



Teaching English: The Challenges Teachers Face and the Various Instructional Techniques

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Abstract

Although teaching is a great career, there are moments when it may be challenging. Due to the adoption of new teaching techniques and the extent to which electronic and intelligent training have permeated the area of education, the responsibilities of instructors have changed dramatically over time. This study aims, there are two primary areas of discussion on the challenges that teachers of young language learners encounter and the various instructional techniques that they may use. The resources and teaching methods now in use may be used to address the difficulties connected with teaching English. How well instructors can use the available materials for teaching English is the major topic of the study. According to the findings of this study, young pupils were getting Instruction in English as a second language utilizing an extensive range of digital tools. To provide the right teaching, tutors must be aware of each student's evolving requirements. Furthermore, it seems sense that the educational process might be stressful given the potential for issues. To prevent obstacles from impeding learning, each challenge should be constantly monitored by an experienced instructor.

Keywords: creative methods, technology for education, illustrations, electronic books, blended learning

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Introduction

The conventional classroom teaching technique has grown more and more difficult in

today's digitally advanced world of learning and teaching. Today's pupils find that the classroom acts more as an obstacle than as a place to learn. An established and extensively used language to interact with is English. Since learning this language is essential for creating one's identity in the continuously growing global society, its relevance has substantially expanded, especially in non-English speaking countries. Thanks to this language, many more individuals may now contribute to the worldwide cause. As a result, teaching a language is even more crucial than knowing a language. Traditional language instruction was contained inside a single building. This study looks at a few of the challenges associated with teaching and learning English, as well as several technological tools that may make it simpler to instruct in English in line with current needs. It was challenging for all of the teachers to adapt, especially when employing the new tools, and as a result, there may be some adjustments. Given that English is by its very nature a tough subject, it may be challenging for instructors to design lessons that are interesting and engaging for their students. Because it needs pupils to develop abilities in writing and understanding that are often taught in school, English typically has a larger student population. According to Safaah et al (2017), students have the potential to engage in activities relating to the English language if the environment is conducive to the development of the students' English process skills.

Additionally, switching from conventional classroom instruction to flexible online learning makes it more challenging for instructors to provide a fundamentally sound education. Authorities are continuously searching for ways to solve problems and empower educators with the tools they need to be more productive in modular distant learning (Bagood, 2020). English instructors at junior high schools confront several difficulties. The difficulties are related to the nature of teaching English, English textbooks and resources, and students' attitudes about English. These difficulties include the heavy curriculum content in English, the dearth of English teaching resources, the absence of English facilities such as speech labs, and the implementation of curricular requirements. The remaining difficulties that English teachers faced were as follows: difficult English examinations for evaluating students' knowledge; the use of examined dimensions to assess students' knowledge; students' perceptions of English's complexity; students' interest in learning only exam-oriented material; and students' lack of preparation for English lessons.

On top of that, the researchers observed that very few of the studies conducted by other researchers included instructors as respondents, but the vast majority of those studies only included students as respondents. The researchers thought it would be interesting to present various viewpoints on the challenges that teachers confront in the new normal, especially about the English-related classes that they were responsible for teaching.

Methodology

The resources and teaching methods now in use may be used to address the difficulties connected with teaching English. How well instructors can use the available materials for teaching English is the major topic of the study.

Results

Review of Literature

Throughout the teaching and learning processes, instructors do several activities to provide the best outcomes for the students. In addition to setting an excellent example for their pupils, effective instructors should serve as the manager of the class, the organizer, the examiner, the person in charge, the team member, the observer, and the respectable tutor

(Nunan, 2005). Teachers of English must be able to make their lessons engaging in addition to doing their obligations. In addition to having the ability to transfer information, teachers also need to be passionate regarding what they do, educated, and amusing. English instructors dealing with young pupils should be conscious of the many ways that young students receive information (Roy, 2017). Teachers should modify the many tactics and strategies they may use with pupils to help them understand subjects more easily.

Today's challenges in learning and teaching English

Researching and understanding the idea that nations like India were influential in the development of the English language may be difficult at times. On the other hand, given that it is a language used for communication on a worldwide scale, it is generally accepted in most parts of the world. In today's highly competitive world, all people need to be able to grasp this language. The term "universal" perfectly reflects the significance of this need. When it comes to the international market, English has a wide range of knowledge that pretty much encompasses all of the different fields. Teaching this language is hence of the same significance as teaching any other language. According to Roy (2017), there has been a significant rise in the amount of time spent studying English over the last at least three decades. It has been shown that it is essential to learn English in a classroom setting, especially in nations where English is not the native language. There are now a variety of obstacles to overcome while instructing English to younger students who do not already possess the language. Even while some of these challenges are still there, they have become far more difficult to overcome as a consequence of developments such as the increased use of technology in education. The curriculum that is being used in schools today presents the teacher of English as a second language with a variety of difficulties in the classroom. This page provides a summary of some of what we saw as well as research that pertains to teaching in the classroom.

