

Teachers' Attitudes And Practices In Educational University Language Direction For Particular Objectives

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ABSTRACT

The data used to compile this paper came from a qualitative case study methodology.

In order to better understand how instructors' approach and think about teaching English in professional contexts, how these ideas and sentiments manifest in their daily work, and how student feedback changes their pedagogical philosophies, this research primarily aims to provide students with more information about these topics. Participants in the study were six English teachers from the three technical high schools in the Majenang area. Several techniques were used to get the information, such as conducting semi-structured interviews, observing classes, and taking notes during discussions. Next, the information was categorized according to its use. Many mistakenly believe that an ESP (English for Specific Purposes) teacher at a regular high school and an English teacher in a vocational high school are interchangeable. This is because ESP teachers need a unique combination of skills and expertise. This research highlights the potential difficulties that instructors may face while attempting to implement new teaching methods. The outcome lends credence to these claims. Several variables, such as the amount of students enrolled, the workload, textbook incompatibility, and the individual needs of each student, could contribute to the gap between classroom learning and real-world application.

Keywords: *Classrooms Techniques, Educator's Principles, the English language Instructions, Vocational Learning, Teachers' attitudes and practices.*

1. INTRODUCTION

Education is incomplete without the opportunity to create one's beliefs, as pointed out by (Atmojo & Nugroho, 2020). The reason for this is because a teacher's own convictions may have a significant impact on the classroom techniques and processes. Therefore, developing one's viewpoint is crucial to the educational process. Finding out how much effective education has been employed is likely to be much aided by the perspectives of educators. According to Garrity and Guerra, instructors' personal beliefs impact the climate of the classroom. Teachers who engaged in frequent reflective practice were more likely to hold themselves accountable for the way their values and views on education informed their day-to-day interactions with pupils, according to research by Farrell and Ives. This is because, as part of reflective practices, educators must consider how their own beliefs color their classroom instruction. Since reflective practice compels teachers to think about and assess their own teaching, which improves practice and increases student learning, Farrell and Ives argued that it is

crucial to a teacher's growth in this area. A teacher's potential for professional advancement is directly proportional to their ability for reflective practice, which allows them to assess the efficacy of their own teaching methods. Without regular reflective thought, a teacher is not growing professionally. Also, as part of reflective practice, (Graham et al., 2020) suggest that teachers should keep track of their own values as well as their students' values to see if there is a tension between the two. The goals of the assessment will show whether the two values are at odds with one another. It will take place when they settle their differences over the best methods of studying and put what they have learned into practice. After they resolve their differences, it will happen. Furthermore, schools should listen to and consider the opinions of their teachers so that they may come to a consensus on how to best equip pupils to accomplish their goals. Because of this, schools will be able to achieve their goals. Educators' views on the roles of both students and teachers in a quality education have received surprisingly little attention, this is particularly true when it comes to teaching English to pupils whose native language is not the English language as an additional language (ESL). The reason for this is because as time goes on, instructors' perspectives on their own and their pupils' responsibilities shift (Hart et al., 2019).

2. BACKGROUND OF THE STUDY

The large immigrant populations in Chicago from Poland and other Slavic countries mean that language service providers (LSPs) qualified to teach Polish—and, in due time, other Slavic languages like Russian and Ukrainian—will be in high demand. The city's long history of hosting Slavic communities, particularly Poles, is the root cause of this (Hashmi et al., 2021). The recent migration of Chicago's population to the Midwest is largely responsible for this need. Among Illinois residents, Polish will rank third in language proficiency, behind only English and Spanish. The number of Polish speakers will be one-third that of Spanish and French put together. Consequently, students and local medical organizations have often proposed the notion of a Polish language and culture course tailored to medical professionals. As a wonderful resource for doctors and other medical staff caring for Polish-speaking patients throughout the United States, it is an integral part of student's community's daily life. Numerous pre-med and medical students at the West Campus of the University of Illinois at Chicago have shown an interest in studying Polish to improve their employability. Many first-year students are pursuing careers in medicine. A large portion of the medical community is interested in and eager to participate in programs like Polish for Health Personnel, which researchers can design and execute. Possessing the skills to create and run such applications will make this a reality. This course could be useful for a wide range of people, including interdisciplinary professionals with diverse backgrounds (such as those at the University of Illinois at Chicago) and others in a similar situation. A substantial deal of variety in relative importance exists even among the most highly regarded medical specializations within these two major divisions. Students majoring in medicine, biology, dentistry, and other health-related fields make up a significant portion of UIC's overall student population enrolled in Polish language studies. People with dental programming backgrounds are among those who have opted to study Polish (Williamson et al., 2020).

