

English Language Instructional and Psychology Challenges for Special Education

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Abstract

Numerous academics and business practitioners have emphasized the limitations inherent in English instruction. The majority of people are interested in the most effective instructional methods. The direct method, the structural method, the grammar-translation technique, the reading method, the situational method, the audio-lingual method, the full bodily response method, and the communicative approach are just a few methods used. As a result, the education department is continually updating its methods to English language instruction. It is critical that we remain current with educational approach improvements. However, there are more factors to consider if our English education program is to be successful. To begin, it has long been recognized as vital to educate learners in English as a foreign language to compete with another nation in commerce, science, and technology. In actuality, though, the administration does not seem to be taking the matter seriously. Take a look at the syllabus and curriculum. The English syllabus's content is, in some respects, rather dense. It incorporates all aspects and capacities of language. However, the teaching-learning process continues to provide disappointing results. When we analyze the teaching-learning process in public schools, we can be certain that a variety of circumstances contributed to the poor conclusion. To begin, language training is separate from other subject-matter teachings. Language training is not only about transferring knowledge. It is more about conveying information than anything else. It takes time and effort to train someone to become skilled in using language abilities. Indeed, class numbers are often huge, yet allowed English time is limited, and meeting frequency is fairly low. A foreign language should be educated properly and often in small groups. It is excellent if it is done daily to allow pupils to see instant results and growth. When students become aware of their progress, they become more motivated to study.

Keywords: challenges, language teaching, Influence of language education, English language, Special Education, psychology

Introduction

English has always been incorporated in educational curricula due to its importance in advancing science, industry, and technology. Numerous efforts and resources have been committed to advancing English education projects around the country. To boost performance, the government has been experimenting with novel methods of English training. However, worries regarding the insufficiency of English education in public schools are often expressed. We infrequently encounter a high school learner who is proficient in English. When we encounter a learner who is fluent in English, we may presume that he or she has taken more English lessons outside of the university. He may have enrolled in a private English school or contacted a mentor to help him, or she communicates in English at home successfully. Without further instruction outside of the university, it is improbable that a student will converse effectively in English (Yan et al., 2018).

When we study the school curriculum, we may conclude that it contains an overwhelming quantity of material. However, when considering the number of children in each class, it may seem to be excessive. The lecturer and students are practically incapable of comprehending the material. Additionally, learners must develop four language abilities to language elements such as grammar and vocabulary (Stamou, 2018). In my opinion, English education should take place in small settings to allow each student to train to speak the language in authentic contexts. In other words, language acquiring is a process that takes a great deal of practice. Without

sufficient practice, students will be unable to communicate effectively in the target language. In reality, students struggle with efficient English communication (Nguyen & Nguyen, 2017).

Another concern is the short duration of English training. The time given for English classes is inadequate to allow students to learn and use the language effectively. The majority of children learn English to satisfy a prerequisite for obtaining a degree. They believe it is not important for career growth.

Literature Review

Foreign language acquiring is a challenging procedure, and several academics and experts recommend a number of successful ways. Certain perspectives on language learning and instruction are developed from cognitivism, constructionism, and behaviorism, each of which has distinct benefits and downsides. Language educators have used a range of educational strategies, including the direct method, the communicative approach, the situational method, the structural method, the grammar-translation method, the audio-lingual method, and the reading method. To encourage spontaneous learning, behaviorism emphasizes observable student behavior, including teaching signals, instruction, and reward. The instructor's role is to determine which signals will elicit the desired response and establish favorable conditions for accomplishing the objective by providing stimuli in a conducive environment (Chater & Christiansen, 2018). According to behaviorists, second language learning involves acquiring new behaviors. The setting is crucial in research since it involves eliciting responses to external stimuli. If positive reinforcement is provided for the responses, they will grow into habits. If responses are deemed acceptable, they will be discarded.

