

Analysis of Problems Faced by Teachers Teaching English at Secondary School Level

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Abstract

The main purpose of the study was to make a proper analysis of the problems faced by teachers teaching English at secondary school. The objectives of the study were: To identify the major problems faced by teachers in teaching English at secondary school level; To identify the perceived causes of the problems faced by the secondary school English teachers; To identify the consequences of problems faced by teachers teaching English at secondary school level; To find out the suggested solutions of problems faced by teachers teaching English at secondary school level. The population of the study comprised of all the teachers teaching English at secondary school level. Through stratified random sampling 400 secondary school teachers were selected as samples. The instrument used in the current research was questionnaire. The findings of the study revealed that the teachers teaching English at secondary school level in district are facing many problems like, limited teaching resources, disturbed environment of classroom, crowdedness in classroom, shortage of audio-visual aids for teaching, course completion problem and shortage of time for grammar teaching. It was found that females teachers have more issues than males' teachers, public school teachers have more problems than private schools' teachers and rural areas teachers have been facing more problem as compared to urban areas teachers teaching English language at secondary school level. The study recommend that trained teachers must be hired for English language teaching with allocation of more budget for buying of modern equipment, used for English language teaching in the classroom.

Keywords: Problems, Secondary School Level, Stratified Random Sampling, Instrument, Public; Private, Rural; Urban, Male and Female.

Introduction

English language has acquired a greater importance in current global scenario. The global economy has a strong link with it which necessitates learning English. In Pakistan, those students who are better in English language skills, have more facilitation in terms of seeking admission in different institute or finding jobs after completing their education. In fact, English is the language of education in Pakistan. Learners and teachers face problems related to mastering English language. In Pakistan, teachers do not find more opportunities to get better training and facilities in order to become effective teachers of English language (Rasheed et al., 2017). English language has been given a top ranking in education, because it is major pillar in process of education. It has become a culture to learn English language for existence in society. English is widely used in society for communication among the people (Alkhalwaldeh & Khasawneh, 2021). According to Mueen (1992), English language teaching standard in Pakistan has been quite changed, there seems no existence of English language teaching in Pakistan. English language teaching functional aspect

has totally been worse, and signal to further decline. (Ahmad et al., 2011) agreed that English language teaching condition is declining at secondary school level and a special effort is required to overcome this issue. English language learning seems to be unconscious. Very few opportunities are available to the learners to absorb language from surroundings. The total academic settings need to be set up to give the opportunities to new learners to learn English language in a conducive environment (GoP, 2006). The research study made by Mueen (1992), Farkota (2005) and Kershner (2000) on “learning difficulties of students” shows that learning difficulties of the students were due to shortage of good potential or talent, intuitive disablement, and learning defacement, insufficiency in remembrance or deficient stimulus. Many researchers concentrated on these established attributes of learners which are uncontrollable. The school attributes have major sequel on student’s acquirement. So, a proper research study is required to discover the elements that influence student’s learning. One of the foremost international languages, in the world is English. English in India, not only used in communication with outside world, but for intra and inter states services. It epitomizes in the minds of Indians’, ameliorate education, improved culture and top understanding. English is largest naturally spoken read and written language after Hindi in India (Vijayalakshmi & Babu, 2014). Language is a way of communication among the peoples. People use language as a source in order to express their ideas, feelings, opinions and desires. Language is a method of arbitrary conventionalized, vocal, written, or gestures symbols that enable people of a specific community to communicate with each other. It clears that the language is a source of communication. Thus, language is a mean of communication among general public of a community. It is a value of interpersonal contact exchanging information. Language is used by everyone for communication purpose. With the use of language, information and other messages can be delivered. For communication among human beings, language is very much important (Brown, 2000). There are many different types of languages that are used for communication purposes. One among them is English. As an international language, it must be learned by everyone (Ahmad et al., 2011). English language is a language that is mostly spoken in the world today. So, it is important for everyone to know how to use English language (Lauder, 2010). It can be used for better career opportunities, technological and scientific improvements. It shows that English has a major part in our lives like education, politics and business. In both developed and developing countries, it must be realized that English language is vital for learning and mastery. Teaching of English as a second or foreign language is very difficult in our country due to many reasons. In our country, English is not given a priority at primary level in public sector, which results in zero learning. At primary level, most of the curriculum is in Urdu which is national language of Pakistan. Apart from that, at our secondary school level, English teachers are facing large number of issues in teaching English language. Rural backgrounds of students, crowded classrooms, lack of audio-visual labs, untrained teachers, low budget for education, multiple education systems and lack of planning; are some of the major issues faced by our teachers teaching at secondary school level in our country (Lucas et al., 2011). Nowadays, English as a foreign language has gained special status due to its vital importance and dire need. As a global language, it is developed very quickly and it is used officially as a foreign language. As natives are qualified in spoken language, those who study in classroom, English language speaking is a challenge. It is a fact that classroom English fails to give learners with daily, informal speech practice (Crystal, 2003). As an example, Romanian student learning foreign language with help of books have lesser number of interactions with native speakers. The students face various hardships in pronunciation, vocabulary, grammar and communication. The change in learners’ experience is quite wide with the spread of language and continues to change day by day. In this regard Crystal (2003) is of the opinion that the best English is one which is learned by speaking when interacting with natives. The growing demand of excellent communication skill in English,

