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Realization Models of Teacher's Conception of Teaching in English Classroom Interaction

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ABSTRACT

This study investigates the realization models of teachers' conceptions of teaching English at a vocational higher education institution in Indonesia. The research provides theoretical and practical insights for enhancing English instruction in vocational education. Teachers' conceptions include three key dimensions: the teaching process, content of instruction, and students' cognitive abilities and motivation. Using a multi-case study design, the research involved 11 English lecturers. Data were collected through classroom observations, syllabus analysis, and interviews. Instruments included structured interview protocols and observation checklists. The findings reveal a partial alignment between teachers' conceptions and their actual classroom practices. However, full alignment is observed in content delivery and teachers' understanding of students' cognitive abilities and motivation. The study also identifies three factors influencing the realization of teaching conceptions: the vocational curriculum, learner-related challenges, and teacher-specific elements. These findings underscore the complex interplay between beliefs and practice in vocational English education and highlight areas for professional development, curriculum design, and policy refinement. Enhancing alignment between conceptions and practices, particularly in the teaching process, may lead to more effective instruction and improved learning outcomes for vocational students in Indonesia.

Keywords: Teacher's Conception Of Teaching; Realization Model; Vocational Education; Politeknik Negeri Medan

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1. Introduction

Language teaching has existed since the sixteenth century and language teacher education did in the beginning of the twentieth century. In the 1960s, changes in the industrial world resulted in the emergence of English for Specific Purposes (ESP)^[1]. Hutchinson and Waters^[2] mention that the rise of ESP is caused by the development of the world economy. This ESP is the main concept used in teaching English for Vocational Education. They have so many important milestones on the road to today's practices and always change from time to time.

Teaching English for Vocational Education in Indonesia is claimed to be different from that for other forms of education like university. According to Indonesian Law No. 12 Year 2012 about High Education verse 16, "Vocational Education is diploma and applied undergraduate programs of high education that prepare students for jobs with certain applied skill". Therefore, teaching English courses in Vocational Education must be related to ESP (English for Specific Purposes) and dominated by practical ones instead of theory.

Politeknik Negeri Medan is one of the vocational higher education in North Sumatera, Indonesia. The institution determines the minimum standard of students' English proficiency because they are expected to be able to communicate in English properly especially in the workplace. According to the Academic Manual, "Every student as an alumnus candidate must achieve 400 TOEIC (Test of English for International Communication) score for Diploma 3 and 450 TOEIC score for Diploma 4". However, the TOEIC reports from the last four years are still far from expectations. Alumni's TOEIC scores are supposed to reflect whether the English classes is successful or not in Politeknik Negeri Medan. It means there must be an issue to be addressed and the institution must make greater efforts to resolve the problems in English classes.

This condition becomes the phenomenal gap of this study. An immediate investigation is needed to find the sources of the problems and fix them. If English teaching and learning is a tree, we need to look into its root which decide how good the fruit will be. Taking care of the root will give high impact improvement to the quality of the whole body of the tree. It is argued that the first thing that a teacher brings to the classroom is his or her conception about teaching. It means if we take care of the teacher's conception of

teaching in English class, we improve the whole process of English teaching and learning which contributes to better students' English competence.

There are some factors affecting students' success in learning English in Indonesia. One of the most important ones is the teacher's conception of teaching English because it is what the teacher brings to the classroom and contributes a great and direct impact on students' achievement. However, the pattern of English teacher's conception of language learning at Indonesian vocational high education is still not found. There are some previous studies related to this in schools and universities, but those in Indonesian vocational education are still insufficient.

Dejene^[3] considers that a better understanding of the teacher's conception is a very important tool for improving the effectiveness of teaching and learning process. Furthermore, he also emphasizes that educational reforms need to take teacher's conception into account if overall and sustainable changes in teaching and learning are targeted. Then, educational improvement is doomed to failure if teachers' conceptions, beliefs, attitudes and intentions are not put into priority^[4, 5].

According to Koballa et al.^[6], a crucial role of any teacher education program is to discover and evaluate teacher candidates and their ideas in connection to classroom practices. To improve teacher education and classroom practice, it is imperative to deeply understand teachers' ideas and gain insights into changes in beliefs, as highlighted by Pajares^[7] and Richardson^[8]. Bryan^[9] proposed that teacher educators might gain insights into their students' ideas and apply this information to better support trainees' professional growth and learning.

Therefore, it is very crucial to find out English teachers' conception about teaching and their implementation in actual classroom practice. Using this understanding, the research findings will inform the teachers and institutions about the way forward in moving potential candidates in the right direction with more suitable and more modern theories of English language teaching and learning in vocational education^[3].

