



## Challenges in Teaching English at the University Level: Guidance and Self-reflection for English Language Instructors

**Adolfina M. S. Moybeka & Astina Y Kabbi**

*Universitas Tribuana Kalabahi*

\* Corresponding Author. E-mail: [adolfinamoybeka@gmail.com](mailto:adolfinamoybeka@gmail.com)

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### Abstract

*English language learning in higher education is a topic that continues to receive attention, especially in the context of globalization and the importance of cross-cultural communication. This paper outlines the main issues faced by English as a foreign language' students, covering challenges in instruction as well as the need for reflection for teachers. The main problems in English language instruction in higher education include the varying ability levels of students, irrelevant curriculum, and the suboptimal use of technology in teaching. English teachers also often face difficulties in assessing student progress and developing effective teaching strategies. Reflection is a key element in overcoming these problems. English teachers need to regularly reflect on their teaching practices, identify their weaknesses and strengths, and adapt teaching methods according to students' needs. In addition, cooperation between English teachers and universities in the development of relevant curricula and continuous teacher training are also important in addressing the problems of English language learning. This paper further discusses the problems of English language instruction in higher education, provides practical suggestions for English lecturers and students, and emphasizes the importance of reflection and collaboration in improving the quality of English language learning at the higher education level.*

**Keywords:** *English Language Learning, Higher Education, ELT for Higher Education, English Instruction, English Reflection*

### Introduction

Language is a medium of communication, through adequate language mastery, effective communication can be achieved. In the era of disruption, language mastery is needed, one of which is English. English is taught from high school to college level (Pratiwi et al., 2019). It aims to make students qualified in mastering English. To achieve this target, students experience various

obstacles, such as low mastery of vocabulary in English (Dafouz, 2018), lack of motivation in learning English (Mumford & Dikilitaş, 2020), difficulty in building communication in using English (Castro, 2019), and other factors. The problems faced make it difficult for students to adapt to English learning.

In this fast-paced information era, it seems that it is not enough for us to only master regional languages and Indonesian.

At least, one foreign language must be mastered, namely English. In simple terms, the term learning is an effort to study a person or group of people through various efforts and various strategies, methods and approaches towards achieving planned goals. The problem is the gap between theory and expected reality (Macaro et al., 2018); (Febriana et al., 2018); (Rinald et al., 2019). These obstacles must be able to be resolved wisely so that there is no gap between theory and practice. English is one of the international languages used to communicate. English materials have been taught from school to college level. Indeed, the longer one material is taught, the more they should get, especially in English lessons. However, expectations do not match reality, where many students are still dealing with various problems related to English.

Lumentut & Lengkoan, (2021) interpret learning as a combination of human elements, materials, facilities, equipment and procedures that influence each other in achieving learning goals. English language learning has been going on for a long time. Since the time of Indonesian Independence. Various curricula and methods have been implemented and developed to improve students' ability to master English. However, Pelenkahu et al., (2023) mentioned that the results are still not maximized in making learners able to communicate well through the language. Various problems and factors underlie why the results achieved have not been as expected. One of the government's ways to improve learners' ability to speak English is to introduce English early, starting from elementary school (Zein et al., 2020).

Learning a foreign language, in this case English, will be very useful for us. The potential and ability of ourselves will increase. Obviously, all of this will bring good results to our lives. One of the

influences is the lack of self-confidence (Ayu, 2020); (Dafouz, 2018); (Setyawan et al., 2020). The number of new vocabulary and sentence structures that are different from Indonesian, makes many students lazy. This fear then makes them dislike it. As a result, they find it difficult to master English (Rinekso & Muslim, 2020). Although various ways have been done to increase students' interest in learning English materials, many problems are found in the field. For this reason, it is necessary to conduct research on the problems faced by students in learning English.