3. LITERATURE REVIEW

In addition to learning the skills necessary for their chosen careers, students at Turkey's vocational schools are also obliged to study Turkish (Unit, 2020). The main objective of the school is to ensure that students are given the best possible start in life when they graduate. Improving student English skills may open doors to better jobs, more educational options, and a broader perspective on the world. It's a fantastic long-term investment. Possessing fluency in the English language may provide all these benefits. However, in order for students to get a quality education, it is necessary to fix the major faults with the way English is taught at vocational schools. According to (Syahrin & Salih, 2020), not being able to speak or comprehend English is one of the main challenges. The English language competency of many enrolled students at vocational institutions is inadequate. Consequently, intellectual development is hindered, which might cause a person to be dissatisfied with their education in the future. This problem will persist in today's business environment so long as recent college grads struggle with the language. Students at vocational institutions shouldn't only learn English grammar; they should also learn language skills that will help them succeed in their chosen fields. While most people agree that students should only be taught in English, this is an exception. Currently, students in schools with an emphasis on vocational training receive education quite comparable to this. Since it is becoming more challenging for instructors to train pupils in the 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 a prime example of this, as it is inconsistent across grade levels and prioritizes technical education above English language arts. Alterations to lessons that are substantial between grades also fall under this category. Consider, for example, how students' assignments tend to be rather monotonous across all school levels. Inconsistent grading systems and the fact that some institutions do not provide English classes are further indicators of this (Slimi, 2020).

4. RESEARCH QUESTIONS

- What is the impact of teachers' attitudes and Practices in relation to the curriculum?

5. RESEARCH METHODOLOGY:

5.1 Research design:

Quantitative and qualitative approaches were used in the investigation. Finding out how engaged and contented vocational students were with their English classes was the primary goal of the study. The primary data sources were a motivation survey and an extensive interview schedule.

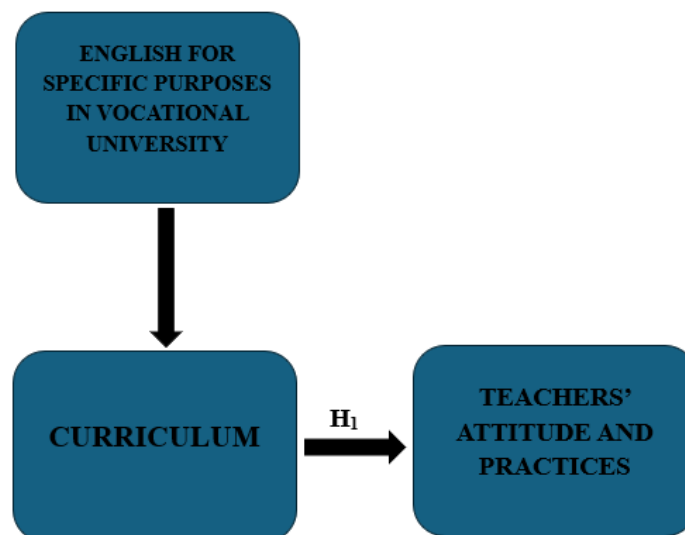
| Group | Major of study | Number of students | Percent |
|---------|-----------------------|--------------------|---------|
| Group 1 | Business computer | 37 | 30.8 |
| Group 2 | Mechanical technology | 34 | 28.3 |
| | Civil construction | 8 | 6.7 |
| Group 3 | Accountancy | 41 | 34.2 |
| Total | |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

5.2 Sampling:

This investigation's participants were hand-picked by the researcher. In the Sakon Nakhon district, a single institution is providing a third-year vocational program to 120 students across four distinct fields. Civil engineering, accountancy, machine technology, and industrial processing were the four main disciplines represented. Group 1 consisted of students majoring in business software; Group 2 included students majoring in industrial architecture and mechanical technology; and Group 3 included students majoring in accounting.

5.3 Research Methods: The main data collecting techniques used were a questionnaire aimed at assessing motivation levels and semi-structured interviews.

