INFOTAINMENT TEACHING STRATEGIES: REVOLUTIONIZING HIGHER EDUCATION ESL CLASSES

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ABSTRACT

This study focuses on the challenges faced by adult learners; specifically, +2 and undergraduate, their persuasion of education. These learners encounter internal and external barriers that hinder their learning progress. The modern-day college students, often referred to as psychedelics, belong to a technologically advanced society and exhibit characteristics of sophistication, originality, competition, and adventure in their actions and words. They seek tasks that promote knowledge expansion while expressing their unique individuality and working style. However, their engagement is greatly affected by the availability of captivating ideas, as they quickly lose interest in passive learning settings.

A significant issue lies in the persistence of a uniform curriculum, rooted in rote learning and individualized assessment, following an outdated one-size-fits-all approach. This approach proves ineffective for many students, resulting in feelings of distraction and disinterest, thus making their learning journey challenging. To address these obstacles effectively, teachers must gain a comprehensive understanding of the distinctive traits of today's teenagers and adopt innovative teaching methods that diverge from conventional practices of the past century. Furthermore, the curriculum needs to evolve to align with the demands students will face in the 21st-century workplace.

This study aims to shed light on the reasons why ESL (English as a Second Language) classes are often abandoned in favor of core subjects and proposes the implementation of diverse and engaging teaching strategies in higher education ESL classrooms. By presenting observations, discussing underlying issues, and suggesting potential measures based on the perspectives of other authors, this paper offers assistance to educators seeking to create a more captivating and effective learning environment for adult learners in the realm of ESL education.

Keywords: Abandoned ESL classrooms, Adult learners' characteristics, Internal and external obstacles, Captivating teaching approaches, Challenges faced by ESL instructors.

INTRODUCTION

Adolescence is a period of great importance as it is a period of fast and vast development in all fields—physical, mental and emotional. describes this particular aspect of adolescent development (storm and stress). It is through adolescence that a child grows to full adulthood. Nevertheless, it is a period of storm and stress (G Stanley Hall, 2003). It is a literary movement characterized by idealism, devotion to a purpose, revolt against the status quo, personal expression, emotion, and pain, the psychological qualities of adolescence, according to Hall.

Any learning program should begin with a full grasp of the age effects of the students and the elements that affect them. Adolescents grow rapidly in terms of their physical, cognitive, and psychological development. When we talk about adolescent age, we must also talk about the influences. As a result, a teacher of this age group must construct their teaching modules in light of the era in which these students live and the environment in which they live.

Adolescents today have grown up in an era marked by the internet, cable television, globalisation, rising consumerism, and a concern for long-term sustainability. Such shared experiences unite individuals of a generation, producing a generation as a distinct phenomenon with distinct qualities and behaviours that pose a pedagogical challenge for parents and teachers.

Teachers must first understand what interests them, what they think about, what worries them, why they see the world from a different perspective, what they consider important and valuable, and what makes them enthusiastic, thrilled, and happy in order to be able to reach these young people in everyday interactions, to know how to motivate and 'encourage' them in the right direction. All of this is important not only for making the lives of teenagers less stressful, but also for increasing the effectiveness of positive value-oriented teaching.

To succeed in secondary and postsecondary institutions, as well as in the workplace, the emerging 21st century learners must grasp more than the core curriculum. The Partnership for 21st Century Skills, a national organisation dedicated to ensuring that every student is prepared for the twenty-first century, describes the results of this shift as combining the conventional three R's with four C's: critical thinking, creativity, and collaboration.

Besides, the challenges of biological and physio-social evolutions, technological advancement, and influences of social media, language teachers are confronting the active teaching approaches of the core subjects which are more students – oriented; more pragmatic than language learning which are passive and drilling-based learning. In contrast to language skills, which are more or less repeating concepts except for reading material, the core topic curriculum is full of fresh concepts to acquire. As a result, learners in the +2 and under-graduation levels feel trapped and lack excitement for learning the English language. As a result, ESL teachers must consider the needs of these students and plan their teaching modules accordingly.

