



Exploring Teachers' Difficulties in Teaching English as a Second Language in Public Sector Secondary Schools

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Abstract

This study was conducted to explore Teachers' difficulties in TESL (Teaching English as a Second Language) in Public Sector Secondary Schools. The objectives of the study were; to find out the difficulties faced by English language teachers in TESL, to analyze factors that are causing difficulties, and to find the solutions to overcome the difficulties that English teachers face in teaching English. The population of the study consists of 6350 students from 12 Govt. Boys Secondary Schools of District Rahim Yar Khan. The stratified random sampling technique was used to select the sample. A 30-item self-structured questionnaire was used to collect the data and 2540 questionnaires were distributed among the participants. The researcher used descriptive statistics techniques to analyze the collected data by using SPSS. The findings of this study highlighted many difficulties faced by secondary school teachers in English teaching especially these main challenges: lack of students' motivation (fear of making mistakes, lack of interest in learning), lack of sufficient time; and shortage of construction materials. Teachers should make an effort to motivate students to use English as a language of communication outside of the classroom, too. Activities that are geared towards children must be employed in the classroom.

Keywords: Teaching English, Teachers' Difficulties, Second Language, Secondary Schools.



Introduction

English is the common language that people use to talk to each other all over the globe. It is also the language that some countries use as their official language. It also has a big cultural effect in many countries (Axelsson, 2007). It is very common in countries like the United States, Canada, Britain, Australia, New Zealand, South Africa, and others where a lot of people speak English as their main language (Braine, 2014). More and more people need to improve their English communication skills because the English language is becoming more popular. It is really important to be able to speak English well if you want to go to school, travel to other countries, or make international friends and business connections (Hashemi, 2011). English is commonly used as a global language for people from different linguistic backgrounds to communicate with each other.

Many studies have been done to understand why some students struggle to learn English. One study called “Challenges of Learning English in Australia towards students from Selected Southeast Asian Countries” found that Asian students had difficulty because their habits, cultures, and language structures were different. They also didn’t have clear instructions on how to pronounce their native language (Nguyen, 2011). The study found that some students are afraid of making mistakes in class and doing poorly on exams. It also found that students who come from low-income backgrounds are more likely to feel anxious about learning English (Khattak et al., 2011). Many Lao secondary students have trouble with basic words; this makes it hard for them to understand what they read and the contents of their textbooks. This was found in a study about the things that affect and create problems for students when learning English in secondary education in Laos (Bouangeune et al., 2008).

English is the most commonly spoken language in the world in the 21st century. English is very important for education all over the world and billions of people use it. By the year 2020, two billion individuals will be using it for reading or getting education. English is now included in the education program of almost every school in all countries around the world. Teaching English in developing countries like Pakistan can be difficult. Additionally, with the large amount of information available online and the importance of using the internet effectively, it is necessary to learn English. Mastering English is helpful, in cultural exchanges between nations that include the proposal for dialogue between civilizations. In the past, English teachers had a lot of problems. Today, English teachers also have many challenges. Some examples of these issues include education, technology, the environment, and managing resources.



Many ESL learners can't speak and use language accurately even at the university level. This issue can be credited to specific hardships, which they looked at throughout their schooling years that prevented their undertakings to learn. Hence, to find the primary challenges faced by EFL learners in language learning and test the trouble variable as per orientation and school factors then track down reasonable answers for upgrading learning. EFL learners face difficulties in language learning, for example, lack of confidence, absence of inspiration, shyness, fear of making mistakes, the impact of class size, or overcrowded classes (Hanan, 2020).

A study conducted by Purwati (2023) in an Indonesian vocational high school sector investigated challenges in teaching and learning ESL. This review has examined difficulties faced by English teachers and how they can overcome them. The EFL teachers in this study accept that TESL faces challenges because of three remarkable variables: linguistic (poor knowledge about language), psychological (lack of confidence/motivation, stress, anxiety), and external factors (lack of technology, no practice/activities). The conclusion demonstrated that ESL learners had low inspiration for learning English, the teachers should develop motivation in ESL learners to learn the foreign language.