According to Gage^[10], teaching conception actually consists of four main objects which are the conception of process of teaching, the conception of content of teaching, the conception of Students' Cognitive Capabilities and Motivation and the conception of classroom management. However,

this study will not take classroom management because it deals with time (productive and counterproductive) and environment (family and neighbourhood) which are out of control of the researcher. Therefore, this study focuses on the conception of process of teaching, the conception of content of teaching, and the conception of Students' Cognitive Capabilities and Motivation. Some studies about teachers' conception are still focused on the process of teaching^[3-5] without touching teacher's conception of content of teaching and students' cognitive capabilities and motivation. Therefore, it is very important to research on the three teaching conceptions to find better ways to improve the teaching learning process in English classes.

In vocational education, English language courses must relate to English communication in the workplace. The lecturers are required to teach practically 60% and theoretically 40%. It means that they train the students to communicate more instead of teaching them English grammar theory. However, teachers' conception and their realization model in vocational education are still unknown. Therefore, it is very crucial to research on the model of teachers' conceptions and their realizations in English classroom interaction in vocational education.

Moreover, the teaching conceptions and their realizations must be affected by some factors. It is also important to see how teaching conceptions and realization are carried out that way. Thus, this research also will find out the factors affecting teachers' conceptions and their realizations.

Models of conceptions of teaching in this study are the pattern of a teacher's belief, value, attitude and perception in his or her mind. Meanwhile, models of realization in this study are considered as the implementation of the given input and output behaviour in the English classroom interaction in vocational education. In other words, this is a pattern of students' and teachers' behaviour that is realized or implemented in English classrooms. The model is derived from teachers' perceptions. By focusing on the realization model, the pattern of classroom interaction in English classrooms in vocational education will be found. If the model of the conception of teaching and the realizations are found, the problems in the classroom are easier to identify; furthermore, class interaction and students' achievement can be improved.

During these years, there were many theories and research have been implemented in English classrooms at Po-

liteknik Negeri Medan. Unfortunately, the outcome is still far from the expectation that is written in the minimum criteria in the Academic Regulation Book. The research conducted in English class should at least improve alumni's TOEIC score, not the other way around. Therefore, it is significant to investigate teacher's conception of teaching in English class because the first thing that English teachers bring to the classroom is their conception of teaching.

Referring to the description above, and going beyond theoretical justification, the model of teachers' conceptions and their realizations take an important role in classroom interaction which contributes to their success. Especially in vocational education, it is important to see the model of teachers' conception of teaching English and their realizations in classroom interaction. Therefore, this research is designed to answer the following questions:

1. What conception of teaching do the English teachers have at Politeknik Negeri Medan?
 - a. What conception of teaching do the English teachers have about the Process of teaching?
 - b. What conception of teaching do the English teachers have about the Content of Teaching?
 - c. What conception of teaching do the English teachers have about Student's cognitive capabilities and motivation?
2. In what models are the conception of process, content, and student's cognitive capabilities and motivation realized?
3. Why are models of the conception of process, content, and student's cognitive capabilities and motivation realized the way they are?

1.1. The Conception of Teaching

Teaching and education are believed to have existed since ancient civilizations. Therefore, fundamental theories on teaching and learning appear a long time ago. Gage^[10] mentions that teaching is someone's influence with the aim of improving others' learning. Joyce and Weil^[11] emphasize that effective teaching facilitate meaning learning by enhancing the capacity to learn (intelligence) and cultivating empowered learners who use their skills for self-education.

Dunkin and Biddle^[12] proposed the "Interaction Analysis Model" as a tool for researching classroom instruction fo-

cusing on analyzing the interactions and behaviors occurring between teachers and students during classroom instruction. Stern^[13] identifies two principal actors in language teaching which are language teachers and language learners bringing certain characteristics to educational treatment in which the social context contributes a lot to teachers, learners and indirectly influences educational treatment. Gage^[10] also develops a teaching concept model by adapting Dunkin and Biddle's Model but focus on thinking process in teacher's and student's thought.

A conception of teaching can be defined as a teacher's understanding and beliefs about teaching reflected in actions. Pratt^[14] mentions that the conception of teaching is an interrelated set of beliefs and intentions giving direction and justification for teacher's actions including teaching strategies and assessment approaches. Teo and Sing^[15] also mention teaching conception as a teacher's belief. Moreover, Dejene^[3] defines conceptions of teaching and learning as the beliefs about teaching that guide a teacher's perception of a situation and will shape actions. According to Richards^[16], beliefs are the outcomes of teachers' evolving theories of teaching which reflect teachers' individual philosophies of teaching, developed from their experience of teaching and learning, their teacher education experiences, and from their own personal beliefs and value systems. Moreover, The Organization for Economic Cooperation and Development (OECD)^[17] stated that teachers' beliefs about teaching and learning are very strongly influenced by national school systems, culture, and pedagogical traditions. Furthermore, Pajares^[7] indicated that beliefs about teaching are well established by the time students get to college. The beliefs include conceptions about what it takes to be an effective teacher and how students ought to behave^[16].