1. REASONS OF DESERTED ESL CLASSROOMS

My observation in Indian +2 and UG ESL classrooms brought to my notice that this age learners are getting attracted to new concepts which they never had gone through; and this mind-blowing learning conceptualization of core subjects. When compared to their regularity for the core subjects' classes, upper intermediate or undergraduate students are frequently absent or inattentive in ESL sessions. The percentage of punctuality to attend ESL classes / English Laboratory activities and the practical sessions of core topics in the Medical, Engineering, and Arts programmes ranges from 30% to 70%. Henceforth, this research discusses the major obvious reasons of deserted ESL classrooms:

1.1)   **Lack of Competency in English:** adult learners get demotivated when they find themselves in reading or writing English as they are confirmed their accuracy in their attempts. They scared in communication approaches due to grammatical mistakes they usually commit. Spellings and pronunciation errors cease their potentials and muted their correspondence with faculties as well as classmates during their language activities. In embracement they avoid attending the classes of English Language.

1.2)   **Repetitive Subject Instructions:** They take for granted the repetitious instructions of English Language skills learning, assuming that those have all been studying since schooling and that there is no unique or novel notion to concentrate on. They bypass attending the instructions on grammar, vocabulary, reading and writing abilities, and format which they have been practiced. Because the majority of them have a strong command of the English language, they become tired of attending the same lectures.

1.3)   **Tempting Innovative Core Subject-Matters:** The newly introduced core subjects are highly appealing since they sense fresh learning with diverse teaching ways that involve the learners realistically. These core subjects' disciplines are built on hands-on learning with equipment and machinery, changing classrooms, and challenging their minds to address all WHs questions. These courses encourage open learning from the sources provided; there is no spoon-feeding evaluation. Moreover, they are mindful of their mistakes acceptance as the subjects are new.

1.4)   **Availability of Learning Approaches of English Concepts:** Teens become fatigued as a result of the lecture form of education, byhearting the guidelines of the learning issues, and the general passive learning environment. Furthermore, their energetic disposition causes them to be passive listeners. Other sources, such as YouTube videos, social media posts, and the master search engine Google; as well as prefabricated notes available on the market, provide them with confidence in their studies.

1.5)   **Wear Overconfidence Due to Texting:** Teens are overconfident because they can contact with people all over the world via numerous social media platforms. They are confident in their English communication abilities, believing that they are extremely excellent at comprehending other people's movies, clips, reels, fliers, posters, and so on. Although there is no indication that texting plunders English language and constitutes a barrier to formal English language study among teenagers, However, teenagers pounding away on their cellphones are fluently utilising a code language that is distinct from the one they

use while formal writing. The use of acronyms (abbreviations formed from the first letters of other words and pronounced as a word) is now a commonplace substitute for whole sentences.

1.6) **Influence of Digital World and Social Media:** In terms of code, icon, symbol, construction, and function, social media (e.g., Facebook, Blogger, Twitter, Flickr, YouTube, Second Life, and the like) and the spaces where they work are more sophisticated. These platforms encourage teens to watch, listen, and present unique ideas in a unique way. Consequently, teens prefer some mind-blowing concepts in their studies; and this they get in their core subjects but not in ESL.

Social media is also used pertain to current models of economic and social processes (Stanisław , 2015). According to a report by the non-profit child advocacy group Common Sense Media, one in five teens said social media makes them feel more confident, compared with 4% who said it makes them feel less so. In the survey of more than 1,000 13 – 17-year-olds, 28% said social networking made them feel more outgoing versus 5% who said it made them feel less so; and 29% said it made them feel less shy versus the 3% who said it made them feel more introverted. When it comes to relationships with friends, more than half (52%) of teens said social media helped to improve relationships versus just 4% who said it had a negative impact.

1.7) **Lack of Future-Focused Curriculum:** Today's youth has the instinct of a natural entrepreneur and, as a result, seeks shortcut tactics for early profits. Most adult learners are obsessed with securing a job as quickly as possible following their internships in the final year. This is why they want to focus on learning abilities that will help them achieve their short-term goals. As a result, they see little need in continuing to study what they have already learned.

1.8) **Inadequate Adoption and Adaptation of Creativity:** The ESL specified syllabus and books stifle the creativity of learners who are born interested and eager to face life's challenges. Because their primary courses encourage them to explore new discoveries, hence, they are highly regular in attending major subject sessions and place less emphasis on ESL classes. In reality, they want to use ESL classes to master their main stream subjects.

2. Characteristics of the 21st Century Adolescents:

A design process is similar to problem solving with a general structure of six stages: defining the problem and identifying the need; collecting information; introducing alternative solutions; choosing the optimal solution; designing and constructing a prototype; and evaluation and correction of the process (Doppelt, Y., Schunn, C.D. (2008). Consequently, in order to minimise passive gaps in learning and accomplish the final goal of the given syllabus, every curriculum designer must determine the characteristics of the learner. The learners' potential and needs are defined by their degree of learning.

