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Class Room Teaching, Education Research and Barriers for ELT in Teaching-Learning for New Entrants: An Analysis of Problems and Solutions

Rafique Ahmed Lakhan*[1], Habibullah Kolachi [2], Amina Bibi Bhatti[3]

[1*]Lecturer, Department of Linguistics & Social Sciences, Begum Nusrat Bhutto Women University, Sukkur, Sindh, Pakistan.

[2]M. Phil, IELL, University of Sindh, Jamshoro, Sindh, Pakistan.

[3]Lecturer, Department of Linguistics & Social Sciences, Begum Nusrat Bhutto Women University, Sukkur, Sindh, Pakistan.

Corresponding author: rafique.ahmed@bnbwu.edu.pk

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English language teaching (ELT) has been replaced by more modern strategies that focus on a language's relevance and actuality. The English for Specific Purpose (ESP) is the result of this search and the need for cutting-edge trends. The goal of ESP is to provide topic understanding while also preparing students to function well in a certain scenario. The purpose of this study is to look into the difficulties and barriers that exist in University of Sindh, Jamshoro, when teaching English for Science. This research provides an analysis of ESP's history as well as effective teaching strategies for ESP courses. Data from 20 English language teachers who have been teaching English have been gathered using a quantitative research methodology. This study looks into the obstacles impacting teachers' performance in public institutions that use e-learning with the goal of making recommendations that are in line with sustainable development. Among the suggestions include making investments in technological infrastructure, working with developers and legislators, and giving technology integration varying degrees of priority based on global needs.

1. Introduction

The constantly changing situation in the world is marked by a number of crises that have an impact on both the mental health of children and the efficiency of schools. This exploratory study examines how teachers perceive the psychological and educational requirements of their people and how ready they are to provide psychosocial support (Steffi & Schultz, 2024). This study has concentrated on how RPO affects participating instructors' perceptions of interpersonal closeness and learning. It appears that educators can benefit from RPO, particularly when sufficient time is given for collaboration to succeed and for the development of strong professional bonds, which may help educators to become constructive critics (Okoko, 2023). For the sake of teacher professional development, interventions have attempted to systematically structure peer contact between instructors. While some teacher interventions are predicated on unequal relationships, in which certain instructors formally assume leadership roles (Johanenson, 2022). To preserve the caliber of their professional function, educators must constantly advance their knowledge and abilities. The process of instructors acquiring and refining information, abilities, and attitudes to enhance student learning is known as teacher professional development (Sancar et al. 2021). Professional development for teachers is often prompted by educational institutions through formal training courses led by an expert (Oad, 2020). The Exploratory Model of Barriers (EMB) developed by (Mercader, 2020) provides helpful insights into the intricate difficulties that educators face while integrating ICT into the classroom.

Even though Mercader's model offers statistical insights based on quantitative data, the important qualitative data gathered through interviews is still not fully understood. By investigating the perspectives and individual experiences of educators, this study aims to improve the EMB model. The objective is to obtain a deeper understanding of the barriers impeding teacher effectiveness in online learning environments. However, a thorough analysis conducted (Smolyaninova & Bezyzvestnykh, 2019) revealed significant issues with instructors' preparation for e-learning. The creation and specification of content especially for digital platforms is one of the most important issues. In order to effectively implement modern teaching techniques and information and communication technology tools in a range of learning settings, this is required.