Higher education is a critical stage in the development of individuals and society. An essential aspect of higher education is the learning of English, which has become a global language that dominates various fields such as science, technology, business, and popular culture (Mumford & Dikilitaş, 2020); (Rinaldy Malik et al., 2019); (Castro, 2019). However, amidst the diversity of students and the level of global competition, the problems of English learning in higher education have become increasingly complex and demand serious attention. The problems of English learning in higher education cover various aspects, from instruction to reflection for English teachers. In line with Sinaga & Pustika, (2021), English instruction must be adapted to students' diverse learning styles, initial ability levels, and academic needs. Often, students with different backgrounds face difficulties in mastering English, which can affect their academic progress and self-confidence.

As Syakur et al., (2020) mentioned, English lecturers are also faced with a challenging task. After all, English teachers need to be able to develop effective teaching strategies, design relevant curricula, and provide constructive feedback to students. In addition, English teachers need to reflect constantly on their

teaching methods, looking for ways to improve students' learning experience. In the context of globalization and increasing academic mobility, English proficiency is not only important for students, but also for universities themselves (Pratiwi et al., 2019); (N. V. F. Liando, Tatipang, et al., 2023a); (Sinaga & Pustika, 2021). Universities around the world need to respond to this challenge by creating inclusive learning environments, supporting the development of English language skills, and providing English language teachers with the necessary resources.

In this paper, a deeper exploration of issues related to English language learning in higher education will be undertaken. Drawing on the challenges faced by students as the reflection and instruction for English lecturers, the researcher will look for solutions that can improve the quality of higher education in the context of English. This is especially important given the role of English in the growing era of globalization, where cross-cultural communication and shifting educational paradigms are key to success.

## Review of Literature

### *The Concept of Language*

According to Anderson (in Zein et al., 2020) language is a means of communication. The language is not only understood by the speaker but also must be understood by others as listeners. If the message in the speaker's utterance or speech cannot be understood by the listener then the communication fails. Therefore, language as a means of communication is very important in the lives of individuals and groups in society. According to Anderson (in Dafouz, 2018) there are eight basic principles of language which are the essence of language itself, namely: 1) Language is a system; 2)

Language is vocal in the form of speech. Speech contains all the main signs of a language while letters are means and efforts to represent the sounds of a language; 3) Language is composed of arbitrary symbols; 4) Each language is unique and has distinctive characteristics; 5) Language is built from habits; 6) Language is a means of communication; 7) Language is related to local culture; and 8) Language is dynamic and can change.

### *English Language Learning Concept*

English language learning is a tremendously important process in today's era of globalization. English is an international language used in various aspects of life, including business, technology, communication and education (Martha et al., 2021); (Mushtoha et al., 2023); (Moybeka et al., 2023). Therefore, the concept of English language learning must be well designed to ensure that learners acquire adequate skills in speaking, listening, reading and writing in English. In this current article, an exploration of some important concepts in English language learning that can help improve the effectiveness of the learning process.

First and foremost, it is important to understand that English language learning should start at an early age. Research has shown that children have a natural ability to learn languages quickly at an early age (Castro, 2019). Therefore, English learning programs should be designed to include children starting from preschool age. This can be done through games, songs and other creative activities that can make learning fun and engaging (Teppa et al., 2022). By introducing English at an early age, the researcher can provide a strong foundation for their future language skills. Furthermore, the concept of English learning should also include a communicative approach (Tasnim, 2022).

That is, learning English is not only about memorizing vocabulary and grammar, but also about the ability to communicate fluently in real-world situations. This involves using language in relevant and meaningful contexts. For example, learners should be encouraged to speak English in everyday situations, such as discussing topics that interest them, participating in role plays, or even interacting with native English speakers. This approach helps learners feel more confident in using English in their daily lives.

