

## Identification of Problems Faced by Teachers Teaching English at Secondary School Level

Mussawir Zaman<sup>1</sup>, Noor Afshan<sup>2</sup>

<sup>1,2</sup> Ph.D Scholar, Department of Education, The University of Haripur, Khyber Pakhtunkhwa, Pakistan, Email: [mondg59@gmail.com](mailto:mondg59@gmail.com)

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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 level. The objectives of the study were: To identify the major problems faced by teachers in teaching English at secondary school level. The population of the study comprised of all the teachers teaching English at secondary school level. Through random sampling 400 secondary school teachers were selected as samples. The instrument used in the current research was questionnaire. The data was collected by the researcher himself by distributing the questionnaire among the English teachers teaching at secondary school level. The findings of the study revealed that the teachers teaching English at secondary school level are facing many problems like, limited teaching resources, disturbed environment of classroom, and crowdedness in classroom, shortage of audio-visual aids for teaching, course completion problem and shortage of time for grammar teaching. The study recommend that trained teachers may 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, Random Sampling, Modern Equipment, Allocation, Aids, Instrument, Hired and Classroom Environment.

### 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). 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). 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 (Alkhawaldeh & 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 is clear that the language is a source of communication. Thus, language is a means of communication among general public of a community. It is the value of interpersonal contact exchanging information. Language is used by everyone for communication purposes. With the use of language, information and other messages can be delivered. For communication among human beings, language is very much important (Brown, 2000). English is learned as a second language in Pakistan by many students and they face a lot of problems in learning English language. The main purpose of this study is to find out some important factors that influence English, learning as a second and foreign language. On the basis of analysis, it was concluded that academic and social factors affect the learning of English language. Grammar, tenses, narrations, voices, articles, conjunctions, prepositions, must be taught at secondary school level and teachers must be equipped with teaching methods to prepare the systematic material for teaching is highly recommended by many researchers (Bangash & Zahoor-ul-Haq, 2021).

**The other main problems faced by teachers teaching English are,** about environment of education; Shortage and unavailability of teaching aids and resources; large size of class; 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; 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 classrooms; students' dependence on the teacher; Students bored and not interested in learning English; difficult 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. 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 are 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 et al., 2020). More often the instructor who employ grammar translation technique for English words teaching usually inform you that the basic cause for learning language is to give students reach to literature of English, improve the ability of their minds mentally by a foreign language learning and to make in them the types grammar, vocabulary reading and skills of translation essential to qualify anyone of a different kind of compulsory written tests needed at secondary school level. A few instructors using this technique may also guide you that this is the most appropriate method to get ready learners for communications across the globe by commencing with the vital skills of grammar and reading (Kaharuddin, 2018). According to the Longman dictionary of languages teaching and applied linguistics, the method of communication or communicative language teaching is 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).

### **Previous Research Studies**

English is learned as a second language in Pakistan by many students and they face a lot of problems in learning English language. The main purpose of this study is to find out some important factors that influence English, learning as a second and foreign language. On the basis of analysis, it was concluded that academic and social factors affect the learning of English language. Grammar, tenses, narrations, voices, articles, conjunctions, prepositions, must be taught at secondary school level and teachers must be equipped with teaching methods to prepare the systematic material for teaching is highly recommended by many researchers (Bangash et al., 2021). Research study conducted to explore the factors affecting learning of English language by secondary school students of federal and public schools in the province of Khyber Pakhtunkhwa. The result of study shows that teachers teaching in public schools in province are not highly educated and well trained to teach English language properly. It was found that classes in federal as well as in provincial schools are crowded. Both the school's system has shortage of audio-visual aids for English language teaching. The results of the study clarify that there is a dire need to take special measures to improve English language teaching in secondary schools. In Khyber Pakhtunkhwa, public sector schools have a large number of issues in teaching English language. Pakistan is facing these issues since 1947. The above-mentioned issues are the reasons of hardships

