

THE STRUGGLES OF A MUGGLE TEACHER TEACHING ENGLISH TO NON-NATIVE LEARNERS

by:

FLORISABELLE M. ADRIANO

Teacher I, Pagalangang National High School

In the world of J. K. Rowling's Harry Potter series, a Muggle (/ 'mʌɡəl/) is an individual devoid of magical abilities and not born into a magical lineage. As an English muggle teacher to non-native English speakers, every day presents a unique set of challenges from navigating cultural differences to addressing language barriers. The journey of imparting English language skills is both demanding and fulfilling for us muggles striving for distinction and recovering approaches on how to resolve confronts.

One of the primary hurdles we face is the diverse cultural backgrounds of the students. Cultural distinctions often affect language comprehension and communication styles. For our teaching to be effective, we must understand, respect, and adjust to these differences. Adapting teaching strategies to accommodate these various cultural perspectives fosters a more inclusive learning environment. We should cater education to all like Hogwarts dividing the academe into four: Salazar Slytherin, Godric Gryffindor, Rowena Ravenclaw, and Helga Hufflepuff, each of the houses receiving identifiable demands to nurture and target distinction and differences.

In addition, many students enter the classroom with limited proficiency in English, making it difficult to convey complex concepts or instructions. To bridge this gap, teachers must employ innovative teaching methods, such as visual aids, gestures, and simplified language. Patience and persistence are also essential virtues in breaking down these barriers and fostering language development.

Moreover, teaching English involves striking a delicate balance between grammar rules and practical communication skills. While grammar provides the structural foundation of the language, effective communication requires fluency and confidence. Finding the right equilibrium between these aspects is a perpetual challenge for us. We craft interactive activities, role-playing exercises, and real-life scenarios to help reinforce grammar concepts while promoting conversational proficiency.

Despite the struggles, teaching English to non-native speakers is a profoundly enriching experience providing an opportunity to celebrate cultural diversity and promote cross-cultural understanding. By embracing students' unique backgrounds and linguistic heritage, we create a vibrant and inclusive learning community. Witnessing the growth and progress on students' language learning journey is a testament to the resilience and dedication of the teachers.

As mentioned by Domingo (2020) in the journal, "Triumphs and Struggles in Teaching the English Language," even with the challenges and issues in learning the language, teachers still agreed that teaching is a considerable profession because of the identified joys in teaching particularly the changes and improvements seen on the students. Teachers adeptly navigated these challenges in teaching the English language by demonstrating resourcefulness and flexibility in crafting instructional materials, offering alternative activities to captivate and involve unreceptive learners, and maintaining a harmonious concoction of technology and traditional resources.

In conclusion, our role as an English teacher to non-native speakers is multifaceted, challenging, and immensely rewarding. By navigating cultural differences, overcoming language barriers, and fostering individualized learning experiences, we play a pivotal role in empowering our students to succeed in an increasingly globalized world. Despite the obstacles encountered along the way, the triumphs of witnessing our students' linguistic and personal growth make it all worthwhile. Teachers are muggles without magic from the blood, but a heart filled with passion in teaching the students and joys

that we experience in the field of teaching and the coping mechanisms we employed to lessen the difficulties we face in the field.

References:

<https://en.wikipedia.org/wiki/Muggle#References>

Domingo, P. (2020). Triumphs and struggles in teaching the English language. *International Journal of Studies in Education and Science (IJSES)*, 1(1), 59-79.