Furthermore, the study emphasizes how important it is for information and communication technology (ICT) instructors to improve their knowledge and abilities in order for them to successfully use innovative teaching strategies and traverse the ever evolving digital. Less focus has been placed on the viewpoints of teachers who work in crisis-affected classrooms, specifically on their readiness, motivation, and desire to modify their pedagogy (Chafulas et al. 2019). We transcribed, reread, and discussed the interview materials in order to become acquainted with the data set. Next, NVivo was used to code interview transcripts line-by-line. The themes were eventually built by repeatedly merging these codes. The codes underwent multiple connections, reviews, and refinements during this process. Ultimately, NVivo was utilised to perform a variety of queries, such as word frequencies, and matrix coding was employed to

obtain a comprehensive grasp of the intricacy of the data. In this third stage, recurring themes in the information were found. An inductive methodology underpinned the entire procedure, which focused on the frequency of patterns in the data (Azungah, 2018). Low enrolment rates among Lebanese and non-Lebanese pupils prompted the introduction of RACE. A two-shift mechanism was devised as part of this proposal. Syrian pupils attended the second shift in the afternoon with the assistance of school counsellors, while Lebanese students attended the first shift in the morning. These school counsellors taught the pupils psychosocial skills during weekly class counselling sessions. They also found child protection cases and submitted them to the child protection agency. Through this effort, MEHE and NRC Lebanon began working together to implement the Better Learning Programme (BLP) on a large scale in public schools throughout Lebanon. The encouraging introduction of BLP in the public education systems in Gaza and the West Bank of Palestine had an impact on this choice (Cook, 2017). Completing the appropriate tests and accurately assessing one's progress are also critical steps in achieving the established objectives. Consequently, in order to achieve the intended goals, it is imperative that the evaluation process be fair and open, and the instructor should offer pertinent comments.

The fact that so few people chose not to respond suggests that there wasn't enough assessment and input. The amount of time teachers must spend instructing students and the fact that most respondents are interested in curriculum reform and standards that emphasize the study of related studies are at odds with each other (López-Pastor, V., & Sicilia-Camacho, A. 2017). To verify the accuracy of the findings and the relationships between the data and the conclusions, this study independently cross-checked the transcripts, codes, and themes. Ultimately, the common themes found in the data were identified by means of descriptions, comparisons, and connections to other themes and the research setting. The data's preliminary analysis was discussed and provided to MEHE and NRC. Though the study with the data was an inductive process, the conceptual framework guided the research through theories of schooling, stress, and traumatic stress (Brinkman, 2015).

This course is taken at the second level of the bachelor's program by students pursuing a science bachelor's degree. Writing research proposals, submitting applications for funding, publishing research papers, finding pertinent journals, and other tasks are part of this course. Various linguistic symbols are used to clarify scientific vocabulary. Scientific language is integrated with the four English language skills. The practical scientific subjects that the students intend to pursue in the future are taken into consideration in the design of this course. This course helps science students develop the information necessary to find a research topic and produce a research proposal that they can submit to universities for further study.

The increasing need for globalization has made English the language of choice for higher education and careers. A number of universities in Pakistan have added ESP to their undergraduate or graduate course curricula. But these ESP programs are random, don't have appropriate course objectives or content, and don't really take into account the needs of the students, which ultimately

causes a lot of problems in language classrooms. The undergraduate students that enroll in these ESP programs have little to no background in language studies and a low to average level of general English competence. Lastly, there is a lack of professional preparation among the language teachers to teach ESP.

1.1 Objectives of the Study

This study's main goal is to evaluate the difficulties and shortfalls of an ESP classroom. This study raises concerns about difficulties pertaining to instructional strategies, communication styles, student conduct, and instructor obstacles.

1.2 Research Questions

a) What is impact of ESP class room on teaching methodology?
b) What is impact of ESP class room on learning?

This work contributes to the identification and assessment of an ESP classroom crisis, which in turn enhances the curriculum for ESP courses. It also assists the instructor in improving the effectiveness and goal-orientation of the class. This research is more realistic and organic because of the authors' experience instructing this ESP course.

