

**CHALLENGES IN TEACHING ENGLISH AS A SECOND  
LANGUAGE AT INTERMEDIATE LEVEL IN TEHSIL  
SHRAQPUR SHAREEF**



**SUBMITTED BY: SANA AFZAL**  
**REGISTRATION NO: 2223334**  
**SUPERVISED BY: DR. TAHIR JAHANKHAN**

**ENGLISH (Linguistics)**

**At**

**NATIONAL COLLEGE OF BUSINESS ADMINISTRATION AND  
ECONOMICS MAIN CAMPUS GULBERG, LAHORE**

## **ABSTRACT**

The study delves into various aspects including pedagogical strategies, linguistic complexities, cultural influences, and learner motivation. Through qualitative analysis of interviews, observations, and survey data from ESL instructors and intermediate-level students, key challenges emerge such as grammar intricacies, vocabulary acquisition, communicative competence, and classroom management. Additionally, cultural barriers and individual learning differences pose significant obstacles in ESL instruction. This subjective contextual analysis digs into the encounters of four English educators (two male and two female) in Shraqpur Shareef. The examination investigates different factors and challenges experienced by these teachers during the time spent showing English as a subsequent language. The discoveries shed light on the deterrents looked by English instructors, underlining the requirement for resolving these issues to improve the general opportunity for growth for moderate students. All in all, the review proposes suggestions to mitigate the recognized challenges looked by English educators in Shraqpur Shareef, offering expected answers for upgrade the nature of English language training for transitional students.

**Keywords:** Challenges, Teaching English, Intermediate students, ESL, pedagogical instructions

## **DEDICATION**

I completely dedicate this research work to my parents, friends and especially my teacher Dr. Tahir Jahan Khan, without whom I would not have been able to do this. It was their persistent support and love that encouraged me to stay focused and carry out this work with enthusiasm.

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Last but not least, I want to express my appreciation to all the participants and individuals who contributed their time and insights to this research

## DECLARATION

I am Sana D/O Muhammad Afzal a student of M.Phil. English Literature/Linguistics at Faculty of Management Studies, National College of Business Administration And Economics (NCBA&E), Lahore, hereby declare that this thesis titled, “CHALLENGES IN TEACHING ENGLISH AS A SECOND LANGUAGE AT INTERMEDIATE LEVEL IN TEHSIL SHRAQPUR SHAREEF” is my own research work and has not been submitted, published, or printed elsewhere in Pakistan or abroad. Additionally, I will not use this thesis for obtaining any degree other than the one stated above. I fully understand that if my statement is found to be incorrect at any stage, including after the award of the degree, the University has the right to revoke my M.Phil. degree.

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Name of Student: Sana Afzal

Registration Number: **2223334**

Date: 10/02/24

## PLAGIARISM UNDERTAKING

I solemnly declare that the research work presented in this thesis titled, “CHALLENGES IN TEACHING ENGLISH AS A SECOND LANGUAGE AT INTERMEDIATE LEVEL IN TEHSILSHRAQPUR SHAREEF” is solely my research work, and that the entire thesis has been completed by me, with no significant contribution from any other person or institution. Any small contribution, wherever taken, has been duly acknowledged.

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## **CERTIFICATE OF RESEARCH COMPLETION**

It is certified that this thesis titled, “CHALLENGES IN TEACHING ENGLISH AS A SECOND LANGUAGE AT INTERMEDIATE LEVEL IN TEHSILSHRAQPUR SHAREEF”, submitted by Sana Afzal, Registration No.2223334, for M.Phil. degree at National College of Business Administration and Economics, Lahore, is an original research work and contains satisfactory material to be eligible for evaluation by the Examiner(s) for the award of the above stated degree.

Supervisor’s Name: DR. TAHIR JAHAN KHAN Signature

Designation

Faculty

National College of Business Administration and Economics (NCBA&E) Lahore.

Designation

Faculty

College/University Name: NATIONAL COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS

Signature:

Date: 10/02/24

## **CERTIFICATE OF EXAMINERS**

It is certified that the research work contained in this thesis titled is“CHALLENGES IN TEACHING ENGLISH AS A SECOND LANGUAGE AT INTERMEDIATE LEVEL IN TEHSIL SHRAQPUR SHAREEF”up to the mark for the award of Master of Science or Philosophy in English Literature/Linguistics.

