

Teacher Perceptions And Methodologies In Vocational University Language Teaching For Particular Objectives

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ABSTRACT

This article's data comes from a qualitative case study approach. The study's overarching goal is to fill gaps in students' knowledge of classroom teachers' worldviews, how those worldviews play out in their day-to-day work, and the impact that student feedback has on those worldviews. Six English teachers from the three technical high schools in the Majenang area participated in the study. The data was collected using a variety of methods, including classroom observations, semi-structured interviews, and note-taking during talks. Next, the data was organized into meaningful categories. For whatever reason, the public often conflates the roles of English teachers in vocational and regular high schools, thinking that they teach the same curriculum. The unique collection of abilities and expertise needed by ESP teachers is the root cause of this problem. The results of this research show how difficult it may be for educators to experiment with new methods of instruction. The conclusion backs up these claims. There may be a disconnect between classroom learning and real-world application due to factors such as the amount of students enrolled, the amount of work, the textbook's incompatibility, and the demands of each individual student.

Keywords: *Teaching Practices, Educator's Concepts, the English language Curriculum, Vocational Training.*

1. INTRODUCTION

Belief development is a crucial part of education, as pointed out by (Syahrin & Salih, 2020). The reason being personal views of teachers may have a significant impact on classroom practices. Learning, thus, is predicated on the process of worldview construction. To determine the extent to which effective education has been used, instructor comments are likely to be very useful. According to Garrity and Guerra, the beliefs held by educators have an impact on their classroom climate. In their research, Farrell and Ives found that teachers who regularly engaged in reflective practice were more likely to hold themselves accountable for the way their values and views on teaching and learning manifested in their daily interactions with students. Reason being, when educators engage in reflective practices, they are prompted to consider how their own beliefs impact the teachings they impart to their pupils. According to Farrell and Ives, reflective practice is crucial for a teacher's growth in this area since it makes them think critically about their own lessons, which in turn improves their teaching and the knowledge their students take away from them. The ability to reflect on and improve one's own teaching practices is, in a nutshell, the single most important factor in a teacher's

professional success. Teachers who don't often engage in reflective thought aren't growing in their craft. In addition, (Saini et al., 2019) suggest that teachers include self-reflection and student-centered values into their professional practices to identify potential areas of conflict. Finding out whether the two sets of values are at odds is one of the goals of the assessment. When they settle their differences on how to study and apply what they've learned, it will happen. When their differences are resolved, that will happen. Institutions of higher learning also have a responsibility to consider and assess the views of their teachers to settle on a program that would best equip students to accomplish their goals. Institutions of higher learning will achieve their goals because of this. When it comes to teaching English to non-native speakers from outside the United States, there is a dearth of studies that examine teachers' views on the roles that students and teachers should play in ensuring a quality education. This is because, as time goes on, educators' views on the relative responsibilities of themselves and their pupils evolve (Rapanta et al., 2020).

2. BACKGROUND OF THE STUDY

There will surely be a need for LSP instruction in Polish and, in due time, in other Slavic languages like Russian and Ukrainian, given the large immigrant communities in Chicago who are of Polish and other Slavic descent. This might be attributed to the city's long-standing connections with Slavic communities, particularly Poles. Moving Chicago to the Midwest not long ago is largely responsible for this need. After English and Spanish, Polish will be the third most common language in Illinois. Polish speakers will outnumber Spanish and French speakers by a factor of three. This has led several students and local medical facilities to propose a Polish language and culture class tailored to the needs of the medical community. Medical practitioners caring for Polish-speaking patients in any part of the United States will find it to be an invaluable resource (Philipsen et al., 2019). There is a strong desire among pre-med and medical students at the West Campus of the University of Illinois at Chicago to learn Polish to improve their employability. There are a lot of first-year students in medical school. Researchers can attract a substantial portion of the medical sector that highly values possibilities like Polish for Health Personnel since researchers can design and execute such programs. If researchers can develop and run these kinds of programs, this will come to fruition. Anyone working in a multidisciplinary field, such as those at the University of Illinois at Chicago, or someone with a diverse background might find this course useful. The relative importance of the medical specializations that are seen to be the most valuable within these two major categories varies greatly, even within themselves. A sizeable minority of UIC's student population is enrolled in Polish language programs; this demographic includes many students majoring in dentistry, biology, medicine, and other health-related fields. Some people have decided to study Polish, and that includes dental programmers (Hodges et al., 2020).

