

## ATTITUDE AND PRACTISES OF TEACHERS IN VOCATIONAL UNIVERSITY LEARNING LANGUAGE FOR SPECIFIC PURPOSES

Chen Huiyin, Uranus Saadat

Lincoln University College, 47301 Petaling Jaya, Selangor D. E., Malaysia.

Corresponding author: Chen Huiyin, Lincoln University College, 47301 Petaling Jaya, Selangor D. E.,  
Malaysia, Email: 455730162@qq.com

### ABSTRACT

The information for this article was gathered using a qualitative case study methodology. The main objective of the research is to enhance our comprehension of instructors' perspectives on teaching English in professional contexts, how those perspectives manifest in their daily activities, and how instructors' feedback from students in the classroom influences those perspectives. The research included six English instructors from the Majenang district's three technical high schools. Numerous techniques, such as semi-structured interviews, taking notes during conversations, and classroom observations, were used to gather the data. The data was then divided into logical groups. Many often, people think that an English teacher at a vocational high school and an ESP (English for Specific Purposes) instructor at a traditional high school are the same. This is a result of the specialised knowledge and skill set required by ESP instructors. This study demonstrates how challenging it might be for teachers to try out novel teaching strategies. These arguments are supported by the result. The number of students enrolled, the workload, the incompatibility of the textbook, and the needs of each individual student might all contribute to a gap between what is taught in the classroom and what is applied in the real world.

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

### INTRODUCTION

As mentioned by Farrel and Ives (2015), belief formation is an essential component of education. This is because the methods and procedures used in the classroom may be

greatly influenced by an individual's own beliefs. Thus, the act of creating one's worldview is essential to learning. The opinions of educators are probably going to be quite helpful in figuring out how much effective instruction has been used. The classroom atmosphere is influenced by the teachers' worldviews, claim Garrity and Guerra. Farrell and Ives' study revealed that educators who practised reflectively on a regular basis were more likely to consider themselves responsible for how their beliefs about teaching and learning and personal values were reflected in their interactions with students on a day-to-day basis. This is because reflective practises require teachers to think about how their own worldviews affect the lessons they teach their students. In this regard, Farrell and Ives contended that reflective practise is essential to a teacher's development since it forces them to consider and evaluate their own instruction, which enhances practise and boosts student learning. To put it simply, a teacher's capacity for reflective practice—which enables them to evaluate their own instructional strategies—will determine how far they may go in their career. A teacher is not developing as a teacher if they do not consistently participate in reflective thinking. Furthermore, in order to determine the possibility of a conflict between their personal values and the values of the students they teach, Farrell and Yang (2017) advise instructors to collect information about both as part of reflective practise. The evaluation's objectives will demonstrate whether or not there is a conflict between the two sets of values. It will occur when they resolve their disagreements on the most effective ways to study and apply what they have learned. That will come about as a consequence of their disagreements being settled. In addition, educational establishments must take into account and weigh the perspectives of its faculty members in order to reach an agreement on the best ways to prepare students to achieve the objectives they have set for themselves. Educational establishments will be able to fulfil their objectives as a result. Surprisingly little research has been done on teachers' perspectives on the responsibilities that instructors and students should play in a successful education, particularly when it comes to teaching English to international students who do not reside in a country where English is the primary language. This is due to the fact that teachers' ideas about their own and their students' roles change over time.

### BACKGROUND OF THE STUDY

Since that Chicago is home to sizable populations of Polish and other Slavic immigrants, there will undoubtedly be a demand for LSP teaching in Polish as well as, eventually, in other Slavic languages like Russian and Ukrainian. This is a result of the city's historical ties to Slavic populations, especially Poles. This demand is mostly the result of Chicago's recent relocation to the Midwest. Polish will be the third most spoken language in Illinois, after Spanish and English. There will be one-third as many speakers of Polish as there are of Spanish and French combined. As a consequence, the idea of a Polish language and culture course designed specifically for medical professionals has often

