

# PEDAGOGICAL ISSUES, CLASSROOM CLIMATE AND ATTITUDE OF TEACHERS TOWARDS TEACHING ENGLISH

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**Abstract:** After World War II, the demand for English language has been steadily increasing all over the world. The exigency for the language, however, has not been met as per the demand. The major purpose of this paper is to explore the possible implications of this fact and overview the recurring challenges and status quo of this global language. In almost every country where this language is the second language or foreign language, the proficiency in the language is lacking, leaving the youths in great stress and unsatisfactory job conditions. The suffering due to lack of proficiency in language is real and all the stakeholders need to take immediate steps to look into the matter seriously. We need to work right from the grassroot level i.e., education system, the parents, the teachers as well as the students. The inefficient education system is the real culprit. It needs to be ameliorated with a shift in perception, with a shift in purpose, and most important with a good education and training. This paper is a literature review of various research done worldwide upon English as second language. This aims to identify the factors which impact the proficiency in the language learning. The findings reveal that, the pedagogical practices by the teachers, their attitude towards the language and the environment of the school have a deep impact on the whole system. Unfortunately, all these important amenities were found either inadequate or missing. So, the government along with the stake holders need to work together, identify the roadblocks and make sea changes in the whole system of educational policies.

## Introduction

In the recent decades, the accelerating stride of globalization has led to the evolution of English language as the lingua franca. If we navigate past the two world wars, we find Britishers ruling nearly one third of the globe. English language, the passion of the present age was the contempt for the then people. People of that period had never guessed that English the language of the oppressors would become the most trending phenomenon in future. The purpose of my research work is to tone down the political nature of the language and use it as a euphemism for further understanding the capacity of this language.

With the expanding influence of English due to the fast-pacing globalization, the amount of English as the second language or foreign language speakers has been rising dramatically worldwide. English is the third most spoken language in the world. It has become an indispensable language for attaining all kinds of professional and individual goals. Individuals who lack the knowledge of this language are deprived of remunerative professional and vocational prospects. So, to elucidate the exponential growth of English language, a great deal of research is being carried out in the field of education worldwide. Clear understanding of the language can help people reach fluency and change their life in a competitive environment.

According to world population review, India is the world's first-largest English-speaking country on the basis of population. English is the second language in India. India is working hard towards becoming a global knowledge economy, but the challenge is to meet the rising aspirations of its youth for which knowledge of English has certainly become a necessity. However, the most disappointing fact is that India has only a handful of young men and women who are having a reasonably fair expertise in English language.

Most of the states in India after much deliberation, discussions and debates have started quickening their steps towards attaining the goal of development and knowledge, bringing to the foreground additional innovative and expert perspectives on the foundational discipline of second language teaching and learning. People are developing new venues and positive perspectives towards English language as it plays a significant role in connecting the whole world via technology. Different types of new advancement, events, disasters or innovations happen, and people get to know these within seconds through technology which has English as its prime language.

However, there are many roadblocks hindering the development and promulgation of the knowledge of English teaching learning process. Major being the policy of "pass without English" in the board exam. So, neither the students nor the teachers give much value to the teaching learning of this second language. Among the others being the inefficient and

untrained teachers, the attitude of the teachers, students as well as the immediate environment, lack of resources, unhygienic condition of schools and many more. These have actually led to the downfall of the state leading to dire economic insecurity. The challenge concerns not only to a massive quantitative scaling up of the facilities for English language teaching, but also to the equally vital task of raising the quality, to match it to the demand. All these factors have brought to the foreground the importance of research in second language teaching and learning. The researcher has therefore tried to investigate pedagogical issues, classroom climate and attitude towards teaching English among government secondary school teachers. For this purpose, the researcher has done a compendium of reviews so as to find probable reasons as well as probable solutions.