2. Literature Review

The modern era's advancements in information and communication technology (ICT) have had a significant impact on society everywhere, including Pakistani education (Shams et al. 2024). The use of online learning could lead to an overemphasis on soft skills such as schedule flexibility and pedagogical barriers. Numerous difficulties associated with technology include issues with downloading, installing, logging in, audio, and video, among other things (Santos,2023). These elements greatly influence the overall design of the teaching and learning environment. Thus, academics emphasize that in order to execute online teaching and learning effectively, a number of essential components must be present. The development of a strong technical infrastructure, well-thought-out training programs, prudent resource allocation, and sufficient financial resources are recognized as the primary facilitators for integrating online teaching and learning methods (Kim, 2020; Gonzalez and Louis, 2018; Abbas et al., 2024).

Over the past few decades, there has been a lot of discussion in the ELT literature on the use of technology in online language training. The global proliferation of COVID-19 caused more than 850 million students to have their courses interrupted, upending all countries' and regions' original lesson plans (Chen et al., 2020; Abbas et al., 2021a). Online learning replaced traditional learning after this (Basilaia and Kvavadze, 2020). UNESCO (2020) said that an online library, TV series, guidelines, resources, lectures, and video channels were available in ninety-six countries. Pakistan, like every other country, decided to close all of its educational institutions (Ali and Maksum, 2020). Institutions will still face numerous difficulties and hurdles in order to satisfy instructors' and students' needs for online learning, even with the HEC's swift action. Adnan and

Anwar's (2020) study outline the difficulties that educators and learners at all levels encounter. The study has drawn attention to problems with internet access, low-quality learning environments at home, and financial difficulties. Since individuals have more option to turn off their webcams in online learning scenarios, students might not be able to answer quickly and might as well be asleep (Littlefield et al., 2019). Research on the use of technology in online learning environments indicates that teachers face several obstacles before they can successfully integrate online resources into their education, one of which is a lack of digital literacy (Mccormick and Scrimshaw, 2022). Technical difficulties, spotty internet connectivity, internet accessibility, and student attention spans have all been identified by Nova's 2017 study as the primary obstacles to online language instruction.

According to a different study, the primary elements influencing learning motivation are students' attitudes and opinions about online courses (Dumford and Miller, 2018). Students' interactions with the course facilitator and the course materials influence their attention, interest, and learning motives in online learning environments (Guo et al., 2016; Huang et al., 2017). Numerous studies have looked into the difficulties that both teachers and students face when using online learning environments. The benefits and drawbacks of using technology in open and remote learning (ODL) inside Botswana's higher education system have been examined by Mathew and Iloanya (2016). The study's conclusions demonstrated the benefits of incorporating technology into online training for student participation, content sharing, and accessibility to the most recent material. However, there were drawbacks to these successful online teaching strategies, including cost, a lack of experience, nervousness about technology, and access problems. Sepulveda Additionally, Escobar and Morrison (2020) looked into the advantages and disadvantages of remote learning in Chile. The results showed that an unexpected shift in location and a lack of direct connection or in-person interaction between classmates and the teacher were the main factors affecting the learning process. Altakhaineh (2021) argued in another study on the obstacles and problems instructors encounter in virtual environments that teaching English oral skills online poses a variety of challenges for both students and teachers in Jordanian secondary schools.

The findings brought to light the difficulties with time management, instructional techniques, a deficiency of inspiration or support, and a lack of knowledge of online teaching tools. Ilonga et al. (2020) investigated the issues that learners of an online language course faced. Nobre (2021) carried out a quantitative study to look at the challenges teachers faced when teaching remotely during the COVID-19 pandemic. The findings demonstrated the range of difficulties faced by teachers when working remotely, such as poor planning, erratic internet access, malfunctions, blackouts, inexperience, uneasiness with online learning, plagiarism on assessments, and a deficiency in nonverbal cues. Similarly, \evik and Yücedağ (2021) used a qualitative study to look at EFL teachers' opinions about using online learning in EFL contexts. An online survey was used to gather data from 40 Turkish EFL teachers. The results demonstrated that a number of typical problems faced by educators included a scarcity of gadgets, inadequate internet

connections, a lack of resources, and troubleshooting technical issues. The repetitive nature of the learning environment and the learners' susceptibility to visual fatigue are two major issues with online learning (Zhou and Ren, 2019). Because online training videos are often overly long, students may find them boring and unpleasant, which lowers their enthusiasm and interest in what they are learning (Wang and Li, 2022).

