



RESEARCH PAPER

Style and Strategies of Teaching English to Students

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Abstract

This study examined teaching styles and strategies for teaching English language learning difficulties experienced by nursing students at the undergraduate level in District Jamshoro. The study aimed to identify major challenges affecting students' learning and to assess teaching practices used to address these difficulties. A mixed-methods survey approach was used. The study population comprised nursing school principals, English language teachers, and students. The study selected 216 participants, including 8 principals, 8 English teachers, and 200 students, using purposive and cluster random sampling. The collected data were analyzed using SPSS through frequencies, percentages, mean scores, and standard deviations. The findings indicated that 68% of respondents reported that students experienced difficulties in learning English, while 66% acknowledged that teachers generally selected appropriate language content. Furthermore, the study highlights the need for competent English teachers and greater integration of technology to improve nursing students' language learning.

Keywords: English Language Learning, Learning Difficulties, Teaching and Language Skills, Undergraduate Education Students,

Introduction

Learning styles

The term learning style refers to the general approach favored by the student when learning a subject, acquiring a language, or managing a difficult issue. Learning style is a general example that gives a broad heading to learning and makes the same instructional strategy darling for a few students and hated by others. Inside the zone of learning styles, every individual reflect sensory style dimensions (visual/auditory/hands-on) and social style dimensions (extroverted outgoing/introverted). Each individual additionally has preferences along with cognitive style dimensions, among which are concrete-successive/conceptual natural, conclusion situated/open, detail-centered/all encompassing (infrequently called specific/worldwide), and breaking down/integrating. We can find ourselves somewhere on a continuum for every style dimension. For example, none of us is probably going to be absolutely concrete-sequential, without a particle of dynamic instinct (see Cohen's article for details). The vast majority of the articles refer to different approaches to learning styles, despite the fact that procedures get generally more attentive as per Cohen's article, where he similarly highlights styles, techniques, and tasks. Yang also specifically thinks about linkages among learning styles, methodology decision, proficiency, and attitudes. However, different articles in this issue include learning styles in a less unmistakable manner. For example, the article by Yamamori translates learners' selection of methodologies halfway in connection to plausible learning style inclinations, in spite of the fact that these scientists don't specifically survey learning styles. Lanand Oxford refer to an examination by another scientist on the relationship between learning styles and systems among Taiwanese children. The greater attention to strategies as compared to styles in this issue reflects a general tendency in current L2 research. This paper first looks at a number of issues in language learning systems that have risen up out of before distinct and mediation inquiries and discusses how these issues influence teachers and learners of second and foreign languages. Finally, proposals are made for required future research in finding how language learning procedures can help students become more effective second language learners. Learning methodologies are generally unobservable; however, some might be connected with observable conduct. For instance, a learner could utilize specific consideration (imperceptible) to concentrate on the fundamental thoughts while listening to a newscast and could decide to take notes (observable) so as to recall the data. In all learning contexts, the best way to see if students are utilizing learning systems while occupied with a language task is to ask them. Verbal report data are utilized to recognize language learning methodologies because observations do not capture mental processes

Literature Review

Learning strategies

The term strategy is from Greek strategy – a 'command of a general'. In ancient Greece, methodology included the general's plan to win a war (Oxford2000). In wide modern usage, a plan is and consciously that is deliberately chosen for meeting an objective. The war-like significance of the term has to a great extent fallen away, yet conscious control, expectation, and objective-directedness stay fundamental criteria for a system (Ghafoor, A. 1998). Learning systems can help learners enhance their own particular discernment, gathering, stockpiling, maintenance, and recovery of dialect data. Cases of L2 learning procedures are planning language information, assessing one's own learning, employment analysis to find the importance of a word or expression,

and making inquiries (Kamhi-Stein, L. 2009). Truly, several learning techniques exist in nature. Learning systems for language are defined as specific activities, practices, steps, procedures or thoughts, for example, searching out conversation partners, or encouraging oneself to undertake difficult language tasks—utilized by students to upgrade their own learning" (Braine, G. 2004). A learning procedure can't a priori be classified as either good or bad. What makes a strategy positive for a given individual? A technique is helpful if the following conditions are met:

- (1) The system relates well to the L2 task that needs to be done
- (2) The students utilizes the system viably and joins it with other important techniques for doing the tasks
- (3) The strategy facilitates with the student's general learning style inclination stone degree or another.