The phrase learning environment refers to the psychology, sociology, and pedagogy of the environments in which learning occurs, as well as its impact on students' cognitive and affective accomplishment. Understanding the attitudes of adult learners enables English professors to transmit the specified learning modules based on these learners' perceptions and needs. Furthermore, it is the obligation of the ESL faculty to satiate these students'

interest in English language study and to preserve the same spirit of excitement that they have when attending core classes by introducing new teaching methods.

The following characteristics are essential to creating a dynamic learning community for adults and children. Their importance to academic and lifelong success in the 21st century cannot be overstated. In partnership with the home and community, the district strives to create an environment in which individuals make the most of their potential, take responsibility and ownership for learning and demonstrate the Learner Characteristics in their academic, social and emotional lives: (Glen Ellyn, 2019)

Habits and Attitudes	Skills and Applications:
An adult with these habits and attitudes is someone who is… • Curious • Creative • Resilient in the face of challenges • Able to embrace change • Adaptable • Collaborative • Open to diverse viewpoints and experiences • Respectful of others • Respectful of the environment • Compassionate • Optimistic • Nurturing • Challenge seeking • Engaged and enthusiastic • Future oriented with a global perspective • Intrinsically motivated	An adult with these skills and applications is someone who can… • Solve complex problems • Make connections between present and future opportunities • Think critically, reflectively • Communicate effectively using a variety of media and technology • Communicate effectively to a variety of audiences • Utilize multiple literacy skills in learning • Utilize organizational skills to enhance learning • Mediate conflict peacefully • Pursue a healthy lifestyle • Appreciate beauty and the arts • Advocate for oneself and others • Apply current learning to new situations • Synthesize multiple pieces of information to create new information • Assume responsibility for learning

Adult learners are prepared to enter the real world of society and industry. Their objectives have shifted from dependability to independence. English professors must comprehend the nature and needs of these students. The teacher of the twenty-first century must look forward. They are aware of the ever-changing technology trends and speculate on what the future of education may hold. A wise twenty-first-century teacher is aware of the career opportunities that will be accessible to their students in the next years, and is always advocating for forward thinking and preparation to ensure that no child falls behind.

3. Intrinsic and Extrinsic Hindrances of adult learners:

Barriers that are beyond the individual's control are termed external, while barriers that reflect personal attitudes are termed internal (Merriam, Caffarella, & Baumgartner, 1999). Understanding the characteristics of adult

learners is a first step to provide better learning experience and support for them. Some of these characteristics can be barriers of their education. Zhang, Chi & Zheng, Guangzhi. (2013)

- Poor academic preparedness.
- Lack of previous success.
- Are anxious about returning to school because of a long gap in education.
- Past experience may be biased or incomplete.
- Late adopter of technologies. Resistance to change.
- Ability to absorb new information due to aging.
- Less involved in campus activities; more concentrated.
- Less open to discuss and communicate with peers.
- Have multiple roles in life: work, family, financial responsibilities.
- Rigid schedules and limited time.
- Tight budgets (debt) and lack of support.
- Lack of information and support.
- Rigid course schedule and degree requirements.
- Teaching methods and course delivery that do not match adult.
- learners' needs (e.g., more memorizing content, irrelevant to life, information cannot be applied immediately

Consequently, they are similar to the two sides of a coin. These two understandings: 21st century characteristics and adult learner hindrances assist faculties dealing with higher education in designing teaching techniques that encourage adult learners to enjoy ESL studying.

4. Magnetic Teaching Approaches

Rotherham & Willinghan (2009) point out the components that should be taken into account in the teaching of 21st century skills. First, the curriculum should be in harmony with respect to content and skills. Content should not be disclaimed in favour of 21st century skills, which may be a passing fad if not implemented elaborately. Second, teaching of these skills cannot be considered independent of human capital. In particular, teachers should be trained with respect to these skills. Third, including the skills in the curricula requires new and more comprehensive or elaborate assessments. They argue that unless curriculum, teacher expertise, and assessment, are in harmony, the reform of introducing 21st century skills into education would be superficial, and would have negative effects rather than expected outcomes, as was the case in many previous reform attempts.