In addition, technology also plays an important role in modern English learning. The internet and language learning software have opened up greater access for people to learn English independently (Zein et al., 2020); (Mumford & Dikilitaş, 2020); (Moybeka et al., 2023). There are many websites, apps and online resources that can help learners improve their English skills. Technology also enables distance learning, which is especially useful for those who do not have access to traditional English courses. Mushthoza et al., (2023) claimed that by integrating technology into English learning, we can make learning more interactive, engaging and accessible for everyone. Finally, evaluation and feedback are an important part of the English learning concept (Zein et al., 2020). Learners should be regularly evaluated to measure their progress in speaking, listening, reading and writing in English. This can be done through written tests, conversations, or creative projects that demonstrate their language skills. In addition, feedback from teachers and classmates is also important to help learners understand the areas that need improvement. With regular evaluation and constructive feedback, learners can continue to better develop their English skills.

### ***Toward English Learning in Higher Education***

Higher education is an important stage in the development of individuals and society. In the context of globalization and technological advancement, the ability to communicate in English has become a very valuable asset (Chatterjee & Bhattacharjee, 2020). However, problems in learning English in higher education can be an obstacle for students. Nurtjahyati & Sukisno, (2021); Ayu, (2020); (Tian, 2019) mentioned some of the main factors of concern in this context include initial language ability, teaching methods, learning environment, and college policies.

**Initial Language Proficiency:** One of the problems that students often face in higher education is inadequate initial English language skills (Tian, 2019). Many students arrive with varying levels of language skills, and this can create gaps in their ability to follow the curriculum taught in English. This can hinder their understanding of the subject matter and negatively impact their learning outcomes. **Teaching Methods:** The teaching methods used in higher education can also affect the effectiveness of English learning. Traditional approaches that focus on teaching grammar and grammatical theories alone may not be sufficient to prepare students to communicate effectively in real-life situations. A more active communication-oriented approach and practical use of language are needed.

**Learning Environment:** The learning environment also plays an important role in English language learning (Ayu, 2020). The availability of resources, such as a good library, access to teaching materials and supporting technology, can affect motivation and the quality of learning. In addition, social interaction with fellow students and teachers in English outside of class can also improve speaking and listening skills. **College Policy:** College

policies and strategies in managing English language learning also have a significant impact. Decisions about curriculum, faculty development, assessment, and support for English language teaching programs will affect learning outcomes. Colleges that pay sufficient attention to English language learning often achieve better results.

Technology and E-Learning: Advances in technology have enabled the use of e-learning and online resources in English language learning (Nurtjahyati & Sukisno, 2021). This can help overcome accessibility issues and allow students to learn flexibly. However, it should be noted that not all students have equal access to these technologies. In pursuing solutions to the problems of English language learning in higher education, it is important to consider the various factors mentioned above. This involves collaborative efforts between students, faculty, administrative staff, and other stakeholders in the development of effective learning strategies. In addition, strong support from the college in the form of policies and adequate resources will help address these challenges and improve students' English competency in higher education.

## Method

This research uses qualitative research with a case study approach. The data in this research was obtained through observation, interview and study of previous studies. In this study, 2 (two, IA-IB) English Language Education lecturers were involved. In its application, observations and interviews (open-ended question consisted of 5 questions in all) are intended to ask about the obstacles experienced when learning English. Meanwhile, previous research studies are intended to strengthen/provide theoretical support for the research argument. Thus,

the results of the data obtained will be described in a narrative or descriptive way.

## Findings and Discussion

### Findings

Now we are in modern times where everything has developed rapidly (Jabarullah & Iqbal Hussain, 2019). Likewise with humans, it is required to be able to have the ability to keep up with modern times, one of which is by developing skills in English. English is a language that has been established as a world language. Thus, by being able to speak English we can easily communicate with other people around the world. Indonesia itself has implemented learning English as a graduation standard starting from elementary school to college (Lengkoan et al., 2022); (Widiyati & Pangesti, 2022). This is certainly very useful considering the importance of having the ability to speak English. For example, if Indonesian students want to continue their studies abroad, one of the requirements is to be able to speak English.