## REVIEW OF RELATED LITERATURE

**Adil (2021)** in his article on Problems Faced by Students in Speaking English Language aims to article aims to know about the importance of the English language for students in education. In this article the writer gives a very precise and vivid history of English as a global language. English is the most important language for everyone especially for students who are the future of a country. Their knowledge about the language will not only help them make a great career for themselves but also will play a crucial role in the rise of the country. This article basically talks about Pakistani students. This language is very important for the Pakistani students. The writer say that Pakistani people dream to go to foreign countries for job or for study. For this purpose, learning the English language is very important for them. The researcher gives many reasons for the language being a necessity for the students. The English language is the language of the internet and media. Internet is the basic need of today's technological world. English is the Language of International Communication, it is the Language of Entertainment, English Language helps in Business, English Language Helps in Travel, The English Language is the Language of the Internet, English Language opens new career opportunities as it is the language of medical science, engineering, law etc. So, these are the reasons and factors which makes English language very important for the students in education.

**Adil (2021)** wrote an article about the "Problems Faced by Pakistani Students While Learning the English Language". Here the writer says that though English is not an official language in Pakistan, it is very important from the perspective of global language. It is a ladder for upward ascension. For higher studies in other countries, English is a very important language. English is the second language in this country. Learning mother tongue does not require too much effort but acquiring proficiency in second language is very difficult. So Pakistani students face lots of problems in getting well versed in this language. The writer here discusses the different problems and difficulties that the students face in learning the English language, and also discusses the possible solutions. First problem he says that, the learning environment for English is very disturbing as the class is overpopulated. The teachers and students both feel very uncomfortable. Even in class most of the time teaching is done in mother tongue only as the teachers are not well trained or qualified. Even when these students get out of their school, their home environment is not at all motivating. Their parents or guardians least care about the global status of English language leaving their wards incompetent in this language and thus failing to make a successful career for them. They prefer to use only their mother tongue. Secondly, even the students don't take their class seriously as the students are mostly dependent upon the teachers who do not teach properly due to lack of proper knowledge of the subject. Lastly even the parents do not encourage the wards to study and get some good job as most of them have a very conventional mindset. As such the students face lots of problems in making a bright career for themselves.

**Deocampo (2020)** did research on the "Issues and Challenges of English Language Teacher-Trainees". This study seeks to investigate the 'issues and challenges of English language teacher- trainees' during their practice teaching at a bilingual school in Bangkok. With the help of convenience sampling technique, sample was chosen. It consisted of 15 Teacher-trainees from three different nations, Thailand, Myanmar, and China. They had to teach 18 to 27 students in a class. The narrative inquiry approach was used for this research. Reflection papers and semi-structured interviews were used as the tools to collect data. The objective of this research was to find the issues and challenges of English language teacher trainees. A very authentic and effective technique of 'reflective mind' is used to collect data. Here the teachers critically appraise themselves. The findings of the study revealed many blatant facts. 15 teachers accepted that their voice was a great hinderance they encountered while teaching the English language. Classroom management was another issue they faced in their teaching practicum. Then regarding the teaching strategy, 10 out of 15 teacher-trainees accepted that the most effective teaching strategy that really worked in the class was the Behaviouristic approach of reward and punishment. Next point was related to learning style in which the researcher found that 10 teacher-trainees specified that students' learning styles affect the rhythm of their teaching during the practice teaching. Another issue was either the teacher had poor pronunciation, or they had different accent as they were from different nations. Hence the children could not comprehend the matter that was taught. This was really a shocking fact as they all were graduates in English. Nine teacher-trainees did not have the skill of stimulating the students, hence the class often became monotonous.

**Nurahmah (2020)** did research on “Teachers’ Pedagogic Competence in teaching English at Smpn 1 Lambu”. The objective of the research is to find the pedagogic competence of English teachers teaching English at SMPN 1 Lambu. The methodology used is descriptive qualitative research. Three English teachers from SMPN 1 Lambu is taken as the sample. Data was collected by observation and a questionnaire on pedagogic competence in teaching English answered by the three teachers. The findings of the research revealed the pedagogic competence of the three English teachers in teaching English at SMPN 1 Lambu focused upon having proper and deep knowledge about the students’ individuality, having outstanding, knowledge of the various theories and principles of learning in education, facilitating learning through activities and interactive methods, making curriculum as per the learning objective of the teaching and learning activities and syllabus, encouraging students in enhancing their potential, make the classroom as communicative as possible and make sure that every student participates, conduct evaluation that motivates students aspire high.