Internal Examiner

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

External Examiner

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Dean/HOD Faculty English National College of Business Administration and Economics (NCBA&E) Lahore.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

OFFICIAL STAMP

## **Table Of Contents**

ABSTRACT.....	3
DEDICATION.....	4
ACKNOWLEDGEMENTS.....	5
DECLARATION.....	6
PLAGIARISM UNDERTAKING.....	7
CERTIFICATE OF RESEARCH COMPLETION.....	8
CERTIFICATE OF EXAMINER.....	9
LIST OF TABLES.....	12
LIST OF GRAPHS .....	14
LIST OF ABBREVIATIONS AND ACRONYMS.....	15
TABLE OF CONTENTS.....	10
<b>CHAPTER#1: INTRODUCTION.....</b>	<b>16</b>
1.1 Background of the study.....	20
1.2 Problem Statement.....	21
1.3 Context of The Study.....	23
1.4 Objectives of the Study.....	23
1.5 Research Questions.....	23
1.6 Significance of the study.....	24
1.7 Scope of the study.....	27
<b>CHAPTER#2: Literature Review.....</b>	<b>28</b>
2.1 Challenges.....	29
2.2 Challenges in English language.....	35
2.3 Challenges faced by Pakistani teachers.....	50
2.4 No clear-cut linguistic policy.....	53
2.5 Lack of motivation.....	55
<b>Chapter#3: Research Approach.....</b>	<b>59</b>
3.1 Introduction.....	59
3.2 participants.....	62
3.3 Research Instruments.....	63
3.4 Data Collection.....	63
3.5 Data analysis.....	63
<b>Chapter#4: Findings.....</b>	<b>67</b>

4.1 Linguistic Policy.....	78
4.2 Lack of teachers training.....	80
4.3 Motivation.....	82
4.4 Unwanted extra duties.....	83
4.5 Recommendations.....	85
<b>Chapter#5: Discussion.....</b>	<b>89</b>
5.1 Conclusion and future discussion.....	90
References.....	109

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## **LIST OF TABLES**

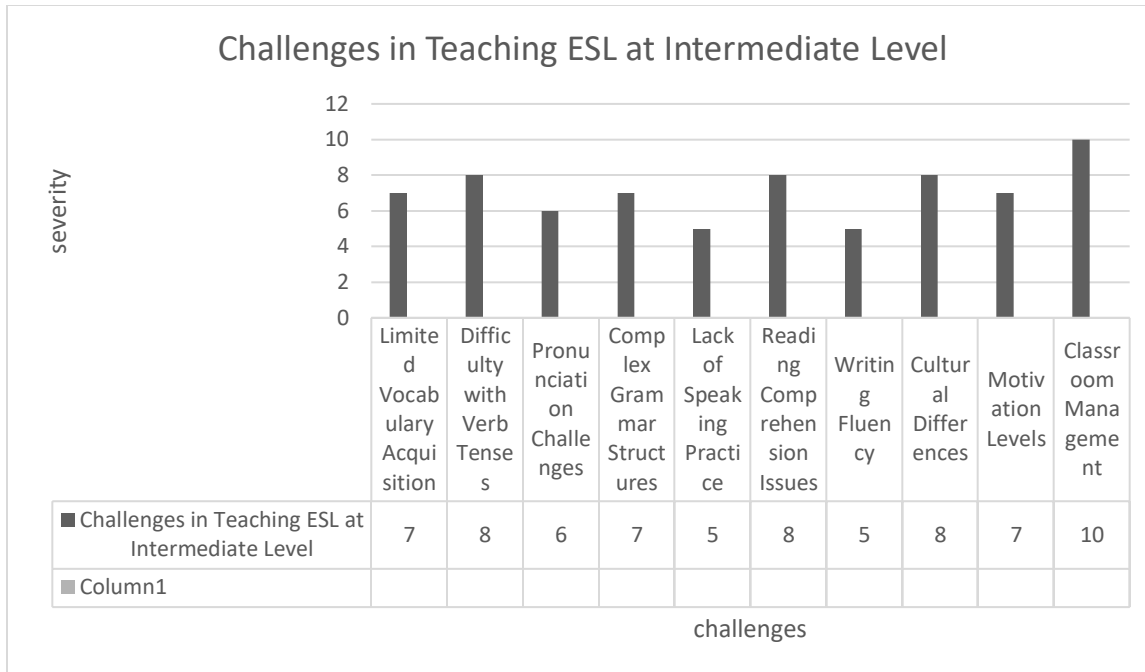
**Table:1. Table outlining potential challenges in teaching English as a second language at the intermediate level**

