



The Challenges in Teaching of the English Language: Stories of Language Teachers

Saila P. Sumalampong

Department of Education

ABSTRACT

Challenges among the learners in teaching English calls for an immediate action. This qualitative study employing phenomenology was conducted to determine the challenges and coping strategies of teachers in teaching English language. The informants of the study were the public-school teachers especially those who are handling English classes. Results of revealed that the challenges they faced included the difficulty of the students in expressing in the English language, poor comprehension skills of the students, and the limited time for learning. Having the positive outlook in life, guide students in activities, apply the basics in teaching, relate students' needs, and allow students to express in their mother tongue were coping strategies of the teachers. An action plan was designed based on the findings of the study. Teachers specializing in the English language faced a lot of challenges. The ability of the students to understand the concept as well as their capability to articulate themselves in the English language brought a serious problem in the delivery of instructions. Time is not sufficient that would enable the teachers to provide more meaningful learning activities. Further, this infers that they accepted that these problems are part of their journey as teachers. Therefore, they connected with the students in order to know what they want to happen in their quest for excellence in language learning. The acceptance of the mother tongue in communicating the class played a crucial role in digging deeper into the concepts that every student should have to internalize and apply in their own lives.

Keywords: *challenges, English, language teachers, coping*

1. INTRODUCTION

Background of the Study

Teachers who are specializing in the teaching of English language equipped themselves with the necessary skills in order to respond to the needs of their learners. They delivered the lessons with high level of expertise in order for the students to meet the standard. These teachers designed strategies that would enable every struggling learner to see the brighter side of education.

The teaching of English language to speakers of other languages is always coupled with a lot of challenges. In the contexts of the Philippines, it treated English as a second language next to the mother tongue and Filipino (Martin, 2014). There are specialized courses where the mode of instruction is English. With the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE), English has been integrated from kindergarten even they stepped into college (Bernardo, 2023).

However, with the problems being faced by the Philippines in its educational system, a study finding of Asia Primary Learning Metrics 2019 (SEA-PLM) disclosed that only 10% of the Grade V students was on the standard level of reading which means that they failed achieve the minimum proficiency level in familiarization and understanding of texts. This placed the Philippines behind Vietnam, Malaysia, Myanmar, and Cambodia (Dela Pena, 2023). This is also true with the performance of the students in the public secondary school (Lopez, 2022). It was previously confirmed by Miñoza and Montero (2019) that the Philippines is no longer the leading country when students' performance is concerned.

Though there were similar studies (Nedamo & Pineda, 2023; Richards & Pun, 2023; Tang, 2020) conducted on the challenges of teachers in teaching English language, all of which involved different group of students. They did not project the perspectives of the experiences of the language teachers in the local parlance. It is within these contexts that the gap of the study was articulated.

Furthermore, this study was timely because of the gap in studies of the student due to the COVID-19 pandemic. Teachers were not able to meet the students in face-to-face. There are skills which were not met because of many problems like the availability of the internet connectivity and the fear of the parents of the spread of the virus. Also, there was indeed a challenge on the delivery of the lessons because of the problems being faced by the students especially in the utilization of the English language. This study provided opportunities not only to language teachers but to all who shared the same experiences.

Statement of the Problem

This qualitative study employing phenomenology was conducted to determine the challenges and coping strategies of teachers in teaching English language. Particularly, it aimed to answer the following questions:

1. What are the challenges of teachers in teaching English language;
2. How do they cope with the challenges; and
3. What action plan could be derived from the result of the study?

Objectives of the Study

This study was carried out among the public Secondary English teachers to determine their challenges and coping mechanisms in teaching the English language. After which, an action was discussed based from the result of the study which aimed to help struggling learners especially in developing their grammaring skills. A qualitative-phenomenological approach was employed through an in-depth interview (IDI). Ten (10) teachers were involved in the study who were selected based on the criteria. This was conducted during the Second Semester of School Year 2022-2023.

Significance of the Study

This study will be significant to the following:

Students. They will be able to realize the efforts being extended by their teachers in order for them to have the necessary skills in learning the English language. As the second language speaker, they should not be afraid to use English or to code switch and code mix since this is the only way where ideas can be fully expressed. Nevertheless, they will have the realizations that reading as well as involving themselves in language centered activities will soon help them depart from bondage of ignorance. Indeed, the Philippine will take again its spot as the leading country in the Southeast Asia in terms of reading and comprehension.

Teachers. They will be able to open their horizon that learning does not occur when they have to really squeeze their students to express themselves in the English language. As language enthusiasts, they have to accept the mere fact that translanguaging is the new secret in responding to the needs of the students. The old policy that English is the only language to be spoken should be forgotten and be buried in oblivion. Filipinos are not Americans nor British that there is the imposition of the foreign language. But then, they have to emphasize that English should be used because it is an international language. The process by which that this can be attained by having the skills in their mother tongue and the language that they could understand.

Parents. As partners of learning, they have to make it sure that they have all the support that they can provide to their children. Least that they should not forget is the pieces of advice and being the sources of motivation. This study will help them recognize that education is the ticket where students can arrive in their destinations. Further, this study will be of great help to parents as they integrate values toward learning.

Future Researchers. This study will help them in creating another study on the challenges of teacher in teaching English. The themes can be used as the dimensions or variables in coming up with sequential exploratory research. Above all, this study will be published in a refereed journal. Reaching researchers in all parts of the globe will not be impossible. And, it immortalizes the study and would serve as the lens in looking into the different facets of language learning.

Scope and Limitation

This study was conducted to determine the challenges of teachers in teaching the English language. Qualitative-phenomenology was approached used. It provided the phenomenon of a public secondary school teachers. There were 10 teachers who got involved in the in-depth interview. Excluded in the study were teachers from the private school and those in the higher educational institutions. An action plan was developed based on the findings of the study.

Definition of Terms

The following terms are operationally defined:

Coping strategies. These are the processes employed by the teachers in overcoming the challenges they faced in consonance to the teaching of the English language.

English teachers. In this study, they are the public secondary school teachers who specialized in the teaching of the English language.

Grammaring Skills. These refer to the ability of the students to observe the structures of the English language in writing and speaking.

Phenomenon. This refers to the challenges faced by the teaching in the teaching of the English language among the high school students.

Reading comprehension. This refers to one of the challenges of the teachers where their students struggled to understand the meaning of texts.

Students. They are the learners who faced the difficulties in the English language. They have problems in grammar, reading comprehension, and in speaking.

Translanguaging. This is the trend in the teaching of English language where teachers have to deliver the lesson in a language which can be understood by the learners.

2. REVIEW OF RELATED LITERATURE AND THEORETICAL LENS

This chapter indicated important studies that provided an in-depth background of the study. The theoretical lens serves as the principles which enabled the researcher to arrive to the results of the study.