in English learning and teaching at secondary school. In Pakistan, English language teachers teaching at secondary level are not properly trained and are incompetent. All the other subjects in Khyber Pakhtunkhwa were taught by specialist teachers but the specialists do not teach English language. From the results of the study, it is quite clear that the teachers teaching English language in schools of Khyber Pakhtunkhwa are incompetent and less qualified. Esfandiari et al. (2012) endorsed the results of the study. His results shows that the teachers teaching English are untrained, and lack the criteria required for an English language teacher. Karim (2006) also endorsed the results of the study, which shows that more than 70% of English language teachers are untrained and did not meet with the requirements of an English language teacher. The teachers teaching English language in Pakistan uses old traditional methods of teaching although many modern methods of teaching are available. These teachers taught all levels of students by using old approach. The above-mentioned methods play a vital role in low achievements of students in English. Naseem (2007) also favored the results of her study on analysis of mistakes done by learners at Secondary school level shows that mistakes done by students in English are due to over generalizations and faulty grammar translation method. Adalat (2005) is in favor of this study findings. According to his study 85% teachers teaching English language have not taken English language teaching training and grammar translation method is used by them often. The role of use of mother tongue in classroom is supported by Larsen-Freeman (2000). Another factor that affects English language learning at secondary level in Pakistan is non availability of audio-visual aids in classroom. The study results tell us that public schools in province and capital lacked audio-visual aids for English language teaching, mostly school administration do not cooperate to provide these aids. Ajmal et al. (2022) endorsed study findings. She conducted a study on the role of audio and visual aids in improving tenses at secondary level, her findings shows that teachers are of the opinion that students show a greater interest in learning grammar by using audio-visual aids.

### **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 the field of its effective teaching. The current study focuses upon analysis of English language teaching problems which are faced by secondary school teachers in district Haripur.

### **Objectives of the Study**

To carry out the research, the following were the objectives of the study:

1. To identify the problems faced by teachers in teaching English at secondary school level.
2. To identify the other issues 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 participants of the study. The participants in the research were four hundred teachers who were selected from the population as a sample.

### **Research Instrument Adopted for the Study**

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 in district Haripur. 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 research.

### **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 instruments 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 ensures 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 located in the premises of district Haripur to get the responses on questionnaire by the participants. In total, there were 400 questionnaires collected from English teachers.

### **Data Analysis**

The data collected 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.

Table 1

*Percentage analysis of, I have been facing problem of disturbed environment of classroom.*

	SDA	DA	Neutral	A	SA	Total
Frequency	63	53	41	131	112	400
Percentage	15.8%	13.2%	10.2%	32.8%	28%	100

Table 1 shows teachers' opinion regarding disturbed classroom environment with 15.8% strongly disagreed, 13.2% disagreed, 32.8% agreed, and 28% strongly agreed. More than half (60%) of the teachers opine they face problems regarding the environment of the class. On the other hand, only (29%) of the teachers disagree. Similarly, some (10.2%) of the teachers did not talk about it.

Table 2

*Percentage analysis of, the problem of limited teaching resources is often faced in teaching English.*

	SDA	DA	Neutral	A	SA	Total
Frequency	21	82	65	137	95	400
Percentage	5.2%	20.5%	16.2%	34.2%	23.8%	100

Table 2 shows teachers' opinion regarding limited teaching resources with 5.2% strongly disagreed, 20.5% disagreed, 34.2% agreed, and 23.8% strongly agreed. More than half (58%) of the teachers opine they face problems regarding limited teaching resources in class. On the other hand, only (26%) of the teachers disagree. Similarly, some (16.2%) of the teachers did not talk about it.

Table 3

*Percentage analysis of the problem of large number of students in classroom is often faced during teaching.*

	SDA	DA	Neutral	A	SA	Total
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Frequency	30	68	73	144	85	400
Percentage	7.5%	17%	18%	35%	21.2%	100

Table 3 shows teachers' opinion regarding large number of students in classroom with 7.5% as strongly disagreed, 17% as disagreed, 35% as agreed, and 21.2% as strongly agreed. More than half (56%) of the teachers opine they face problems regarding the large number of students in the classroom. On the other hand, only (25%) of the teachers disagree. Similarly, some (18%) of the teachers did not talk about it.

Table 4

*I have been facing a problem of limited time for lecture to students.*

	SDA	DA	Neutral	A	SA	Total
Frequency	46	81	65	152	56	400
Percentage	11.5%	20.2%	16.2%	38%	14%	100

Table 4 shows teachers' opinion regarding limited time for lecture in classroom with 11.5% as strongly disagreed, 20.2% as disagreed, 38% as agreed, and 14% as strongly agreed. More than half (52%) of the teachers opine they face problems regarding limited time for lecture to students in classroom. On the other hand, only (32%) of the teachers disagree. Similarly, some (16%) of the teachers did not talk about it.