Techniques that fit these conditions make learning simpler, quicker, more pleasant, more self-coordinated, more compelling, and more transferable to new circumstances (Burns, A. 2009). Learning methodologies are of key concern in each article in this exceptional issue. Cohen demonstrates how L2 learning procedures identify with students and learning styles; Lan and Oxford explore the procedures of young children in Taiwan; Yang explores the systems of Taiwanese college students; Allen discusses three different ways to deal with showing perusing methodologies to students of different ages; and Yamamori et al. connect learning systems with Japanese university students' L2 achievements and will to learn (Borg, S. 2009). Learning techniques are the conscious thoughts and moves that learners make, keeping in mind the end goal of accomplishing a learning objective. Key learners have metacognitive information about their own thinking and learning approaches, a great comprehension of what a task involves, and the capacity to coordinate the techniques that best meet both the assignment requests and their own learning qualities. A range of basic research in second language acquisition is the identification and description of learning systems utilized by language learners and the connection of these methodologies with other learner factors, for example, capability level, age, sex, motivation, and so forth (Freeman, D. 014). Current research is also involves the impact of the task itself on the selection and utilization of learning techniques, including the impact of the target language. Applied research on language learning systems examines the practicality of helping students become more effective language learners by showing them a portion of the learning methodologies that unmistakable reviews have distinguished as normal for the "great language learner" (Hu, G. 2005). In an investigation of Japanese students learning English as an outside language, surveys, journal prompts, and self-assessment check records were composed in "simple" English, however, students could respond in Japanese; genuine technique direction and audit were led in English (Ozeki, 2000). A review in the Unified Conditions of proficiency improvement in optional Hispanic English language learners with limited educational backgrounds and local language education additionally utilized both the L1 and the L2 for a portion of the classrooms studied (Medgyes, P. 1999). In classrooms giving native language literacy instructions ESL proficiency guideline, teachers first taught and had students practice the learning procedures in their local language with Spanish reading and writing tasks, then had them utilize similar systems in English for comparable assignments during the English part of the class. Instructors in classrooms in which all guidelines were in English experienced challenges in showing learning procedures in light of the low level of students' English proficiency, and most attempted to teach strategies.

Method and Material

This study was “The evaluation of the learning difficulties among students in the subject of English at the graduation level” at Jamshoro, Sindh, to see the process of evaluating the learning difficulties among nursing students in the subject of English at the graduation level at Jamshoro, Sindh. It was an exploratory as well as descriptive research, and data were analysed factor (domain) wise for the role of evaluation of the learning difficulties among nursing students in the subject of English at the graduation level at Jamshoro, Sindh. The Statement of the problem was “The evaluation of the learning difficulties among nursing students in the subject of English at the graduation level” at Jamshoro, Sindh.

Results and Discussion

Constructivist theory of learning

The fundamental logic of the productive hypothesis is diverse, with the hidden theory of some different speculations, particularly speculations of behaviorism and data handling. These hypotheses are viewed as the truth of the universe, free of the psyche and outside the learner and learning. They know the exchange of free reality out of the learner's brain. In the hypothesis of helpfulness, the target reality of the outside world exchanged with the learner has not been allowed, and it is not accepted that the learner remembers a form of this world by learning. An instructive approach in light of the productive hypothesis, or building the propensity for learning, must be underscored on the movement of the learner amid the development of information, and it is regularly discipline-based. In this manner, it can be pointed out that the best preparation technique emerging from this hypothesis is a preparation strategy in light of exploration.

Humanists Theory

As indicated by Maslow's hypothesis, the human so as to accomplish self-completion, ought to be fairly happy with the lower level of necessities (security and accommodation). In learning, they regard the sentiments and experiences. Therefore, a definitive objective of training is to reach the furthest reaches of the individual's developmental potential. Carl Rogers underpins the learner-focused viewpoint and accepts a semantic continuum, on which a few substances are situated on one side of it without having individual importance for the learner. Their adaptation draws in the psyche and is not identified with the individual feeling and is not contrived. On the flip side, the experiential learning continuum is found, calculated and significant, which utilizes the brain and sentiments. The humanist point of view knows the human with flexibility of decision and is not affected by oblivious powers of external reinforcement. They have assumed, similar to idealists, that the general population are allowed to pick their objectives, and they attempt to get around the individual confinements, keeping in mind the end goal of building up their mental capacities. They do not fit the logical technique for human study. They argue that the target external observer is not ready to comprehend human conduct. They trust that a man can clarify his own particular conduct, and he is a mindful individual and not an analyst or therapist. The humanists in both research and treatment have respect for the phenomenological strategy. In summary, humanism is a point of view in psychology (and psychology of learning) that demands the totality of human presence as a free individual who tries to amplify its capacities. In humanism point of view, the instructor allows students to learn based on their interests. The teacher gives them the obligation and opportunity to learn as they wish and are willing to learn. However, there is often a clear structure with minimum required limits, and there are tips for getting a good start. It is possible to meet the needs of the curriculum, but the process of learning will remain open. But the process of learning