Related Literature and Studies

The following studies underscores the foundation of understanding the phenomenon being experienced by teaching in teaching English.

Challenges in Teaching English Language

There are four language skills that students learn in language education namely listening, speaking, writing, and reading. They must master the four skills in order to have good proficiency of the language. Among the four language skills, speaking usually becomes the most preferred language skill that is used to see whether someone has succeeded in learning a language or not. That is why most students make good speaking performance their ultimate goal in language learning (Richards & Rendaya, 2002, Rao, 2019). Moreover, it is also widely known that in almost any language settings, speaking is the most frequently used language skill (Trialoka et al., 2017).

Furthermore, Rao (2018) argues that speaking serves a dominant role in a foreign or second language acquisition. Speaking is usually focused by teachers in order to promote students' good speaking skill as speaking is useful for developing people's networking, personality, and characters. Trialoka et al. (2017) adds that students will get social and professional advantages if they can use the language orally such as opportunities for students' exchange, fast graduation, scholarships, international employment, and further education. Related to the importance of mastering English speaking skill, however, students tend to face many difficulties in speaking. Bekai and Harkouss (2018) in their study reported that difficulties in speaking English faced by students were psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions, insufficient sentences organization, etc), and environmental problems (e.g. lack of learning context for English conversation).

Afshar and Asakereh (2016) explain that the major problems faced by the students in speaking English could be divided into affective-related problems, socially-related problems, and linguistically-related problems. The affective-related problems include attitude, self-confidence, motivation, anxiety, duration of the exposure to the language, classroom conditions, environment, family background, and students and teachers' competencies. The socially-related problems include comprehension to practice English outside the classroom, and comprehension in speaking class. The linguistically-related problems include vocabulary, fluency, grammar, and pronunciation. Students tend to have affective-related problems in speaking due to some reasons, for instance anxiety, low confidence, and nervousness. They will likely speak slowly and less fluently as they hope not to make mistakes. They are also shy to speak in the classroom and like to make frequent pauses while speaking.

Alyan (2013) found that communication problems occur because students encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning. Other problems that appear in student's speaking are lack of self-confidence and anxiety. They might be confronted with certain feelings that usually affect them when speaking English such as unconfident, shy, anxious, nervous, and worried. These for sure are big problems for the students. Lawtie (2004) states that speech difficulties can be affected by a person's emotional state. Speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech problems.

In addition, numerous studies in the literature investigated the acquisition of inflectional morphology in the second/foreign language (L2). Jia (2003) examined the acquisition of the English plural morpheme by children who are native speakers of Mandarin Chinese. She followed up ten native Chinese-speaking children who immigrated to the United States between the age of 5 and 16 for five years. She used a picture description task and their spontaneous speech to measure the children's proficiency in producing English plural morphemes. Only 70% of these children mastered English plural morphemes after five years of exposure to the English language. There were individual differences among the ten children due to the age of initial exposure to English and the English language learning environment. The children's spontaneous speech showed all error types made by L1 children. However, the children marked the same noun inconsistently in the same test session, and they very frequently overgeneralized the plural morpheme in singular and mass noun contexts.

Regarding to this matter, the present research is attempted to focus more on the difficulties in applying reported speech and modal auxiliaries. To be more specific, it will attempt to discover what makes them failed to understand these rules. There are some previous studies that also investigated the students' difficulties in learning English grammar. First, Qadariah (2010) discovered that transforming direct speech into reported speech became the major issue of students' difficulty in learning grammar. Meanwhile, Miranti (2019) argued, based on her research, the main difficulty was related to the use of intralingua.

Moreover, McDounall (2012) identified that the most dominant factor influencing the students' error came from the application of intralingua error. Next, Mafhud (2021) revealed that the major students' problem was influenced by the existence of modal auxiliaries, especially in differentiating its use. Besides, Altayeb (2019) discussed that most students were unable to understand both the correct use and function of modal auxiliaries.

Coping Strategies in Teaching English Language

Specialized training could include the development of sophisticated strategies for coping with language-related challenges and for learning new language alongside content more effectively (Macaro 2018; Thomas & Rose 2019). Although almost all of the teachers we interviewed reported using strategies to cope with language-related challenges, many English teachers still need specialized support to increase their own proficiency and strategic behavior. In turn, their reflections on teaching courses in English are likely to improve; as our study found, those with higher self-reported proficiency scores reflected more positively on their English teaching experiences.

Reading does not happen in a snap of time. It follows the rigorous process. Teachers who handle reading should know the basics so that they know where to start. From that, they could be able to determine the changes that happen on the reading capability of their learners (Galton & Simon, 2023; Setlik & da Silva, 2023).

Reading remediations were found to be effective in handling non-readers and or those who have struggles in reading (Clemens et al., 2023). However, the process of implementing it should be within the reading level of the students. Determining the needs analysis shall be done first so that they would be guided properly on the things that they are going to do. Progress can be recorded and significant difference can be compared (Li et al., 2023).

The teaching of grammar should begin from the basic. Teachers should be mindful of the implementation of the spiral curriculum at school. They should not complicate the topics when these are focused only on the simple ones. These may create information breakdown on the part of the learners considering the English is one of the most complicated languages in the world specially in its conjugations (Feruza, 2023; Fox & Chang-Bacon, 2023).

Theoretical Lens

This study was anchored under the premise of Perfetti's Verbal Efficiency Theory (1985), This suggests that reading comprehension is limited by a reader's low-level processing efficiency. When lower-level processes are automatic and efficient, a reader should be able to reallocate some of his or her cognitive resources to higher-level processes such as schemata activation, global knowledge application, and inferencing (Grabe, 2009; Perfetti, 1985). It is these high-level processes that lead to reading comprehension. It has been hypothesized that these higher-level processes rely upon lower-level processes to be efficient and automatic. In other words, high level processing used for reading comprehension relies on automatic low-level processes such as word recognition.

Perfetti and Hart (2001) defined word recognition as the interaction between three components: orthographic, phonological, and semantic processes. According to Cunningham et al. (2001), the visual recognition of word forms or orthographic knowledge is the first component and is one of the vital processing skills of word recognition. Orthographic processing includes identifying not only letters and letter groups but also word roots and morphological affixes. In addition, an understanding of how words are assembled using graphic representations is crucial to word recognition skill. The second component of word recognition is phonological processing and can be thought of as the awareness of the sound structures of a language (Stanovich, 1988). It is necessary to understand what sounds orthographic symbols of a language represent.

Phonological awareness is known to be a key predictor of reading ability for both L1 and L2 English reading (Huang et al., 2004; Johnson & Tweedie, 2010; Jongejan et al., 2007; Swank & Catts, 1994). This means that in order for L1 and L2 readers to process reading efficiently, they need to understand the graphophonemic mapping that occurs when decoding letters and words from a given language. It is seen as the precursor to semantic activation and is triggered by the onset of orthographic processing.