The conceptions of teaching refer to teachers' ideas, attitudes, and assumptions about teaching and learning. These can influence the way teachers teach and interact with students. Ansori, Nurkamto and Suparno^[18] mention that there are some factors influencing teachers' conception, belief and practices. Those factors are training, learning experience, teaching experience, institutional factor, student factor, and availability of learning support.

1.2. Objects of Conception of Teaching

Gage^[10] elaborates on teacher's conception of teaching and mentions that there are 4 types of conception of teaching.

They are the conception of process of teaching, the conception of content, the conception of students' cognitive abilities and motivation, and the conception of classroom management. These will be fundamental theories in this research because this study will be based on this classification.

a. A Conception of Process of Teaching

A conception of Process of Teaching is the teacher's conception of how teaching happens, what the teacher and students say and do, and what students experience as they see and hear the teacher and their classmates in the classroom interaction^[10]. So, it refers to whole activities of teaching and learning in the classroom which can be regarded as models of teaching. Dejene^[3] concerns that there are some disagreements among scholars on categorizing the conceptions held by the teachers; somehow, he decides to categorize them into Constructivist Conception and Traditional Conception. He adopts Teo and Sing's Conception for Teaching and Learning Questionnaire (CTLQ) to examine preservice teachers using Confirmatory Factor Analysis. This study will use Gage's terms of Progressive-Discovery-Constructivist Teaching (PDC) and Conventional-Direct-Recitation Teaching (CDR).

The conception of the process of teaching are categorized into two categories which are Progressive-Discovery-Constructivist Teaching (PDC) and Conventional-Direct-Recitation Teaching (CDR) which will be used in this study. PDC represents a chronology of popular discussion on education during the 20th century. In fact, these three kinds of teaching have very similar concepts allowing students to freely select and carry out their activities according to their interests and prior knowledge on their own initiative with the teacher's guidance. Meanwhile, CDR refers to a conventional teacher-directed and structured teaching in which the teacher chooses most students' activities including the universal pattern of "recitation" whereby teachers ask questions and students respond.

A timeline is represented by the three terms: constructivist, progressive, and discovery. Though it was not generally implemented, progressive education was a hot topic during the first half of the 20th century. The third quarter of the 20th century saw a good amount of consideration given to discovery teaching. Education experts paid close attention to constructivist teaching during the last part of the 20th century. For extended periods of time, students were free to

choose and complete their own activities with some guidance from the teacher, but all three types of instruction gave them plenty of flexibility to choose their activities based on their interests and past knowledge of the material. Thus, constructivist, progressive, and discovery classrooms are students' centred and focus on the students.

Conventional-Direct-Recitation Teaching (CDR) designates a contrasting non-PDC teaching. A CDR class is a teacher-centred classroom. The term "conventional" refers to the tradition and ubiquity of CDR teaching in the early twentieth century. The term "direct" refers to the teacher-directed and -structured teaching with teachers choosing most student activities. The term "recitation" refers to the almost universal pattern in which the teachers ask questions and the students respond.

b. A Conception of Content of Teaching

In the conception of the content of teaching, there are three main discussions in Gage^[10] which are content variation, instructional alignment and categorization of content. Content variation could be different from one teacher to another from time to time. Instructional alignment refers to content and curricula validity which can be measured by looking at the degree of fit between the content taught and the content tested in assessing students' achievement. Furthermore, the categorizations of content focusing on English subjects include taxonomy and types of knowledge. For taxonomy, it deals with Bloom's cognitive taxonomy which are Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Moreover, types of knowledge deal with Factual Knowledge, Conceptual Knowledge, Procedural Knowledge, and Metacognitive Knowledge.

In the categories of content of teaching, the Cognitive Bloom Taxonomy is mainly concerned. Identifying the conception of content of teaching requires curriculum observation and teacher interviews. Ironside^[19] mentioned that thinking about the content of teaching means reviewing the curriculum. That is why the content of the teaching will be reviewed through curriculum and syllabus (*Rancangan Pembelajaran Semester*) by analysing Bloom's operational verbs used in those documents.

c. Conception of Students' Cognitive Capabilities and Motivation

A teacher also needs to see the student's cognitive capabilities and motivation to adjust the teaching to their capa-

bilities and motivation^[10]. Students' cognitive capabilities refer to intelligence and prior knowledge. The intelligence applies to content in general which is identified by factor analysis. The students' intelligences are categorized by Gardner^[20] into multiple intelligences including Linguistic, musical, Logical-mathematical, spatial, Bodily Kinesthetic and interpersonal intelligences.

Then, prior knowledge refers to what students know before being taught about some specific kind of content. Students often vary in prior knowledge according to their interests, self-education, previous schooling and random experiences. Student achievement depends on both students' motivation and cognitive capabilities. If cognitive capabilities are regarded as tools, motivation refers to the degree to which students use those tools for learning. Teachers may have two major categories of approaches which are behaviouristic approaches and cognitive approaches. The behaviouristic approach focuses on the changing behaviour by means of its subsequent positive or negative reinforcement in the forms of *Contracts* (making changes in student behaviour by entering the contract of giving any reward if they increase/decrease any activities) and *Token Economies* (saying to students about expectations to get them understood and influenced)^[10].