been raised by both students and nearby medical institutions. It is an important and vital component of our community's everyday activities and a great tool for medical professionals treating Polish-speaking patients wherever in the US (Gui, M., 2018). At the University of Illinois at Chicago's West Campus, a large number of pre-med and medical students have shown interest in learning Polish to increase their chances of landing a job. Numerous undergraduate students are enrolled in medical school. Because we can create and implement programmes like Polish for Health Personnel, we can draw in a sizable segment of the medical community that places a high value on opportunities like this. This will become a reality with the ability to design and execute such apps. Professionals with a variety of backgrounds who are multidisciplinary, like those who work at the University of Illinois at Chicago, are just two examples of the kind of individuals who may benefit from this course. Even among the medical specialties that are considered to be of the greatest value within these two broad categories, there is a tremendous degree of variation in terms of relative significance. Pupils registered for Polish language studies at UIC comprise a significant component of the general student body, including those studying medical, biology, dentistry, and other health-related subjects. individuals who have chosen to learn Polish include individuals who have dental programmers(Getie, A. S. ,2020).

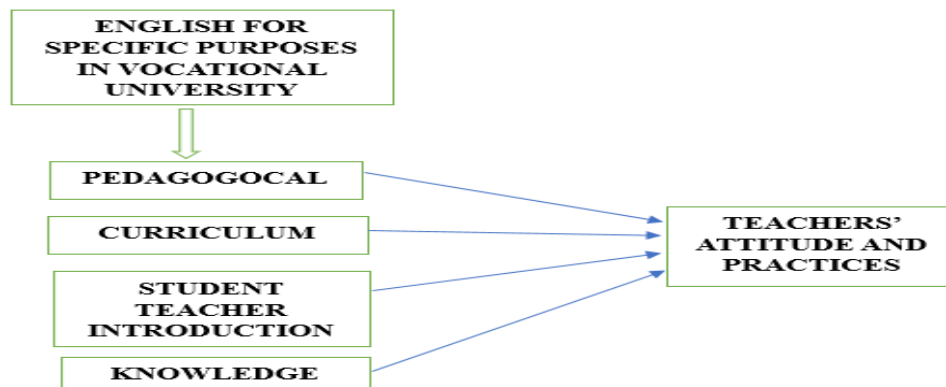
## **PROBLEM STATEMENT**

“Although other languages such as Mandarin Chinese, French, and Arabic are also used for international interpersonal communication, Cook has emphasised the "internationalism" of English since it remains the most widely spoken language in the world. Because of this, an increasing number of people are learning English for strictly pragmatic purposes in places where it is not the native language. Geographical and financial constraints, however, prevent non-native English speakers from underdeveloped and emerging nations from having access to the kind of skilled language teachers and real learning materials that are common in highly developed, English-speaking nations. As to Ragan and Jones, parents in several emerging nations, such as Brazil, China, India, and Turkey, have realised the indispensability of English proficiency for their children, as it ensures superior employment opportunities and more promising futures. To ensure and enhance their ability to use the language in a more intimate, useful, and specific context, non-native speakers must have opportunities to converse and interact in English with English-native speakers in an environment that is fairly authentic.”

The traditional classroom method has drawn a lot of criticism for teaching English as a foreign language or as a second language in places where the language is not widely spoken because it is ineffective, doesn't engage students very well, and isn't particularly relevant to the task at hand. The opinions expressed by teachers and students on every weakness in the system. Ho said that in "teacher-centered classrooms" with "minimal student participation," "students remain orally incompetent despite being structurally