For example, when a reader processes a word, the orthographic and phonological processes begin by processing the visual and sound cues. This leads to the third component of word recognition, semantic knowledge. A reader activates his or her semantic knowledge from his or her lexicon until the combination of orthographic, phonological, and semantic information finds the best match to the word being read if it is a word known to the reader, in other words, successful word recognition (Grabe, 2009).

For L2 reading teachers, the logical goal should then be to foster the development of automatic word recognition skills by providing large amounts of comprehensible texts and training that targets word recognition skill development. A study by Burrows and Holsworth (2016) investigated this aspect of word recognition training and found that when students received training in all three components of word recognition, reading comprehension scores increased.

3. METHODOLOGY

This chapter presents the method used, sources of data, sampling technique, procedure of the study, data analysis, ethical considerations.

Method Used

This study employed the qualitative-phenomenology. Qualitative research underscores the essence of lived experiences, words, pictures, and documents on the occurrence of the phenomenon (Mayan, 2023; Truman, 2023). This provides an idea that not all methodologies needed numerical data in order to

give meaning to the world. In the like manner, this provided an idea that qualitative can intersect with the quantitative especially for the confirmatory purposes (Lester et al., 2020).

Phenomenology seeks to understand the occurrence of the phenomena. Here, the researcher digs a phenomenon known from informants' experiences working (Van Manen, 2023). The data was analyzed by identifying the meaning of the phenomenon (Norlyk & Harder, 2010; Ravn, 2023).

Correspondingly, this paper is qualitative since there were no statistical tools used in the data analysis. It applied the interview approach in culling out the information from the teacher informants. Likewise, phenomenology was best suited approach since it uncovered the challenges as well as the coping mechanisms of the informants in teaching the English language.

Source of Data

The responses of the informants were the sources of the data. They were interviewed through the in-depth interview (IDI) approach. Series of questions were asked to each of the informants to better give justice to the occurrence of the phenomenon. There were 10 teachers who narrated their experiences about their struggles and coping strategies in teaching the English language.

Sampling Technique

The researcher employed the purposive sampling in the selection of the informants. In addition, the criterion-based sampling was used in determining the teachers who would be interviewed and provided their views about the phenomenon. The following criteria were set by the researcher: a public-school teacher; teaching English in the secondary level; and teaching in either Junior High School or Senior High School students.

Procedure of the Study

The gathering of the data followed the strict process in order to adhere to the ethical standards of research. Letters were sent to the authorities in relation to the conduct of the study. Their approval was of importance since it gave the researcher the go signal to proceed to the interview of the informants and the participants.

Likewise, the researcher identified the informants based on the criteria set. Upon identification, the researcher asked them of their willingness to participate in this endeavor. More importantly, the objectives of the study were profoundly explained to them to avoid any misconceptions and misinterpretations.

Furthermore, the researcher asked them to set the date and time of the interview. Their convenience will always be the priority. During the interview, each of them was given the free will to express themselves. Good rapport was built so that they could articulate their feelings and experiences related to the topic. After the interview, the researcher expressed her heartfelt thanks to them aside from the token that was given. This provided the idea of reciprocity in research.

Henceforth, the data was transcribed. Translations followed to achieve the universality. Thematic analysis was done using the MAXQDA software. Conversely, the data analyst further justified the results of the data. This was followed by the comments and suggestions of the peer debriefers and the member checks. Finally, data returned to the informants for confirmatory purposes.

Data Analysis

Thematic analysis is the approach in identifying the significant meanings from the responses of the informants (Clarke et al., 2015; Braun et al., 2023). However, this was made into reality through the MAXQDA, a software which is responsible for the grouping of the responses. The emergent themes were identified and the core ideas were drawn.

Ethical Considerations

The researcher observed the following ethical considerations in this study:

Social Value. The study presented an instrument that is more precise in identifying ethical standards which are being experienced by teachers in the teaching of the English language. As a public figure, they have the sense of responsibility to honing and molding the students to reach the apex of success.

Informed Consent. Through written consent, the researcher sought informants for their approval. They were fully informed about the study's goal and the reasons for their participation, allowing them to make an informed decision about whether or not to join. It was made clear that respondents'/participants' participation in the study is optional, and they were not coerced to participate if they decline. Furthermore, the researcher took care to ensure that the participants' psychological well-being is not jeopardized.

Vulnerability of Research Participants. The informants in this study were not deemed vulnerable, as professionals, they are fully capable of making their own decisions about whether or not to participate. They were safeguarded for possible identification of their responses as connected or can be traced to them as participants. In addition, the researcher ensured that the informants' identities are kept private and that they are safeguarded from being identified.

Risks, Benefits, and Safety. The researcher described the study's effect and significance for the participants' safety and psychological and social well-being. It will be assumed that the study's findings would have a favorable impact on the participants. Time is also important in the study because the participants must divide their time between personal and professional obligations. Consequently, the researcher made it certain that conducting the in-

depth interview was set at the participants' convenience. Another risk this study was the disclosure of experiences which may be considered unpleasant or undesirable, and for others disappointing or demoralizing. In such situations, the researcher was considerate and sincere in addressing their emotional state and acted accordingly.

Privacy and Confidentiality. In terms of the participants' right to privacy, the researcher was expected to keep all data private and was not permitted to share any material that could reveal the participants' individual identities. The researcher did not reveal the names of the participants when presenting the findings. Also, the researcher gladly allowed participants to withdraw their statements or their participation in the study if they so desired. The researcher asked thoughtful questions and used language that was both fair and non-biased. To secure their identity, the participants were ensured that the data cannot be traced back to them, who are the true providers of information, in accordance with the Data Privacy Act of 2012.

Justice. In selecting volunteers for the study, the researcher was objective. Nobody was left out, and everyone who met the requirements was eligible to participate in the research. The researcher presented the tokens of appreciation to all volunteers to compensate the time spent in collecting data.

Meanwhile, policymakers, school administrators, and instructors can use the study's findings, conversations, and findings. This study may be useful as a resource for school administrators who want to increase their school's productivity. Scholars and future researchers might also benefit from this research by getting suggestions for their own future research projects.

Transparency. The researcher ensured that the study's methodologies were properly implemented. She provided all required documents that support data analysis and allow readers to view them in order to obtain a better grasp of the study's results and conclusions. Furthermore, the findings were thoroughly addressed, particularly material that may have an impact on the presentation of the results, in order to emphasize the importance of transparency. Finally, the researcher outlined the scope of his engagement as well as how he planned to preserve objectivity when evaluating data and presenting the study's findings.