<b>CHALLENGE</b>	<b>DESCRIPTION</b>
Pronunciation	Intermediate learners may still struggle with correct pronunciation, particularly when it comes to sounds that are not present in their native language.
Vocabulary Expansion	Expanding vocabulary beyond basic words can be challenging. Learners may struggle with understanding and using more nuanced vocabulary appropriate for their level.
Grammar Complexity	Intermediate learners face increasingly complex grammar structures. Mastering these structures while avoiding common errors can be difficult.
Speaking Fluency	Achieving fluency in spoken English requires practice and confidence. Many intermediate learners may still struggle with speaking spontaneously and coherently.
Reading Comprehension	Intermediate learners may encounter Challenges understanding texts with more advanced vocabulary and complex sentence structures
Motivation and Engagement	Maintaining motivation and engagement becomes crucial at the intermediate level, where progress may seem slower and less noticeable compared to the beginner stage.
Idiomatic Expressions	Mastering idiomatic expressions and colloquialisms can be tricky for intermediate learners, as these often don't follow standard grammar rules.

**Table 2:** This analysis is based on how many Teachers agree that they have to face these challenges

<b>Sr#</b>	<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
1	Difficult Task	17	56.6%
2	Class Strength	18	60%
3	Lack of resources	24	80%
4	Overcrowded class	17	56.6%
5	Less interest of students	20	66.6%
6	Variety of subjects become hurdle	19	63.3%
7	Less satisfying administration effort	20	66.6%

## **LIST OF GRAPHS**



*Fig 1.1* About challenges in teaching at intermediate level

## LIST OF ABBREVIATIONS AND ACRONYMS

**ESL:** English as a Second Language

**IL:** Intermediate level

**TS:** Tehsil Sharqpur Shareef (Abbreviation for specific region)

**EFL:** English as a Foreign Language

**CLT:** Communicative Language Teaching

**SLA:** Second language Acquisition

**L2:** Second language

**L1:** First Language

**ELT:** English Language Teaching

**TESOL:** Teaching English to Speakers of Other Languages

**CALL:** Computer-Assisted Language Learning

**TBLT:** Task-Based Language Teaching

**ESP:** English for Specific Purposes

**LEP:** Limited English Proficiency

**PPP:** Presentation, Practice, Production (a teaching methodology)

**NNS:** Non-Native Speakers

**CLIL:** Content and Language Integrated Learning

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

Students have progressed beyond the basics of the language but are not yet fluent speakers or writers. Intermediate learners often find themselves navigating a complex linguistic landscape, grappling with more nuanced grammar rules, expanding their vocabulary, and striving for increased fluency. In this delicate stage of language acquisition, English teachers encounter a multitude of obstacles as they strive to support their students' growth and development. From addressing diverse skill levels to fostering motivation and engagement, English teachers of intermediate students must navigate a variety of challenges to effectively nurture their students' language proficiency. In this discussion, we explore some of the key challenges faced by English teachers working with intermediate-level learners and examine strategies to overcome these obstacles effectively. New conceptualization of language fitness in 131-152. It should be noticed that English has a place with Indo-European language family while nearby dialects of Pakistan have a place with Indo Aryan language. The ongoing paper investigates and distinguishes the different challenges the students of The Sindh College Diary of Instruction Vol. 47-II, December 2018 31 stand second long periods of Four year college education face in ESL homerooms. For current review the information is gathered from the one establishment of UoS for example Foundation of English language and Writing. College of Sindhi grants 4 years Single guy (BS) and long term Experts (M.A) degrees. In Us English is language of guidance. English is likewise educated as obligatory subject to the students of 1stand 2nd year (13th and 14th grade). The new prospectus is the punctuation and language-abilities arranged that has supplanted the early English also partaking in a status of a subsequent language. English is also utilized as the primary language throughout the entire country. According to Khan and Khan (2016), intermediate students are experiencing issues due to poor academic directions, deficient teaching, or inadequate learning materials in educational institutions. The majority of students at UoS (University of

