

Common concerns by English teachers at tertiary institutions

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Abstract: Tertiary institution is the place where the academic theory and real-world application are intertwined. Students are equipped with specialized knowledge and practical skills which later contribute to the process of shaping the society's intellectual and professional landscape. By generating a skilled workforce, it meets the evolving demands of the global job markets laying initial steps for the social developments. In order to cater for the students' diverse needs while maintaining the educational standards, it is, therefore, crucial for the schools to execute proper policies and encourage the flexibility of innovative teaching platforms and methods to leverage strengths to ensure the educational stability. This article stems from the writer's endeavours to explore common concerns of the English teachers, the school's impacts, and the training trends which provide convenience for all parties.

Keywords: Tertiary education, school's reputation, training trend

Introduction

Tertiary institutions are not just centers for learning but also the hubs for cultural and social developments. The right approaches in management and teaching can foster the critical thinking, encourage independent research, and nurture potential innovations. In all tertiary institutions, English is identified as the universal language in all spheres of life and it is dominantly utilized not only for communication purposes but also for coordination purposes across nations. The teaching English can be a rewarding experience enhancing students to explore mysterious corners of the world and to take full advantage of their power to grasp openings made available to them. However the teaching of English can pose certain challenges to teachers due to both the internal and external factors which sometimes exacerbate the complexity in both their professional life as well as their daily life.

Common concerns from the teachers' perspectives

One of the key issues is the ever-increasing diversity of student populations from diverse cultures and backgrounds leading to the varying levels of language proficiency, different learning and perception styles. Hence, it is becoming undoubtedly obvious that the "one shoe fits all" teaching styles do not match with the current situation. Instead, they need to be able to adapt and accommodate diverse teaching styles to ensure the teaching efficacy for students.

It is evident that some English teachers encounter

budget constraints. As a result, they have to prioritize for their indispensable life requirements and resorts to the inability to invest in teaching materials which students might be facilitated to achieve the standardized tests with less time-consuming efforts. In some scenarios, the teachers may limit access to online resources due to the lack of the Internet connectivity which consequently restricts the application of interactive activities in the classroom which also partially influences the teaching quality. Additionally, due to the overemphasis of rigid criteria for assessments, the flexibility of the curriculum is hindered so it is sometimes difficult for teachers to adapt their teaching methods and make changes to the available resources to match their students' specific needs and interests.

These factors are often interrelated exerting impacts on the teaching and learning process. To address this problems, a multi-dimensional approach should be initiated including more financial assistance, support from the schools to improve the schools' infrastructure, and the removal of the rigidity of the existing curriculum to optimize the joint efforts from both the educational recipients as well as the educational providers.

The impacts of the school's reputation

It's important to remember that reputation is an ever-evolving process. While past achievements and accolades can provide a strong foundation, any school should continually strive to maintain and

improve its offerings and adapt to changing needs and expectations to ensure the future possibility of choosing their school for their higher education. Positive reputation has a good indication of good academic excellence, a safe and supportive environment, and commitments for intellectual growth. Furthermore, a long-established reputation breeds trust in the school's ability to provide a quality education and nurture students' well-being from which a positive learning environment is fostered and anxieties from both students and parents are alleviated. Being flooded with such privilege, the school is capable of attracting high-caliber students and opening up ample opportunities for research funding, multi-purposed collaborations and partnerships which will make a considerable contribution to the extensive community. Such stimulating environment will improve the work performance and reduce the work turnover of prestigious teachers so that the school is able to fulfil the mission in a broad sense and ultimately ensure its financial sustainability. Constant utmost endeavours by the institutions are commensurate with parents' highest expectations and will be paramount to substantiate value for their financial investment in educational purposes. Gradual growing enrolments are accelerated via word-of-mouth and referral strategies because both parents and students are intentional to convey their testimonials and stories to their community connections. These activities intangibly sharpen the school's identity and strengthen its brand in the process of building its long-lasting image.

The training trends in the current context

The development of multimedia and information technologies and the widespread use of the Internet have made visible changes in the tertiary education. E-learning education is categorized into three types including adjunct, blended, and online. Adjunct e-learning refers to the e-learning which it is employed to assist the traditional classroom in a way that learners can be provided with relative independence. The blended e-learning relates to a classroom setting in which the course materials are delivered and explained using the combination of the traditional learning method and the e-learning method. The third type – online learning is devoid of the traditional learning participation or classroom participation. The online learning is further divided into the individual and collaborative learning. The latter consists of the synchronous and asynchronous

learning (Zeitoun, 2008).

The synchronous and asynchronous learning practices use digital educational tools and a learning management system by the application of applying optional timing of interaction. The synchronous timing comprises alternate on-line access between teachers or instructors and learners, or between learners, and the asynchronous allows all participants to post communications to any other participant over the internet (Algahtani, 2011). E-learning can make learners undergo contemplation, remoteness, and lack of interaction, however, these drawbacks can be minimized with the exploration of innovative teaching methods coupled with the sheer enthusiasm and sheer inspiration from the teachers. If the online education is well-implemented, it can democratize education by making it more accessible to individuals regardless of geographical, economic, or physical constraints. It can also offer opportunities for individuals to upskill or reskill at their convenient pace to catch up with the rapidly changing job market orientation.

Conclusion

In conclusion, the multi-faceted tertiary education is regarded as the decisive role in shaping the individual growth and the social development. The government, the schools themselves should be aware of the teachers' concerns, the impacts of the school's reputation, and the advantages of the educational training trends to optimize of the educational rewards. The progressive changes depend on the government's appropriate policies, the teachers' creative methodologies, and the incorporation of multimedia elements in combination with the regular feedback and systematic assessments. By adopting these strategies, the teachers can have the potential to overcome their intermediate challenges and make their dedicate contribution to a more inclusive and dynamic educational landscape to bring about the far-reaching benefits for the whole society.

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