Qualification of the Researcher. The researcher acknowledge her lack of experience in qualitative research. As a result, she sought the guidance and advice from her mentor and panelists, as well as peers who are familiar with the technique. Furthermore, she was advised by these professionals in properly implementing the procedure in order to get the data required for the intended goal. In addition, she was expected to demonstrate moral courage, societal awareness, culture, sensitivity, professionalism, and honesty throughout the study.

Adequacy of Facilities. In this study, the researcher ensured that all necessary facilities are available and accessible. Further readings and references can be found in library and internet resources to help deepen and reinforce the analysis and interpretation of the data acquired. Audio recorders, cameras, and other necessary equipment were on hand. Finally, a panel of specialists were established who provided useful input and suggestions to aid the researcher in performing the study and conveying the findings.

Community Involvement. The researcher was committed to treating the people in the community with dignity. The approval of the Schools Division Superintendent and School Administrators was required for any activities to be carried out. Through their perceptions on succession planning, as well as a better understanding of the roles and responsibilities of leaders who will become influential and promote the common good within and outside their context, these stakeholders' participation in this study will help the researcher to generate information on how women were empowered by the leaders in their schools.

4. RESULTS AND DISCUSSIONS

This chapter discusses the themes which emerged from the interview. These were provided with the core ideas to further explained the themes.

Themes and Core Ideas on the Challenges of Teachers in

Teaching English Language

The first research question determines the challenges faced by teachers in English language teaching. There are three themes which emerged from the responses of the informants. These are the difficulty of the students in expressing in the English language, poor comprehension skills of the students, and the limited time for learning. All of these are revealed on Table 1.

Table 1

Themes and Core Ideas on the Challenges of Teachers in Teaching English Language

Themes	Core Ideas
Difficulty of the students in expressing in the English Language	The students cannot express themselves in the target language.
	The students preferred to use their mother tongue in responding to teacher's questions.
	The students have poor foundation in English language

	The students barely understood the English language
	The students do not have time in improving their skills in English language. Instead, they are hooked with gadgets and use of non-standard spelling of words in writing.
	The presence of non-reader students
	The students are hesitated to express their thoughts and ideas because of the fear of committing mistakes
	The teachers had the difficulties of leading the students toward in providing relevant and meaningful answers.
	The students cannot pronounce unfamiliar words
Poor Comprehension Skills of the Students	The students have limited vocabulary which is crucial for improving their comprehension skills.
	Learning is solely entrusted to teachers
Limited Time for Learning	The time in teaching is too short for the teacher to fully give the necessary skills.
	Students lack of patience in listening to teachers
	The provisions of meaningful activities are limited

Difficulty of the students in expressing in the English language. This problem highlighted different significant points. One of which is that the students cannot express themselves in the target language. Aside that English is not the native language of the students, they failed to articulate their thoughts and ideas especially during the teaching-learning process. They tend to use their own mother tongue in responding to teacher's questions. This predicament can be associated by the mere fact that they have limited vocabulary. Also, their grammaring skills and backgrounds are not sufficient enough to give them the level of confidence which enabled them to be participative in the class.

This is one of the problems faced by the informant. Based on her narration, she articulated that:

“Teaching learners in the aspect of grammar has been a challenge for me. To add, the learner’s difficulty to express themselves in the English language also hinders in the teaching-learning process since it hinders the participation of learners. Their hesitance to express their thoughts knowing that they fear of giving their ideas wrongly results in a poor interaction in class. Moreover, learners tend to be very passive and show lack of interest to learn since they have poor comprehension skills. These struggles limit the exchange of learning among learners.” (Informant 1)

The poor foundation of students in English sometimes was attributed to their socio-economic status, the type of school, as well as their interest toward the language. Because of this, they could barely understand even the simplest instructions provided by their teachers. Hence, it created a domino effect. Teachers have to reteach the topic or change their strategies in order to bring the students into the texts as well as they could have the necessary skills in English.

She expressed that:

“First the poor foundation of the learners in English language. They are more fluent to Hiligaynon or Cebuano. Grades 1-3 in public schools are using mother tongue. Then English language are taught when they reach Grade 4 giving focus in reading and writing. Knowing the large number of learners in class, there must be tutorial at homes too. But in many cases, learning was totally entrusted to teachers. That’s why their foundation in the language is poor. If only these learners were given much attention in reading, writing, and especially comprehension, they can easily grasp the lessons in high school not only in English but all other subject areas.” (Informant 2).

With the advent of technological advancements, students’ attention is not directed to learning. They make themselves busy in watching nonsensical videos which never have the impact on their learning capabilities. Moreover, when they spent much of their time in the usage of gadgets, they could not even give time to develop their communicative competence. In the same manner, there are students who could not even read the words even the sound of the letters. Supposedly, this is the very basic in reading that every learner should have to enrich.

In line with this, the stated of informant 2 justified this problem in the class:

“Secondly, students are hooked up to their gadgets. Social media and games giving no time to grab a book. The internet addiction is rampant especially to our school children. The use of jejeon leads them to poor in spelling. The notifications or news feeds are so tempting that they cannot concentrate in reading or writing.” (Informant 2)

Also, there was the hesitation on the part of the students in expressing their thoughts and ideas. This can be attributed by the fact that they have the fears of committing mistakes. When teachers do not know how to handle this situation, this may lead to bullying and students’ inability to compete and do their best in the class. It explains that hesitations are the culprit of the lack of motivation and the lack of foundation in reading comprehension. As stated in the interview.

“Their hesitance to express their thoughts knowing that they fear of giving their ideas wrongly results in a poor interaction in class. Moreover, learners tend to be very passive and show lack of interest to learn since they have poor comprehension skills. These struggles limit the exchange of learning among learners.” (Informant 1)

Leading the students toward the answer was the problem faced by one of the teacher informants. This implies that students have limited vocabulary which enabled them to barely express during the classroom interactions. The availability of essential materials should be considered to provide meaningful learning activities to students. And, thus, they will perform well in the class. It was articulated by one of the informants during the interview, she affirmed that:

“I had difficulties in leading learners to arrive to a relevant and meaningful answer to the question asked. On top of that, I feel that some of my activities on lessons where there's not many available resources, do not really hit the desired target skills.” (Informant 4)

Lastly, one of the manifestations of poor foundations is the inability of the students to pronounce words. Though, it is necessary to provide the correct pronunciation because Filipinos are non-native speakers, it is also noted that they have to equip themselves with the reading skills. Their phonemic awareness will strengthen their capabilities to uncover the meaning and eventually used these terms in conversations. The problems were enumerated by the teacher. One of which is relative to the pronunciation. He narrated that:

“As an educator and a teacher of the English language for just more than a year now, there are a number of struggles that I have encountered. There are the following:

- students capacity to pronounce unfamiliar words
 - subject-verb-agreement
 - parallelism in sentences
 - confidence in recitation and activities
 - difficulty in reading.”
- (Informant 3)

This is in line with the findings of Schoeman et al. (2023) that the poor foundation of students in reading can be traced on how they were trained at home. When a student is highly motivated, he has the drive to discover things. But when it is absent, it is impossible for the student to create meaningful learnings. As mentioned in the research findings, teachers faced problems because students appeared to attend school without the proper foundations of learning. They have no necessary training as well as no reading skills.