In Pakistan, English is considered a second language, but it is not really. A regular student from Pakistan who is from Kashmir learns his native language first, which may not be Urdu and Punjabi, but instead Pashto, Balochi, Sindhi, or Kashmiri. When a student starts school, they have to learn Urdu because it's the national language of the country. After he learned those languages, now he is learning English. To teach in English, the class must not be dense. In Pakistan, many classrooms have a lot of students or are overcrowded. Teachers cannot give special attention to each student. We have things like blackboards, charts, photos, and flashcards at our schools. But we don't have tape recorders, lingua phones, or multimedia. If these audio and visual resources are not available, it could make teaching English in Pakistan ineffective. In public schools in Pakistan, English teachers are still using insufficient or inappropriate ways to teach. The environment is neither suitable nor appealing. Students study only to pass the test. These books are not useful in real life. In Pakistan, English is taught as a required language. Teachers should focus on learning the students instead of rote memorization and should take care of the language structure (spelling, practicing writing, the structure of sentences, how words change and form words), following grammar rules, correct pronunciation, stress, and intonation. But due the practice of old methods of teaching and the



lack of facilities for TESL in Pakistani schools are the challenges and difficulties that teachers face.

English is a subject that all students in Pakistani schools, colleges, and universities have to learn, but many of them do not feel comfortable or skilled enough to speak English confidently and effectively. Educational programs are designed to teach specific management principles and help to connect theoretical knowledge with practical application. Teaching English in Pakistan might just be a dream. The deliberate aspect of language is not well understood, which has caused the current generation to have poor English skills. It is evident from multiple rejections and tests that the level of English learning at the second level is very low. There is a need to address these difficulties by focusing on fundamental principles (Ahmed, 2012).

As you know the need and importance of English, the Pakistan government is collaborating with the English Board and the English Teachers Association to help teachers in the country at all levels. However, teaching English is still not very advanced and we need to do more work to get the best results. We need to make sure our main goal is to teach English to our students effectively. Teaching English to high school classes has different goals, but some of them disagree with each other. These requirements include; must pass an external test, must have a minimum level of English proficiency, have to teach many students in a short amount of time, and must remain within the limits of internal resources; available at school. Because of the external testing program, teachers are not free to choose their books, syllabus, and important ideas.

Statement of the Problem

The study focuses on exploring the challenges faced by teachers in teaching English as a second language in public sector secondary schools in the District Rahim Yar Khan. There are many challenges, some from students, some from teachers, and some from the school. Students' challenges also create challenges for teachers. Students may experience a lack of vocabulary, impulsiveness, shyness, fear of making mistakes, lack of confidence, reluctance to learn, boredom, and difficulty in learning or speaking. Meanwhile, teachers' challenges include short-term teacher training, language problems, limited time, limited support, crowded classes, limited knowledge of teaching methods, ignorance of IT, and lack of professional development.



Objectives of the Study

The following are the main research objectives:

1. To find out the difficulties faced by English language teachers in TESL.
2. To analyze the factors those are causing difficulties for teachers in teaching English in boys' public secondary schools in the District Rahim Yar Khan.
3. To discover the solutions to overcome the difficulties that English teachers face in teaching English.

Research Questions

The following are the three main research questions of the study:

1. What are the main difficulties faced by English language teachers in teaching English as a Second Language?
2. What are the factors those are causing difficulties for teachers in teaching the English language in boys' public secondary schools in the District Rahim Yar Khan?
3. How to overcome the difficulties that English teachers face in teaching English?

Significance of the Study

This research is really important for teachers to learn how to face and overcome the challenges of teaching English to non-native speakers. The findings of the study will be vital for teachers to manage the teaching/learning process to help reduce learning difficulties and motivate students to study English effectively. This research was carried out to look at the challenges faced by English instructors in the district of Rahim Yar Khan. The results of this study will be helpful for the English instructors for TESL at different levels. It also establishes a connection to a similar subject and closes a hole that may have been in earlier research.