knowledgeable in the second language." This, according to Ho, is the result of "students remaining orally inadequate despite being academically educated in the second language." Ho said that "minimal student participation" was encouraged and that this was the cause of the predicament. A typical English as a Foreign Language (EFL) or English as a Second Language (ESL) classroom cannot meet the high demand for effective and useful English training, claim Sarica and Cavus (2009). Teachers thus "want classrooms where much more attention is paid to active and engaging teacher-student and student-student interactive behaviour." People often recognise "the benefits of technology," "even without an extant research database to confirm their judgement." This is the definition of a language education specialist: someone who seeks to find a way around the limitations of the traditional instructor-centered classroom paradigm. "have always been ahead of the curve in terms of integrating technology in FL (foreign language) instruction" (Belmekki, 2013). Since "English is the only valid language that can be understood by everyone all over the world," according to Sarica and Cavus, "English has become as the ideal language for expressing feelings and using the technology." Research and real-world use, according to Peterson (2011), have shown that second language learning (SL) has a lot of promise for use in teaching English as a foreign language (EFL) and as a second language (ESL). English as a second language (ESL) and English as a foreign language (EFL) are two different acronyms for the same concept. This study and others can only examine the language component of SL, which means that it is the only aspect of English language instruction that can be studied. Research on the potential benefits of incorporating English linguistic talents beyond basic language learning for students studying English as a Foreign Language (EFL) and English as a Second Language (ESL) is lacking. Dudley Evans has been focusing lately on the ever-growing "demand for English for specific purpose". The gap between the possible use of this research in English as a second language education and the general advantages of learning a second language is being closed.

## CONCEPTUAL FRAMEWORK



## RESEARCH OBJECTIVE

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

It is expected of students attending Turkey's vocational institutions to study Turkish in addition to the skills required for the occupations for which they are being trained. The institution's overarching goal is to provide students the greatest start possible for life following graduation. Gaining proficiency in English can help you get higher-paying employment, more opportunities for education, and a more global viewpoint. It's a terrific investment in your future. All of these advantages might come from being able to converse in English. Nevertheless, there are significant problems with the way that English is taught at vocational schools, and these issues must be addressed if students are to get a quality education. Beduk (2016) contends that one of the biggest issues is not being able to speak or understand English. Many students who register in vocational schools struggle with their English language proficiency. As a result, intellectual growth is impeded, which may lead to a person being unhappy with their schooling later in life. As long as young graduates have difficulty with the language, this issue will continue in the contemporary corporate setting (Nasihin, 2022). Vocational schools should teach their pupils linguistic skills that will benefit them in their chosen careers, rather than only English grammar. This is an exception to the standard, which is that pupils should be taught in English. Students presently get instruction very similar to this at academic institutions that focus in vocational training. It will be increasingly difficult for students at vocational schools who speak English as a second language to acquire the language because it is becoming harder for teachers to train students in the language. One area where this is clear is in the educational system, where there is a lack of consistency throughout grade levels and an excessive focus on technical education at the expense of English instruction. Lesson changes that are significant from one grade to the next are another example. Take into consideration, for instance, the lack of variety in the kinds of assignments that students are given throughout grade levels. Other signs of this include the inconsistent grading schemes and the absence of English education in certain schools.

## RESEARCH DESIGN

In the inquiry, both quantitative and qualitative methodologies were used. The main objective of the research was to determine how motivated and satisfied vocational students were with their English courses. A motivation survey and a comprehensive interview schedule served as the main information sources.

**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

Table shows that about 47.5% of the sample consisted of males, whereas 52.5% consisted of females. among Group 2, the majority of participants were men, but among Groups 1 and 3, the majority of individuals were girls.

**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 ages of the participants varied from 18 to 21, with 60.8% of them being 18 years old, 25% being 19, 12.5% being 20, and 1.7% being 21. For further information, please refer to Table 3.

**Table: Participants' age**

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

The moment at which each participant's English-language education began is shown in Table. A significant portion of the participants, 36.2%, started learning English in elementary school after having started earlier in kindergarten.

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

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

Table shows the number of current and former students who have attended educational institutions in a different nation. Although two of the participants had taken English lessons in a country where it was spoken, the great majority of the participants had never traveled outside of the country for further education.

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

	N	Percent
No	118	98.3
Yes	2	1.7



According to Table, 55.8% of the people surveyed were aware that their school had an English club; nevertheless, more than half of those who were aware of the club's operation had not actually joined it. This information is presented despite the fact that over half of those who were knowledgeable of the club's existence had not joined it. 28.3% of students were unclear as to whether or not their school had an English club, while 15.8% acknowledged that their school did not have such a club.

**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

Table is a listing of the extracurricular English-related activities that were participated in by the participants. It was up to the participants to choose the activities they wanted to take part in. The participants' top three choices for learning English were listening to English music (46.7%), studying on their own or playing English-language games (42.5%), and chatting to native speakers of the language (14.2%).