**Lodhi et. al., (2019)** seeks to establish relationship of school environment and English language learning at government schools in Pakistan. Assessing the descriptive nature of the researcher used quantitative and survey-based methodology. 20 high schools were selected. Sample consisted of 20 head teachers and 20 English teachers from these schools. Convenient sampling technique was used for selecting the teachers. 200 students were chosen by means of simple random sampling technique. A questionnaire with eleven different components was made for collecting the data. The findings of the study revealed academic achievement in English language of the students was greatly influenced by the facilities with modern equipment, library, different laboratories available in the school. The factors which influence students’ performance, and their achievements include appropriate teaching methodology, smart and skilled teachers, favourable learning atmosphere, healthy student-teacher relationship and active participation of parents also had a very deep impact in promoting language learning opportunities at school. Thus, a positive relationship between school environment and English language learning.

**Ojha (2018)** studied the status of English language Teaching in the tribal region of Rajasthan, issues and challenges faced by both the teachers as well as the students. The study revealed that the students generally do not have any substantial interest and motivation for learning English. They have enormous learning difficulties in listening, speaking, reading, and writing skills in English. The study revealed that there was non-availability and non-use of resources for ELT in government schools of Rajasthan. Their performance in English was not good. This was due to low perception of teachers towards teaching English language. Even the teachers appointed lacked the subject knowledge, majority of teachers generally had poor pronunciation in English, and they sometimes committed grammatical and spelling errors. The teaching methodology was not proper and there was no TLM used. No modern technologies available. It is generally observed that there is poor teaching of English at the primary and upper-primary levels. A majority of teachers do not adequately know the desirable techniques of language teaching. The percentage of the teachers attending in-service teacher training is very minimal.

**Anyiendah (2017)** wrote an article on, “Challenges Faced by Teachers When Teaching English in Public Primary Schools in Kenya”, which was based upon the various literature reviews done about the challenges met by English as second language (ESL) teachers in actual classroom setting in East Africa. Here, though the teachers were competent, trained and innovative, yet these traits did not help in nurturing effective English language learning. Major reason being that in the upper primary the teacher got only 35minutes for interacting in class and after English class the students did not get any other period which was taught in English as the teachers themselves were not very familiar with the language and hence most of the time they kept switching on to other languages. According to the policy there, at the lower primary classes, the teachers were supposed to use mother tongue as the medium of instruction but most of the time teacher taught in English, which hampered their learning process. Learners even did not use the language at their home. So their limited competence in the language impeded them and they became passive in classroom activities, fostering negative attitude towards the language. Therefore, the primary school teacher struggles to help learners achieve the expected proficiency. Moreover, the teacher even got very limited period to finish the syllabus so the teachers are always in a rush to finish the syllabus in the fixed curricular schedule which eventually impede effective classroom teaching learning process. In many cases the teachers did not get proper resources which led to ineffective teaching. Even the large number of students in a class compounded by the insufficient number of teachers put extra burden on the teachers who were unable to cope up with the challenge of providing quality education.

**Khan (2017)** did research on “A Study of Pedagogical Problems In English At Daanish Schools, Punjab”, to investigate the pedagogical problems in teaching English at elementary level at Danish Schools. The objective of her study was to find pedagogical problems in the domain of the classroom and how it influenced teachers and students in the process of learning and teaching English in ESL classroom. The study was carried out by using qualitative and quantitative research methods and data was collected by using research questionnaires as data collecting tool which contained twenty-five close-ended statements and semi structured interviews from teachers. Research was conducted in 14 Danish Schools in

Punjab Province. Total 66 ESL teachers participated in this study. The researcher found that the majority of the students who came in the Danish schools belonged to poor educational background. Neither in school nor in their family they ever got a chance to interact in English. These students received their basic education mostly in L1 and now when they took admission in class 6<sup>th</sup> at Danish schools, they could not cope up with their teaching learning process in English which is their second language. Moreover, their grammar, spellings, and pronunciation were very poor. Their language skills i.e., LSRW in English was also very bad. The researcher even found that the teachers appointed in these elementary schools did not have proper training. Even their knowledge of the grammar, spelling, pronunciation and also the LSRW skills in English was not very good. The teachers thus were neither well qualified nor well trained. There was no proper means to train these teachers, hence they lacked the knowledge of classroom management, lesson planning, delivering intrusions and handling the mixed ability students.