3. LITERATURE REVIEW

Vocational school students in Turkey are obliged to learn Turkish alongside the skills necessary for

their chosen careers. Giving students the best possible start in life after graduation is the institution's main objective. If student want better job prospects, more educational options, and a more global perspective, learning English is a must. That's a great bet for the future. Being able to communicate in English could bring about all these benefits. On the other hand, if students want a good education, something must change in the way English is taught in vocational schools. One of the main problems, according to (Barnett, 2020), is a lack of proficiency in English. Many prospective students at vocational institutions have language barriers when they enroll. This stunts a person's intellectual development, which might make them dissatisfied with their education in the long run. Since recent college grads still struggle with the language, this problem will persist in today's business world. Instead of focusing only on English grammar, vocational schools should provide students with language skills that will help them succeed in their chosen fields. The norm is that students should be taught in English, although this is an exception to that rule. This kind of education is already available to students at schools that specialize in vocational training. As a result, pupils whose native language is not English will find it more challenging to learn the language in vocational schools, where instructors are finding it more challenging to teach the language. This is most obviously seen in the classroom, where students experience inconsistent teaching across grade levels and where technical education takes precedence over English language arts. Another example might be substantial modifications to lessons from one grade to another. For example, think about how the same types of tasks are provided to students at different grade levels. The lack of English instruction in certain schools and the inconsistency of grading systems are further indicators of this (Almahmoud, 2019).

4. RESEARCH QUESTIONS

- What is the effect of teachers' attitudes and approaches have on the learning of knowledge?

5. RESEARCH METHODOLOGY:

5.1 Research design:

The investigation made use of both quantitative and qualitative approaches. Determining the level of motivation and satisfaction among vocational students with their English classes was the primary purpose of the study. The primary data sources were a complete interview schedule and a motivation survey.

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

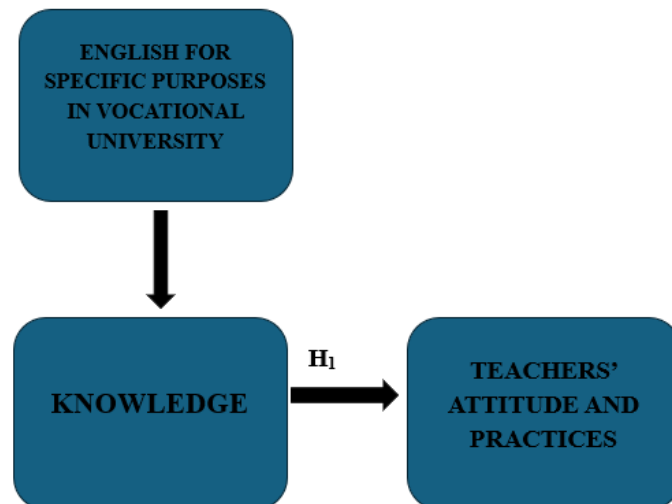
5.2 Sampling:

The researcher selected the topics for this inquiry themselves. One hundred twenty students are engaged in a vocational program across four distinct disciplines at a college in the Sakon Nakhon region, now in their third year of study. The four disciplines covered here were accountancy, industrial processing, machine technology, and civil construction. Group 1 included business software majors, Group 2 consisted of industrial architecture and mechanical technology degrees, and Group 3 included accounting students.

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Research Methods: A motivational survey and semi-structured interviews were the main tools for gathering information.

6. CONCEPTUAL FRAMEWORK



7. RESULT

Table: Participants' Majors of Study

According to the data in the table, there were about 47.5% men and 52.5% females in the sample. There were more males than women in Group 2, but girls made up the bulk of Groups 1 and 3.