Consequently, the English Language Teaching – Learning process at higher education has potentiality to inculcate all the required skills for the overall development of the future technocrats. Learning is not confining to the learners but also to the teachers. Education is the only department that is always changing since everyone involved in the education system, both teaching and non-teaching, has to be updated. The teaching – learning

process is a chain system that takes and gives; it takes the most recent information of every sector and facet by the teacher who assist learners to develop as complete, competent and capable of conquering their future.

Accordingly, faculties must compare their upgrades to the features of current adults' characteristics and barriers in learning. This document will help them comprehend how and why they should change their perspectives, teaching modules, and techniques, through the following characteristics of 21st century teacher, advised by Rotherham, A. J., & Willingham, D. T. (2010).

5.1   15 CHARACTERISTICS OF A 21ST-CENTURY TEACHER

1. **Learner-cantered classroom and personalized instruction**: As students have access to any information possible, there certainly is no need to spoon-feed them knowledge or teach one-size-fits-all content.
2. **Students as producers**: Today's students have the latest and greatest tools, yet the usage in many cases barely goes beyond communicating with family and friends via chat, text, or calls.
3. **Learn new technologies**: In order to be able to offer students choices, having one's own hands-on experience and expertise will be useful.
4. **Go global**: Today's tools make it possible to learn about other countries and people first hand. Of course, textbooks are still sufficient, yet there's nothing like learning languages, cultures, and communication skills by actually talking to people from other parts of the world.
5. **Be smart and use smartphones:** Once again—when students are encouraged to view their devices as valuable tools that support knowledge (rather than as distractions), they start using them as such.
6. **Blog**: I have written on the importance of both student and teacher blogging. Even my beginners of English could see the value of writing for real audience and establishing their digital presence. To blog or not to blog should not be a question any more.
7. **Go digital**: Another important attribute is to go paperless—organizing teaching resources and activities on one's own website and integrating technology can bring students' learning experience to a different level. Sharing links and offering digital discussions as opposed to a constant paper flow allows students to access and share class resources in a more organized fashion.
8. **Collaborate:** Technology allows collaboration between teachers and students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world. Collaboration should go beyond sharing documents via email or creating PowerPoint presentations. Many great ideas never go beyond a conversation or paper copy, which is a great loss. Collaboration globally can change our entire experience.
9. **Use WhatsApp chats:** Participating in WhatsApp chats is the cheapest and most efficient way to organize one's PD, share research and ideas, and stay current with issues and updates in the field. We can grow professionally and expand our knowledge as there are great conversations happening every day, and going to conferences is no longer the only way to meet others and build professional learning networks.
10. **Connect**: Connect with like-minded individuals. Again, today's tools allow us to connect with anyone, anywhere, anytime. Have a question for an expert or colleague? Simply connect via social media: follow, join, ask, or tell.
11. **Project-based learning:** As today's students have access to authentic resources on the web, experts anywhere in the world, and peers learning the same subject somewhere else, teaching with textbooks is very 20th-century. Today's students should develop their own driving questions, conduct their research, contact experts, and create final projects to share, all using devices already in their hands. All they need from their teacher is guidance.
12. **Build your positive digital footprint:** It might sound obvious, but it is for today's teachers to model how to appropriately use social media, how to produce and publish valuable content, and how to create shareable resources.
13. **Code:** While this one might sound complicated; coding is nothing but today's literacy. As pencils and pens were the tools of the 20th century, today's teacher must be able to operate with today's pen and

pencil—computers. Coding is very interesting to learn—the feeling of writing a page with HTML is amazing.

14. **Invite teachers to expand your teaching toolbox** and try new ways you have not tried before, such as teaching with social media or replacing textbooks with web resources. Not for the sake of tools but for the sake of students.

15. **Keep learning:** As new tools and new technology keep emerging, learning and adapting is essential.

5.2   Engaging Teaching Approaches for ESL Classrooms of higher education.

1. **Classrooms atmosphere**

   The influence of classroom events on adult learners is critical in the teaching-learning process at any level of learning. It is the classroom that promotes or discourages students from gaining information and changing their behaviour. To prepare for the future, the give and take process of knowledge should be based on the present world scenario, which should be a part of the classroom environment.