Poor Comprehension Skills of Students. Reading without comprehending is useless. It is vital for one's growth and development. Students have to learn how to decode the meaning of words in order for them to connect with the texts. This implies that when students have rich vocabulary, they can understand the texts without any difficulties. It is just a matter of learning and improving their will to become independent learners. But then, this problem has been the culprit to students' poor performance not only in English but also in other subjects where English is the main language of instruction.

For informant 6, she stated that:

“Most of the students have the difficulty in comprehension. Though every time a selection is read and unlocking of difficult words is done, many could not satisfactorily understand the selections read. If listening texts are read, the more the students could not comprehend.” (Informant 6)

In addition, she pointed out that it is because of the limited vocabulary of the students which complicates the situation. She belabored that:

“Among the four macro skills that are supposed to be developed in English, it's really in the listening skill that students are weak at. Their meager knowledge in vocabulary added to their difficulty to comprehend.” (Informant 6)

This is also the grievance of the informant relative to her experience in teaching the English language.

“The problems I have experiences in teaching English language are handling the reading ability and comprehension of the students especially in literature where the lessons are more on analysis of literary text. Students are also being afraid of making mistake in speaking English that is why they usually tend to avoid during class discussion.” (Informant 9).

She emphasized the effect of this problem in the delivery of the lesson. As stated,

“It affects the delivery of the lesson in a sense that they cannot comprehend very well of what they are reading and sometimes they have different understanding that is why they cannot be able to give the exact thought of the text.” (Informant 9)

Parents are known as partners of learning of their children. Their lack of time for to sustain the reading skills at home complicates the situation. Teachers alone are surrounded by a lot of teaching loads, paper works, and the like which not everybody cannot be given enough attention. This conformed to the statement of the informant:

“Knowing the large number of learners in class, there must be tutorial at homes too. But in many cases, learning was totally entrusted to teachers. That's why their foundation in the language is poor. If only these learners were given much attention in reading, writing, and especially comprehension, they can easily grasp the lessons in high school not only in English but all other subject areas.” (Informant 2)

There can be more factors which can be associated with the poor reading skills of the students. As stated, home is the beginning of learning. Parents are the first teachers who have the big roles in providing the foundation toward reading (Pocan, 2022). On the contrary, the socio-economic status of parents even hampered to the quest of the students to achieve their dreams in life (Butial et al., 2022).

Limited Time for Learning. This theme inferred that learning occurs when teachers have the luxury of time to teaching. In the public school, usually classes lasted from 45 minutes to 1 hour per subject. This is quite short when teachers have to face the presence of struggling readers. In addition, teachers are bombarded with paper works and the class size. Not all will be given enough attention in reading. In the like manner, activities that are supposed to give meaningful learning experiences cannot be achieved because of the scarcity of time.

For Informant 3, she considered the time as a constraint in learning the English language:

“For me, the following are the most challenging: Limited time for lectures, Students getting bored, Distracted by the environment, and Lack of practice in learning English language.” (Informant 3)

She even emphasized that:

“Lack of practice in learning English Language due to limited time for lectures. It is difficult to handle because we don't have ample time to practice it in school and in home. In teaching other subject, as an English teacher we are using our vernacular language or Tagalog most of the time in the teaching learning process to address learners' negative attitude towards the subject.” (Informant 3)

The limited activities hindered the students to grow in learning the English language. Meaningful activities are not fully introduced to students. As mentioned in the interview:

“In my case, the lack of meaningful activities that lead learners to equip themselves with the target skills is the most difficult to handle.” (Informant 4)

More so, this affects the delivery of the lessons. Its impact created a big loophole in the learning process of the students. She articulated in the interview that:

“Having less and meaningful activities on the lesson limits the learners to obtain necessary target competencies. It affects the delivery of the lesson in a way that learners will have insufficient grasp on the concepts for which they would use in the application of their learning.” (Informant 4)

The time for learning should always be given enough attention considering that there are students who still need attention. These are the struggling students who opted not to participate during the classroom discussions. They preferred to stay at the back and make other things. It should also be understood that students need their teachers. After classes, that is the only time where they could share their difficulties. It was suggested that teachers have to provided scaffolding to these types of learners (Nodira, 2023).

Themes and Core Ideas on the Coping strategies of Teachers in Teaching English Language

The second research question determines the coping strategies of teachers in teaching English language. Positive outlook of teachers, guide students in activities, apply the basics in teaching, relate students' needs, and allow students to express themselves in their mother tongue are the theme which identified based on their narratives. These themes justify the contexts of Table 2.

Table 2

Themes and Core Ideas on the Coping strategies of Teachers in Teaching English Language

Themes	Core Ideas
Positive Outlook of Teachers	The teachers believe that there is always a process in learning
	The teachers need to be patient and understand the situation of their students
Guide Students in Activities	The teachers provide close supervision to students who have struggles in learning the English language.
	The teachers try to translate the English text to Filipino to bring to provide connections to learners and texts.
	The teacher uses differentiated activities to motivate the students to participate.
Apply the Basics in Teaching	The teachers always have to go back to the simplest ways of teaching the lessons to the students
Relate Students' Needs	The teachers adopt to the interest of the students to learn by using the social media and Information and Communication Technology
Allow Students to Express in their Mother Tongue	The teacher encourages students to speak and share their ideas using their mother tongue.

Positive Outlook of Teachers. Teachers are known to be flexible. Even in the midst of quandary and uncertainties they still optimistic that there is always a process in learning. This means that students can grow through the strategies being employed by the teachers and their partnership will never end until they reach their goals. In addition, teachers need patience, love, and compassion.

Understanding the needs of their students can lead them to provide better learning activities suited to learning development. Correspondingly, the attitude of teachers can make a difference in their selfless services to their students. Even in the most difficult situations, teachers still believe that better days will come and their students will be knowledgeable enough in the English language.

This is in consonance with the statement of Informant 5. She unfolded that:

“Every student learns differently; thus, it is the role of a teacher to provide the appropriate teaching style that will watch the students’ learning capabilities.” (Informant 5)

Optimistic teachers are needed in the profession (Ng et al., 2023). They are the source of inspiration and knows how to motivate those who struggled toward their learning. In the contexts of English language teaching, teachers have to be positive even in the midst of quandary. Though, they are surrounded by a lot of problems, yet they know how to overcome. They always have the solution to every problem (Scott et al., 2023).