Language has a very important role in communication. In addition to the mother tongue we already have, many foreign languages are interesting to learn such as Mandarin, Japanese, French, German, and others (Hawa et al., 2021). However, this present report with previous studies, such as Maru et al., (2020); Somani & Rizvi, (2018); Liando et al., (2022); Liando et al., (2023) suggest that, it must be recognized that of the various foreign languages, English remains a foreign language that many choose to learn. First, English is an international language. This is related to the history where the British used to have many colonies so that their language will automatically spread in the colonies owned by the British.

Second, English is a universal language, a unifying language. International events such as sports,

conferences, meetings between countries English is used as the main language. English is also used as a standard language in tourism and air and sea transportation (Liando et al., 2023). Third, investment, having the ability to speak English will be very useful in the field of education (school scholarships abroad, student exchanges, understanding learning materials at school), the association becomes wider. English is also useful as an added value in the world of work.

Teaching English in higher education is an important issue in the world of education today. English is an international language used in many fields, from science and technology to business and global communication (Liando, et al., 2023b). However, many colleges face a number of problems in teaching English, which can impact students' ability to communicate and compete on a global level. In this report together with previous studies such as Wullur et al., (2020); Andries et al., (2019); Liando et al., (2018); Maru et al., (2022); Maru et al., (2022); Liando & Tatipang, (2022) the researcher present five key issues in college English teaching.

The first issue is the quality of English language teaching. Many universities have English lecturers who are not adequately trained or qualified in the teaching of the language. This can result in less effective teaching, where students may not gain a deep understanding of the necessary grammar, vocabulary and speaking skills. The solution to this problem is to invest more resources in training lecturers and ensuring that they have a solid understanding of the English language. The second problem is a curriculum that lacks relevance. Some colleges may have an English curriculum that is outdated or does not match the needs of the students. In an ever-changing world, curricula must be constantly

updated to reflect the latest developments in English and students' real-world communication needs. The development of a more flexible and relevant curriculum is one way to address this issue.

The third issue is lack of resources. Some colleges may not have enough resources to support effective English language teaching. This includes an under-equipped library, limited access to software and online resources, as well as a lack of comfortable classrooms. Without adequate resources, lecturers and students may struggle to access learning materials and practice their English skills. Colleges need to improve their infrastructure to address this issue. The fourth issue is students' varying levels of English proficiency. Colleges often have students with varying levels of English proficiency, ranging from beginner to advanced. This can be a challenge for lecturers who have to try to teach at a level that suits all students. The solution to this problem is to provide a pre-assessment program and organize classes based on students' ability levels, so that lecturers can be more effective in teaching.

The fifth issue is students' lack of motivation. Many students may feel less motivated to learn English if they do not see direct relevance in their career or if they find language teaching boring. It is important for colleges to create a learning environment that motivates students, by offering programs that integrate English with their main field of study, as well as providing opportunities to participate in international projects and student exchanges. In conclusion, English language teaching in higher education faces a number of issues that need to be addressed. From teaching quality to curriculum relevance, these issues affect students' ability to compete in an increasingly connected global environment. By investing more resources

in lecturer training, updating the curriculum, improving infrastructure, providing early assessment programs, and creating a motivating learning environment, colleges can improve English language teaching and help their students become more competent in this language. This is an important step towards preparing future generations for success in an increasingly globalized world.

### **Variety Level of EFL Students**

Differences in student ability levels in English classes are a common problem in many universities. The impact on lecturers can be a significant challenge (Murray & Christison, 2019). Here are some of the possible impacts in line with the lecturers' statement:

*IA: Employing a differentiated instruction approach proves highly effective in catering to students with diverse proficiency levels in English. This approach involves tailoring teaching methods, materials, and assessments to meet the individual needs of learners. By recognizing and addressing varying learning styles, language backgrounds, and skill levels within the classroom, educators can ensure that all students receive appropriate support and opportunities for growth. Implementing a variety of instructional strategies, such as collaborative learning activities, scaffolded tasks, and personalized feedback, allows students to progress at their own pace while fostering a supportive learning environment.*