1.3. Realization Model of Teacher's Conception

Realization refers to the act of making something real by bringing an idea, concept, or plan into actual practice. Joyce, Weil, & Calhoun^[21] define a model as a framework providing a structured and systematic approach to guide instructional practices and facilitate learning. In this study, the realization model refers to implementing a given input-output behaviour in the English classroom interaction. This concept is borrowed from mathematical terms used in system theory by Brockett^[22]. So, this is the pattern of teachers' conceptions of teaching realized in English classroom interaction.

Herdina and Jessner^[23] imply that the model is a system interpreting the outlined interaction. In science, the model used to predict about how systems will behave under given conditions and to simplify complex concept, highlight a particular aspect of system, or make visible what is too small or too big for human eye. As English teachers' conception is in their minds, the realization of the conception can

be seen in classroom interaction. The system or the pattern of the realization of the conception of the teaching will be presented by a model called by realization model of teacher's conception of teaching.

In the context of teaching and learning, realization can be indicated by classroom interactions and curriculum or syllabus (RPS). Realization of process of teaching is indicated by classroom interactions between the teacher and students. Then, realization of content of teaching is written in syllabus identified using Bloom's operational verbs. Moreover, realization of justifying teaching toward students' cognitive capabilities and motivations is also indicated by the teacher and students' interactions in the classroom.

In this study, realization model of teacher's conception uses the term alignment. The teacher's conceptions of teaching and the realizations are categorized into full alignment, partial alignment and mis-alignment. The term alignment is adopted from some studies by Ulfie and Permana^[24], Hwa, Kaffenberger & Silberstein^[25], Harvey et al^[26], and Webb^[27] which use the term alignment in showing agreement with some aspects in instructions.

1.4. Teaching and Learning in Vocational Higher Education in Indonesia

McBeth^[28] elaborates that teaching and learning in higher education consist of two big process which are instruction and evaluation. In instructions, teachers need to set the objectives, prepare the lectures, conduct the discussion, and improve the instructor-students relationship. In testing and evaluation, they need to construct the test, perform the test and develop opinion, interest and attitude questionnaires. Teaching and learning is an interaction that takes place either between the teacher and students or among the students in the class.

Vocational Education is the type of education given to an individual to prepare that individual to be gainfully employed or self-employed with requisite skills. According to Brown^[29], there are three dimensions that a vocational education should have which are the result of a historical and cultural process of social construction and institutionalization, established as individuals perform work-based activities and "do" specific things, i.e. concrete work tasks that respond to social needs and establishing demarcations between and internal coherence within different areas of working life.

In Indonesia, Vocational and Technical Education is offered as early as senior secondary level (10th grade) under the management of the Directorate of Secondary Vocational Schools Management (Direktorat Sekolah Menengah Kejuruan). At post-secondary level, this kind of education is offered at polytechnics and vocational higher educational institutions that offer diploma programs, applied bachelor programs and applied master programs managed by General Directorate of Vocational Education (Direktorat Jendral Pendidikan Vokasi).

Politeknik Negeri Medan is one of the vocational higher education in North Sumatera. This state vocational high education has created thousands of skilful alumni ready to work based on their major. It consists of 6 departments and 26 study programs and none of them is an English study program. Thus, the institution determines the minimum standard of students' English proficiency from TOEIC scores because they are expected to be able to communicate in English properly especially in the workplace.

2. Method

This study aims to investigate the realization model of teachers' conceptions of teaching English during classroom interactions in vocational education. Given the research objective, a qualitative approach was deemed most appropriate. A multi-case study design was employed to support the study with quantitative data. According to Bogdan and Biklen^[30], the multi-case study involves examining two or more subjects, settings, or sources of data. This research included 11 participants and data collection from at least two different settings, making the multi-case study design suitable for this investigation.

2.1. The Informants

The subjects of this research, also referred to as informants, are individuals from whom data were collected^[30]. In this study, the primary informants were English lecturers at Politeknik Negeri Medan, Indonesia. All English lecturers at the institution were contacted, and 11 responded positively and agreed to participate. Consequently, the study involved 11 English lecturers from Politeknik Negeri Medan, Indonesia as informants. These participants are permanent lecturers who have been teaching with a minimum of three years of

teaching experience in vocational higher education

2.2. The Instrument and The Data Collection

A transcript of recorded in-depth interview is needed to answer research problem 1 and to collect these data in-depth interview model proposed by Seidman^[31]. The data to answer research problem 2 is a transcript of a video tape recording of the 11 teachers in teaching English in the classroom, documents required for the teaching, and field notes written during the observation. To obtain these data, observation technique with video recorder will be used. The data to answer research problem 3 is the transcript of a recorded retrospective interview. To collect these data, the retrospective interview will be conducted by taking the answers of problem 2 as the base of the interview.