**Majoka, Khan & Khan (2016)** This study was exploratory in nature and was conducted with 80 teachers in 29 secondary schools of District Swabi, in the North of Pakistan. The study examined the teaching methodology used in teaching pronunciation and explored the measures taken by the English language teachers in learning correct pronunciation. The study identified a number of problems faced by teachers in teaching pronunciation. It was found that secondary school teachers lacked relevant knowledge of phonetics, English pronunciation; training and teaching methodologies were the main factors which resulted in imparting incorrect English pronunciation to students. The study suggests a number of strategies for improvement of pronunciation teaching at the secondary school level in Pakistan.

Shanti (2016) studied the self-concept and attitude of secondary grade teacher trainees towards English. The study revealed lack of Language laboratory and relevant English teaching materials, equipment and facilities, lack of motivation from Educators and parents. Educators who qualified to teach English did not receive relevant training and qualification in English.

**Qodriyah, (2016)** did research to explore the teachers' pedagogical competence in managing the classroom and the use of various instructional media in teaching English for young learners at Nara Islamic School Cirebon. The researcher applied qualitative methodology. The sample consisted of two teachers of English for Young Learners comprising of one male and one female teacher. Data was collected by observation and questionnaire answered by the two teachers selected. The findings were quite satisfactory. It showed that the teachers took various measures to manage the classroom such as, interactive technique for better understanding, classroom language, resolving errors and the most important is the teachers took care about the individual differences. The teachers made use of varieties of instructional media like realia, pictures, coursebook, boards, overhead projector (OHP), flipchart, and computer-based presentation technology.

**Prabhua (2015)** did research on teaching methodology in teaching technological English to the Engineering students. The investigator tried to study the proficiency of students in English and factors responsible for them in efficiency in second language competence. It was found that the students did not like attending English classes and most of the time they bunked classes. The reasons being they could not understand the pronunciation of English teachers. Data collected from the students reveal three main factors influencing their communication skills. The teaching methodology used by the teacher was not good enough. Even the teachers were not very enthusiastic about the teaching process. The students expected motivation from teachers to help them learn English language. The learning environment was not very cooperative. It did not facilitate their learning of the language. That teachers lacked the knowledge of ICT. Even the management was not good enough to provide them with ICT facilities. This even revealed that at school level they were not given proper knowledge of second language. Now they have to suffer as they have problem understanding the syllabus which is entirely in English. Even they face problems during placement and interviews.

**Derakhshan (2015)** tried to find out relationship between research done in education on language teaching and the extent to which these research help teachers to use the findings and modify their techniques of teaching so as to hone their pedagogical skills. The name of his paper was "The Difficulties of Teaching English Language: The Relationship between Research and Teaching". This paper is a brief review on teaching English as a foreign language and why learners are interested in learning English. It also discusses why teachers have difficulties with teaching English language, and what they should do to facilitate the teaching process. It shows the relationship between language pedagogy and research as well as research and teaching. The findings in this paper is mainly based upon the reviews done by the researcher. He found that the results of many studies were not directly related to teaching process. There were problems in the relationship between SLA research and language teaching. Though there was progress in SLA, but the results of many studies were not directly related to teaching process. As a result they were of no use to the teachers. Another problem was the difference between the teachers' and researchers' perceptions and objectives. He even came to find a demarcation between two kinds of knowledge, practical knowledge and technical knowledge. While teachers were concerned with improving practical knowledge, researchers dealt with developing technical knowledge. Interaction between researchers



and teachers is very important because it helps teachers to know what researchers are saying and also “researchers can hear what teachers are saying”. Researchers concluded that teachers can use the result of studies in the classroom to facilitate teaching English language, but teachers sometimes have doubt about the relationship between the result of studies and teaching because they believe these studies are general and cannot be used in different situations. Some teachers prefer to use their teaching experience instead of using the result of researches in the classroom.

**Arocena, & Jildou (2014)** presented a report which says that secondary school students in the Basque Country and in Friesland do not use the foreign language (English) very extensively, either at school or outside. English is for them, at least in most cases, the foreign language they learn at school. It further states that most important type of contact these students use for English outside school is computers, internet and other digital devices such as the mobile phone.

