

TEACHERS OF TODAY: COMMUNICATORS OF TOMORROW

by:

Kyla Kathreen P. Abingona
Teacher I, Hermosa National High School

In today's challenging world, teaching becomes a crucial and vital role in our society. It takes a lot to be effective, innovative, and resilient educator. Recent studies confirm that teaching English has become increasingly challenging in today's educational context. Eslit, Lector, and Enad (2024) found that English language teachers in the Philippines face significant difficulties in adapting instruction to diverse learner needs in the post-pandemic classroom. Their descriptive-qualitative study revealed that teachers struggle with sustaining student motivation, addressing learning gaps, and adjusting teaching strategies to fit new learning modalities and curriculum demands. The study also highlighted increased pressure on teachers to integrate technology, manage varied proficiency levels, and maintain meaningful student engagement despite limited resources and time constraints. These findings suggest that English language teaching today requires not only strong content knowledge but also adaptability, emotional resilience, and continuous professional development, making the role of the English teacher more complex and demanding than ever before (Eslit et al., 2024).

On the other hand, teachers are the communicators of tomorrow as the use of the English language is essential and prepares students to be globally competitive, enabling them to participate effectively in academic, professional, and intercultural contexts where English functions as a lingua franca (Crystal, 2012; Kirkpatrick, 2014).

Additionally, teachers are not only language instructors but also facilitators of communicative competence, cultural awareness, and critical thinking. According to Richards

(2006), effective English language teaching develops learners' ability to use language meaningfully rather than merely mastering grammatical forms. This aligns with the communicative language teaching approach, which emphasizes interaction, real-life communication, and learner-centered instruction (Savignon, 2007). Therefore, teachers play a central role in shaping students' confidence and functional language use, which are essential for academic success and workplace readiness.

Despite its importance, teaching English remains challenging due to learners' anxiety, limited exposure to authentic English environments, and large class sizes. Horwitz, Horwitz, and Cope (1986) explain that language anxiety can significantly hinder students' oral performance and participation. Teachers, therefore, must create supportive classroom environments that encourage risk-taking and meaningful interaction. Through scaffolding, feedback, and positive reinforcement, teachers can reduce anxiety and increase learner motivation and confidence (Dörnyei, 2001)

As a conclusion, teachers beyond imparting knowledge, they inspire critical thinking, foster confidence, and model effective communication skills that students carry into their academic, personal, and professional lives. In an increasingly interconnected world, educators must not only master subject matter but also adapt to diverse learner needs, integrate innovative strategies, and cultivate meaningful interactions in the classroom. By embracing these responsibilities, today's teachers become catalysts for lifelong learning, ensuring that tomorrow's learners are confident, articulate, and capable of navigating the challenges of a global society.

References:

Eslit, E. R., Lector, M. A., & Enad, J. A. (2024). Unlocking language competence: Challenges and strategies of English language educators in the post-pandemic landscape. *International Journal of Social Science and Human Research*, 7(2), 1133–1147

Bernardo, A. B. I. (2004). McKinley's questionable bequest: Over 100 years of English in Philippine education. *World Englishes*, 23(1), 17–31. <https://doi.org/10.1111/j.1467-971X.2004.00332.x>

Crystal, D. (2012). *English as a global language* (2nd ed.). Cambridge University Press.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Grin, F. (2001). English as economic value: Facts and fallacies. *World Englishes*, 20(1), 65–78.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.

Kirkpatrick, A. (2014). *English as a lingua franca in ASEAN: A multilingual model*. Hong Kong University Press.

Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.