*IB: Task-based learning focuses on engaging students in authentic, real-world tasks that require them to use English communicatively to achieve specific goals. By providing meaningful contexts for language practice, tasks stimulate active participation and promote language acquisition in a naturalistic manner. Additionally, task-based activities can be*

*designed to accommodate different proficiency levels, allowing students to work at their own pace and gradually build upon their language skills.*

From the statement, it could be elaborate that, Difficulty in Teaching: Lecturers have to deal with a wide range of ability levels among their students. Teaching in a class with students who have very diverse ability levels can be a difficult task. Lecturers must strive to keep the subject matter interesting and useful for all students. Difficulties in Assessing Students: Lecturers need to create fair and relevant evaluations that can measure each student's achievement according to their ability level. This can be a tricky job, especially if the difference in English ability is huge (Aytaç & Kaygisiz, 2021). Extra Time Required: Lecturers may need to spend more time providing additional support to students who have difficulty in understanding the material. This can be a drain on lecturers' time and energy.

Need for Material Adjustment: Lecturers should be able to adjust learning materials to suit different ability levels, in line with (Farahian et al., 2021). This may involve the use of supplementary materials, enrichment, or adjustments to teaching strategies. Challenges in Classroom Interaction: Differences in ability levels can make classroom interaction difficult. More advanced students may tend to dominate discussions, while those who are less advanced may feel less confident speaking up. Student Motivation: Lecturers need to work hard to motivate all students, especially those who may feel overwhelmed due to differences in their abilities. Motivation is an important factor in successful language learning.

Therefore, to overcome the impact of different levels of student ability in English classes, lecturers can take several

steps, such as: Using a Differentiation Approach, supported by Sholeh & Talebinejad, (2022): Lecturers can adopt a differentiation approach that allows them to provide teaching that matches the individual ability levels of students. Providing Additional Resources: Lecturers can provide additional resources, such as extra materials or references, to help students who need them. Encouraging Inter-Student Cooperation: Encouraging cooperation between students of different ability levels can help them learn from each other. Using Learning Technology: Learning technologies, such as online learning platforms, can be used to provide additional materials and exercises that students can access as needed. Providing Additional Support: Lecturers can offer extra consultation time or additional resources, such as extra classes or language tutors, for students who need them. In any case, it is important for lecturers to have patience and understanding in dealing with the different ability levels of students in English classes, as each student has their own unique needs in the learning process.

### **Irrelevant Curriculum**

Curriculum issues of teaching English in higher education may vary depending on the specific country, institution and level of education (Pelenkahu et al., 2023). This present study has discovered some common problems often encountered in this context including lecturers' statement:

IA: *Planning curriculum and learning relevant to the needs of the job market for students studying English at the university level involves a strategic approach that integrates industry insights and practical skills development. Firstly, conducting thorough research on current job market trends and employer expectations helps identify key*

*competencies and language skills in demand. Secondly, collaborating with industry partners, professionals, and alumni provides valuable input and guidance in aligning curriculum objectives with real-world workplace requirements.*

IB: *Designing a curriculum tailored to meet the needs of the job market for students studying English at the university level involves a proactive and interdisciplinary approach. Firstly, conducting comprehensive needs assessments and market analyses helps identify industry-specific language requirements, communication skills, and cultural competencies essential for professional success. Secondly, collaborating with industry stakeholders, employers, and alumni enables educators to incorporate real-world case studies, industry projects, and guest lectures into the curriculum, providing students with practical insights and exposure to workplace contexts.*

Irrelevant Curriculum: One of the main problems is that the curriculum is not always relevant to the needs of the job market or the actual development of the English language. Some curricula may be outdated or not include important elements such as speaking, listening, or interacting skills in everyday English (Krishnapatria, 2021). In addition, there is a lack of focus on communication skills: Some curricula focus too much on grammar and usage, leaving out communication skills that are actually necessary in real life. Students often encounter difficulties when it comes to speaking and interacting in English in the real world.