has made teaching of English throughout the world a responsibility of teachers teaching English. In Indonesia, for instance, success of teaching English is directly linked with student's values, norms, beliefs, cultural backgrounds along with political standpoint of government about this foreign language. Teaching of English language had undergone four major changes in its national curriculum since the independence of country and had brought no major impact on outcomes of learning (Malik et al., 2021). Due to growing demand of English in Indonesia, as a developing country they introduced English as a compulsory subject at all levels starting from primary, secondary and tertiary level of education in the country. But teaching English as a foreign language has got limited success in Indonesia. From the previous researches, it is clear that teaching of a foreign language in Indonesia has experienced a huge number of issues, like low teachers' competence, students' low motivation, and very low achievement of students in English language (Lengkanawati, 2015). The importance of English language cannot be neglected because founder of Pakistan, Quaid-e-Azam Muhammad Ali Jinnah in his first speech after independence laid emphasis on its learning. There is a dire need to effectively teach English to students particularly at school level. Many problems are faced by teachers in Pakistan. The current study is an endeavor to explore the area of problems related to the teaching of English by teachers. Language is a transmission mode of notions, idea and emotions through as a network of erratic communication or signs, like written symbols, sounds waves or voices. Communications among the human beings is only possible by means of language which have certain rules and animals have no rules in their language communication. Language is a mode of whimsical vocalized indications utilized for human transmission and communication (Yorke et al., 2021). According to Adams (2015) language is a network comprises of regulation for merging its elements, alike words. This mode is utilized by a nation, folks or other distant communities frequently contrast with language. How can a person be able to use a language? The basis of a language is very important to know. It has been noticed that human beings inherit some characteristics. The capability to use language is one of those inherited characteristics. The surroundings and society where we spend our life first year, we can acquire language (Qizi, 2022). From above discussion it is concluded that a baby born in Russia of Russian parents shall acquire Arabic if the child is taken away from family to spend early years of his life in an Arabic society in Jordan or Algeria etc. Genetically language itself does not transfer but the capability is transferred to use language, a gene in human beings is responsible to the language ability as is believed by many psychologists (Prayogo, 2022). Most of the language functions are covered by a term called communications but many other functions are also performed by a language, like emotive utterance, per formative utterance and phatic communication (Qizi, 2022). The use of speech with the goal of maintaining and establishing social relations is called phatic communication. The expression of emotions is called emotive utterance such as shit or fantastic. From per formative utterance, we mean utterance by some dignitary sayings like I declare this bridge is open (Chen et al., 2022). Basically, English is an international language, a European language which be a part of west Germanic section the Britain formal language and united states with most of other common wealth countries. English is the west Germanic language that is originated in the England from ancient old English i.e. Anglo-Saxons, which in turn developed from language, brought by settlers from northern Germany (Laitin & Ramachandran, 2022).

English as an International language

English is multinational dialect. As it is a dialect of an international trade, industry, commerce and politics. Seventy five percent of the mail of the world, fifty percent of world newspapers, over sixty percent of radio stations of the world and fifty percent of world technological and mechanical episodic use English language a mode of expression (Lee et al., 2022). English is among the six formal languages on United Nations Organization a common link language of common wealth

countries (Lee et al., 2022). English has become indispensable bank of information's and erudition in the world and same in Pakistan. Comprehension of knowledge of English is important to explore and understand the knowledge. Most of the knowledge is not as yet available in oriental languages. English gets more importance for higher studies. A source for acquisition of knowledge is reading but reading process is reduced due to translation, i.e., searching word equivalents if the person does not have mastery on language orally (Asad et al., 2020).

English as a Link Language

English has a close link with other civilizations of the foreign countries also,

English Teaching Conditions in Pakistan

English teaching conditions in our country are far from satisfactory. Here some weaknesses are,

Lack of Clear Policy

Educationists, politicians and other express different views on the place that English should be given in Pakistan. So same is the case in classrooms for giving place to English language.

