

TEACHING ENGLISH METHODS

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Abstract: Nowadays, English is used by at least one billion people around the world, either as a first or as a second language. Therefore, it is very much considerable to me to be a professional teacher who is aware of the modern methods of teaching English language as a foreign language. No one can ignore the need and the value of methods for teaching English as a foreign language or even as a second language. Students are different in their needs. Some students learn visually, others orally; others have shorter attention skills and all come from different backgrounds. To meet all their needs, it is necessary to use a wide range of methods. Some methods teacher may do with the help of different resources or create them by alone based at teaching experience.

Keywords: Teaching methods, innovations, methodology, skills, Dialogical speech, reading strategies

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The modern world's rapid changes have presented the Higher Education System with a wide range of challenges. As a result, more eager, thoughtful individuals in interdisciplinary fields are required to be trained. Thus, one of the most important requirements of educational systems is research and exploration to discover useful and effective teaching and learning methods. Professors play a critical role in training such individuals in the aforementioned field. A university is a breeding ground for new ideas, where roots strike and grow tall and strong. It is a one-of-a-kind space that encompasses the entire universe of knowledge. It is a place where creative minds converge, interact with each other and create visions of new realities. In the pursuit of knowledge, established notions of truth are challenged. To be able to do all of this, assistance from experienced teachers can be very beneficial and effective.

Given the quality of education, attention to students' education as a main product that is expected from an education quality system is in much higher demand than in the past. Before making any decision, there has always been an emphasis on giving equal attention to research and teaching quality and establishing a bond between these two; however, studies show that the already given attention to research in universities does not meet the educational quality requirements. This task is considered important in higher education, so educators must pay attention to learners and learning approaches in their instruction; along with these two factors, educators should strive for new teaching approaches. In the traditional system, instruction was teacher-centered, with no regard for students' needs or interests. This is the point at which students' instruction must shift to a

method that takes their needs into account, and as a result of the aforementioned method, active behavior change occurs in them.

Furthermore, a large number of graduates, particularly bachelor's degree holders, do not feel prepared to work in their respective fields. Being dissatisfied with the status quo at any academic institution and then making a decision to improve it necessitates extensive research and assistance from the institute's experts and pioneers. Giving the aforementioned are necessary, especially in the current community of Iran; it appears that no qualitative study has ever been carried out in this area, drawing on in-depth reports of recognized university faculties; thus, in the current study, the new global student-centered methods are first studied, and to explore the ideas of experienced university faculties, some class observations and interviews are conducted. Then, because faculty ideas about teaching methods could only be itemized through a qualitative study, the efficient teaching method and its barriers and requirements were investigated.

The academics identified the following challenges to successful teaching as hurdles to effective teaching:

- The requirements defined curriculum and resources in teaching, a large number of students in classes, and a high volume of theoretical principles;
- Do not include problem-based learning and student-centered learning as a bonus for teachers in their evaluation;
- Students are uninterested and unmotivated, so educational assistants are not used.
- Successful and effective teaching that results in long-term learning on the part of students will necessitate certain feelings and attitudes on the part of the teachers.

These attitudes and emotions have a significant impact on their behavior and teaching. The attitudes of successful teachers are discussed in this section.

- Alignment with organizational strategies;
- Interest in students and faith in their abilities; a systemic approach to higher education;
- Having an interest in a scientific field of study;
- Teachers must concentrate on students' mental peculiarities, interests, and feeling of belonging, as well as their emotional stability, practical experience, and scientific level.

Preparation, effective content transition, and the use of learning and evaluating teaching are all aspects of class curriculum planning.

1. Creating a course plan and implementing appropriate educational strategies:
 - How to boost students' motivation.
 - How to make students feel confident in their problem-solving abilities.
 - How to instruct students on how to plan their learning activities.
 - How to assist them in conducting self-assessment at the end of each lesson.
 - How to motivate students for future work by encouraging them.
 - How can I provide feedback to students and keep them informed about their individual learning?
1. Metacognition training and self-evaluation of students during instruction.
2. In training, use a conceptual map and a pre-organizing plan.

Improving the quality of learning through education promotion, using preorganizers and conceptual maps, emphasizing student-centered learning, and developing skills for employment are some of the strategies outlined in lifelong learning, particularly in higher education. 1. Encouragement of creativity in lesson delivery. The belief that creative talent is universal and will be strengthened by appropriate programs is evidence that innovative features of the programs should be attended to on a regular basis. 2. Using class discussion to explain and develop knowledge on how to resolve issues in future careers.

Teachers must be student-centered and demonstrate respect for their students' backgrounds, ideologies, beliefs, and learning styles in order to connect with them and impact their lives personally and professionally. The best instructors differentiate instruction, demonstrate cultural sensitivity, emphasize open communication, provide positive feedback on students' academic performance, and foster student growth by allowing them to resubmit assignments before assigning grades. These changes include hiring practices and reward structures that recognize the value of teaching expertise, quality assurance approaches that measure learning processes and outcomes in a much more sophisticated way than traditional methods, and changing the way universities are accredited. Professors who are nationally and locally recognized are excellent leaders in terms of providing ideas, insight, and the best strategies to educators who are passionate about effective teaching in higher education. Finally, it is assumed that nationally and locally recognized professors in higher education play an important role in the regulation of teaching rules. This will assist other university teachers in becoming acquainted with effective teaching and learning procedures. Curriculum planners and faculty members can therefore improve their teaching methods.

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