Sharjah) are from government schools and they lack proficiency in the English language, which poses serious challenges in learning English as a second language (ESL). Farida (2018) identifies several factors such as students' inadequacy in English, lack of facilities, overcrowded classes, the use of the first language, lack of parental involvement, traditional teaching methods, and various content, grammar, and phonetic complexities in English. Students' most memorable dialects. J. Kormos (2013). New conceptualization of language fitness in 131-152. It should be noticed that English has a place with Indo-European language family while nearby dialects of Pakistan have a place with Indo Aryan language. The learners of The Sindh University Journal of Education Vol. face a variety of obstacles, which are examined and identified in this paper. 47-II, December 2018 31 stand second long stretches of Four year college education face in ESL study halls. For current review the information is gathered from the one establishment of UoS for example Foundation of English language and Writing. The Bachelor of Science (BS) degree lasts four years, and the Master of Arts (MA) degree lasts two years. In Us English is language of guidance. English is additionally instructed as mandatory subject to the students of 1st and 2nd year (13th and 14th grade). The new ESL syllabus was implemented at UoS in 2006 under the heading "English compulsory subject." The new prospectus is the sentence structure and language-abilities arranged that has supplanted the early English prospectus which zeroed in on showing English through abstract works of art. The new schedule is shown three hours of the week in the resources of humanities, sociology and inherent science. The schedule of 1st year is known as Practical English and its point of convergence is on English syntax while prospectus of 2nd year is known as English obligatory which is zeroing in on educating of language abilities. The recommended books are English Grammar and English for students composed by D. H. Howe, T.A. Kirkpatrick and D.L. Kirkpatrick and distributed by Oxford College Press, Karachi, Pakistan. The two books

isolated into the sections and toward the finish of every part the assortments of activities are given. In the current paper the term ESL is utilized rather than Healing and Obligatory English. The appraisal arrangement of IELL depends on semester framework directing assessment two times in year. IELL has the obligation to lead classes of ESL all through the universities. To stay aware of such gigantic appearance inconveniences the IELL initiates the Instructors Right hand (TA) on the brief bases and they are dependable to direct a few classes each day into the different resources of UoS Training English as a second language to moderate students accompanies its own arrangement of challenges. At this stage, students have an essential comprehension of the language however are as yet exploring the intricacies of punctuation, jargon, and correspondence. As students strive to develop more advanced language skills and move beyond the fundamentals, this phase of language acquisition is crucial. In this unique situation, teachers face the undertaking of tending to explicit snags that Intermediate students experience, for example, dominating complex language structures, growing their jargon, and refining their correspondence capacities. This brief investigates the challenges related with helping English to transitional students, featuring the nuanced challenges that teachers should explore to guarantee successful language advancement in this critical period of language learning. Top of Structure In the different embroidery of semantic scenes, the educating and learning of English as a Subsequent Language (ESL) stand as an impressive test, especially among middle students. This contextual investigation digs into the novel intricacies looked by Pakistani students at the middle of the road level, revealing insight into the diverse obstructions experienced during their ESL venture. English has emerged as a crucial skill in Pakistan, a country with a mosaic of languages and a rich cultural heritage that has opened doors to academic, professional, and global opportunities.

At the Intermediate stage, students are supposed to expand upon basic language abilities and explore more perplexing semantic territory. This basic crossroads in their ESL venture is set apart by a conversion of elements that influence their language procurement. Social subtleties, instructive approaches, showing procedures, and individual student contrasts meet to shape the ESL scene in Pakistan. Understanding these challenges is imperative for instructors, policymakers, and partners the same to upgrade the viability of ESL guidance and offer designated help to moderate students. This contextual analysis means to investigate the complexities of ESL schooling at the transitional level in Pakistan, distinguishing obstacles that obstruct language advancement and capability. We hope that by dissecting these obstacles, we will be able to provide useful insights that will help shape pedagogical strategies, curriculum design, and educational policies that are tailored to the particular requirements of intermediate ESL learners in Pakistan. Through this investigation, we endeavor to encourage a more exhaustive and fruitful ESL learning environment, ensuring that transitional students are furnished with the phonetic abilities vital for outcome in an undeniably interconnected and cutthroat worldwide scene.

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## **1.1 Background of The Study**

English has turned into the main language around the world, filling in as a worldwide method for correspondence. Without a grip of the English language, people might find it trying to impart any

place they go, making it fundamental for endurance in the public eye. These days, English is the essential language utilized in training, business, media, and data innovation. According to Richard and Rodgers (2002), Latin was the language of choice for education, commerce, religion, and government in the Western world 500 years ago.

There are a number of obstacles that must be overcome when it comes to formal education. In particular, educators of English as an unknown dialect experience challenges during their educating cycle. Challenges allude to the issues looked by English educators while teaching in the study hall. It appears to be particularly challenging for teachers to succeed when teaching English in ESL/EFL settings. Sharma (2010) credits this trouble to variables, for example, shifting student capacities, students' capability levels, various insights inside a class, the utilization of native language in English language educating (ELT) classes, deficient utilization of current innovation, educators' absence of responsibility, restricted utilization of general media materials, unreasonable showing hours, and monetary challenges for schools and educators. Harmer (2008, pp. 176-85) highlights issues related to mixed-ability classes, large class sizes, the use of the mother tongue, managing homework, student cooperation, and challenges in students' verbal communication in addressing the challenges faced by English teachers.