Approaches and actions for learning a language

To assist students in developing their language skills outside the bounds of the traditional educational system, the following are some strategies and activities for language acquisition that are used in classrooms. This has contributed to making the atmosphere a better place to be in. Depending on the demands of the students, the accessibility of assets, and the circumstances of the setting, effective instructors may vary, change, and adjust their teaching approaches. They place more weight on student accomplishment than strict procedures (Christenbury, 2011).

Assessments derived from Strategies for Teaching in the Classroom

Because today's students are part of a completely fresh age group of students, the traditional approach to education is no longer effective for them. They do not need reading books since they were brought up in a digital society and their perspectives on the world have been shaped by changing generational perspectives. This article will also attempt to describe some of the results that we have obtained via study and observations about classroom teaching. To avoid the negative consequences of continuous stress, coping mechanisms to minimize stress are required (William et al., 2010). Mechanisms for coping are the particular actions individuals take to control, lessen, or minimize stressful situations.

Insufficient Desire in the English Language Learning

Since they are continually exposed to their home language, those learning English as an additional language have no idea how important it is to understand the language on a fundamental level. Those who learn English as a first language have this awareness. As a direct

consequence of this, a student's level of excitement for the study of English will decrease. Because of this, the youngster is unable to comprehend even the most fundamental aspects of the English language, and they are led to believe that learning English is tough. The lecturer has a hard time maintaining the pupils' attention for the whole of the lesson. They are unable to concentrate for extended lengths of time, choose to disregard the subject at hand, and would much prefer to be mentally present in the classroom. The teacher will no longer benefit from the traditional approach of writing and delivering courses in this fashion. As a student, the educator has to get familiar with the most current pedagogical strategies and technology tools available to be able to innovate and interact with his or her students. The academic performance of students and instructors outside the classroom may increase when teachers devote, inspire, and establish a pleasant atmosphere and sense of well-being among themselves (Loveless, 2020).

The cycle of semesters and an emphasis on grades for learning

The bulk of educational institutions' adoption of the semester format has created barriers to efficient learning. Even if they were able to finish the semester at the same time, the pace of the system is so fast that the instructor will not have enough time to spend with each of the students. The vast majority of children who take up the study of English do so with the intention of either succeeding academically or, at the least, surviving the English language examinations that are given in secondary schools and universities. As a direct result of this, the student is unable to acquire syntax or language from the ground up and can only recall the information that is necessary for the examination. Learners are unable to utilize this language because they are unable to retain all of the topics that they have learned in the past. This is one of the most pressing concerns in countries where English is not the dominant language spoken at home. Additionally, instructors provide the students the appropriate examples to help them better comprehend the lectures since examples are crucial to English teaching and learning. To depict the concept in the educational subject knowledge, models are used as the main instructional strategy in the classroom (Chick & Harris, 2007).

Students that are multilingual or speak multiple languages

The most difficult task for any English instructor in the classroom is to pique the interest of pupils who are monolingual or multilingual but not in English. Every word that a student speaks in his mother tongue is often translated into English, making it even more difficult for the student to speak and putting the student's potential to become fluent in this international language is in risk. The terms "hesitation" and "apprehension" are used to describe this phenomenon. Even students who are fluent in more than one language have trouble understanding since they can only grasp the language that they were raised in. In addition to this, one of the most challenging aspects of the students' English-learning processes is the varied regional impacts that are brought on by the nations from which they originate. The instructor has to first work toward the elimination of a large number of dialects and natural language effects before beginning to record new dialects that are acceptable. Almost all of the time, a great number of educators are likewise afflicted by this problem as victims. Because of the great collaboration between both parents and educators for the benefit of the pupils, enables instructors to be creative without thinking about the family reaction (Hoy et al., 2006).

Creative Methods and Procedures

To function effectively and achieve success in this field, the new teacher will need to adjust their method of instruction to meet the requirements of pupils who come from a range of generations. For the new teacher to be successful in this profession, it is going to be vital for

them to make this change. To effectively engage the students in the educational experience they are presently through and capture their attention, the individual building their strategy has to be innovative. This is essential to accomplish one's goals. To keep the attention of their pupils, teachers have several alternatives open to them, all of which are detailed in the list that is provided below. These were put to the test during the course of our classes, which led to an improvement in our performance as a whole. There is evidence to show that confidence has an effect on dedication among educators, and when there is trust, instructors are more inclined to participate in vicarious learning (Bryk et al., 1999).