Students still struggle to find the time to complete tasks, despite the high degrees of flexibility and reaction time that asynchronous online learning affords (Knox, 2016). The challenges and restrictions related to remote instruction and learning have also been highlighted by a number of other studies. According to Syamsuardi and Irfan, online learning is inefficient and poorly executed (2021). They use a number of problems to demonstrate this, such as poor internet connection, teachers' inability to incorporate online learning, and parents' lack of collaboration. In contrast, Awal and colleagues (2023) discovered that although online learning is effective, it is inefficient. They admit that the epidemic is urgently needing to be addressed, and that online education can help; but, learning objectives cannot be met because appropriate internet packages are expensive to purchase. Furthermore, according to Wargadinata et al. (2020), online learning is advantageous since it makes using various apps like "WhatsApp," "Zoom," and "Google.

A study by Adnan and Anwar (2020) found that inadequate internet access, outdated equipment, and a lack of teacher-student interaction all reduce the effectiveness of online learning. A study by Hazwani et al. (2020) found that an organization's infrastructure has a significant impact on the effectiveness of its online programs. Inadequate infrastructure will restrict students' ability to use the internet. The attitudes of the students also have an impact on how effective online learning is. Idiotic students who approach online learning pose a challenge that should be addressed by all parties involved (Hazwani et al., 2020). Judd et al. (2020) have identified additional issues associated with online language instruction, including insufficient infrastructure, a deficiency of institutional mentorship, and efficiency. Shaikh et al.'s study from 2021 looked into the challenges faced by ELT practitioners as well. Key arguments based on study results demonstrate how ELT practitioners maximized learning opportunities throughout the epidemic by making the most of e-resources. Instructors face several challenges when implementing online learning, such as inadequate technology infrastructure, insufficient digital proficiency, and poor student enthusiasm and involvement. Shenoy et al. (2020) recognize that because the teacher-student interchange of ideas does not typically occur in real-time in these situations, students frequently see their online teachers as passive. Since face-to-face interaction between teachers and students is vital for language learning, a "lack of human interaction" in an online classroom can result in subpar performance and attitude (Bertea, 2019).

The studied research has highlighted a number of barriers to online teaching and learning. These barriers can be divided into four categories: cultural, educational, course, and individual. These categories vary from country to country because of contextual differences and readiness (Sahito and Vaisanen, 2017). Connectivity issues, a lack of ICT expertise, content delivery, and

students' IT skills were identified to be the key barriers to the adoption of online learning in poor nations (Aung and Khaing, 2016). Similarly, computer self-efficacy, system features, and internet experience were found to be the three main barriers to the digitization of the Pakistani educational system by Kanwal and Rehman (2017). Another study found that 45% of e-learning initiatives are in low quality due to technological issues, which are crucial to the success of e-learning systems.

Numerous difficulties associated with technology include issues with downloading, installing, logging in, audio, and video, among other things. The underutilization of conference features such as file sharing, whiteboards, and annotation is caused by their difficulty of use (Ming et al., 2021). However, the biggest obstacles to online learning include students' feelings of isolation from the learning community, technical issues, and challenges understanding the course objectives (Song et al., 2018). It is noteworthy that certain challenges faced by instructors in online classes can be ascribed to their limited experience in teaching remotely, their incapacity to create lessons utilising comprehensive lesson plans, and their incapacity to obtain the essential support from technical teams.

3. Method of Teaching ESP

The whole curriculum of ESP is centered around the language skills that the learners most require, as determined by the needs analysis. Notwithstanding the fact that there isn't a single, universally applicable technique for teaching ESP, needs analysis is a crucial component of ESP course design. A specific teaching approach emerges from the unique needs of students from a particular place in a given setting. One of the most important things an ESP course developer or instructor can do is choose an efficient teaching strategy for the students in their class. It would be unfair to discuss ESP teaching methodology without also bringing up the Communicative Language Teaching (CLT) movement.