Literature Review

In general, learning English can be like any other learning, but with different challenges. This challenge is multifaceted. These difficulties and their solutions have been the subject of several researches. The major difficulties in TESL are inadequate educational materials, methods, and facilities. There have been issues in several nations due to a shortage of English instructors who are competent (Nunan, 2003; Nurkamto, 2003). To put it another way, instructors "*can teach English without teaching enough English, and this is often the case in*



poor or rural areas” (Copland et al., 2014). Teachers might attempt to include successful teaching approaches since they can only obtain a fundamental fix by supporting theory and real-world experience (Butler, 2005; Littlewood, 2007). Emery (2012) outlined the effects of inadequate teachers’ preparation; including how Sundanese instructors who lack preparation can deliver the lessons efficiently and a lack of training prevents teachers from handling the demands of the job. Such challenges appear in rural areas due to a lack of proper teaching and learning tools (Hauschildt et al., 2015). Other than that, regarding teachers’ careers, language skills, and training, the process of teaching Sundanese becomes a challenge because these points can increase the teachers’ confidence (Emery, 2012). Educators can try to integrate effective teaching methods (Littlewood, 2007).

It is hard to choose the right teaching methods because the teacher has to think about how to teach *language skills* i.e. listening, speaking, reading, and writing. They also need to make sure that students are interested and excited to learn Sundanese (Ansari, 2012). The researcher uses relevant previous research to prove the origin of the research. The first study was conducted by Merk and Subashi on the topic of classroom management challenges and teaching strategies of EFL teachers of Turkish students. The researcher found in this study that the problem of classroom management is mainly caused by the students in the classroom, the teacher himself, the school, and the resources and their teaching methods. This study is similar to the study of Merk and Subashi, both discuss the challenges or difficulties experienced by student teachers. Rather, they focus on classroom management issues that student teachers face during their teaching careers, and this study focuses on the challenges that EFL (English as a Foreign Language) teachers face during their teaching careers.

The second related research (Tari, 2017) is titled “*Analysis of Difficulties of EFL Teachers during Practice: Case Study in Mataram Primary and Secondary Schools*”. The researcher found that student-teacher difficulties are related to *five factors*; related to classroom management, student assessment, participation in other non-teaching activities, teacher guidance and acting, and teaching materials. This study is similar to the Dance study which both discusses the challenges of teachers in their teaching career. However, the difference is the case study of teaching practice completed by EFL teachers at the Faculty of Teaching and Education of Mataram University in the academic year 2016/2017. However, IAIN English Department students who entered the 2019/2020 academic year of this study are Batusankar teachers. Finally, the research conducted by Aisyah (2017) on the skill of teaching the Sundanese language in Sports Special Talent class XI of SMA Negeri 1 Slogohimo Year



2015/2016. Consists of two aspects namely; *internal factors* (emotional and physical characteristics, as well as the teacher's lack of concentration) and *external factors* (available media, lack of available time), teachers find solutions to reduce stress when teaching English. The solution can ease the difficulties of teachers in teaching Sundanese. This study is similar to the Asian study, and both discuss the difficulty of learning English. But the difference is that the lecture held by the English teacher of SMA 1 Slogohimo discusses the challenges and solutions in Sundanese language teaching and this course is held for the academic year of the Sundanese teacher IAIN Batusangkar 2019/2020 for students. The challenge of teachers in teaching Sundanese while teaching (Pramudita et al., 2018).

Based on the description above, the researcher discussed the challenges of student teachers in teaching Sundanese as a foreign language in this research (Sundanese language teachers for IAIN Batusangkar students in the academic year 2019/2020).

It is crucial to recognize the challenges Iranian students encounter when learning English. The primary barrier to learning English is the lack of exposure to native languages. In other words, there is no apparent use of English outside the classroom. They do not see a pressing need to learn English as a result. This demand must also be met by the educational system. The crucial part that English plays in fostering international ties in Iran is not taken into account. English-speaking individuals are rarely, if ever, in touch with students, instructors, or anyone from English-speaking nations. Iran only permits a small number of English speakers. Only English-speaking foreigners who are either visitors or employees can be seen at Touristsurt. In addition, only hotels, resorts, or commercial establishments are permitted as guest places. Iranian officials and clergy also view satellite television as unsuitable and immoral; hence they forbid Iranians from accessing or watching it as a source of truth. Thus, this may be yet another factor that sets Iran apart from other countries in the area or the entire world. The study conducted by MirzaeiRiz et al. can help to explain this. There are difficulties with teaching and studying English as a second or foreign language in secondary schools in Iran and India. The findings indicate that Indian students have greater access to English learning media (such as listening to or watching English news or TV programs), read five times as many English-language newspapers and magazines as Iranian students, and are given more content from engaging English novels. It should be mentioned that India has a greater publishing and circulation rate for English-language periodicals and journalists than Iran. In English classes, students talk at a higher level than Iranians do. Additionally, Iranian students might not be able to read English-language periodicals or journalists due to their