**Gajalakshmi (2013)** investigated the ‘High School Students’ Attitude towards Learning English Language’. The main objective was to find out the attitude of 9<sup>th</sup> standard school students towards English in relation to the variables gender, medium of instruction, religion, locality of the school, type of school and type of management. 600, 9th standard students were selected randomly from 14 high and higher secondary schools in Pondicherry region. The standardized tool used was Likert type of Attitude Scale designed by Dr. Lilly Epsy Bhai and Magthiran. Statistical techniques used were mean, SD and ‘t’ test. The results revealed that there is a significant difference based on the gender, locality of school, type of school (girls/co-education), type of management but there is no significant difference in medium of instruction, religion and type of school (boys/girls; boys/co-education) in attitude towards learning English language.

**Gursoy (2013)** investigated “Prospective ELT Teachers’ attitudes toward the English Language: In an EFL Context”. The main objective was to investigate English Language Teaching Teacher Trainees’ attitude toward the English language and their self-reported difficulties when using their foreign language skills in daily and academic language. 200 teacher trainees from State University in Turkey were taken as sample. The tool was a questionnaire, which was developed via an extensive literature review and adaptations of Karahan’s (2007) and Al Zahrani’s (2008) studies. The statistical techniques used was one-way analysis of variance, ‘t’ tests, frequency analysis, Turkey and Scheffe tests. The study showed that trainees have mild positive attitude toward the English language, with females being more positive than males. However, there are some statistically significant differences in academic language, such as vocabulary and monologue speech.

**Henderson et al. (2012, 2013)** took into account EFL teachers’ views in seven European countries, including Spain. To do so, they used the English Pronunciation Teaching in Europe Survey (EPTiES), which targeted several aspects of teaching pronunciation. Findings of the study revealed lack of exposure to English outside the classroom; moreover, as they got very few opportunities to practise this language outside their EFL lessons. The main materials used were textbooks, CDs, DVDs and some websites for language learning, while mailing lists, podcasts, social media, blogs and forums were not employed. There were no language labs in the majority of educational centres. Teachers received limited training in pronunciation, generally a 1-year university course. Spanish students did not want to sound native-like; teachers confirmed that they focused on the RP model of English for both receptive and productive work but believed their students prefer the General American variety.

**Husbands and Pearce (2012)** after doing in-depth research from different sources, wrote the paper entitled, “What makes great pedagogy? Nine claims from research”. Here he proposes nine compelling pedagogical strategies for effective teaching learning process. These strategies include, listening and paying heed to the active participation and expression of the pupils experiences; pedagogy being the science of teaching should be dealt very systematically by the teachers leading to a very wise, interesting and motivating class. The teaching learning process should go together through activity-based methodology with a proper understanding of child growth; the teacher should try to achieve both the general and specific objectives for the all-round development of the child; providing scaffolding for grasping the new knowledge, skills and understanding of the child upon the previous knowledge; encouraging the child for cooperative and collaborative leaning; amplifying the higher order thinking and metacognition; enhancing the skill of evaluation for better learning; strategy of inclusiveness with proper knowledge of individual differences.

**Mary (2012)** did research on developing content based classroom material for teaching English at the foundation level. The sample consisted of 1200 tertiary students of advanced level foundation courses of technology from seven colleges. The researcher has used mixed methodology i.e. quantitative, qualitative as well as experimental design. The researcher here tries to find out and evaluate content-based classroom materials for teaching English. Here the researcher does a comparative study of the attitude of students towards commercially developed teaching materials and those of teaching material developed by the teachers. The teachers and students’ response to the questionnaires revealed their attitude and zeal to learn English language. The findings of the study revealed that the commercially prepared material for them was not very useful. Moreover, they are expensive as well. The quality or the content of these materials was very low. Even the

teachers did not like to refer to these materials. They preferred to prepare their own materials to help the students to explain different items. The students attitude to referring to e-learning was very positive but even there, they preferred the e-learning material prepared by the topic-based teachers' to help them in their present curriculum as well as post foundation level. The analysis of data revealed that materials prepared by the teachers were enough for the students. When the skills of reading and writing were analysed, it revealed that even there, the materials prepared by teachers led to an elaborate all-round development of skills. The data regarding teacher prepared vs market prepared material showed that, 43% of students agreed, 4.29 strongly agreed, 21% neutral and 7% disagreed. 88% students agreed that learning English would prepare them for international trade and commerce. 59% students had a very positive attitude towards learning English.