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	

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, the ages of the participants ranged from 18 to 21. Please see 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 start time of each participant's English language instruction. In elementary school, 36.2% of the individuals continued their English language studies that they had begun 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 present and past pupils who have attended schools in a foreign country is shown in the table. While two individuals had studied English in a native-speaking nation, most of the group had never left the nation to pursue further education.

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

	N	Percent
No	118	98.3
Yes	2	1.7

Table shows that 55.8% of students knew about the English club at their school; yet over 50% of students who knew about the club had not joined. Even if more than 50% of those who knew about the club hadn't signed up for it, this data is still being displayed. Twenty-eight percent of students were unsure whether their school had an English club, and fifteen percent said there was none.

Table: English club at the college

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

The following table details the extracurricular activities in which the participants were involved with English. Everyone was free to choose and choose anything they wanted to do. Listening to English-language music (46.7% of participants), studying alone or playing English-language games (42.5% of participants), and speaking with native speakers of the language (14.2%) were the top three ways for people to acquire English.

Table: Activities involving English

Activities	N	Percent
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 table shows how the participants rated their own proficiency in four areas of English: listening, speaking, reading, and writing. All ratings were sorted into five distinct buckets: none, extremely low, moderate, outstanding, and astonishing. On the other hand, 53.3% of those who took the survey placed their listening abilities somewhere in the middle. In the following order, 25.8% placed themselves in the low range, 10% in the decent range, 5.8% in the none level, and 1.7% in the exceptional range. About half of the people polled rated their own verbal communication skills as intermediate, while a third rated it as poor, 9.2% as excellent, and 2.5 % as nonexistent. With respect to their reading comprehension, 48.3% of those who took the survey ranked themselves as intermediate, 28.3% as low, 16.7% as high, and 3.3% as non-classified. Of those who took the survey, 55.5% rated their writing as intermediate, 37.5% as poor, 13.3% as excellent, and 3.3% as nonexistent. Four individuals abstained from filling out the self-assessment.

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

Skills	Self-rating	N	Percent
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

From the data shown above, most survey takers placed their overall ability level somewhere between average and poor. Few people in the sample considered themselves to be exceptional.

8. CONCLUSION:

The research included both qualitative and quantitative components (Habsi et al., 2021). The researchers gathered their data via in-depth interviews and an intriguing survey. Respondents were provided with a survey in Thai that included Likert-scale questions that could be graded on a five-point scale. In-depth interviews were carried out with four student volunteers in Thai; the transcripts that emerged were then translated into English and back into Thai. There was no language barrier; all interviews were in Thai. Both quantitative and qualitative analyses were conducted on the data acquired from the questionnaires and interviews. The former was done using SPSS to shed light on the problems at hand, while the latter was used to confirm the conclusions of the former. This study's findings provided an answer to the first research question, which had considered the interest level of vocational students in studying English. Vocational students in their third year showed the most interest in the subject, the data revealed. The excitement level of office workers who interacted with books and computers was far higher than that of industrial workers. There was a lot of excitement among the interviewees around the prospect of enhancing their English abilities. The second line of inquiry centered on the inherent goals of students who enrolled in vocational programs. The

researchers were particularly curious as to whether the students' motivation was primarily driven by interaction or by practical considerations. According to the outcomes, the pupils performed well on the analytical and instrumental sections of the task. Because the means for instrumental direction were higher than the means for integrative point of view, it is safe to say that third-year vocational learners are better supported by their instruments. Teaching English to speakers of other languages is commonplace in Thai schools. Researchers will be using English in these classes. Based on their answers to the interview questions, the students seemed to associate studying English more with future benefits, entrance exams, professional opportunities, and academic success than with mere distraction. Students' confidence in the efficacy of English as a tool for academic, entrance exam, employment, and career success are a telling sign. Despite this, the participants in this research had remarkable levels of motivation for the whole trial. Seeing this as a chance to better themselves, they were enthusiastic about learning English (Atmojo & Nugroho, 2020).

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