As a consequence, learners improve their language abilities via habit formation. Language is acquired by imitating sounds and patterns encountered in one's environment. Language learning is viewed in the same way as other aspects of schooling. Learning is a process that comprises the development of responses to setting stimuli. A learner must continually emulate relevant models to acquire a second or foreign language (Roussel et al., 2017). Yasmin et al. (2019) assert that behaviorism significantly impacts language training, education, and psychology. To comprehend behavior, the stimulus-response model is applied. Conditioning, as a process of molding and shaping behavior, may be used to define linguistic learning and instruction. The goal is to promote desired behavior while suppressing undesirable behavior. Moser et al. (2021) assert that behaviorism has the following implications for language acquisition and teaching: Language is learned via use and repetition and cannot be studied apart from its context or setting. Producing a suitable verbal response requires effort and concentration. The spoken language is more important than the written language. Learning happens more rapidly when a student is engaged in a scenario, and the appropriate response to a stimulus is verified or reinforced promptly via more instruction. Structural linguistics made significant contributions to creating the audio-lingual approach, which is based on behaviorist theories of language acquisition. According to Holmes and Wilson (2017), language acquisition is a process of overlearning, and anything less becomes unproductive. This notion says that learners should persist with a pattern until they have mastered it and become second nature. Automating the process is accomplished via the recurrence of dialogs and pattern practices in instructional approaches. According to Lu (2018), audiolingualism is predicated on the notion that routines are created via reinforcement, that foreign language practices are established by giving the appropriate reaction, and that linguistic behavior may be learned by encouraging learners to act. The positive reward for accurate imitations and rectification of errors aids in the instructional process. The engagement of learners is crucial for the educational process to succeed. The best learning environment is when several accurate models are available and constant feedback is provided. Students should be exposed to a variety of contexts in which the target language is used. They should recreate cases from the target language regularly and get relevant feedback. A teacher of English is expected to have understood linguistics or applied linguistics to offer feedback and correction to students (Lin & Wang, 2018).

Cognitivists emphasize processes happening inside the human brain, such as language acquisition and internal conceptual framework construction. The instructor's role is to understand the students' circumstances since everybody has distinct experiences that affect their learning outcomes. Additionally, the instructor determines the most effective manner of arranging and delivering feedback on new content. According to Wang et al. (2018), human language cannot be easily specified in terms of visible inputs and outputs. Not only does the generative transformational linguist seek to describe language, but also to provide a sufficient level of explanation in language studies. According to cognitive psychologists, meaning, understanding, and knowledge

are all key components of psychological study. They use a logical approach to elucidate human behavior's fundamental causes and patterns. According to cognitivists, studying consists of the following stages: The student views a novel circumstance as a problem that must be handled. The learner examines the circumstance and makes an effort to ascertain its many facets or parts. The present situation is compared to the previous one using a mental 'filing index' to ascertain if they are comparable or distinct. By comparing the two, it is possible to develop a strategy or approach for coping with the new issue. The plan is evaluated to see if it succeeds or fails. It is archived in the file system for future utilization if it succeeds. However, if it becomes inoperable, it is terminated. Coccetta (2018) argues that communicative stress increases engagement in language acquisition and delves into the relationship between communication and learning and the processes such as recognition and focus that interact.

The word "input" refers to the student's native language. It is crucial for learning because it provides the necessary evidence for pupils to form linguistic assumptions. The term "interaction" refers to the discussions in which students participate. Students learn about the correctness and inaccuracy of their remarks via interactions. According to Chilingaryan and Zvereva (2017), interaction and learning are strongly associated. By assessing the student's exposure to language, output, and commentary on that output, the interaction approach aims to account for acquisition. Acquisition and interaction may be linked via the use of psychological principles like recognition, cognitive function, and attention.

Constructionism emphasizes the importance of constructing the definition of a term or object depending on the learner's comprehension. It may be accomplished via personal experience and schema. The teacher's duty is to encourage pupils to develop their ability to build meaning, integrate, and adjust past knowledge to new ones. According to Yang et al. (2017), constructionism is a mode of thought that stresses the student's role in deriving meaning from publicly available linguistic data and the critical role of social interplay in the process of developing a new language system. Hidalgo (2019) asserts that constructionism theory has the following characteristics: The learner actively constructs knowledge instead of passively receiving it from the outside. Learning is an activity undertaken by the student, not something forced on him or her. Learners enter the learning scenario with preconceived notions about a variety of occurrences. Some of these concepts are unstable and ad hoc, while others have been more thoroughly explored and entrenched. While each student has their own unique set of information and perspective on the world, their concepts share certain characteristics and patterns. Some of these notions are ad hoc and unsustainable, while others have been more thoroughly explored and entrenched. While students have their unique understanding and perspective of the world, their concepts have certain commonalities and patterns. Some of these concepts are culturally and socially shared and recognized, and they are usually incorporated into the language through metaphors and other devices. Language instruction must take into account the student's pre-existing concepts. Learners develop knowledge collaboratively with the physical world within a linguistic, social, and cultural context (Sharifian, 2017). There are several dialects of English, and their specific characteristics may be defined and taught via the use of relevant literature and well-designed practice tasks (Chen & Kent, 2020). The fundamental language is composed of non-structural vocabulary, sentence patterns, structural or functional terms that are shared by all scientific fields and serve as the fundamental foundation over which each discipline's specialized vocabulary is built (Coccetta, 2018). However, it is usually preferable to begin teaching English for broad reasons before moving on to specialized ones. This is because basic or fundamental English is required for communication. Without the ability to communicate in general English, it is unlikely that pupils will be able to deal with English for specialized objectives.