In line with Sinnema et al., (2020), another common problems was lack of Topic Diversity: Curricula that are too limited to certain topics, such as classical English literature or formal grammar, may



not meet the needs of students who want to learn English for specific purposes, such as business, tourism, or technology. Last but not least, Insufficient Source Materials: Some colleges may not have adequate access to source materials, such as the latest textbooks, learning software, or relevant online resources. This can hinder effective curriculum development. Varying Quality of Teaching: The quality of college English teaching can vary significantly between instructors and programs. It is possible that some instructors may not have adequate training in teaching English as a foreign language.

In addition, ineffective evaluation: An ineffective evaluation system can hinder the development of students' English language skills. Measurements focusing only on written assignments or standardized exams often do not reflect real communication skills. Lack of Skills Integration: Some programs may not sufficiently integrate speaking, listening, reading, and writing skills in English language learning. This can result in graduates who tend to have imbalances in their language abilities. Colleges need to work on addressing these issues by regularly reviewing and updating their curricula, ensuring that they meet the needs of students and prepare them for real-world challenges. In addition, instructor training and development is also important to ensure high teaching quality in English language programs.

### ***Suboptimal use of Technology in Teaching***

In the ever-evolving digital era, technology has played an increasingly large role in various aspects of life, including in education. However, in some universities, the use of technology in English language learning is still not optimal (Wahyuningsih & Afandi, 2020). This phenomenon raises a number of issues that need to be identified, evaluated and addressed. This

present report provides the reason why the use of technology in English language learning in higher education is still lacking and how this problem can affect both students and institutions, as well as provide solutions to overcome this obstacle. However, there are several reasons for the lack of technology use, in line with Aytaç & Kaygısız, (2021); Chiu & Chai, (2020); Arianto & Sari, (2019) supported by the statement of lecturers as well:

*IA: Technology plays a pivotal role in enhancing the teaching and learning of English in higher education by providing innovative tools and resources that facilitate language acquisition. Firstly, digital platforms and online resources offer students access to a wealth of authentic materials, such as multimedia content, interactive exercises, and virtual language labs, catering to diverse learning styles and preferences. Secondly, educational technology enables educators to create interactive lessons, simulations, and virtual classrooms, fostering active engagement and collaboration among students.*

*IB: The role of technology in enhancing the teaching and learning of English in higher education is multifaceted and transformative. Firstly, digital tools and multimedia resources enrich language instruction by providing authentic and interactive learning experiences that engage students and promote active participation. From online language courses to language learning apps and digital dictionaries, technology offers students access to a wide range of resources tailored to their individual learning needs and preferences. Secondly, educational technology platforms facilitate communication and collaboration among students and instructors, enabling seamless interaction and feedback exchange in virtual classrooms.*

**Limited Resources:** One of the main reasons for the lack of use of technology in English language learning is limited resources. Many colleges may not have enough budget to purchase and maintain the hardware and software needed to integrate technology in learning. **Lack of Training:** Lecturers and instructors may not have sufficient knowledge or training in the use of technology in English language teaching. This may hinder their ability to effectively implement digital tools in the curriculum.

**Resistance to Change:** Some lecturers may have a fear or resistance to change, especially when it comes to adopting new technologies in their teaching methods. They may be comfortable with traditional approaches and feel anxious about the complexities of technology. **Infrastructure Constraints:** In some colleges, the technology infrastructure may be inadequate. Slow or unstable internet connection may hinder the use of technology in online learning. Also, **Lack of Quality Content** Sometimes, the lack of quality and curriculum-appropriate digital learning content can be a barrier. Lecturers may struggle to find relevant and high-quality materials.