**Sahoo (2012)** did a study on Translation as a strategy to develop writing skills in English in Odisha. The researcher tried to evaluate and find problems related to writing skills in English as a second language. It was found that the students here lacked the necessary linguistic knowledge, discourse knowledge, socio linguistic knowledge and subject knowledge. For this many pedagogical factors were found responsible. The most important being lack of well qualified teachers. They did not use any type of TLM and were not found to be very committed or motivated towards their profession. Even the number of hours for teaching second language was less in comparison to the syllabus. As with the science students, it was found that the teachers were not very particular about grammatical errors. As a result the students were also not serious about their English. The result is they continue to be poor in English.

**Seyiekhrielle (2006)** did research on "English for the undergraduate students of Nagaland: A Pedagogical Study". The sample consisted of 302 undergraduate students from 22 colleges in the state of Nagaland. The researcher tried to find out the position, purpose and attitude of students and teachers of English towards English. The data for the study was gathered with the help of interviews and questionnaires both from the teachers and students. Through the study, the researcher found out that 87% of students were able to talk in English only with the faculty in college, 4% said they used this language in family and 9% somehow managed to learn from technologies and among friends. During the study the researcher found that the students had a very positive effect of teachers' behaviour. The researcher here recommends that if the teachers and students had a proper ice breaking session where they could get closer to each other, they could get a healthy environment of collaboration and cooperation because a healthy classroom climate is crucial in any kind of teaching learning process. Teachers' interaction and caring attitude has a very positive impact upon students. The research even brought forward some problems encountered by the teachers obstructing effective teaching like overcrowded classroom, students coming from variegated socio linguistic background, the colleges ill-equipped, lack of infrastructure, no teaching aids were used. Most of the appointed teachers were just PG in English without any PhD or MPhil degree. The teachers here are generally using lecture methods so as to complete the syllabus. Even the syllabus has very less small portion dealing with functional English. The data revealed that only 7% teachers used teaching aids, 96% teachers were found to be untrained in ELT and hence they were not very willing or happy to teach the target language.

**Rigas (1998)** did research on, "An Evaluation of English Language Lessons in Greek State Secondary Schools". The study revealed that Greek state schools had been influenced by historical and socio-political factors which impacted the Greek education system as a whole. His study revealed many factors responsible for the ELT situation in Greek state classrooms, including educational development and tradition; problems of accountability; the place of ELT in Greek society; the status of English in the curriculum; the problems of ELT curriculum implementation; inadequate teacher training; pessimistic teacher attitudes and low pupil expectations.

## Conclusion

In this paper the researcher has gone through many reviews so as to find the barriers encountered by the teachers and students in the effective teaching learning process of English language. These reviews fairly predict positive attitude of the teachers as well as the students towards imperative demand of the English language, but if we see the practical part, it is far more illusory. In fact the whole system seems to be sitting idle and wrecking the future generation. Talking about the English teachers, most of them do not have the knowledge of the language. Though they are teaching in schools and colleges, they are unaware of the different pedagogical strategies as they never had any kind of training. Teachers who are teaching since many years are not at all updated. They seem to be still using the traditional methods without using any innovative method or technology. The schools neither have proper infrastructure nor resources and are adversely ill-equipped. In many cases even the policies implemented by government for language teaching seems misleading and hazardous. The above investigation of the reviews, clearly reveal that lot needs to be done in this domain so as to cope up with the global needs. In India the scenario is even worse. The government here needs to actively pay heed to the requirements of teacher educators, teachers, learners and the wider community by providing access to high-quality teaching and learning materials and augmenting awareness of the value of English for sustainable livelihood. The whole

system here needs to understand that if we want to move from the list of third world countries to first world countries, we need to provide quality education to our youths so as to gain sustainable economic growth and the knowledge of English language will act as a bridge over which they could walk confidently and get access to the whole array of opportunities worldwide.

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