There are several ideas on learning and acquiring a second or foreign language. Theories may be connected to different branches of science or knowledge. For example, psychology indicates that some individuals read and absorb written materials more quickly and accurately than others. Individuals differ in their capacity to keep knowledge in their minds. In other words, people vary in their ability to digest information, with some having a greater capacity than others (Roussel et al., 2017). The second language acquisition generative linguistic theory attempts to account for and explain the nature and learning of interlanguage competence (Unsworth & Mills, 2020). The assumption is that language usage is predicated on a mental representation of phonology, morphology, an abstract linguistic system, semantics, and syntax. Language expertise is implicit and derives from universal grammar. Our understanding of language extends in several ways beyond the input. Without instruction, individuals can comprehend and construct sentences they have never heard before, and they are

aware that some forms are incorrect. Additionally, they understand that some phrase meanings are not conceivable in particular circumstances.

Discussion and Data Analysis

The instructing of English as a foreign language has long been seen as critical, and much effort has been made to improve outcomes from time to time. It was formerly included in the educational curriculum, beginning in primary school and continuing through university. Then, it was extended to high school and university levels at another point in time. Later on, it was expanded to include kindergarten through university levels. Previously, private schools and organizations have begun teaching English in pre-school, kindergarten, and even playgroup settings. They feel that the sooner English instruction is given, the better. Few parents, however, can afford to enroll their children in private pre-schools due to their perceived high cost. Some parents with sufficient funds enroll their children in such elite schools because of a sense of status.

Specialists have proposed numerous approaches for instructing English as a foreign language. Every specialist has its own set of advantages and disadvantages. There is no one strategy that is capable of resolving all English teaching difficulties. Everything is contingent upon the goals of instructing English as a foreign language. Certain English classes emphasize speaking abilities via dialogues and discussions until students can express themselves in English. Others may place a premium on reading abilities and hence use a variety of reading techniques to accomplish their objectives.

Bilyalova (2017) referred to two fundamental viewpoints in English language instruction. The first is form-focused training, which emphasizes learning grammatical rules, structures, vocabulary development, and language accents. The second kind of training is meaning-centered, stressing language use, communication proficiency, and the correctness of phrases in a variety of contexts. Applied linguistics studies the intersection between psychology and linguistics to improve instructional methods. According to Sprott (2019), applied linguistics is a compilation of linguistic implementations at different levels of language education operation. According to Rajagopalan (2017), applied linguistics is a multidisciplinary area. It can resolve practical language and communication difficulties by the identification, analysis, and resolution of processes based on accessible theories and methodologies. Language research has two main objectives, according to Rus (2020): one is to determine exactly the restrictions or laws that control how human language is described, and the other is how language is described in terms of its structure.

According to Petek and Bedir (2018), linguistics is important and beneficial to second language education. Language instructors certainly benefit from linguistic descriptions of language instruction aspects. Language instructors are educated in linguistic theory to instruct language—linguistics influence the theoretical underpinnings of language education. Language instructors benefit from having a working understanding of linguistic theory. According to Wang et al. (2018), language grammar is something that allows us to articulate the norms that define a natural speaker's competency.