weak English language proficiency. Additionally, a lot of individuals want to improve their English but don't know how or where to begin. Students' attempts to become proficient in a second language are frequently disregarded in English lessons. Despite years of study, many students lack the knowledge necessary to successfully acquire a foreign language; just a small percentage of students employ a set of proven techniques. In our language lessons, this subject is not given enough attention. Teachers should encourage students to freely learn English as a foreign language and teach them how to become more independent in their academic pursuits (Akbari, 2014; Akbari & Tahririan, 2009).

Major Challenges Faced by Teachers in TESL Classrooms

There are many challenges faced by the teachers in TESL (Teaching English as a Second Language) classrooms, the major ones are discussed below:

i. Crowded Classes

According to Emery (2012), "*overcrowded classrooms and the impact of this on teaching and learning*" (p. 4) are a significant concern brought up by English instructors. One of the challenges of teaching Sundanese in large classrooms is one that (Nurkamto, 2003) also mentions. Baker and Westrup (2000) made similar observations about some challenges in teaching large classes, including tables and chairs in the classroom are not easy to change or move. The students are sitting near each other in rows. There is not much room for teachers and students to exit the classroom. There are walls dividing the small classrooms. The sound from one classroom can bother other classrooms close to one another. The teaching and learning process needs to happen in a nice place where everyone feels comfortable. If the environment is not pleasant, the teacher won't be able to help the students or reach the learning goals.

ii. Lack of Confidence

Another challenge is students' confidence in their ability to learn English as a set of vocabulary, integrated with grammar rules and memorization skills, rather than sub-skills. In addition, students who enter English classes do not have the same level of education because some of them are taught by unqualified English teachers in rural areas, while some students are taught in urban areas and receive more educational resources for income. Although students of some independent schools use satellite programs, VCDs, and video cassettes. The majority of kids only have access to English through their textbooks. There is no attempt to divide the class into groups according to language proficiency in such a scenario. For weaker



pupils who utilize textbooks, this makes the issue worse. Due to overcrowding in the classes, the majority of the pupils do not speak English, are unable to cross the language barrier, and lack sufficient knowledge of international communication. With limited study time, they often miss the most important listening and speaking skills of learning English. There is no room for cooperation. To be fluent in the target language, students must actively analyze what they hear and read. In educational contexts, teamwork often entails a small group of students cooperating to perform a particular job (Amatobi & Amatobi, 2013).

iii. Lack of Vocabulary

The learning of language is one of the most challenging issues that pupils confront. According to Hasan (2016), students lack vocabulary is another challenge because they think they don't need to know the terms because they are uncommon or infrequently used in daily life. Due to their low vocabulary and linguistic proficiency, students studying English as a second language have a hard time grasping the subject matter (Ho Van Chung, 2016).

iv. Limited Resources

Services are the tools that enable a person or a business to operate efficiently. That implies that the secret to doing anything is programming. English is a vital necessity in education since it will help pupils apply what they have learned in textbooks and exercises. Without resources, it can be difficult for students to understand the given topic. One of the participants (P2) explained that he only had a few resources used to teach Sundanese in his class. Their article, (O'Connor & Geiger, 2009) noted that the majority of teachers, approximately 92.5%, expressed the need to teach a special language as one of the challenges faced by secondary school teachers in their research setting. Teaching aids for students such as simple pictures.

v. Limited Time

Time is important in learning English. Teachers need time to monitor their students and teach them at their own level. Class time is too short for English teachers. This is one of the most difficult tasks for a teacher to handle in a short time. It is almost impossible for teachers to cover their lecture topics in a short period.

vi. Difficulties in Material

What matters is a thorough explanation of the teaching techniques and activities that should be employed in the classroom. Weinstein et al. (2004) define information in the context of language instruction as “anything used by teachers and students to aid language learning”