The lack of technology use in college English learning can have a significant impact on both students and the educational institution itself. **Accessibility Limitations:** Students who may have physical or geographical limitations may find it difficult to attend classes in the traditional form. The use of technology can enable wider access to English language education. **Loss of Appeal:** Students today tend to be more responsive to learning that utilizes technology. Colleges that do not keep up with these developments may lose their appeal to prospective students.

Along the same lines, **Digital Skills Shortage:** Students who are unfamiliar with

the use of technology in learning may not have the digital skills necessary to succeed in an increasingly connected world of work. **Decreased Quality of Teaching:** English language learning that relies solely on traditional methods may not be effective enough to meet the diverse and changing language demands of today's global communication. And most importantly, the decline of higher education: Colleges that do not adopt technology in English language learning may be left behind in competition with other more innovative institutions.

Therefore, in an era where technology is increasingly dominating, the use of technology in English language learning in higher education can no longer be ignored. With the right investment, lecturer training, and commitment to innovation, colleges can overcome the lack of technology use and improve the English learning experience for their students, preparing them to face increasingly complex global challenges.

### **Instruction and Reflection**

The different levels of students are one of the main challenges in teaching English in higher education (Syakur et al., 2020). Students come with varying levels of ability, ranging from beginner to advanced.

*IA: Teaching English in today's university setting presents multifaceted challenges. Firstly, addressing the diverse linguistic backgrounds and proficiency levels among students demands tailored instructional strategies. Secondly, incorporating relevant and engaging content to sustain student interest amidst competing academic demands poses a constant challenge.*

*IB: Balancing traditional methods with contemporary technological advancements to facilitate effective language instruction is crucial. Additionally,*

*fostering a supportive learning environment that encourages active participation and engagement remains a persistent challenge amidst changing educational landscapes.*

Therefore, English lecturers need to design learning strategies that suit each student's level of ability. This requires a deep understanding of their individual needs and English language abilities. Lecturers should be able to identify these differences and provide guidance accordingly. In addition, an irrelevant curriculum can be a barrier to English learning in higher education. Some institutions may still use old curricula that are inadequate to address English language needs in this era of globalization. English lecturers need to champion curriculum changes to better suit the demands of the current job market and technological developments.

The lack of use of technology in English language learning is also a problem. Modern technology offers various learning tools that can improve the effectiveness of English language learning, such as apps, online learning platforms, and multimedia resources (Sinaga & Pustika, 2021). However, some lecturers may not have fully utilized these technologies in their teaching. Further efforts are needed to improve the digital literacy of English lecturers and encourage the use of technology in teaching. In addition, it is important for English lecturers to constantly monitor developments in the field of language and teaching. English is a dynamic language, with changes in grammar, vocabulary and communication styles. Lecturers need to stay in touch with these developments and update their learning materials to keep them relevant and in line with students' needs.

Finally, collaboration between English lecturers in higher education can

help overcome these challenges. They can share experiences, teaching strategies and resources to improve the quality of English language teaching in a college setting. Through this collaboration, they can create a more effective and relevant learning environment for their students (Pratiwi et al., 2019). The different levels of students are one of the main challenges faced by college English lecturers. Students come with varying levels of English proficiency. Some are already highly proficient, while others may still be beginners. This creates a significant gap in the classroom, which can be a barrier to teaching. As an English lecturer, it is important to understand each student's ability level and design learning strategies accordingly. This could involve assigning different tasks or using teaching materials that are tailored to the students' ability levels.

Irrelevant curriculum is also a problem in learning English in higher education (Sari & Wahyudin, 2019). Some institutions may still use old curricula that are no longer adequate to address the needs of English in an increasingly globalized world. The curriculum must be adjusted to the development of language and the needs of the current job market. English lecturers must be active in fighting for curriculum changes so that they are more relevant and can provide better provision for students. The lack of use of technology in English learning is also a challenge. In this digital era, technology has opened up new opportunities in English language learning, such as mobile applications, online learning platforms, and multimedia resources. However, some lecturers may not have fully utilized these technologies in their teaching. Further efforts are needed to improve the digital literacy of English lecturers and encourage the use of technology in the classroom. Technology can make learning more interactive and engaging for students.