In qualitative research, the researcher is considered as the key instrument because of the ability to observe the details, to carry on in-depth interview and to reflect on the meaning of observation and interview data. In a nutshell, the data of realization model of teachers' conception of teaching will be collected by three instruments as follows.

– In-depth Interview Prompt

The in-depth interview will be conducted by asking the subjects of the research. This interviews will be semi-structured because the questions prompt will be prepared but those are only the guidelines and they may be changed during the interviews. Moreover, the results of questionnaires will influence the interview process so that the interviews may differ from one subject to another.

– Observation Sheet

Classroom Interaction will be observed and recorded. Moreover, an observation sheet will be used for taking some notes during teaching and learning process.

– Retrospective Interview Prompt

This interview is for recalling what the teachers had in the classroom. As this will be a semi-structured interview, the prompt will be used as the guidelines. However, this may change during the interview process.

2.3. The Procedure of the Research

Basically, there are four steps in conducting qualitative research which are data collection, data condensation, data display, and data conclusion^[32]. Modifying the procedures

above, this study will be conducted based on the procedure below.

- Identification of the subject of the research: The first step of this research is identifying the subjects of the research. In this step, all English lecturers of Politeknik Negeri Medan were contacted to confirm their consent. Because only 11 of them gave their confirmation, then the subjects of this research are 11 English lectures taught in Politeknik Negeri Medan.
- Developing interview prompts for the research: In this step, an interview prompt was developed. This list of questions in the interview prompt were also validated by an expert in English Language Teaching so that the instrument will be valid.
- Collecting data using interviews: This step is data collection using interviews. English lecturers of Politeknik Negeri Medan were interviewed face-to-face.
- Analysing the data: Once the interview is done; the first data were collected, displayed and analysed. The recorded interview was transcribed. These were analysed and drawn into the preliminary conclusion. The data influenced the questions prompt in the retrospective interview process.
- Classroom Observation: The second data was collected in the classroom observation by recording a video of English classroom interaction. Besides recoding the classroom teaching and learning activities, observational sheets were also used.
- Analysing the data: After data collection from classroom observation were collected, the video recordings were transcribed. The data were analysed, displayed and condensed. Then, the second conclusion was drawn.
- Retrospective Interview: In this part, an interview was conducted again to recall what the correspondents have in the classroom observation. These are to find the reason why the phenomenon happens in classroom interaction.
- Analysing the data: After data collection and analysis, the final conclusion was drawn.

3. Result

3.1. Conception of teaching of the English teachers at Politeknik Negeri Medan

a. Conception on Process of teaching

Teachers' conception of process of teaching is found to be various. Most of them said that they teach students by using conventional teaching and some of them mentioned that they implement Constructivist teaching. The following is the data of what English teachers said about

their conception of process of teaching in Politeknik Negeri Medan in Interview I. Their conceptions are categorized into Progressive-Discovery-Constructivist Teaching (PDC), also called Student-Centred Learning and Conventional-Direct-Recitation Teaching (CDR), also called Teacher-Centred Learning. Please see **Table 1**.

Table 1. Teaching Process Concept.

Informants	Statements	Conclusion
T1	"In my class, I will say that I use communicative approach teaching method. I don't teach them grammar anymore. I directly ask them to perform."	PDC
T2	"In teaching, I'd like to write on the whiteboard the pattern of 'Passive voice' for Simple Present Tense' for example".	CDR
T3	"Teaching in vocational school is training. We start from motivation, reinforcement, and drilling. Drilling is very important"	CDR
T4	"Depends on the subjects. If it is ESP, I am just a facilitator. If it is TOEIC Preparation, I will explain the materials using PowerPoint, and I will write in the whiteboard if these need more elaboration"	CDR
T5	"Teaching is transfer of knowledge from teachers to students. From not knowing to understanding something using various methods that are suitable for the students."	CDR
T6	"I like to teach them speaking, especially pronunciation. I also like to give them project, both class project and cross-classes projects."	CDR
T7	"I start the lesson by greeting and introducing the topic"	CDR
T8	"In the beginning of the class, I like to do warming up: greeting, checking attendance, praying, reviewing previous topic and mentioning today's topic."	PDC
T9	"It is difficult to ask students to learn materials independently, because it is not their department focus".	CDR
T10	"I deliver the materials using power point, or uploading them to SIPADI (LMS)."	CDR
T11	"They still need guidance, even if we have given them clues, they still need it."	CDR

b. Conception of Teaching about Content of Teaching

In finding the conception of teaching about content of teaching, there were 11 syllabi (Rancangan Pembelajaran Semester/ RPS) analysed. Every course contains teaching materials that focus on different topics because those come from different study programs. As they were categorized using Bloom's Taxonomy, it is found that the English competencies taught in Politeknik Negeri Medan vary from Knowledge (C1), Comprehension (C2), Application (C3), Synthesis (C4), Evaluation (C5) and Creation (C6), however, Application (C3) becomes the main focus of learning objectives in all syllabi. The fact that Application (C3) becomes the dominant competency taught because the main objective of English language teaching in vocational education is the students are able to communicate in English. So, it should be based on communicative practices leading to Application Competency.