**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



Table displays the results of the participants' own evaluations of their own skills in the areas of hearing, speaking, reading, and writing in English. There were five different categories that were used for classifying the ratings: none, very low, moderate, excellent, and extraordinary. The vast majority of respondents (53.3%), however, ranked their listening skills somewhere in the intermediate range. This was followed by 25.8% who ranked themselves in the low range, 10% who ranked themselves in the good range, 5.8% who ranked themselves in the none level, and 1.7% who ranked themselves in the outstanding range. In terms of their capability to communicate verbally with others, 47.5% of the sample placed themselves as intermediate, 37.5% ranked themselves as bad, 9.2% ranked themselves as great, and 2.5% ranked themselves as none. When asked about their level of reading ability, 48.3% of respondents put themselves in the intermediate range, 28.3% of respondents placed themselves in the low range, 16.7% of respondents placed themselves in the high range, and 3.3% of respondents placed themselves in the none category. 55.5% of individuals questioned said they had intermediate writing abilities, 37.5% said they had bad writing skills, 13.3% said they had great writing skills, and 3.3% said they had none. There were four participants who did not complete the self-evaluation.

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

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

You can see from the information shown above that the great majority of people who participated in the survey ranked themselves somewhere between an intermediate and

a low tier in terms of all of their skills. Only a portion of the sample's participants thought of themselves as being above average.

### CONCLUSION

The study used a mixed method of qualitative and quantitative analysis. The researchers used an interesting survey and in-depth interviews to compile their findings. Recipients were given a Thai-language rendition of the survey with Likert-scale items rated on a five-point scale. In-depth interviews were conducted in Thai with four student volunteers; the resultant transcripts were translated into English and then back into Thai. All of the interviews were conducted in Thai. Quantitative analysis using SPSS was performed on the data collected from the questionnaires in order to throw light on the issues at hand, and qualitative analysis was performed on the data collected from the interviews in order to corroborate the results of the quantitative analysis. The results of this study addressed the first research question, which had pondered vocational students' level of enthusiasm for learning English. According to the results, the third-year vocational students showed the most enthusiasm for the field. Industrial workers' enthusiasm was noticeably lower than that of their office counterparts who dealt with computers and books. People that took part in the interview were quite enthusiastic about the possibility of improving their English skills. Students' fundamental motives for enrolling in vocational programmers was the focus of the second line of investigation. The researchers were especially interested in whether or whether these pupils were interactively or instrumentally motivated. The results show that the students did quite well in both the analytical and instrumental parts of the assignment. Third-year vocational learners were more likely to be motivated by their instruments because the instrumental direction means were greater than the integrative point of view means. English as a foreign language (EFL) is widely used as a medium of instruction in Thai classrooms. Language used in these lessons is English. The students' responses to the interview questions indicated that they associated studying English more closely with scholastic success, entrance tests, professional opportunities, and future benefits than with mere distraction. Students' beliefs that studying English will help them succeed in school, on entrance exams, in the job market, and in their careers were indicative of this. However, this study's subjects had impressive levels of drive throughout the whole experiment. They were eager to improve their English skills and saw it as a positive opportunity.

### LIMITATION OF THE STUDY

Multiple discrepancies in the study's findings will be exposed. First, the research didn't look at any other virtual worlds except Second Life that may be utilised for EFL/ESL classes. Therefore, it would be inappropriate to generalise the results to any non-English virtual environments or languages, whether they exist now or in the future.

Another restriction was the restricted subject matter. The study's setting, the researcher's expertise, and the investigation's goal all had a role in settling on the sample size and settling on only one school as participants. Malterud explains 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". The goal of this research was not to establish universal truths. Third, students and teachers in online classes have to rely more on their own self-discipline and less on direct supervision from teachers. This is in contrast to face-to-face classrooms. The researcher was probably unable to devote enough attention to the sessions to gather and analyse data representative of the learners' true skills because of this. It's also possible that the researcher's own biases will influence how the results are interpreted if the researcher did all the data analysis on their own. The researcher used a variety of qualitative methods to mitigate the impact of these constraining elements.

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