While Harmer's recognized issues turn out as expected in the Nepali setting, extra challenges in English language educating (ELT) incorporate an absence of stable strategies, restricted utilization of current innovation, lacking openness, and family responsibility over-burden.

The instructing of English as a subsequent language (ESL) among middle students represents a bunch of challenges that essentially influence the educational experience. Middle of the road students, specifically, experience obstacles connected with uniting fundamental language abilities while wrestling with additional complex syntactic designs and jargon. Moreover, social and

relevant contrasts might make boundaries to perception and successful correspondence. The advancement from essential to more nuanced language capacity demands assigned instructive ways of managing address explicit phonetic obstacles. The different phonetic foundations of middle ESL students further add to the intricacy, requiring redid educating systems. In addition, as students move through this intermediate stage, they may lose interest and motivation, making it difficult for them to continue developing their language skills. Instructive assets and materials custom-made to moderate capability levels are pivotal yet might be restricted. The test stretches out to surveying and checking progress precisely, taking into account the assorted learning directions of moderate ESL students. Understanding these multi-layered challenges is fundamental for teachers to refine informative strategies and improve the generally ESL growth opportunity for moderate students.

## **1.2 Problem Statement**

Notwithstanding the rising worldwide interest for capability in English as a subsequent language, countless transitional level students face tenacious challenges in their language securing venture. This study means to distinguish and examine the diverse issues obstructing the successful instructing and learning of English among transitional students. These challenges incorporate phonetic, socio-social, and instructive viewpoints, affecting students' language improvement and in general capability. By investigating these challenges, this examination looks to give bits of knowledge that can illuminate designated intercessions and informative techniques to upgrade the viability of English language instruction at the transitional level. The significance of the English language cannot be overstated given that it is a subject that is required of all students, is the official language, and is the medium of instruction across the entirety of the nation. While various investigations have dove into the challenges looked by English instructors (Ali, Khan, Atta 1972;

Rehman 2006; Dilshad 2010), a hole exists in the writing concerning the particular hardships experienced by educators in teaching English language to students. This study plans to address this hole by investigating the challenges looked by educators in helping English as a second language to moderate students in Sharaqpur Shareef. Dissimilar to past examinations that essentially centered around instructor preparing issues, this exploration tries to reveal insight into the particular obstructions experienced by teachers during the time spent giving English language abilities to Intermediate students in the specified locality. The goal of the study is to gain a better understanding of these obstacles and provide useful insights that can guide specific interventions and strategies to improve the efficiency of intermediate English language instruction in Sharaqpur Shareef.

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### **1.3 Context of The Study**

The researcher has selected Shraqpur Shareef for this case study .It is a Tehsil of Sheikhupura.English teachers are chosen by the researcher for this case study , The participants include two English teachers from Government College (B) lecturer Syed Najam and lecturer Abdul Ghaffar, Sharqpur, and two from Government College (W) lecturer Shahida Waheed and Lecturer Mahnoor Kashif. English are female teachers who are participating in this qualitative multiple case study. They are teaching English to the intermediate students of male and female colleges of shraqpur Shareef.

### **1.4 Objectives of the Study**

This study has two objectives

1. To determine the challenges of teaching English in Pakistani context.

2. To explore the obstacles in teaching English to intermediate students of Sharqpur Shareef.

## **1.5 Research Questions**

There are two research questions of this case study as following.

1. What are the challenges in teaching English to intermediate students of shraqpur shareef?
2. How these problems can be removed for teaching English to intermediate students of shraqpur shareef?