Guide Students in Activities. It is the role of the teachers to provide supervision to struggling students. Through this, they can ensure that they provided activities that will tickle the interest of the students on their quest toward a higher learning. Undeniably, the utilization of the Mother Tongue-based instruction opens the doors of opportunities not only to students but to teachers as well. It is not that they have to translate the texts, but they are making meaning out of it which may lead students to have the appreciation of what they are learning of.

The purpose of this approach can be further explained by translanguaging. Teachers have to lower their level by teaching the students of the concepts using their mother tongue. It should be remembered that schools should have to decolonize and integrate the wonders of the language which can be understood by everyone. Conversely, different activities are designed by the teachers to manifest learning and to motivate them to participate and become productive learners.

Teachers have to provide the guiding principles in teaching. Thus, it was shared in the interview:

“You just have to trust the process. Every student has different learning ability. You have to be patient and understand them well. Never hesitate to help a student who has poor comprehension and interest.” (Informant 8)

“To overcome the challenges, I always guide them during the activity, such as asking them of what to do. They obtain from the story or text so that I could be able to know if they have comprehended the text well. Sometimes, I let them visualize the reading text by letting the, to create in their minds in mental image of what they have read.” (Informant 9)

Students best learned when teachers know how to consider their needs. The utilization of different media in teaching were proven to be effective. Students got the interest to be able to create meaningful learning experiences. Talking about translanguaging, the repertoire of the learner will be used in the expressions of thoughts and ideas. They are not limited into the English language alone (Collins et al., 2023; Dikilitas et al., 2023; Makarova et al., 2023).

Apply the Basics in Teaching. The spiraling of the curriculum is the implication of this theme. For example, when teaching the different tenses of the verb teachers should only focus on one tense. Other tenses will be taught in the next grade level. The overlapping is actually the culprit of why students refused to learn the English language. It is a complex language and dynamic in form and meaning. In the same manner, when teachers have the struggling students like those who cannot read and comprehend, they always have to begin from the basics. The incorporation of complex topics brought enough burden to students whose foundation is weak. Thus, teachers have to consider first their reading backgrounds through needs assessments.

As quoted, Informant 10 shared this idea.

“Go back from the basics. I guess MELC could wait. I have to prioritize their reading skills because I think that’s the best thing to do. If they know how to read, everything will follow.” (Informant 10)

For Feruza (2023), Fox and Chang-Bacon (2023) that the teaching of grammar should begin from the basic. Teachers should be mindful of the implementation of the spiral curriculum at school. They should not complicate the topics when these are focused only on the simple ones. These may create information breakdown on the part of the learners considering the English is one of the most complicated languages in the world specially in its conjugations.

Relate Students’ Needs. Teachers are flexible in all facets of teaching. They adopt to different environments. The same is true that they build connections with the needs of their students. Truly, this manifests that students preferred to use the social media in communicating and expressing themselves. By incorporating this domain in learning they are actually adjusting to how the 21st century learners are creating meaningful learning experiences. Teachers know encourage students to easily express themselves because they can relate on what is the fad. Giving them of what they would like brings the real essence of learning. Enabling them to take part to change makes them feel that they are important in achieving the objectives of learning.

Differentiated instruction was mentioned in one of the interviews. It was further revealed in the narrative below.

“To overcome those challenges, I apply several teaching strategies. The most common that I used is Differentiated Instruction, it enables my students to express themselves through their interests and skills.” (Informant 1)

For informant 7,

“Students are more interested to social media and online hobbies. To boost the learner’s interest to education, I design activities that is very relatable to their interests and age.” (Informant 7)

Allow students to express in their mother tongue. The teacher is considered a prescriptivist and valued the essence of translanguaging. Indeed, learning does not happen when there is the limited room for the students to take part on the change. Speaking the English language does not and will never be the solution. Though, English is considered as the Lingua Franca, but then it does not mean that all people in the world speak the same variety of the language.

This is also true in the parlance of teaching. Students who express in their mother tongue will connect them to the real meaning of learning. Code switching, code mixing, and code meshing, are some of the few linguistic phenomena that changed the language landscape. In the class, teachers should know as well that it is the concept that should be learned and not the things that students should not. Filipinos are not native speaker, and thus, they have to arrive on a consensus that using the mother tongue can help in expressing the bodies of knowledge which they cannot even articulate in the English language.

Within this context, this implies that the application of English Only Policy in the classrooms is the form of terrorizing students. This is a poor process of teaching and should never be tolerated. If teachers cannot expect their students to express in the target language, there is always a room for their mother tongue to provide the vivid picture. Of course, one cannot understand English without having the profound knowledge of their own language. The connection of these two languages would not be put in vain. Meanings are first formed in the mother tongue and articulated in the English language.

Informant 2 sees the brighter side of the Mother Tongue as an aid in instruction:

“I see to it that everybody can share and answer according to their level of ability and capacity of learning. I encourage students who have difficulties to speak/share using mother tongue. I initiate conversation with them, asking open-ended questions and seeking out their opinions. I respect their answers/responses and appreciate the correct one. I am always in a state of maximum tolerance as to their behavior. I deal/compromise if they are unbecoming. I want them to feel they are important that all of them have rights to learn and be given opportunities and attention.” (Informant 2)

As mentioned by Sun et al. (2023), language can be best taught when teachers are open of all the realities in language teaching. They have to tolerate change in instruction which may bring learning development and increase the performance of the students. The acceptance of different linguistic phenomenon best describes the best teachers in the English language. Concepts should and will always be the consideration (Guerrero, 2023). If students cannot express in English or they have the difficulties in it, therefore teachers have to explain it in a language where students can best understand (Richards & Pun, 2023).

Action Plan

The third research question provides the development of an action plan which was designed based on the findings of the study.

Rationale

Grammar is fundamental in learning the language. All skills go when the students have the foundations of the structures of language. They can easily express themselves in writing, speaking, and even have the sharpest listening skills. Students can appreciate its importance when teachers know how to begin from the basic and tried to connect it to the daily functions of life.

Appreciation of grammar leads to having the necessary grammaring skills. Teachers will no longer face any difficulties in the teaching the English language. In fact, students can have the comprehension and immediately connect themselves with the texts. Through this, they can appreciate and create meanings. Through inferencing, the students can look forward what is the end of the story or what will happen next.

Grammaring provides innovations in learning English. It is the key that free the students from the bondage of reading poverty. Truly, when students appreciated the value of grammar, they can be the best version of themselves in terms of learning. They will not be left behind in terms of expressing what they felt and what they want in life. As such, they can empower themselves to navigate the wonders of language in different landscapes.