(page 2). Building supplies are therefore a teaching center and are seen to have the greatest impact on what happens in the classroom. The efficiency of the teaching and learning process may be influenced by the use of appropriate student-level instructional materials. The incorrect instructional materials, on the other hand, might cause issues for both teachers and pupils. The findings of the interviews reveal that one of the challenges P1 and P2 face while teaching English in elementary schools is the difficulty of the lessons themselves. They admitted that it was challenging to teach their students the subject from the publisher's book "I don't think I can teach [my students] [too much] because of the difficult things they have to be taught. Many of my pupils were perplexed when I [taught them] resources because of [the] difficult lesson". Due to the inadequate quality of the students' learning materials, it is evident from both participants' remarks that EFL teachers at Kuala Tungkal secondary schools were unable to teach English as effectively as they had hoped. Students who had trouble understanding the materials also encountered other issues related to this topic.

For at least three reasons, it is claimed that learning to read independently might be crucial for language learners. First, due to the difficulty of the task and teaching offered, there is not enough time in the formal curriculum to ensure that students can do well unless students take responsibility for independent learning in the classroom. Otherwise, learning is unlikely to occur (Finch, 2001). The second argument is that giving kids a voice in their education and assessment might inspire them to do well in class. Successful language learners have features that show they actively monitor, evaluate, and list effective learning procedures. Third, by reducing the distance between students and teachers in independent programs, feelings of anxiety, frustration, and alienation are also reduced, as a result of which students are more focused on the learning process.

Research Methodology

A quantitative survey design was employed to conduct the study. A questionnaire was constructed on five point Likert scale and validated by experts' opinions and a pilot study. This study aimed to explore teachers' difficulties in TESL (Teaching English as a Second Language) in Public Sector Secondary Schools. In the current study, the population included students of public sector secondary schools. The population of the study consists of 6350 students from boys' secondary schools of district RahimYar Khan.



Population and Sample of the Study

Table 1

School-Wise Distribution of Boys Secondary Schools of District Rahim Yar Khan

Sr.	Name of School	Sample	Population
1	GHS Chak 173/P	189	1107
2	GHSS Jamal Din Wali	211	1707
3	GHS Chak 148/P	275	426
4	GHS Sardar Garh	192	651
5	GHS Chak no. 125P	202	320
6	GHS Chak no. 100P	198	298
7	GHS Jan Pur	206	414
8	GHS Chak no. 50/A	188	296
9	GHS Chak no. 42 A	215	392
10	GHS Chak no. 111 NP	183	201
11	GHS Chak no. 94 NP	201	220
12	GHS Chachran Shareef	280	318
	Total	2540	6350

School-wise Distribution for Sample Table 1 demonstrates that the sample was selected by using a stratified random sampling technique. The sample of the study comprised 2540 students from the boys' public sector secondary schools of rural areas in district Rahim Yar Khan.

Data Analysis

Software application (SPSS 20.0) was used to analyze the collected data. The percentages and frequencies of solutions have been computed. The findings had been expressed as a proportion of entire replies. Conclusions have been reached, and guidelines have been given as a result.

Table 2

Level-Wise Distribution of Sample

Level	Frequency	%
Primary	680	26.77
Elementary	760	29.92
Secondary	1100	43.30
Total	2540	100.0



Table 3
Age-Wise Distribution of Sample

Age	Frequency	%
9-12	680	26.77
13-15	760	29.92
16-18	1100	43.30
Total	2540	100

Results

The findings of this research study are given below:

Findings of Data Regarding Challenges for Teachers

1. Majority of respondents 87.1% respond that teachers feel difficulty in TESL.
2. Most participants 74.2% respond that teachers face behavioral problems from students while TESL.
3. 87% of respondents responded to the statement that teachers face problems in attaining the attention of students in TESL.
4. Many of the respondents 77.4% respond that teachers try to persuade students to enhance their interest in learning.
5. 67.7% of the respondents responded that teachers are professionally proficient in English grammar and comprehension.
6. 41.9% of the participants either agree or strongly agree with the statement that teachers are professionally aware of teaching methods and techniques of TESL.
7. 51.6% of the participants responded that teachers are planned and prepared well before entering the classroom of TESL.
8. Respondents (67.7%) either agree or strongly agree with the statement that teachers get positive feedback from students during TESL.
9. Mostly of the participants (65.3%) respond that teachers keep their class students passive while TESL.
10. Teachers try to instill energy among students by preparing attractive activities for TESL either agree or strongly agree with 51.6% of respondents.
11. 51.6% of the respondents either agree or strongly agree with the statement “Teachers lack the necessary knowledge and understanding for their strategies used to TESL”.
12. Most of the participants (73.7%) responded that teachers are generous and supportive of the students with learning difficulties while TESL.