Lack of Understanding of Aim

Most of the teachers in Pakistani schools do not understand the aims to teach English not only this but they are also unable for knowing specific objectives of teachings so remain unable to achieve and access their teachings goals (Malik et al., 2021).

Shortage of Competent Teachers

Teachers are not specially trained, well aware of techniques have less or no knowledge of English language, even their pronunciation is defective.

Defective Methods of Teachings

According to Kaharuddin (2018) translation method, which is now considered as wasteful method of language teaching, is followed in majority of schools, oral work which is the soul of any good method is neglected. Results are that students cannot produce even one sentence in English.

Sub-Standards Textbooks

In books no attention has been paid to selection and gradation of structures. Secondly authors of books pay no attention to the sequence of the knowledge and psychological needs of a child. Thirdly stress is given on subject matter, not on the language awareness (Shi, 2018).

Inadequate Material Facilities

Schools are not equipped with audio visual aids such as flash cards, charts, pictures, models, filmstrips, gramophones, tape recorder even colored chalks.

The Faulty Examination System

Students less practical command on English is due to examination system which requires rote learning of subject matter not the mastery of language.

Large and Overcrowded Classes

Some students never get attention and never become active then how in passive situation, learning of a language is possible. Large and overcrowded classrooms are not a new phenomenon, the research have focused on the repercussions and impacts of teaching students in the crowded and large classes over the last two decades. The findings of these researchers show that the large classes have certain common issues like, classroom environment, management issue, student engagement in learning process, assessing student feedback and knowledge, problem of teaching resources. In over-crowded classrooms teacher spend most of their time in order to try to gain the attentiveness of students or concentrating on the management of classroom to regulate activities of students in an appropriate way (Moghal et al., 2019).

Issues of Overcrowded Classrooms

According to Ayub, Saud and Akhtar (2018) The classrooms that are overpopulated they affect badly teachers focus to individual pupil and decrease the progress of students learning. In this type

of classrooms, the instructor had very little time in the classroom and he was only able to cover the basic chapters and syllabus and he has no extra time with average students.

The students belonging to developing and third world countries don't have the textbooks and basic learning facilities founded by investigating in Haiti in large classes (Fatima & Fatima, 2019). Mostly they can only bring pencil and paper with them. Teachers do not have proper access to printing materials, computers, laptops and photocopies they only use white board and marker as teaching aids in classroom. English Grammar and dictionaries are also out of reach of these students and teaching and learning is very difficult in such situation.

The Difficulties of Teaching English

According to Derakhshan, Khalili and Beheshti (2016) The issues faced by teachers during English language teaching at secondary school level has a very close link with research and teaching of English, they observed that difficulties of teaching English language between research and teaching was able to use different methods to plan the lessons because these techniques are easily adaptable with the classroom environment even students have better techniques to learn English. The outcomes show that, the teacher and the researcher must have a good cooperation along with one another to achieve get better outcomes in learning and teaching English to minimize the issues in learning and teaching English while second and foreign language. According to the journal, "English as a foreign language. Irimia (2016) What challenges do teachers of English face?" following are three major finding she gave are, Lack of student's concerns in erudition English, Dearth of students focuses in learning activities and unavailability of required facilities in the schools. Alrawashdeh and Al-zayed (2017) in journal, "difficulties that English teachers encounters while teaching listening comprehension and their attitudes towards them" Both of them were of the opinion that from it changes from one teacher to another teacher with respect to kind of education and to location. It is affected greatly due to a huge number of facts and different typed of situations, that basis on the proofs of issues they have observed.

Teachers Proficiency

Teachers required more training courses and skills to overcome the deficiencies in teaching of English language. To focus on teaching, learning other courses and expertise results from turning away from major aim of teaching comprehension and listening skills (Kruszewska et al., 2022). The other main problems faced by teachers teaching English are, about environment of education, shortage and unavailability of teaching aids, resources, large size of classroom, Unavailability of knowledge rich library resources, non-availability of required teaching materials, unavailability of supporting materials required for teaching and learning, Audio visual teaching facilities shortage, English labs, disturbed classroom environment, limited teaching resources, a large number of students in the classroom, wrong syllabus teaching, limited time for lecture, students hijacking lessons, students disturbing the classroom by shouting, using other languages in the classroom, Students' dependence on teacher, students boredom and not interested in learning English and difficulties to manage the class. According to Istanto (2017) teachers having a lot of issues like teacher cannot manage and control the classroom while teaching, students' vocabulary lacking, hesitation and shyness in the students.