This intervention plan aims to help struggling students to know the role of grammar in their quest for a higher learning. Teachers at one hand will be guided properly on the things that they are going to do in providing intervention that may have an impact to students’ learning. Above all, this plan seeks to liberate students from being shackled by ignorance.

Objective

Introduce the grammaring skills to students through the four macro skills.

Areas of Concern and Database	Objectives	Strategies	Activities	Time Frame	Persons' Involved	Performance Indicator
Struggling Students in grammar	Provide Scaffolding to students who have difficulties in grammar and to enhance their grammaring skills.	Peer teaching Home visitation Provide remedial instructions through social media Partnership with the stakeholders Training of teachers in the teaching of translanguaging as a new approach in teaching the language to struggling students and the intensification of grammaring skills of the students	Partnership with student leaders Parent-teacher partnership Creation of Social Media account for this purpose Partnership on the creation of a reading camp	Second Semester 2020-2021	Student leaders Parents Teachers Students	95%

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations.

Summary

This qualitative study employing the phenomenological research design aimed at determining the challenges faced by teachers in teaching English language. The participants were teachers specializing in English. There were 10 informants who participated in the in-depth interview. The challenges they faced included the difficulty of the students in expressing in the English language, poor comprehension skills of the students, and the limited time for learning. Having the positive outlook in life, guide students in activities, apply the basics in teaching, relate students' needs, and allow students to express in their mother tongue were coping strategies of the teachers. An action plan was designed based on the findings of the study.

Conclusions

Teachers specializing in the English language faced a lot of challenges. The ability of the students to understand the concept as well as their capability to articulate themselves in the English language brought a serious problem in the delivery of instructions. Time is not sufficient that would enable the teachers to provide more meaningful learning activities. Further, this infers that they accepted that these problems are part of their journey as teachers. Therefore, they connected with the students in order to know what they want to happen in their quest for excellence in language learning. The acceptance of the mother tongue in communicating the class played a crucial role in digging deeper into the concepts that every student should have to internalize and apply in their own lives.

Recommendations

In light of the findings, this study recommends the following. First, teachers have to be both descriptivist and prescriptivist. Second, they have to accept the mere fact that language evolves. Philippines as one of the variations of the English language is the epitome of how language changes from one region to another. The path of its trajectory should be the number one considerations of teachers. They have to be mindful of how to adopt to change. One cannot say that there is a standard English which is used as a Lingua Franca.

Third, teachers have to always allow the application of code switching, code mixing, and code meshing in the delivery of the lessons. This provided an idea that there are bodies of knowledge can be best explained through the language of the learners. Fourth, reading should be integrated in all facets of language teaching. Teachers have to introduce vocabularies and allow their students to use these in sentences and conversations. The researcher looks forward that the action plan will be adopted by other schools. Lastly, future researchers can utilize the themes as the dimensions in developing a quantitative tool. Hence, a comparative analysis can be sought.

References

- Afshar, H. S., & Asakereh, A. (2016). Speaking skills problems encountered by Iranian\ EFL freshmen and seniors from their own and their English instructors' perspectives. *Electronic journal of Foreign language teaching*, 13(1), 112-130. Retrieved from <http://e-flt.nus.edu>.
- Altayeb, H. (2020) Exploring the Difficulties of Using English Modal Auxiliaries among the Tertiary Level Students. Sudan University of Science & Technology, College of Language, 53p.333
- Alyan, A.A. (2013). Oral Communication Problems Encountering English Major Students: Perspectives of Learners and Teachers in Palestinian EFL University Context. *Arab World English Journal*. (4) 2, 226-238
- Bekai, W., & Harkouss, S. (2018). The role of motivation in teaching speaking in esp: a case study of a Lebanese Private University. *The journal of teaching English for specific and academic purposes*. 6(1), 141–150. <https://doi.org/10.22190/JTESAPI801141B>
- Bernardo, A. S. (2023). Philippine English and Global Englishes-inspired grammar teaching. *Asian Englishes*, 1-21.
- Braun, V., Clarke, V., & Hayfield, N. (2023). *Thematic analysis: A reflexive approach*. SAGE Publications.
- Burrows, L., & Holsworth, M. (2016). The effects of explicit word recognition training on Japanese EFL learners. *The Reading Matrix: An International Online Journal*, 16(2), 81–97.
- Butial, F. J., Santos, M. D., Juanito, J., Francisco, J. M., Abequibel, B., Deran, J. J.,... & Alieto, E. O. (2022). Modular Teaching during Tumultuous Times: Challenges and Coping Strategies of Special Education Teachers. *Special Education*, 1(43).
- Clarke, V., Braun, V., & Hayfield, N. (2015). Thematic analysis. *Qualitative psychology: A practical guide to research methods*, 3, 222-248.
- Clemens, N. H., Mason, S., & O'Donnell, K. E. (2023). Language and self-regulation: Interrelated sources of disparities in reading achievement and opportunities for reducing inequity. *School Psychology*, 38(1), 15.
- Collins, B. A., Sanchez, M., & España, C. (2023). Sustaining and developing teachers' dynamic bilingualism in a re-designed bilingual teacher preparation program. *International Journal of Bilingual Education and Bilingualism*, 26(2), 97-113.
- Cunningham, A. Perry, K., & Stanovich, K. (2001). Converging evidence for the concept of orthographic processing. *Reading and Writing: An Interdisciplinary Journal*, 14(5), 549–568. doi:10.1023/A:1011100226798
- Dela Pena, K. (2023, January 26). Southeast Asia rank: Ph 2nd to worst in Grade Five students' reading, math skills. *Inquirer.net* <https://newsinfo.inquirer.net/1721616/southeast-asia-rank-ph-2nd-to-worst-in-grade-5-students-reading-math-skills>
- Dikilitaş, K., Bahrami, V., & Erbakan, N. T. (2023). Bilingual education teachers and learners in a preschool context: Instructional and interactional translanguaging spaces. *Learning and Instruction*, 86, 101754.
- Feruz, N. (2023). Characteristics of the Lessons of the Native Language. *Web of Semantic: Universal Journal on Innovative Education*, 2(3), 32-36.
- Fox, W., & Chang-Bacon, C. (2023). Critical language awareness through advocacy: Disrupting deficit discourse through simulation in L2 writing teacher education. *Journal of Second Language Writing*, 60, 100992.
- Galton, M., & Simon, B. (Eds.). (2023). *Progress and performance in the primary classroom*. Taylor & Francis.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York, NY: Cambridge University Press.
- Guerrero, M. D. (2023). State of the art: a forty-year reflection on the Spanish language preparation of Spanish-English bilingual-dual language teachers in the US. *International Journal of Bilingual Education and Bilingualism*, 26(2), 146-157.
- Huang, C., Lin, S., & Su, B. (2004). The effects of phonological awareness training on technological university students' phonics and vocabulary knowledge. *Journal of National Taipei Teachers College*, 17(1), 59–90.