13. The statement “Teachers have a strong grip over phonetics and vocabulary” either agreed or strongly agreed by 54.8% of the respondents.
14. 71% of the participants responded that teachers give timely and corrective feedback to students after the assessment.
15. Many of the respondents (67.8%) responded that teachers take formative assessments to ensure the learning of students while TESL.
16. 67.7% of the respondents either disagree or strongly disagree with the statement “Crowded classes are the main hurdle in teaching pronunciation of TESL”.

Findings of Data Regarding Challenges for Students

17. Most of the participants (61.3%) responded that students feel learning English as a second language is a challenging task.
18. The statement “Students feel passive while TESL in the class” either agrees or strongly agrees with 74.2% of respondents.
19. 58% of the respondents either agree or strongly agree with the statement “Students lose interest in TESL classrooms”.
20. Most of the participants (51.6%) responded that students are less respectful in the activity methods of TESL.
21. Many of the participants (65.8%) responded that students also contribute and participate in TESL classrooms.
22. 61.4% of the respondents either agree or strongly agree with the statement “Students do their assignments and home task dedicatedly while TESL”.
23. Most of the participants (61%) responded that students ask questions in TESL classrooms.
24. 60.1% of the participants responded that all Students are welcome and answered their questions and queries in TESL classrooms.
25. Many of the respondents (63.4%) responded that the lessons are too tough for the students in the class while TESL.
26. The majority of the respondents (66.6%) agreed or strongly agreed that students learn and prepare well for the assessment given by the teachers for TESL.
27. 63.8% of the participants responded that students make spelling mistakes.
28. Many of the participants (62.1%) responded that students complete their assignments and projects according to the timeline given by the teachers.



29. Most of the participants (64.2%) agreed or strongly agreed with the statement “Lack of learning materials and resources causes inefficiency in the learning of students while TESL”.
30. The statement “Most of the students take a lazy approach to pronunciation learning” either agreed or strongly agreed by 63.0% of respondents.

Discussion

The main goal of the study was to figure out the challenges that English language teachers encountered when teaching English as a second language. The pupils focus on the method of teaching content that is frequently employed to teach English to foreigners. The idea behind this method is to make pupils reliant on rote learning, which is a good tactic for the sorts of tests they should be taking. Teachers typically concentrate on only teaching students to memorize specific topic points and some grammatical rules for the sake of accuracy-based assessments since such tests value memory over knowledge and originality. These findings concur with those (AlSofi, 2008).

The second objective of this study was to analyze factors that are causing difficulties for teachers in teaching the English Language in boys’ public secondary schools in district Rahim Yar Khan. Students experience problems because of their learning impairments, making them more hesitant than some of their classmates in this area. In addition, difficulties contribute to the syntax, pronunciation, grammar, vocabulary, and other errors pupils make when learning a foreign language (Harrison, 2009).

The third objective of this study was to find solutions to overcome the difficulties that English teachers face in teaching English (Hamouda, 2013) highlighting how challenging it is for pupils to understand speech. Language learners face multiple problems when they try to understand spoken language. If teachers want to help students in understanding what they hear better, they need to understand the challenges students face in understanding what is being said. Then they should teach students various techniques for listening better, so they can overcome these challenges.

Dornyei (2020) described a lack of motivation as one of the major issues affecting TESL and ESL learners. Another study found that supportive friends affect students’ inspiration positively while demotivated peers affect students’ inspiration negatively (Shin and Bolkan, 2021). Different investigations have likewise shown that the absence of motivation and



confidence are two significant difficulties experienced by EFL students (Abrar et al., 2018; Al-Sobhi and Preece, 2018).