   ### 1.1 Role of Faculty

   As innovators to the young brains, faculties should include challenges in their instructions as per the future requirements of the learners. The current generation is more realistic and confident in their endeavours; they can handle any critical scenario and operate autonomously. Therefore, educators should not underestimate the potential of adult learners, thinking they are still bookworms. Understanding the concept of their profession will challenge the faculties to adopt standard procedures on the latest trending of teaching to globally equip knowledge to improve learning enhancement of students toward self-direction, discipline by providing relevant information assessment, provide possible options and alternative in learning to open the minds of the students in their learning process and to be an effective and efficient individual as a whole (Paul, & Elder, 2019). The function of the faculties has assumed the form of 3D, where they themselves present upgraded to counter millennium teenagers who are actively involved with current events. Moreover, they must be ready to quench the thirst of learners as they are born curious and advanced.

   ### 1.2 Variation in Communication with the learners

   This report focuses on the faculties' attitudes. It is now not only essential, but also vital, for faculty to shift their responsibilities from that of a professor, lecturer, or teacher to that of a pleasant resourceful person. Learners should feel approachable to the faculty; if the professors' concerns are limited to instruction delivery, learners will seek alternative sources of learning and will place less emphasis on attending courses. The more learners feel comfortable with the faculties, the more effective communication take place between them. It is absolutely fine if the professors share and encourage sense of humour and maintain a cheerful learning atmosphere. Present generation avoids stressful environment and prefer go friendly.

   ### 1.3 Learners – Centered Communication

   The generation is a digitalised global generation. Unless and until very new concept of the subject, learners are ready with preoccupied knowledge of the subject which they have countered through social media, peer groups gatherings, or previous learnings. Therefore, faculties should design their teaching modules as Learner-Centered rather than Teacher-Centered. Involve teenagers to present the concept of the subject, discuss the points, convince their parts in debates. Faculties should trust adult learners' capabilities in playing active role in learning.

2. **Introduction of Infotainment Teaching Approaches**: Infotainment teaching methods offer a dynamic and innovative approach to engage adult learners in ESL (English as a Second Language) classes. By seamlessly blending information and entertainment, these strategies cater to the diverse needs and preferences of adult students, ranging from 15 to 30+ years old. The modern-day college students, often

referred to as psychedelics, are part of a technologically advanced generation that seeks originality, competition, and adventure in their learning experiences. Infotainment teaching integrates educational content with entertaining elements, such as interactive activities, multimedia, real-world applications, and project-based learning. This engaging combination not only sparks enthusiasm but also fosters a deeper understanding and retention of language skills. Infotainment teaching empowers adult learners to showcase their unique individuality and working styles while expanding their knowledge, ultimately creating a stimulating and rewarding learning journey for them.

2.1. **Educational Games and Gamification:** Incorporating interactive games and gamified activities into ESL lessons can make learning more enjoyable and engaging for adult learners. Language learning apps or online platforms can offer language challenges, quizzes, and puzzles that motivate students to actively participate and compete while acquiring language skills.

2.2. **Video Clips and Movies:** Utilizing video clips and movies with subtitles in ESL lessons can enhance listening and comprehension skills. Adult learners can watch entertaining videos, movie trailers, or short films that expose them to authentic language use and cultural nuances.

2.3. **Music and Songs:** Integrating music and songs in ESL classes provides an enjoyable way to improve vocabulary, pronunciation, and grammar. Students can listen to popular songs in English, analyze the lyrics, and participate in singing activities or karaoke sessions.

2.4. **Role-Playing and Drama:** Encouraging role-playing and drama activities allows adult learners to practice language in real-life scenarios. Students can act out everyday situations, debates, or interviews, enhancing their speaking and communication skills.

2.5. **Podcasts and Audio Resources:** Using ESL-focused podcasts or audio resources can improve listening comprehension and expose learners to different accents and speech patterns. Podcasts on various topics enable students to engage with interesting content while refining their language abilities.

2.6. **Virtual Field Trips:** Taking virtual field trips to museums, landmarks, or historical sites through 360-degree videos or virtual reality technology can make ESL classes more immersive and captivating, while expanding students' cultural knowledge.

2.7. **Language-Based Challenges:** Organizing language-based challenges, such as language scavenger hunts or escape room activities, where students must use English to complete tasks or solve puzzles, encourages teamwork and creativity while practicing language skills.

2,8. **Storytelling and Creative Writing:** Engaging adult learners in storytelling and creative writing activities allows them to express their ideas and imagination in English. They can create and share stories, poems, or personal narratives, promoting language fluency and self-expression.