Language of the World

Tests of practical values are met by English. English language is the language of all the arts disciplines of the world, like social sciences, humanities and hard sciences etc. Everything across the globe is done in English language like international trade, business, commerce and diplomacy. It is very necessary as an international language and it has got a privilege and preference as a second compulsory language in our country Pakistan. In Pakistani schools and colleges and even at university level English language has been taught a unique and essential subject starting from primary level up to university (Mueen, 1992).

Effective Methods for Teaching English

For effective teaching of English language following methods can be used,

Grammar Translation Method (GTM)

According to the book “techniques and principles (1986)” written by Diane Larsen Freeman, learning in grammar translation method comprises of mastery in grammatical rules and paradigms, remembering and cramming large lists of literary vocabularies, linked with the texts which are selected for their prestigious contents rather than the student keenness or linguists’ hardship. Speaking and learning tasks is given very short emphasis. The most familiar exercise in translation from original first language into the second language and vice versa. The grammatical rules are often taught for their own sake and in exercises, the grammatical sequence of word classes is sometimes maintained. The artificial sentences are mostly added in exercises. The skills that are taught by this technique basically gave an advantage in writing and reading skills but oral skills are given no importance or a very little value is given to pronunciation, speaking and listening skills (Sherzodovich & Kizi, 2020).

Communicative Language Teaching (CLT)

According to the Longman dictionary of languages teaching and applied linguistics, the method of communication or communicative language teaching as a technique to foreign and second language communicative competence. The technique that is made by British applied linguistics as reaction far from techniques based on grammatical structure (Richards et al., 1992). In teaching English language requires to show and got different types of functions. It must be based on national syllabus or some different communicatively organized syllabus. Focus on the process and procedure of communication like using proper language in different types of situations, different types of tasks must be performed by using English. For example, solutions of puzzle to take information necessary etc. using English language for social interaction with other peoples (Chou, 2018). For effective English teaching following approaches and techniques can also be used, direct technique or methodology, Grammar translation methodology or technique Communicative language teaching, Suggestopedia, Audio lingual methodology, Entire material or somatic feedback, Soundless or peaceful mode, Task based English language learning, Communication, Community dialect learning, Grammatical English language learning, The natural approach language acquisition in classroom, Lexical approach, Structural approach.

Statement of the Problem

English, being a foreign language in Pakistan, has always been a challenge to learn and teach. Thorough exploration is required in field of its effective teaching. The current study focuses upon analysis of English language teaching problems which are faced by secondary school teachers.

Research Hypothesis

The following hypothesis were formulated;

- Ho1:** There is no significant difference between male and female teachers over the perceptions of English language teaching problems faced at secondary school level.
- Ho2:** There is no significant difference between public and private teachers over the perceptions of English language teaching problems faced at secondary school level.
- Ho3:** There is no significant difference between rural and urban teachers over the perceptions of English language teaching problems faced at secondary school level.

Research Objectives

- i. To identify the problems faced by teachers in teaching English at secondary school level
- ii. To identify the perceived causes of the problems faced by the secondary school English teachers
- iii. To identify the consequences of problems faced by teachers teaching English at secondary school level

- iv. To find out the suggested solutions of problems faced by teachers teaching English at secondary school level

Research Methodology

The study followed survey research design and it was descriptive in nature. It aimed to describe the problems faced by teachers in teaching English at secondary school level.

Population and Sample

Population of the study comprised of all secondary school teachers teaching English at secondary school level. According to the Government of Khyber Pakhtunkhwa, Department of Elementary and Secondary Education, Annual Statistical Report, Government Schools (2021-22), there are 119 Government High Schools and 190 Private Schools in district Haripur where 1768 teachers are teaching in Public Schools and 2097 teachers teaching in Private schools. All these teachers were the participants of the study. The participants of research were four hundred teachers who were selected from the population as a sample. Stratified sampling technique was used to carry out this study. Strata were male, female; public, private; and rural, urban.

Research Instrument

Questionnaire having the items is developed for the teachers in order to know about the problems faced by teachers teaching English at secondary school level. For this purpose, a self-developed questionnaire with five points Likert scales i.e., strongly disagree to strongly agree was used for 55 items. The instrument was developed after reviewing related researches.

Validity of Research Instrument

The tool was validated after consulting with a panel of experts from the department of education, The University of Haripur. According to their opinion and suggestions some questions were refined.

Reliability of Research Instrument

The reliability of research instrument was also checked through pilot testing. For this purpose, the instrument was piloted on non-sampled (20) teachers. Afterwards, the data were analyzed in SPSS by using Cronbach Alpha. The reliability was 0.7 which insures adequate reliability of the questionnaire.