3.1 Procedure

This study is quantitative in nature and used a Likert Scale questionnaire to gather information from University of Sindh science instructors who have been teaching the ESP course to students for some time. With the use of a Questionnaire Form, data is gathered from twenty ESP instructors. Before submitting the data to the form, oral contact with the teachers ensures the authenticity of the information. The acquired data is coded in accordance with the specifications for the analysis. The data that has been gathered is analyzed using SPSS software version 25. Once the data's statistics have been determined, a reliability analysis (Cronbach's Alpha) based on the average inter-item correlation is also performed at the conclusion to demonstrate the data's internal consistency. The codes are used as:

a) Strongly agree b) agree c) no comments d) disagree e) strongly disagree

The comprehensive analysis reveals that the instructors have reached a consensus on all three of the primary categories pertaining to the instruction of ESP courses, with the exception of the first category, which is associated with the curriculum or required course. The teachers' second

highlighted category has to do with the students. Finally, there is a third category pertaining to the course instructor. Given that the third category has a connection to their community, it is reasonable to expect that the instructors may select some of it. However, everyone who has participated favors the notion that has created the hypothesis of the different problems faced by the ESP instructors, and the degree of choice involving various aspects.

Table No 1: Descriptive Statistics

	N	Min	Max	Mean	S.D
Course material	20	1	5	3.31	1.123
Course Specification	20	1	5	3.12	0.623
Class time	20	1	5	4.12	1.123
Class size	20	1	5	3.12	1.123
Interaction	20	1	5	4.21	1.323
Courses	20	1	5	3.12	1.223
Motivation	20	1	5	3.21	1.323
Level	20	1	5	4.12	1.123
Problems	20	1	5	5.23	1.323
Challenges	20	1	5	4.13	1.123
Facilities	20	1	5	2.12	0.623
Validity	20	1	5	3.21	1.123
Commitment	20	1	5	3.13	1.1230
Numbers	20	1	5	2.98	1.1230

The above descriptive summary tells about a list of factors that is used for research estimation and conclusion. The comprehensive analysis reveals that the instructors have reached a consensus on all three of the primary categories pertaining to the instruction of ESP courses.

Table No 2: Summary of Data

	N	%age
Valid	20	.98
Excluded	0	0
Total	20	.99

In this table the number of sample size is 20 and all the members of sample are utilized for further processing and results for analysis and conclusion.

Table No 3: Reliability Statistics

Cronbach's Alpha	N of items
0.841	13

This is a valid reliability test which is used for assessment and evaluation of results in the research. The coefficient value is greater than 0.70 that is acceptable.

5. Conclusion

This study has provided some significant recommendations in addition to highlighting the prevalent problems that instructors have when instructing an ESP course. This research is beneficial to all ESP instructors worldwide. The authors' primary goal was to tackle the usual problems experienced by the instructors of a difficult ESP course by delving into this domain. Although ESP teachers have been applying their knowledge and expertise for years, the writers have come to the realization that there was a need to draw attention to the unseen challenges associated with instructing this particular course. The instructors of this course felt that the well-designed ESP course was essential and beneficial for the scientific students.

5.1 Recommendations

The research's conclusions suggest that ESP teachers deal with a variety of problems in ESP classrooms that impede instruction and learning. It is imperative to implement engaging and interesting teaching tactics in order to boost students' enthusiasm and interest. Since the ESP course is specifically created to satisfy the needs of students in a given profession, a teacher teaching English must use an appropriate teaching strategy. Good preparation is essential to achieving positive results in an ESP classroom; students also require thorough monitoring and assessment. To enroll in an ESP class, students need to have a foundational understanding of the English language. Warm-up exercises should be held to help students establish their goals, raise their competence level, and advance their dictionary knowledge.

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