Table 5 *I have been facing problem of students hijacking the lesson.*

	SDA	DA	Neutral	A	SA	Total
Frequency	71	60	102	105	62	400
Percentage	17.8%	15%	25.5%	26.2%	15.5%	100

Table 5 shows teachers' opinion regarding students hijacking the lesson in classroom with 17.8% strongly disagreed, 15% disagreed, 26.2% agreed, and 15.5% as strongly agreed. About (42%) of the teachers opine they face problems regarding students hijacking the lesson in classroom. On the other hand, only (33%) of the teachers disagree. Similarly, some (25%) of the teachers did not talk about it.

Table 6

*Frequent use of other languages in classroom is also observed during teaching.*

	SDA	DA	Neutral	A	SA	Total
Frequency	26	43	61	152	118	400
Percentage	6.5%	10.8%	15.2%	38%	29.5%	100

Table 6 shows teachers' opinion regarding frequent use of other languages in classroom with 6.5% strongly disagreed, 10.8% disagreed, 38% agreed, and 29.5% strongly agreed. More than half (67.5%) of the teachers opine they face problems regarding frequent use of other languages in the classroom. On the other hand, only (17.3%) of the teachers disagree. Similarly, some (15.2%) of the teachers did not talk about it.

Table 7

*The problem of lack of student's interest in learning foreign language is faced by teacher in classroom.*

	SDA	DA	Neutral	A	SA	Total
Frequency	31	47	84	105	133	400
Percentage	7.8%	11.8%	21%	26.2%	33.2%	100

Table 7 shows teachers' opinion regarding lack of student's interest in learning foreign language in classroom with 7.8% as strongly disagreed, 11.8% as disagreed, 26.2% as agreed, and 33.2% as strongly agreed. More than half (59.4%) of the teachers opine they face problems regarding lack of student's interest in learning foreign frequent language in classroom. On the other hand, only (19.6%) of the teachers disagree. Similarly, some (21%) of the teachers did not talk about it.

Table 8

*I have been facing problem of students observing English as an alien language.*

	SDA	DA	Neutral	A	SA	Total
Frequency	28	52	106	146	68	400
Percentage	7%	13%	26.5%	36.5%	17%	100

Table 8 shows teachers' opinion regarding observing English as an alien language in classroom with 7% as strongly disagreed, 13% as disagreed, 36.5% as agreed, and 17% as strongly agreed. More than half (53.5%) of the teachers opine they face problems regarding students observing English as an alien language in classroom. On the other hand, only (20%) of the teachers disagree. Similarly, some (26.5%) of the teachers did not talk about it.

Table 9

*The problem of lack of vocabulary of different English words is also faced by teachers in teaching.*

	SDA	DA	Neutral	A	SA	Total
Frequency	24	46	80	167	83	400
Percentage	6%	11.5%	20%	41.8%	20.8%	100

Table 9 shows teachers' opinion regarding lack of vocabulary of different English in classroom with 6% as strongly disagreed, 11.5% as disagreed, 41.8% as agreed, and 20.8% as strongly agreed. More than half (62.6%) of the teachers opine they face problems regarding lack of vocabulary of different English words in classroom. On the other hand, only (17.5%) of the teachers disagree. Similarly, some (20%) of the teachers did not talk about it.

Table 10

*I have been facing problem of course completion.*

	SDA	DA	Neutral	A	SA	Total
Frequency	68	74	53	123	82	400
Percentage	17%	18.5%	13.2%	30.8%	20.5%	100

Table 10 shows teachers' opinion regarding course completion in classroom with 17% as strongly disagreed, 18.5% as disagreed, 30.8% as agreed, and 20.5% as strongly agreed. More than half (51.3%) of the teachers opine they face problems regarding course completion in classroom. On the other hand, only (35.5%) of the teachers disagree. Similarly, some (13.2%) of the teachers did not talk about it.

Table 11

*Time is often limited in teaching of grammar.*

	SDA	DA	Neutral	A	SA	Total
Frequency	27	38	67	152	116	400
Percentage	6.8%	9.5%	16.8%	38%	29%	100

Table 11 shows teachers' opinion regarding limited time for grammar teaching in classroom with 6.8% as strongly disagreed, 9.5% as disagreed, 38% as agreed, and 29% as strongly agreed. More than half (67%) of the teachers opine they face problems regarding limited time for grammar

teaching in classroom. On the other hand, only (16.3%) of the teachers disagree. Similarly, some (16.8%) of the teachers did not talk about it.