caused by the students' factor, not only because the class is dominated by low-average students' cognitive capabilities and motivation, but also because the class contexts are heterogenic in their cognitive and motivation. There are some ways of adjusting the teaching to the student's cognitive capabilities and motivation, they are:

- Simplifying the content of materials in accordance with students' abilities and needs;
- Maintaining the learning objectives, but changing the topics in accordance with students' interests and study program;
- Providing additional activities outside the classroom, for instance, structured assignments, independent learning and online additional class.
- Using a personal approach to students.

The adjustments can be seen in the informants' statement as follows.

c. Conception of Teaching about Student's Cognitive Capabilities and Motivation

Adjustment of English teachers in Politeknik Negeri Medan about students' cognitive capabilities and motivation crucially needs to be carried out. This was mainly

T1: The learning objectives written in syllabus must be reached; however, if we cannot, we can give the students additional tasks.

T2: Different class, different treatment. One class may need two practices, but another may need more than ten prac-

tices.

- T3: I like to motivate the students by telling them why they need to learn English.
- T4: Personal approaches are important; I like inviting all students in one class to have meals and it's on me. Then, I like to give them online additional classes.
- T5: Sometimes, I do not stick to syllabus. I just teach what they need and can understand.
- T6: I modify the syllabus, sometimes, depending on the class context. When students' motivation is low, I would change and update the topics according to their major and interest.
- T7: I'd like to use simpler sentences, and simpler theories to help the students understand more easily. Moreover, I also use a reward system for the fastest achiever in the class.

3.2. Realization Models of the Conception of Process, Content, and Student's Cognitive Capabilities and Motivation

Teacher's conceptions of process in Politeknik Negeri Medan are found to be various. Then, it is important to see the realization of teacher's conception of teaching. The fol-

lowing are the teachers' statement of realization of teachers' perception in English classroom interaction.

The statements in **Table 2** occurred in English classroom interaction. So, we can see that the process of teaching seems different between the teacher's perception and the realizations. Therefore, it can be concluded that the model of the realisation is partial alignment which means only some part of teachers' perceptions are realized in the English classroom interaction. In partial alignment, teachers have tried to implement their conception about teaching, but only some parts work for some reasons like limited time and sources, certain curriculum requirements, students' factors and class context.

Meanwhile, both content of teaching and students' cognitive capabilities and motivation are found to have a full-alignment model because English teacher's perception fully aligned with the realization in English classroom interactions. The contents of teaching are dominantly by Application (C3), completed by Knowledge (C1), Comprehension (C2), Synthesis (C4), Evaluation (C5), and Creation (C6). In addition, all teachers agree about the need to adjust their teaching because the student's cognitive capabilities and motivation at Politeknik Negeri Medan are heterogenic, with low-average domination.

Table 2. Teachers' Conception of Process.

T1	"Okay, alright. Alright, so because we have review, we just focus on the basic grammar, okay? Basic grammar, there are three. What is that? That we are going to learn. Present tense, past tense, and future tense. Okay. Anyone knows what is a present tense? Anyone knows what is present tense? Present tense is the tense in which happens in the present time. Okay, will you repeat? What is present tense?"	CDR
T2	T: Well today we are going to discuss about request. What is the topic? S: Request. T: Yes. Asking someone to do something. Ask someone to do something for you. So, request means asking someone to do something for you. Who is the doer? The one who request. Who gets the benefit? S: Me. T: Correct. The doer. T: OK, so a request means you ask someone to do something for you. Someone else made it and the person who gets the benefit is you. Clear? S: Yes Mam.	CDR
T3	"Okay. Alright, everyone, don't think it's easy. You have to try to say it again and again. Practice makes perfect."	CDR
T4	"Next. I've discussed this. Yes. So, we will move directly to the correct words. But before I continue, do you have knowledge so far? We have discussed the Tenses. How many Tenses in English?"	CDR
T5	"Well, today you perform with your group about the payment. One by one in front of the class"	
T6	"OK, as I said told yesterday, showing agreement, agreement, agreement, argument, show argument, and then show resolution. Okay? No need to show in last scene. Just mention all the examples of agreement."	CDR
T7	"T: OK, before we are having a test, you can learn our course materials before about the sentence constructions. The origin of sentence construction, about sentences, predicate, subject and anything about sentence composition."	CDR