Data Collection

The researcher used questionnaire for data collection from teachers of English teaching at secondary school level in district Haripur. The researcher himself visited the male, female; public, private; rural, urban; schools to get the responses on questionnaire by the participants. In total, there were 400 questionnaires collected from English teachers.

Data Analysis

The collected data was analyzed by using SPSS. First, the data were entered on Excel sheet which was then copied to SPSS. The statistical tools of mean score, standard deviation, frequency and percentage were used to analyze the data.

Results

Comparison Between Male; Female, Public; Private and Rural; Urban Teachers' Strata Wise

The hypotheses were developed on the bases of three strata i.e., male and female, public and private, rural and urban. The analysis has been detailed in the following lines.

Table 1

Comparison between male and female over the perception of English language teaching problems faced by teachers at secondary school level (ELT)

Gender	N	Mean	SD	SEM	T	p
Male	200	197.91	27.70	1.96	5.88	0.000
Female	200	213.74	26.15	1.85		

Table 1 shows that the value of $p=0.000$, As $p<0.05$ levels of significance, the difference between male and female perception is significant. The null hypothesis H_{01} is therefore, rejected. The mean score value of female (213.74) is greater than mean score value of male value (197.91). Hence, female's teachers teaching English at secondary school level faced more problems as compared to male teachers teaching English.

Table 2

Comparison between public and private sector teachers over their perception of English language teaching problems at secondary school level

Sector	N	Mean	SD	SEM	T	p
Public	200	210.40	27.63	1.95	3.31	0.000
Private	200	201.26	27.79	1.96		

Table 2 shows that the value of $p=0.000$, As $p<0.05$ levels of significance, the difference between public and private sector teachers' perception is significant. The null hypothesis H_{02} is therefore, rejected. The mean score value of public (210.40) is greater than mean score value of private value (201.26). Hence, public sector teachers are facing more problems as compared to private sectors teachers in teaching English language at secondary school level.

Table 3

Comparison of urban and rural teachers over their perception of problems faced by them in teaching English language

Location	N	Mean	SD	SEM	t	P
Rural	200	211.48	28.41	2.01	4.12	0.000
Urban	200	200.18	26.57	1.88		

Table 3 shows that the value of $p=0.000$, As $p<0.05$ levels of significance, the difference between rural and urban perception is significant. The null hypothesis H_{03} is therefore, rejected. The mean score value of rural (211.48) is greater than mean score value of urban value (200.18). Hence, rural teachers' teaching English at secondary school level are facing more problems as compared to urban teachers teaching English at secondary school level.

Previous Studies

The findings of the research study shows that female teachers teaching English language at secondary school level are facing more problems as compared to male teachers teaching English language at secondary school level. The findings of the study are consistent with (Quvanch & Na, 2020) who investigated that female teachers face more problems than male in teaching English language at secondary level across Pakistan. The results of the research study explained that the public sector teachers teaching English language at secondary school level are facing more problems as compared to private sector teachers teaching English language at secondary school level in district Haripur. The facts and figures obtained after research study are similar with the findings of (Bardone et al., 2022) who also illustrates that government sector teachers have more

issues as compared to private school English teachers. The findings of the research study illustrate those rural areas teachers teaching English language at secondary school level are facing more problems as compared to urban areas teachers teaching English language at secondary school level. The findings of this study are matching with the results of the previous study conducted by (Lavania & Nor, 2021). They have explained causes of facing more issues by rural areas teachers than urban areas English language teachers. A few factor that cause more issues for rural school teachers are, crowdedness in classrooms, untrained teachers, unavailability of audio-visual aids and other facilities necessary for teaching of English language.

Conclusion

- i. It was found from comparison between problems faced by male and female teachers teaching English at secondary school level in district Haripur, that the mean score value of females (213.74) is greater than mean score value of male value (197.91). Hence, female's teachers teaching English at secondary school level have faced more problems as compared to male teachers teaching English. (Table 1)
- ii. It was found from comparison between problems faced by public and private sector teachers teaching English at secondary school level, that the mean score value of public (210.40) is greater than mean score value of private value (201.26). Hence, public sector teachers are facing more problems as compared to private sectors teachers in teaching English language at secondary school level. (Table 2)
- iii. It was found from comparison between problems faced by rural and urban teachers teaching English at secondary school level, that the mean score value of rural (211.48) is greater than mean score value of urban value (200.18). Hence, rural teachers' teaching English at secondary school level are facing more problems as compared to urban teachers teaching English at secondary school level. (Table 3)

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