IA: *Implementing a variety of instructional strategies, such as collaborative learning activities, scaffolded tasks, and personalized feedback, allows students to progress at their own pace while fostering a supportive learning environment. Furthermore, incorporating authentic and culturally relevant content not only enhances student engagement but also facilitates language acquisition by providing meaningful contexts for language use. Overall, a differentiated approach acknowledges the unique strengths and challenges of each learner, promoting inclusive education and maximizing learning outcomes for all students.*

IB: *In my classroom, success in English language learning is gauged through both quantitative and qualitative measures. Quantitatively, students' performance on standardized tests and proficiency benchmarks indicates their linguistic development. Qualitatively, I assess students' ability to communicate effectively, comprehend complex texts, and express themselves fluently and accurately in English. Moreover, ongoing feedback and self-assessment encourage students to reflect on their learning progress and set achievable language learning goals.*

As a reflection for English lecturers, it is important to continuously develop their teaching skills. Lecturers should be open to change and ready to update their teaching methods to stay relevant (Setyawan et al., 2020); (Zein et al., 2020); (Mushthoza et al., 2023). This could involve additional training, participation in workshops, or collaboration with fellow lecturers to share experiences and effective teaching strategies. Continuing to learn and develop in the field of English language teaching is key to being an effective lecturer. In addition, English lecturers also need to focus on developing students' skills holistically. This includes not only speaking and writing English, but also

listening and understanding English in diverse contexts. Learning should involve daily life, culture, and real situations so that students can apply their English skills in the real world.

Collaboration with fellow English lecturers can also be a way to overcome this challenge. Lecturers can exchange ideas, experiences and teaching strategies (Febriana et al., 2018); (Rinekso & Muslim, 2020); (Zein et al., 2020). By sharing knowledge with each other, they can develop more effective approaches to address student level differences, improve curriculum relevance, and make better use of technology. In the face of different levels of students, irrelevant curriculum, and lack of technology utilization in college English learning, English lecturers must constantly update themselves and adapt to changes. It is an important responsibility to provide quality and relevant English education to students so that they are ready to face future challenges.

## Conclusion

In conclusion, the challenges faced in English language learning within higher education are multifaceted and require careful consideration to ensure effective instruction and student success. One of the prominent issues is the presence of irrelevant curriculum materials. Higher education institutions often struggle to update their English language programs to reflect current linguistic trends and the evolving needs of students. To address this problem, universities should regularly review and revise their course materials, ensuring that they remain relevant and engaging for students. Another significant challenge is the diverse levels of English proficiency among students. In a higher education setting, English language learners come from various linguistic backgrounds and have varying degrees of

proficiency. This diversity can make it challenging for educators to provide tailored instruction that meets the needs of all students. To mitigate this issue, universities can implement placement tests and offer supplementary support for students who need it, allowing for a more customized learning experience.

Furthermore, the limited use of technology for English language instruction and reflection poses a significant hurdle in higher education. Technology offers numerous opportunities for enhancing language learning, from interactive online resources to virtual communication tools. English lecturers should be encouraged to integrate technology into their teaching methods, facilitating more engaging and effective learning experiences for their students. Additionally, technology can also aid in reflective practices for educators, allowing them to assess their teaching methods and make necessary improvements. To sum up, the problems associated with English language learning in higher education institutions are interconnected and complex. Addressing issues like irrelevant curriculum materials, varying student proficiency levels, and the underutilization of technology requires a multifaceted approach. By regularly updating curriculum materials, providing tailored support for students, and embracing technology in instruction and reflection, universities can create a more conducive environment for English language learning, ensuring that students are better equipped to succeed in a globalized world. It is imperative that institutions recognize and prioritize these challenges to provide high-quality education and foster linguistic competence among their students.

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