Table 2. *Cont.*

T8	“Okay, good. Last week we talked about the use ”to be” in explaining parts of a computer. Today, we will continue by explaining agreement and unity. Why do we need to learn about this topic? You can see it in this slide. The lesson objective means that by the end of the lesson, all students are expected to have critical thinking, to be able to mention agreement and disagreement politely without using personal language or offensive language. I have provided some pictures here; do you know what these pictures are?”	CDR
T9	“Okay. Actually, today is our 14th meeting, right? Have you remembered our material last week? Yes? Okay. That’s about asking about the product, right? I ask you to make short conversations, asking about the product, online product. Okay. Okay, today we will continue our material, but before I show you our material today, I will show you the videos. Okay. Actually, there are two videos.”	CDR
T10	“Last week, I have told you to create your presentation about dialog for our final project. Remember? I ask you to create a dialog first, then present it in front of the class and we are going to revise it together. Have you record it? No? Okay, you are going to present it and every group can give the comments about that dialog”.	CDR
T11	“Alright, so let’s continue out las activities, the presentation, working contract. Have you finished?”	CDR

From **Table 3**, the follows are realization models of teacher’s conception of teaching in English classroom interaction at Politeknik Negeri Medan.

1. The teacher’s conception of the process of teaching in Politeknik Negeri Medan is partially aligned in the realization.
2. The teacher’s conception of the content of teaching in Politeknik Negeri Medan is fully aligned in the realization.
3. The teacher’s conception of the students’ cognitive capabilities and motivation in Politeknik Negeri Medan is fully aligned in the realization.

Table 3. Teacher’s Perception, Realization and Model.

	Teacher’s Perception	Realization	Model
Process of Teaching	Progressive-Discovery-Constructivist Teaching (PDC) and Conventional-Direct-Recitation Teaching (CDR)	Conventional-Direct-Recitation Teaching (CDR)	Partial Alignment
Content of Teaching	Knowledge (C1) Comprehension (C2) Application (C3) (Dominant) Synthesis (C4) Evaluation (C5) Creation (C6)	Knowledge (C1) Comprehension (C2) Application (C3) (Dominant) Synthesis (C4) Evaluation (C5) Creation (C6)	Full Alignment
Student’s cognitive capabilities and motivation	Well-adjusted to low-average students	Well-adjusted to low average students	Full Alignment

3.3. Why the Models of the Conception of Process, Content, and Student’s Cognitive Capabilities and Motivation are Realized the Way They Are

It is very important to see the fundamental reasons why the models of the conception of process, content, and student’s cognitive capabilities and motivation are realized the way they are. The second interview was intended to find the answers. Different statements were gathered as the following.

T1: “I think that is because the teachers lack of pedagogical knowledge in vocational education. PEDC is very important or in Polmed we can do it through “Teaching

Methodology” conducted by institution for new teachers or those who need it”

T2: “Mostly because of the students. I think we need to improve the filter (students’ intake) process so we can have students with better cognitive and motivation.”

T3: “Because we are vocational. Vocational is training. We need to drill our students. The second one is because students’ factors.”

T4: “Because Polmed is vocational education. We don’t teach the knowledge; we teach English skills.”

T5: “We cannot force the students to the certain learning process; we need to adapt the teaching according to students’ condition”.

T6: “Different class needs different treatment. Also, teacher

needs to approach students so they have motivation to study.”

T7: “Students. I often teach a topic but they don’t get it. So, I need to start from the basic ones and repeat the explanation again and again.”

T8: “We need to see the students’ context first.” “We use curriculum for vocational education preparing the students for works’ life.”

T9: “Because some students have difficulties to learn English, I need to simplify the teaching.” ... “Polytechnic is vocational, thus we need to focus more practice more than theory”.

T10: “Teachers’ experience and students’ factor. It depends on students’ ability and students’ needs”.

T11: “As teachers, we have the responsibility to fulfil the curriculum’s requirements to get students ready for jobs.” From the statements above, it can be concluded that there are some reasons why the models of the conception of process, content, and students’ cognitive capabilities and motivation are realized the way they are as the following.

- Vocational Curriculum

Politeknik Negeri Medan is vocational education to teach and train the students to be workers. Therefore, the teaching and learning process needs to focus on what they need in the job market.

- Students’ factors

Students’ factors, including their ability, needs and motivation, are also the main factors in how teaching and learning process are conducted. Teachers often need to modify the teaching according to students’ conditions.

- Teachers’ factors

Teachers’ factors, including their teacher training (expertise), teaching experiences, pedagogical skills and motivation, contribute to the teaching and learning processes in Politeknik Negeri Medan.

cial factor in understanding the effectiveness of teaching practices in Politeknik Negeri Medan. The findings reveal a significant gap between teachers’ conceptions and how these conceptions translate into practices. This disparity needs further and deeper examination.