## **1.6 Significance of the study**

This study holds specific significance in th Pakistani setting, where English capability is progressively essential for scholarly and proficient achievement. Besides, recognizing challenges empowers teachers to execute mediations that encourage a more steady learning climate, upgrading the general nature of English language training in Sharaqpur Shareef. By digging into the special semantic and social setting of this area, the review can give bits of knowledge that rise above nonexclusive language showing techniques, subsequently advancing all the more socially delicate educational methodologies. Moreover, the discoveries might illuminate strategy choices connected with language schooling in Pakistan, working with the formation of arrangements that address the particular challenges looked by Intermedaite English students in Sharaqpur Shareef. At last, the review holds the possibility to work on the instructive results and open doors for students in the locale, adding to their scholar and expert accomplishment on a more extensive scale. Fitting instructing techniques: The review can assist with creating designated techniques that address explicit challenges looked by moderate English.English, being an international and

communities' language, is enjoying a powerful status of medium of instruction in Pakistan since after the partition. It is also enjoying a place of compulsory subject among many other subjects of the syllabi in the institutions of the country. Many efforts have been made to give it highly acceptable and due place in the society of Pakistan according to the new modern challenges of the world. It is the language that helps us developing our trade and relations with the rest of the world. It is also admitted and acknowledged that the native people of this language, with the help of it, have been ruling the whole world; and this effect truly can be traced out in our past history of the country. It is the language with which the English people have been ruling over the sub-continent. They landed on the shore of sub-continent as the traders, but gradually, seeing the favorable circumstances, they ventured to hold firm grip over its economy. English, as a language, starts rooting in this vast land of the Muslims and Hindus. With the passage of time, English has been thrust its way into the heart of our national life that it has become a matter of our survival. It is why, because this modern world, breaking all barriers, has shrunk in its size of a global village. This study aims at exploring these difficulties and obstacles that create hindrance in way of learning as well as in the development. This attempt not only points out these obstacles, but also presents recommendations. With the change in the student demographics, there is a need for engaging learners in taking full responsibility for their language learning. There is also a need for teachers who are not only language experts but who are also trained in the use of technology and who can facilitate foreign language learning in a better way with the help of modern technologies.

## **1.7 Scope of the Study**

Teachers and policymakers can foster techniques to further develop language obtaining, relational abilities, and in general scholastic execution among middle students. Moreover, this contextual

analysis contributes significant experiences to the more extensive talk on English language educating in different social and financial settings, offering a nuanced viewpoint that can illuminate instructive practices and strategies past the prompt setting of Sharaqpur Shareef.

English as a second language. Following the issue proclamation, the part frames the particular examination goals that guide the review, offering an unmistakable guide for the examination. Also, the examination questions are introduced, filling in as the reason for the review's request and investigation.

The part digs into the importance and extent of the exploration, explaining why the review is fundamental inside the setting of English language schooling in Shraqpur Shareef. Furthermore, it provides a realistic framework for the study's focus and boundaries by addressing the limitations and delimitations. In outline, the principal section fills in as an essential part of researcher postulation, laying out the foundation for the examination by introducing the foundation, issue proclamation, research targets, research questions, importance, degree, and delimitations. It makes way for a nitty gritty investigation of the challenges in showing English as a second language among moderate students in Shraqpur Shareef, offering perusers an extensive comprehension of the exploration's specific circumstance and reason. Examining the linguistic proficiency levels of ESL learners at the intermediate stage and understanding their linguistic needs and capabilities. Investigating various teaching methodologies, strategies, and techniques utilized in ESL classrooms for intermediate learners, including communicative language teaching, task-based learning, and immersive Analyzing the challenges associated with the development of all language skills—reading, writing, listening, and speaking—at the intermediate level, including grammar and vocabulary acquisition. Exploring the impact of cultural and sociolinguistic factors on ESL instruction and learning processes at the intermediate level, such as cultural differences in

communication norms and language use. Assessing the role of technology in ESL instruction at the intermediate level, including the use of digital tools, online resources, and computer-assisted language learning (CALL) programs. Examining the role of educational policies, institutional support systems, and resource allocation in addressing the challenges faced by ESL instructors and learners at the intermediate level.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Challenges**

Showing English as a second language at the moderate level represents a few challenges for instructors. Right off the bat, students at this stage frequently wrestle with complex syntactic designs and nuanced jargon, expecting teachers to work out some kind of harmony between giving testing content and guaranteeing cognizance. Furthermore, there might be an extensive variety of

language capability inside the Intermediate gathering, making it trying to take care of different advancing necessities. Additionally, students' initial enthusiasm for learning a new language may wane, making it challenging to keep them motivated. Elocution issues likewise continue at this level, preventing compelling correspondence. Social contrasts might hinder comprehension of sayings and social subtleties, requiring social responsiveness in educating. Composing abilities become critical, and teachers face the test of directing students to rationally put themselves out there. Engaging students in the classroom may be impacted by technological distractions, necessitating novel teaching strategies. Moreover, creating authentic language encounters can be challenging, as genuine language use might differ from textbook scenarios. Planning ahead of time is necessary to achieve a balance between the four language skills of listening, speaking, reading, and writing. All in all, teaching English at the transitional level is a multi-layered task.