remains open. As explained, data were collected by eight nursing institutions from Jamshoro district. According to their demographic study, English language teachers' ages vary from 30 to 50 years. 37% were male, and the remaining 62% were female English language teachers; this gender ratio is mixed in both public and private sectors. Marital ratio is figured out as 75% as Married and rest of Unmarried language teachers it is clearly figured out that all language teachers were highly Qualified rather than of principles of nursing institutions as professional qualification is Concerned 37% teachers of English language was well qualified rest of were less qualified as For professional teaching in public sector teachers came as being a visiting faculty to teach English nursing students their ratio is 87.5 % rest of 12.5 % works as permanent employees while in private sector 50% worked as permanent employees and 50% as visiting faculty their professional teaching experience ranges 06-15 years in public sector while in private sector their experience is shown figure of 50% having 0-5 year experience in teaching field rest of 50% have 11-15 years

Table 1: Assessment of Student's Mood

Items	Variable	Agree		Un-decided		Disagree		Mean	Sig.
		F	%	F	%	F	%		
Teacher assess mood of students before lecture	Students	171	85	1	1	28	14	1.70	0.00
	Teachers	8	100	0	0	0	0	2.00	0.00
	Principals	7	87	0	0	1	13	1.74	0.00
	Overall	186	90	1	1	29	9	1.81	0.00

Table 1 represents the opinions of respondents about teachers assessing students' mood before starting a lecture. According to the data analysis, an average of 90% of the respondents agreed with the statement that they assessed students' mood before starting the lecture, an average of 9% of the respondents disagreed with the statement, whereas 1% of the respondents were uncertain about it. In overall majority (90%) of the respondents were of the view that teachers used to assess students' mood before the lecture. The mean score (1.81) supported the statement. It showed that teachers assessed students' mood before starting the lecture. The value of significance was (0.00).

Table 2: Brain Storming

Items	Variable	Agree		Un-decided		Disagree		Mean	Sig.
		F	%	F	%	F	%		
Teacher asks students to guess	Students	138	69	3	1	59	29	1.38	0.00

my topic as	Teachers	5	63	0	0	3	37	1.26	0.00
brain storming	Principals	3	37	0	0	05	63	1.26	0.00
	Overall	146	56	1	1	67	43	1.3	0.00

Table 2 indicates the opinions of respondents about teachers asking students to guess their topic as brainstorming. According to the data analysis, 56% of the respondents agreed with the statement that teachers used to ask students to guess their topic as brainstorming; however, 43% of the respondents disagreed with the statement, whereas 1% of the respondents were uncertain about it. In overall majority (56%) of the respondents were of the view that teachers used to ask students to guess their topic as brainstorming. The mean score (1.3) supported the statement. It showed that teachers used to ask students to guess their topic as a brainstorming activity. The value of significance was (0.00).

Table 3: Teachers Dealing With Students

Items	Variable	Agree		Un-decided		Disagree		Mean	Sig.
		F	%	F	%	F	%		
Teacher deals	Students	182	91	4	2	14	7	1.82	0.00
to students with	Teachers	8	100	0	0	0	0	2.00	0.00
pleasant mood	Principals	8	100	0	0	0	0	2.00	0.00
	Overall	198	97	4	1	14	2	1.94	0.00

Table 3 shows the opinions of respondents about teachers dealing with students. According to the data analysis, 97% of the respondents agreed with the statement that teachers deal with students with pleasure mood; however, 2% of the respondents disagreed with the statement, whereas 1% of the respondents were uncertain about it. In overall majority (97%) of the respondents were of the view that teachers deal with pleasure mood to their students. The mean score (1.94) supported the statement. It showed that teachers remain pleasant in the language class. The value of significance was (0.00).

Conclusion

When evaluating the validity or usefulness of various hypotheses, particularly from the viewpoint of the students doing the learning, it is useful to consider what the individual is realizing and what is taken as proof that learning has happened. Students don't generally take part in the sort of learning looked for by the instructor. For instance, an educator directs a lesson on the Civil War that incorporates true exercises, having students address each other about the war, and lastly giving the students a quiz. It would not be at all exceptional for the educator to infer that a specific student comprehended what occurred at Gettysburg when, as a general rule, he or she just remembered certain certainties. Hypotheses of learning are endeavours to clarify how individuals learn. Diverse

hypotheses depend on various suppositions and are proper for clarifying some learning circumstances yet not others. Hypotheses of learning can inform the utilization of various instructional assets, including innovation; at the end of the day, the learning experiences in which the student really connects (mental, physical, and social) figure out what a student realises in the classroom. Classroom learning includes social, passionate, and participatory factors in addition to intellectual ones, and hypotheses of learning need to consider these variables. Most present hypotheses of learning presuppose that the objective of instruction is to build up the capacity of students to comprehend the substance and to have an independent mind, assumptions that are consistent with the lion's share of modern-day schools.

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