According to Burns (2017), there are also psychological factors that influence ESL learners to figure out how to communicate in English, including nervousness, lack of confidence, and absence of motivation. Spada and Lightbown (2010) recognized a few of these elements in language students, including stress, worry, and anxiety. These sentiments cause a huge undesirable consequence in learning ESL. Another review has likewise found that worry and anxiety affect badly in the improvement of ESL speaking skill (Salam et al., 2021).

Conclusion

The study was intended to explore the challenges faced by secondary school teachers in the district of Rahim Yar Khan, Punjab, Pakistan. The results of this study showed that secondary school teachers face many challenges when teaching English. In the study regions, teaching and learning English face three main challenges: lack of students' motivation (minor themes: shame, fear of making mistakes, and lack of interest in learning); lack of sufficient time; and a shortage of construction materials. Sub-themes were too many pupils and crammed English lessons whereas; smaller themes were limited time, limited/restricted resources, and heavy construction materials.

The research concluded that one of the main challenges a secondary school teacher confronts when teaching English is a lack of instructional resources. Resources are crucial for teaching anything, not just the English language. This type of issue affects instructors the most since they are not given the necessary tools for teaching English to pupils in a way that will help them learn the language well. Without the required instructional tools, it was exceedingly challenging for instructors to impart their knowledge. Speakers, a microphone, projectors, computers, and other digital gadgets are examples of resources. It helps students learn the English language by making the conversations and surroundings overall enjoyable and productive.

According to research, nature plays a significant role in both teaching and learning the English language. Teaching English presents unique environmental problems for English teachers. Teachers are disturbed by the chaotic classroom atmosphere, which also affects the teaching of English. A welcoming and pleasant setting is a fundamental necessity for teaching a foreign language like English. If the place where teachers teach English is not



comfortable and good, it makes the whole process of learning and teaching English not work well. To teach English well, it is important to have a comfortable learning environment.

All of that influences their language learning. Although the students are given all fundamental elements for learning language with very capable instructors, suitable technology, and plausibility of paying attention to local speakers, still a few difficulties might influence EFL students for instance: the over-listening of local speakers inside the class and students' reliance on the teachers (Jacob, 2018).

Teaching English at the primary level, the big class size presents significant challenges for the English instructor as well. Teachers who have a high-class size experience a lot of stress and frustration because they have to put in a lot of extra time and effort to teach a large number of students. Because teaching a large class requires a lot of work and effort, having a high number of pupils in the room may be quite frustrating and stressful for teachers.

The researcher also concluded that there is a limited time available for teaching to teach a problem that English teachers often face in the classroom. Time is of the essence in learning the English language. It takes time for teachers to keep an eye on their students and adjust their instruction accordingly. Teachers don't have enough time in the classroom to teach English effectively. This task is one of the hardest for teachers to finish quickly. Teachers find it very difficult to cover all the topics they need to teach in a limited amount of time, which is not sufficient. The researcher found that it is important for English teachers to understand and consider the impact of speaking different languages or using informal language. It is much easier for students to speak in their language or other languages they are comfortable with instead of English. Students who are learning to speak a language get annoyed when they want to say something but don't know the right words or sentences to use. In their tongue or a language they are already familiar with, they can converse considerably more easily.

Recommendations

The study made the following recommendations to address the problem facing English teachers and to improve student learning at the grassroots level.



- Teachers should make an effort to motivate students to use English as a language of communication inside and outside of the classroom. ESL students must be engaged in the classroom in different activities to improve their knowledge and language skills.
- They should also try to learn and apply modern teaching methods including how to communicate in the classroom. Students should be given a creative home function.
- It is suggested that students utilize English in both the classroom and at home so they may obtain good practice. They should clarify their thoughts with the school's teachers in front of the class. Students must put in a lot of effort, attend class frequently, and place a strong emphasis on mastering all four skills when studying English.
- When students have leisure time, they should try to watch and listen to English-language programming. Students should try to use the internet to study English if at all feasible. Periodically, the curriculum should be revised.
- Students, teachers, parents, and administrators should all be represented on the curriculum review committee.
- The curriculum should focus on children and activities that can improve ESL (English as a Second Language) and not as a subject. The curriculum should be based on modern teaching methods.
- Policymakers and educational institutions should provide educational resources.

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