2.9. **Debate and Discussion Clubs:** Forming debate and discussion clubs in ESL classes enables students to express opinions and engage in intellectual conversations on various topics. These activities enhance critical thinking, speaking, and persuasive language skills.

2.10. **Virtual Language Exchange:** Arranging virtual language exchange sessions with English speakers from different countries allows adult learners to practice conversational English and gain cultural insights, creating meaningful connections beyond the classroom

3. **Lesson Planning**

Lesson planning is like preparation behind the scene. Its mandatory for the school teachers to prepare and submit their lesson plan whereas faculties handling higher education classes prepare their teaching notes focussing on the subject matter following the lecture or explanatory teaching method; occasionally, the core subjects' faculties include lab activity, demonstrations, field works etc., as per the subject requirement. However, ESL faculties maximum depends on prescribed textbook or their teaching notes. Lesson planning is completely different from preparing teaching notes. A complete lesson plan includes the following steps – Preparation – Presentation- Production

3.1 Warmup Activity – Preparation

Warm-up activity is the driving steering to change the mood of the teenagers towards focused learning.

3.2 Little Oral Instructions with other learning sources – Presentation

Divide the teaching points into various teaching approaches not just depends on lecture mode or lab activities. Keep the Instructions Short and Simple (KISS). However, divert the learning concepts through various sources of learning such as Graphic presentation, Story Telling, Discussion, Gamification, Social Media, Video etc. include Physical & Mental activities

3.3 Assignment from OER – Production

For production activity, provides assignments, makes the teens independent learners, boost their potentials, encourage their confidence by proving assignments from Open Educational Resources (OER)

4. **Challenge the blowing minds of the Learners**

If repeated instructions are used in the traditional classroom lecture and drilling style, they demotivate not just the teacher but also the students. For the previous ten years, adult learners have gone through the lecture form of learning, followed by practise. Thus, if the faculty challenges the minds of adult learners with mind-boggling tasks and learning activities, learning will be more effective and practical. Worksheet practise must be on par with or above par with the learners' abilities. Provide additional practise or self-study international level books to pique their interest and test their learning.

5. **Learning Temptation to be followed by the ESL faculty of higher education.**

- Active & unfamiliar warmup activities to introduce the topic which gratifies the adult learners focus on the learning content and allow them to keep guessing what would be the next learning points, concepts and teaching method.
- Make adult learners aware of and accountable for their learning. The ESL instructor must act as a facilitator in a meaningful sense, acting as a shadow of them rather than relying on ready-made notes or study material; and encouraging creativity in and among them.
- The instructional content and examples should be centred on their immediate future endeavours, whether they are in higher education or in the workforce.
- Instead of traditional paper-based worksheet exercises, include competitive test patterns and examples, as well as actions engaged in a working environment.
- After an introduction to the topic with appropriate and adequate directions to follow, reverse the role play. The instructors should take on the role of the student and invite the adult learners to present the topic's evolution. This instilled in them a strong sense of self-assurance, allowing them to investigate the subject on their own or as part of a group.
- Adopt an infotaining attitude during delivery the instructions.

5. **Challenges of the ESL Faculties**

1. Need to explore all or maximum resources of the subjects to utilise them in their lesson planning.
2. Need to develop an own style of teaching and self-esteem which should be different from the one which adult learner had been experiencing. Instead of being a professor or lecturer, be perform a role of a language, communication skills and soft skills.
3. Need to design each teaching instruction of each skill following each step of planning i.e. Preparation, Presentation and Production, including all relevant and attractive teaching tools such as: app, social media, international books, online library, OER, YouTube, viral videos, research

papers, journals, magazines, samples for competitive exams, performing games, online games, role plays, office scenario, inter-related with the concepts of core subjects, etc.

4. Need to be full of patience and a keen observant of the adult learners while they play the role of teacher.
5. Need to maintain a record of learners' learnings and their overall development and with the accuracy and the adaptation of the language skills to provide comprehensive feedback to them after their performances.

6. CONCLUSION

This study will be ended by emphasising the realities that must be implemented on a regular basis in higher education ESL courses. In a nutshell, the largest issue for ESL faculty is to get adult learners to attend ESL sessions on a regular and eager basis. The enticing concepts of the core disciplines make students feel more inclined to attend such sessions as opposed to ESL programmes, which presents additional problem to the faculty. These difficulties can be overcome by including additional rewarding teaching tactics throughout instruction delivery and the development of English language abilities in adult learners of higher education.

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