### **2.1.1 Severe Shortage of Training**

In the domain of English instructing, an extreme lack of preparing has arisen as an imposing test, hindering the quality and viability of training. The shortage of sufficiently prepared teachers has made an unmistakable hole in the conveyance of English language abilities. Educators, confronted with restricted preparing potential open doors, battle to adjust to developing educational techniques, language patterns, and innovative headways. This lack not just hampers the general opportunity for growth for students yet in addition obstructs the improvement of fundamental relational abilities.

The deficiency of preparing compounds differences in showing principles, as teachers might miss the mark on fundamental devices to address different advancing necessities and styles. The lack of expert improvement potential open doors further restricts the joining of imaginative showing strategies and innovation in the homeroom. Thusly, students may not get thorough and exceptional schooling in English language capability. The effect widens the educational gap, which is especially noticeable in underprivileged communities.

The absence of progressing preparing likewise influences the assurance and occupation fulfilment of English educators, obstructing their capacity to stay propelled and participated in their calling. Besides, without persistent turn of events, teachers might battle to cultivate a dynamic and intuitive learning climate. Investing in robust training programs, mentorship programs, and collaborative platforms that equip English teachers with the knowledge and skills they need to navigate the shifting landscape of language education is essential if we are to address this pressing issue.

### **2.1.2 lack of interest**

The test of disinterest among middle of the road English students represents a huge obstacle in the educating system. This issue can be credited to different variables, like dull showing strategies, superfluous or obsolete substance, or an inability to draw in students in intelligent and invigorating exercises. At the point when students need interest, their inspiration to effectively take part in examples reduces, preventing their language procurement. Moreover, outside factors like interruptions from innovation or private matters can add to separation.

At times, the crisscross between the educational program and students' inclinations or necessities might bring about an absence of energy for learning English. Educators may likewise experience

troubles in adjusting to different learning styles, making it trying to catch the consideration of a shifted gathering of moderate students. Study hall elements, including an absence of a favorable learning climate or ineffectual correspondence, can additionally add to fading interest.

Tending to this challenge requires an essential methodology, consolidating inventive showing techniques, important and interesting substance, and integrating innovation to make the opportunity for growth more powerful and engaging. Empowering dynamic cooperation, giving true uses of language abilities, and cultivating a positive and comprehensive learning environment can add to defeating the issue of disinterest among middle of the road English students.

### **2.1.3 Over-Loaded Class**

Over loaded class creates different problems during lecture. When the class will be overloaded

**a. Limited Interaction:** When there are a lot of students, interactive sessions become difficult, which makes it hard to create a dynamic learning environment.

**b. Reduced Engagement:** Over-stacked classes frequently lead to diminished student's educator cooperation, bringing about lessened commitment levels among Intermediate students.

**c. Individual Learning Styles Overlooked:** Due to the sheer number of students, diverse learning styles are frequently overlooked, making it difficult to tailor instruction to each student's needs.

**d. Challenges in Addressing Queries:** In a crowded class the students are more shy to ask questions or ask for clarification, which in fact leads to lack of understanding of the lesson and the interest in it.

**e. Limited Feedback:** Lucky and gainful criticism is trying for educators when stood up to with oversupply of a class, smothering inspiration and interest of the students.

**f. Inability to Tailor Content:** Modifying illustrations to address the particular necessities and interests of individual students becomes unreasonable, prompting a conventional educational program that may not reverberate with everybody.

**g. Problems with Classroom Management:** Keeping up with discipline and dealing with the study hall turns out to be really exhausting in bigger classes, possibly bringing about a less favourable learning air.

**h. Less Personalized Guidance:** Customized Direction: Students might feel detached when the instructor battles to give customized direction, affecting their energy for learning English at a intermediate level.

**i. Peer Interruptions:** In bigger classes, peer communications and interruptions can outweigh cantered picking up, adding to a decrease in interest.

**j. Overpowered Educators:** Educators might feel overpowered by the sheer volume of students, putting forth it trying to put time and attempt in encouraging an energy for English learning among moderate students.

**k. Restricted Open doors for Investment:** In a crowded environment, there are few opportunities for active participation in discussions, debates, and other interactive activities, which makes learning passive.

**l. Disparate Attention:** Students might see an absence of reasonableness in the dispersion of the educator's consideration, influencing their inspiration to partake in English illustrations effectively.

**m. Risk of Skill Gaps:** Individual ability holes in language capability might slip through the cracks in over-stacked classes, obstructing complete language improvement among middle students.