Table 12

*I have problem of lack of parent's cooperation with students and teachers.*

	SDA	DA	Neutral	A	SA	Total
Frequency	18	38	66	139	139	400
Percentage	4.5%	9.5%	16.5%	34.8%	34.8%	100

Table 12 shows teachers' opinion regarding problem of lack of parent's cooperation with students and teachers in classroom with 4.5% as strongly disagreed, 9.5% as disagreed, 34.8% as agreed, and 34.8% as strongly agreed. More than half (69.6%) of the teachers opine they face problems regarding lack of parent's cooperation with student and teacher in classroom. On the other hand, only (14%) of the teachers disagree. Similarly, some (16.5%) of the teachers did not talk about it.

Table 13

*The problem of student rural background is also observed in classroom.*

	SDA	DA	Neutral	A	SA	Total
Frequency	51	38	56	162	93	400
Percentage	12.8%	9.5%	14%	40.5%	23.2%	100

Table 13 shows teachers' opinion regarding problem of rural background of student in classroom with 12.8% as strongly disagreed, 9.5% as disagreed, 40.5% as agreed, and 23.2% as strongly agreed. More than half (63.7%) of the teachers opine they face problems regarding rural background of student in classroom. On the other hand, only (14%) of the teachers disagree. Similarly, some (22.3%) of the teachers did not talk about it.

Table 14

*I have often observed problem of student accent of pronunciation of English words.*

	SDA	DA	Neutral	A	SA	Total
Frequency	18	38	52	168	124	400
Percentage	4.5%	9.5%	13%	42%	31%	100

Table 14 shows teachers' opinion regarding problem of student accent of pronunciation of English words in classroom with 4.5% as strongly disagreed, 9.5% as disagreed, 42% as agreed, and 31% as strongly agreed. More than half (73%) of the teachers opine they face problems regarding student accent of pronunciation of English words in classroom. On the other hand, only (14%) of the teachers disagree. Similarly, some (13%) of the teachers did not talk about it.

Table 15

*I have been facing problem of principal and teacher non-cooperation for taking extra classes of English.*

	SDA	DA	Neutral	A	SA	Total
Frequency	53	48	68	139	92	400
Percentage	13.2%	12%	17%	34.8%	23%	100

Table 15 shows teachers' opinion regarding problem of principal and teacher non-cooperation for taking extra classes of English with 13.2% as strongly disagreed, 12% as disagreed, 34.8% as agreed, and 23% as strongly agreed. More than half (57.8%) of the teachers opine they face problems regarding principal and teacher non-cooperation for taking extra classes of English. On



the other hand, only (25.2%) of the teachers disagree. Similarly, some (17%) of the teachers did not talk about it.

### Conclusions

1. It was concluded that teachers teaching English at secondary school level in district Haripur are facing problem of disturbed environment of classroom, limited teaching resources and over-crowdedness in classroom in rural areas.
2. Many teachers said that they are facing problem of limited time for lecture, students hijacking the lesson and frequent use of other languages in classroom.
3. A large number of student's showed no interest in learning foreign language.
4. It has been observed that more than fifty percent of the students observe English as an alien language.
5. More than half of the teachers are facing problem of course completion and lack of vocabulary of different English words.
6. It is concluded that 67 percent of the teachers have been facing problem of limited time for grammar teaching and lack of parent's co-operation with students and teachers.
7. The issue that has been observed mostly in classroom by teachers during English teaching is rural background of student and student's accent of pronunciation of English words.
8. The results of the study shows that many teachers have been facing problem of principal and colleague teachers' non-cooperation for taking extra classes of English.

### Recommendations

The following recommendations are suggested in the light of the findings and conclusions.

1. It is recommended to decrease the number of students in classroom to control crowdedness in classroom, which enables teacher to maintain discipline and continue his teaching.
2. Teacher must be given proper training to meet to challenges of the modern day and highly qualified teachers must be hired for English language teaching.
3. The use of modern technology is very important to improve teaching and learning process in school.
4. It is highly recommended that the use of local language must be banned in English classroom that helps to increase students' speaking power.
5. Teachers must provide motivation to the student to develop their interest in learning of English.
6. The government must allocate more budget for education department in order to buy modern aids of teaching.
7. English language fluency can be achieved among learners by adopting learning language by speaking practice.
8. The school administration must arrange extra classes for slow learners and the students' belonging to rural areas.

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