However, we can reasonably conclude that linguistics and language instruction are inextricably linked. For example, we can observe how phonology assists instructors in diagnosing pupils' difficulties with word pronunciation and providing them with feedback for rectification. English instructors that are familiar with articulatory phonetics may provide remedies to their pupils' pronunciation difficulties. Teachers and students may study and evaluate the process of word development via morphology to better understand the words being learned. For instance, they can comprehend those words are constructed from affixes and roots and hence deduce the resultant definition of words. Instructors and learners may acquire and grasp how words are constructed into sentences, phrases, and clauses via syntax. For example, grammar may permit the mobility of sentence parts, as in you said what? Alternatively, what did you say? As a result, they will be capable of producing accurate utterances or phrases. Semantics aids in the understanding of utterances or phrases.

Additionally, we must understand the socioeconomic determinants of a learner's achievement in studying or acquiring English. When a learner engages in family life and peer group interactions, he or she learns. We may see that the more often individuals practice a language, the more proficient they become. When conversations occur naturally, kids are more likely to pick up a foreign or second language. Language learning requires ongoing practice, and learners must be motivated to utilize the target language constantly to become fluent and successful communicators.

On the other hand, when individuals do not utilize a second language for an extended period of time, they have difficulty expressing their thoughts in the language. At the very least, they feel odd speaking it.

However, the effectiveness of English instruction is highly dependent on the teacher's quality or ability in administering the English program. Several of the characteristics that an English instructor must possess include the ability to establish rapport with students through a positive personality and genuine enthusiasm for the particular topic, to use a variety of methods to teach new lectures transparently and engagingly by connecting language functions, forms, and meaning to contexts related to the learners' interests, and to utilize a variety of exercises to improve the four language abilities: writing, reading, listening, and speaking. Finally, but certainly not least, the instructor is supposed to serve as an exemplar for the children.

However, the difficulties inherent in teaching English are not easily solved. To begin, the class size is too large in general. One classroom has between thirty and forty pupils. Language instruction in overall, and foreign language instruction in specific, must take place in small classrooms, with no more than twelve pupils in a single classroom. Whatever instruction technique is chosen, the outcome of English learning and teaching will be unsatisfactory.

Additionally, additional time must be allocated, and the frequency of language classes must be increased. This is because English language instruction is really about imparting new abilities. As a result, we cannot avoid scheduling enough practice time each day to ensure that pupils do not readily forget the teachings. When a class has a limited number of students, each student has enough chance to utilize and practice the language. It is almost difficult for pupils to communicate properly in a foreign language without appropriate practice time. Additionally, since everyone can see one another face to face, the classroom environment should be configured so that social intercourse is possible. The classroom environment may be arranged in a u-shape or half circle.

Conclusions and Recommendations

English language instruction must be enhanced if we are to achieve greater outcomes. The government should provide more time for pupils to study the language. Class size should be reduced to provide enough time for each student to utilize and practice the language. English instructors should also be provided with chances to develop their skills, either via further study or participation in in-service training. When instructors demonstrate competency, they will feel more secure in their ability to do their duties. They may also inspire their pupils to take an eager interest in English learning.

Despite the abundance of teaching techniques accessible to English instructors, it is vital to choose the most appropriate for our instructional aims. Our attention and teaching must be directed toward the pupils' needs. The effectiveness of our English instruction is contingent upon students achieving the goals established prior to the program's commencement. English instructors must be receptive to new ideas and persistent in their pursuit of improved teaching outcomes. To ensure the effectiveness of English instruction, all relevant information and knowledge must be employed. English instructors must recognize that their pupils come from a variety of diverse backgrounds and have varying learning styles. As a result, the instructor must use a variety of approaches to assist pupils throughout the teaching-learning process. Because linguistics is the scientific study of language, it is an excellent resource for English instructors. Each language has a system that linguistic knowledge can explain. English instructors should be allowed to choose from various teaching resources, including cassettes, journals, audio-video tape recorders, books, and computerized and self-access language training to ensure student success and facilitate language learning. (2017) (Shawer)

We must recognize that language education approaches, like fashion, might change over time. However, we could always determine whether or not a particular approach is appropriate for our circumstances. It is critical for us to be receptive to new ideas and techniques to enhance our English education continuously. English language instruction requires a great deal of information and tactics. A successful English instructor should be extremely driven to do his or her work well. He should create a connection with pupils and foster their drive. It is advantageous for an English teacher to like his or her job since he or she will be able to inspire his or her pupils to study.

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