6. CONCEPTUAL FRAMEWORK



7. RESULT

Table: Participants' Majors of Study

The table indicates that around 47.5% of the sample included men, whereas 52.5% comprised females.

In Group 2, the predominant participants were male, while Groups 1 and 3 were mostly female persons.

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' ages ranged from 18 to 21, with 60.8% aged 18, 25% aged 19, 12.5% aged 20, and 1.7% aged 21. For more details, please see 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 initiation of each participant's English-language instruction is shown in the table. A substantial percentage of individuals, 36.2%, started English language acquisition in elementary school, having begun their studies 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 table displays the number of current and previous students who have attended educational

institutions abroad. While two participants had received English instruction in a nation where it is spoken, the vast majority had never been abroad for educational purposes.

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

| | N | Percent |
|-----|----------|----------------|
| No | 118 | 98.3 |
| Yes | 2 | 1.7 |

Table indicates that 55.8% of respondents recognized the existence of an English club at their school; nevertheless, over half of those aware of the club's functioning had not participated in it. This information is provided even though more than half of individuals aware of the club's existence had not become members. 28.3% of students were uncertain about the existence of an English club at their school, whilst 15.8% confirmed that their school lacked such a club.

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 table enumerates the extracurricular English-related activities in which the participants engaged. The participants were responsible for selecting the activities in which they wanted to engage. The participants' primary preferences for learning English were listening to English music (46.7%), self-study or engaging in English-language activities (42.5%), and conversing with native speakers (14.2%).

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 presents the participants' self-assessments of their abilities in hearing, speaking, reading, and writing in English. Five distinct categories were used for grading classification: none, extremely low, moderate, good, and remarkable. A significant majority of respondents (53.3%) assessed their listening abilities as intermediate. Subsequently, 25.8% categorized themselves in the poor range, 10% in the excellent range, 5.8% in the nonlevel, and 1.7% in the exceptional range. Regarding their verbal communication abilities, 47.5% of the sample self-assessed as intermediate, 37.5% as poor, 9.2% as excellent, and 2.5% as nonexistent. When asked about their reading proficiency, 48.3% of respondents classified themselves as intermediate, 28.3% as low, 16.7% as high, and 3.3% as none. 55.5% of respondents said they had intermediate writing talents, 37.5% reported poor writing skills, 13.3% claimed to have excellent writing skills, and 3.3% stated they had no writing capabilities. Four individuals failed to complete the self-evaluation.

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 |

The data presented indicates that the vast majority of survey participants self-assessed their abilities as either intermediate or low tier. A minuscule fraction of the sample's members saw themselves as above average.

8. CONCLUSION:

Qualitative and quantitative approaches were used in the research (Saini et al., 2019). To gather their data, the researchers employed an engaging survey in addition to in-depth interviews. The survey was translated into Thai and administered to participants using a five-point Likert scale. After interviewing four student volunteers in Thai, researchers translated their transcripts into English and then back into Thai. Thai was the language of choice for every interview. The data acquired from the surveys was subjected to quantitative analysis using SPSS to help shed light on the problems, in order to back up the results of the quantitative analysis, the interview data was analyzed qualitatively. The study's findings resolved the initial research issue, which had investigated the degree of interest in English language acquisition among vocational students. Results revealed that third-year vocational students were the most enthusiastic about the field. The level of excitement among industrial workers was much lower compared to their office-based colleagues who interacted with books and computers. Those that took part in the interview expressed a lot of excitement about the prospect of enhancing their English proficiency. The secondary line of inquiry focused on the students' underlying reasons

for choosing vocational programs. Specifically, the researchers wanted to know whether the students were driven by a desire to communicate with others or by practical considerations. Both the analytical and instrumental portions of the project were completed to a high standard by the students. After comparing the means of instrumental direction and integrative point of view, it was shown that third-year vocational learners were more likely to be inspired by their instruments. In many Thai schools, ESL involves teaching pupils English. The lessons are taught in English. A closer association with academic achievement, admission exams, career chances, and future advantages than with simple diversion emerged from the students' answers to the interview questions about the importance of learning English. It was clear from the students' confidence that learning English would benefit them academically, on admission tests, while applying for jobs, and throughout their lives. The participants in this research, on the other hand, showed remarkable levels of motivation during the activity. They saw it as a chance to better themselves and were excited to learn English (Jena, 2020).

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