Designs are taken from a variety of different works of literature

Identifying works of national literature in class is a great way for the teacher to engage the students and make them feel like they are contributing to the language learning process. This will provide the pupils the opportunity to have their experiences extended, which will fire their curiosity. It is likely that the majority of the time, the teacher will employ information that originates from a cultural background that is different from that of the student. As a consequence of this, it may be challenging for the student to connect to or comprehend the content being presented. Even if the teacher is the one who has to interpret the book, the major focus has to be on the inquiry and discussion of the issue at hand, in addition to the emphasis placed on the incorporation of samples taken from the relevant local source material. This is true even if the instructor is the one who has to interpret the book. As a direct consequence of this, the students will be coerced into participating in mainstream culture, which will further bind them to the viewpoints of their teacher. Malipot (2020) underlined the need for instructors to talk about their issues with modular distant learning. Teachers, who work directly with students in the educational system, have undertaken extensive training and seminars to improve instruction in the face of the COVID-19 epidemic.

Engaging conversations

The instructor has to focus more on getting the students interested in the topic at hand rather than giving them a straightforward explanation. The less a student engages in class, the less involved he becomes in the material being discussed, and the less he contributes to the conversation. Even if a student begins speaking in his native tongue or uses grammar that isn't correct, the teacher should nevertheless take into consideration the contributions that the student makes to the debate. Interaction is only possible if the instructor is willing to accept the students' point of view and make it possible for them to discuss the issue without feeling threatened.

Implementation of New Technology

If they can successfully incorporate technology into classroom instruction at every step of the learning process, but most notably in early childhood education, secondary school, and college and university settings, they will have a competitive advantage over their contemporaries. This will provide them an advantage in terms of their ability to find employment. The fact that the instructor may watch the video several times and even take part in it for the benefit of the students is a huge advantage that can be used to great effect. This assists the educator in delivering the subject to the class in a more effective manner. This helps the instructor communicate the issue to the students more effectively, which is beneficial to everyone involved. It is a widely held belief, but one that is founded on faulty reasoning, that the process of learning may be significantly sped up by making use of a variety of different visual aids in a wide range of settings. This is an inaccurate assumption.

Playing Different Professions

Effective strategies for the teacher to connect the class include giving the learners greater

freedom within the learning environment and setting them duties based on the material that has been read. While maintaining their focus in class and cultivating their creative talents, this activity introduces the students to the art of creating scripts and performing. If the emphasis shifted from being centered on teachers to student-centric, the results would surely change. They would talk about the subject, which would subtly improve their language skills and give them more confidence.

Tasks dependent on investigation

To encourage learners to go beyond the text and participate in practical tasks, the teacher should assign coursework that calls for learners to devour additional material or research the resources available online. This enables and empowers the student to read and get acquainted with a variety of literary sources. If the instructor assigns students to create PowerPoint presentations on connected, interesting themes, the student's involvement in the learning process will rise. In the classroom, peer learning is usually advantageous. There should be space for uninhibited discussion and the presentation of individual ideas. It has been shown that when teachers cultivate a pleasant environment and a feeling of well-being among them, it may lead to improvements in academic performance as well as the promotion of even beyond the boundaries of the classroom, psychological and social growth may take place for both students and teachers (Loveless, 2020). This can be a contributing factor in the development of student's social and emotional skills.

Conclusion

Teaching younger children a second language like English may be difficult, especially if they are learning at an early age. Teachers need to take into consideration a range of things to pique the attention of young children in the topics they are teaching. The major emphasis of this study is on the challenges that an English instructor may give the circumstances, which are often characterized by pupils' lack of regard for, confidence in, and excitement for the language, in the classroom. To instruct in English "today's electronically focused youngsters" and match their requirements and expectations, it is essential to reevaluate the strategy that is used in the classroom. The use of these technologies may make it less difficult to instruct English in line with contemporary norms. It demonstrates how By maintaining a positive attitude and using concrete examples while teaching English, English instructors are still able to handle and overcome their challenges. and giving the students straightforward explanations, being adaptable and supportive in teaching English, staying up to date with trends in teaching English, participating in conferences and seminars, employing technological resources in teaching, maintaining the passion for teaching, and ensuring that they do everything they can to ensure that their students are successful. The management of the schools must continue to provide opportunities for the teachers to further their professional development.

Conflict of Interest

There is no competing interest among the authors of this manuscript in submission.

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