The process of teaching showed partial alignment which means that while English teachers expressed strong pedagogical conceptions, these were not consistently implemented in English classroom interaction at Politeknik Negeri Medan. Therefore, it is important to review the factors affecting instructional choices such as rigid curriculum or institutional constraints that may restrict teachers’ ability to apply more innovative, creative and student-centred methods. Moreover, teachers’ own experiences and professional training could shape their ability to bridge the gap between theory and practice. Previous research^[4, 5] has highlighted that systemic pressures, lack of professional development opportunities and limited classroom autonomy often hinder effective teaching practices. This suggests institutional transformation, especially for Politeknik Negeri Medan, to have curriculum review and provide more professional development facilities for teachers.

Another important issue is the extent to which teacher’s conceptions of teaching in vocational are shaped by certain factors. While some teachers adopt Progressive-Discovery-Constructivist (PDC) teaching in their conception, the predominance of Conventional-Direct-Recitation (CDR) teaching in practice indicates that conventional teaching norms are deeply ingrained which means internal factors have a stronger influence on pedagogical decisions, instead of external factors. The government necessarily sees the need for new English teachers in vocational education to have proper vocational pedagogical knowledge through certain training like PEDC (Polytechnics Educational Development Centre) which is dismissed decades ago. Further research is also important to do by other polytechnics across provinces in Indonesia to strengthen this finding.

The content of teaching showed full alignment with a strong emphasis on application-based learning (C3 in Bloom’s Taxonomy). Though this alignment is positive, it also needs critical reflection. The big portion on application (C3) may be necessary for vocational education, but it may neglect higher-order thinking skills such as analysis (C4), synthesis (C5) and evaluation (C6). This becomes the

4. Discussion

The alignment between teachers’ conceptions of teaching and their realization in classroom interactions are a cru-

concern about whether vocational students are adequately prepared for complex problem-solving and adaptability in real-world professional contexts. Research by Brown^[29] has argued that vocational education must reach a balance between skills acquisition and intellectual development to ensure that students are equipped for dynamic career demands.

The realization of students' cognitive capabilities and motivation was fully aligned with teachers' conception showing that English teachers in Politeknik Negeri Medan have a strong awareness of students' diversity. However, this alignment should not be seen as an entirely positive outcome. While teachers modify their strategies to accommodate students' learning needs and abilities, the widespread recognition of low-average students' cognitive capabilities and motivation across study programs in Politeknik Negeri Medan raises questions about underlying causes. Are vocational alumni underprepared because of the systemic issues at earlier educational levels? The question requires broader research on the vocational education system including student preparedness and how government and institutions should cope with this condition.

Furthermore, this study suggests that alignment alone is not a definitive indicator of teaching effectiveness. The partial alignment in the process of teaching shows that there is a need for institutions to have systemic transformation. The institutional support should cover vocational-pedagogical training, curriculum flexibility and professional autonomy. Then, the fact that teachers' conceptions of content and student's cognitive capabilities and motivation are fully aligned with realizations does not necessarily mean that the current instructions are optimal. If teaching conceptions are shaped by traditional perspectives, then full alignment may actually reinforce outdated practices rather than promote pedagogical advancement. This calls for a critical reassessment of how English teachers in vocational education shape their conceptions of process of teaching, content of teaching and students' cognitive capabilities and motivation.

5. Conclusion

This study examined the realization of teachers' conceptions of teaching within English classroom interactions at Politeknik Negeri Medan. The conceptions explored included the teaching process, instructional content, and students' cognitive abilities and motivation. Based on the findings, the

following conclusions are drawn:

- a) Teachers' conceptions of the teaching process are only partially aligned with their classroom practices. While their conceptions include Presentation–discussion–conclusion (PDC) and Contextual Discussion–reflection (CDR), their actual practices primarily reflect the CDR model.
- b) Teachers' conceptions of instructional content are fully aligned with their teaching practices. Both their conceptions and implementation cover cognitive levels C1 through C6, although C3 (Application) is most dominant due to the practice-oriented nature of the vocational curriculum.
- c) Teachers' conceptions of students' cognitive capabilities and motivation are also fully aligned with their classroom strategies. All participating teachers adopt specific approaches to address the diverse cognitive and motivational needs of their students.
- d) The realization of these conception models is influenced by three key factors: the vocational curriculum, student-related characteristics, and teacher-related conditions.
- e) These findings offer valuable insights into how teachers' beliefs about teaching translate into classroom practice in vocational education settings. They highlight the importance of aligning pedagogical conceptions with institutional and curricular demands. The study also underscores the need for government and institutional support to enhance teaching effectiveness in vocational contexts.

Future research should investigate strategies to bridge the gap between teachers' conceptions of the teaching process and their actual implementation. It would also be beneficial to explore how rigid curricular structures and limited professional development opportunities shape teaching practices. Additionally, examining the impact of students' prior educational experiences on their preparedness for vocational training at Politeknik Negeri Medan warrants further inquiry.

Author Contributions

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editing, B.S. and M.S.; visualization, W.S.; supervision, B.S. and M.S.; project administration, W.S.; funding acquisition, B.S. and M.S. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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