- Jia, G. (2003). The acquisition of the English plural morpheme by native Mandarin Chinese-speaking children. *Journal of Speech, Language, and Hearing Research*, 46, 1297-1311.
- Jongejan, W., Verhoeven, L., & Siegel, L. (2007). Predictors of reading and spelling abilities in first- and second-language learners. *Journal of Educational Psychology* [H.W. Wilson – EDUC], 99(4), 835–851. doi:10.1037/0022-0663.99.4.835
- Lawtie. (2004). Biodiesel and Speech Difficulties. available at: z.mortonjones@worc.ac.ukhttp://www.scips.worc.ac.uk/subjects_and_challenges/biosciences/biosci_speech
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94-106.
- Li, Y., Huang, C., & Liu, J. (2023). Diagnosing Primary Students' Reading Progression: Is Cognitive Diagnostic Computerized Adaptive Testing the Way Forward?. *Journal of Educational and Behavioral Statistics*, 10769986231160668.
- LOPEZ, V. (2022). The Nexus between English Language Proficiency and Mathematics Competency: The Case of Filipino K-12 Graduates. *AIDE Interdisciplinary Research Journal*, 3, 527-577.
- Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.
- Mahfud, S. (2021) Error Analysis of Modal Auxiliaries Used By Students At The Second Semester of The Eleventh Grade of SMAN 1 Kelumbayan in the Academic Year of 2019/2020. Undergraduate thesis, UIN RadenIntan Lampung.
- Makarova, I., Duarte, J., & Huilcán, M. I. (2023). Experts' views on the contribution of language awareness and translanguaging for minority language education. *Language Awareness*, 32(1), 74-93.
- Martin, I. P. (2014). English language teaching in the Philippines. *World Englishes*, 33(4), 472-485.
- Mayan, M. J. (2023). *Essentials of qualitative inquiry*. Taylor & Francis.
- Miñoza, M. V., & Montero, M. A. (2019). Reading Comprehension Level among Intermediate Learners. *Online Submission*, 31(3), 561-568.
- Miranti, Cut Dhira (2020) Students' Difficulties in Learning Reported Speech. Thesis. Universitas Islam Negeri Ar-Raniry Banda Aceh.
- Nedamo, N. A. B. N., & Pineda, J. E. (2023). Teaching in the New Normal through the Lenses of English Teachers. *International Journal of Humanities and Education Development (IJHED)*, 5(1), 20-24.
- Ng, D. T. K., Jiahong Su, M., & Ng, R. C. W. (2023). Fostering non-aviation undergraduates' aviation literacy in an online aviation laboratory: effects on students' perceptions, motivation, industry optimism. *Journal of Computing in Higher Education*, 1-28.
- Nodira, U. (2023). Some Methods of Teaching English to Students. *Best Journal of Innovation in Science, Research and Development*, 2(2), 165-167.
- Norlyk, A., & Harder, I. (2010). What makes a phenomenological study phenomenological? An analysis of peer-reviewed empirical nursing studies. *Qualitative Health Research*, 20(3), 420-431.
- Perfetti, C. A. (1985). *Reading ability*. New York, NY: Oxford Press.
- Perfetti, C. A., & Hart, L. (2001). The lexical basis of comprehension skill. In D. S.
- Pocan, J. M. (2022). Exploring teaching strategies and challenges towards a holistic context-based special education teaching strategies program. *The Normal Lights*, 16(1), 29.
- Qadariah, L. (2010) Analysis on Students' Difficulties in Learning Reported Speech (A Case Study at the First Year Students of MA Pembangunan UIN Jakarta). Skripsi, SyarifHidayatullah State Islamic University.
- Richards, J. C., & Pun, J. (2023). A typology of English-medium instruction. *RELC Journal*, 54(1), 216-240.
- Schoeman, J. C., Geertsema, S., le Roux, M., & Pottas, L. (2023). The Effect of Pedagogical Translanguaging on Foundation Phase Classrooms in a South African Private School. *Journal of Language, Identity & Education*, 1-18.
- Rao, P.S. (2018). Developing speaking skills in ESL or EFL settings. *International Journal of English Language, Literature And Translation Studies*, 5(2), 286-293.
- Ravn, S. (2023). Integrating qualitative research methodologies and phenomenology—using dancers' and athletes' experiences for phenomenological analysis. *Phenomenology and the Cognitive Sciences*, 22(1), 107-127.
- Richards, J. C., & Pun, J. (2023). A typology of English-medium instruction. *RELC Journal*, 54(1), 216-240.
- Richards, J.C., & Renandya, W.A. (2002). *Methodology in language teaching*. Cambridge, UK: Cambridge University Press.

- Scott, T., Guan, W., Han, H., Zou, X., & Chen, Y. (2023). The Impact of Academic Optimism, Institutional Policy and Support, and Self-Efficacy on University Instructors' Continuous Professional Development in Mainland China. *SAGE Open*, 13(1), 21582440231153339.
- Setlik, J., & da Silva, H. C. (2023). Texts and reading practices in physics education: Analysis of the voices of subjects in initial teacher education. *Teaching and Teacher Education*, 127, 104112.
- Stanovich, K. E. (1988). The right and wrong places to look for the cognitive locus of reading disability. *Annals of Dyslexia*, 38(1), 154–177. doi:10.1007/BF02648254
- Sun, B., O'Brien, B. A., Arshad, N. A. B., & Sun, H. (2023). The contribution of intrinsic motivation and home literacy environment to Singaporean bilingual children's receptive vocabulary. *Reading and Writing*, 1-29.
- Swank, L., & Catts, H. (1994). Phonological awareness and written word decoding. *Language, Speech, and Hearing Services in Schools*, 25(1), 9–14. Retrieved from <http://vv4kg5gr5v.search.serialssolutions.com.libproxy.temple.edu/>
- Tang, K. N. (2020). Challenges and Importance of Teaching English as a Medium of Instruction in Thailand International College. *Journal of English as an International Language*, 15(2), 97-118.
- Thomas, N. & Rose, H. (2019). 'Do language learning strategies need to be self-directed? Disentangling strategies from self-regulated learning'. *TESOL Quarterly* 53/1: 248- 257
- Trialoka, V.S. Puspita, H and Sabbarudin, S. 2017. English Learners. Strategies in Learning Speaking Spekaing Skill (A Study of Undergraduate Students of English Education Study Program at Universitas Bengkulu in 2016/2017 Accademic Year. *Journal of English Education and Teaching (JEET)* (1) 1. 9-20
- Truman, S. E. (2023). Undisciplined: Research-creation and what it may offer (traditional) qualitative research methods. *Qualitative Inquiry*, 29(1), 95-104.
- Van Manen, M. (2023). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Taylor & Francis.