis using SPSS to shed light on the pertinent topics, and the data from the interviews was

subjected to qualitative analysis to support the findings of the quantitative analysis. The first research question, which wondered about the degree of excitement vocational students had for studying English, was met by the study's findings. The third-year vocational students had the most excitement for the field, based on the findings. Comparing industrial workers to their office colleagues who worked with computers and books, there was a noticeable difference in their excitement. The interviewees were quite enthused about the prospect of enhancing their English language proficiency. The second line of research focused on the underlying reasons why students enrolled in vocational programmes. Whether these students were driven by interaction or by an instrument was of particular interest to the researchers. The students performed rather well in both the analytical and instrumental portions of the assignment, according to the findings. Because the measures for instrumental direction were higher than those for the integrative point of view, third-year vocational students were more likely to be driven by their instruments. Thai schools often use English as a foreign language (EFL) as the primary language of teaching. English is the language utilized in these classes. According to the students' answers during the interview, learning English is not only a diversion for them; rather, it is intimately linked to future advantages, career prospects, admission exams, and academic achievement. This was shown by the students' opinions that learning English will help them succeed in the classroom, on admission tests, in the job market, and in their professions. Nonetheless, the participants in this research shown remarkable levels of motivation for the whole trial. They considered it as a good chance and were keen to become better at English.

### LIMITATION OF THE STUDY

There will be some inconsistencies in the study's conclusions revealed. First off, Second Life was the only virtual environment examined in the study that could be used for EFL/ESL instruction. Therefore, extrapolating the findings to any virtual settings or languages that aren't English, whether they do or don't exist today, would be improper. The limited topic matter was another constraint. The decision to choose just one school as a participant and determine the sample size was influenced by the investigator's experience, the study's purpose, and the study's context. Malterud clarifies that "the findings from a qualitative study are not thought of as facts that apply to the population at large, but rather as descriptions, notions, or theories applicable within a specified setting" . Finding universal truths was not the aim of this study. Third, rather than depending as much on instructors' direct supervision, students and teachers in online courses must rely more on their own self-discipline. This is not the case in traditional classroom settings. This likely prevented the researcher from spending enough time in the sessions to collect and evaluate information indicative of the learners' actual abilities. If the researcher conducted all of the data analysis independently, there's also a chance that their own prejudices may affect how the findings are perceived. To lessen

the effects of these limiting factors, the researcher used a range of qualitative techniques.

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