**n. Expanded Instructor Stress:** Dealing with an enormous class can raise feelings of anxiety for educators, possibly influencing their showing quality and the general opportunity for growth.

**o. Impersonal Learning Environment:** Over-stacked classes might make a generic air, making it trying for Intermediate students to associate with the topic and foster a veritable interest in English learning.

#### **2.1.4 Lack of use of Vocabulary**

i. With regards to helping English to Intermediate students, the test of an absence of purpose of jargon can be credited to an unavoidable issue: indifference. At the point when students show lack of engagement, they frequently neglect to draw in with new words effectively, prompting a restricted jargon. This can come from different factors like unsatisfying showing techniques, unessential or obsolete educational program, or an inability to interface language figuring out how to certifiable applications. Students might see jargon securing as drawn-out and separated from their day to day routines, bringing about a uninvolved way to deal with learning words. Moreover, an absence of inspiration and the shortfall of functional motivations add to the disregard of extending jargon. Defeating this challenge requires executing dynamic and intuitive showing procedures, coordinating significant and contemporary substance, and encouraging a learning climate that starts students' interest, making the method involved with obtaining new words more pleasant and significant.

#### **ii. Lack of English Exposure**

The test of an absence of English openness among Intermediate students represents a critical hindrance in their language procurement venture. This issue is frequently interlaced with the more extensive test of an indifference. Middle of the road students might wind up in a climate where English isn't effectively utilized or experienced routinely, preventing their openness to the language. Restricted openness prompts an absence of experience with different jargon, colloquial

articulations, and valid phonetic subtleties. This lack can obstruct students' capacity to understand and impart successfully, in actuality, circumstances. The shortfall of English in their day to day environmental elements might bring about a latent demeanor towards language learning, as students battle to see the commonsense importance of their endeavors. Creating immersive learning experiences, encouraging students to use English in a variety of settings, and incorporating authentic materials like movies, literature, and multimedia to increase exposure are all ways to address this issue. Overcoming any barrier between homeroom learning and certifiable application can reignite students' advantage and encourage a more all-encompassing English language experience.

## **2.2 Challenges in English Language**

One of the foremost challenges in mastering the English language lies in its complexity and vastness. With its extensive vocabulary, nuanced grammar rules, and diverse regional variations, English presents learners with a formidable task. Pronunciation can also be a hurdle, as English features numerous irregularities and inconsistencies in its phonetic patterns. Additionally, idiomatic expressions and colloquialisms pose difficulties for non-native speakers, as these can vary greatly depending on context and cultural background. Another significant challenge is achieving fluency in both spoken and written forms, as each requires distinct skills and practice. Furthermore, the rapid evolution of English, influenced by technological advancements and global communication, means that learners must continually adapt to new words and expressions. Overall, navigating the intricacies of the English language demands dedication, perseverance, and ongoing engagement with its complexities. Evue (2013) underlines that English instructors wrestle with failure and demotivation, which adversely influence their capacity to contribute decidedly to the educating system. According to Evue (2013), the challenges teachers face have a ripple effect

that has a negative impact on students' learning experiences. Diary and Dogancay-aktuna (2016) state that the two educators and students bring explicit financial foundations into the homeroom, factors that ought to be viewed as in educational plan advancement and related techniques. Notwithstanding, the oversight of these social elements prompts issues in the educating and growing experience.

Notwithstanding these challenges, English educators likewise experience hardships in class the executives, as verified by Salem (2011). Powerful homeroom the executives is considered fundamental for fruitful educating, and establishments lacking sufficient offices might battle to satisfy their jobs in working with both instructing and learning. Homeroom the board, frequently inseparable from restrained administration, requires all students to comply to specific rules to guarantee a favorable learning climate (Marei and Mustafa, 2009).

Moreover, contemporary examinations on educator preparing shed light on the multi-layered challenges looked by English language instructors, affecting different parts of instructor training. Thomas (2006), for example, investigates language, social assortment, and ecological obstructions looked by American educators in Focal Asia, featuring how they effectively explored these challenges and acquired significant experiences during their educating rehearses.

Pomerantz and Penetrate (2004) led an overview to examine the challenges experienced by English educators in their everyday schedules and survey their degree of readiness for training their courses to students. Teachers will be able to better understand the complexities of their job thanks to the survey's valuable insights into the teaching environment. Moreover, the review brings issues to light about the financial foundations of students, significant data for illuminating compelling instructing rehearses. Through a course of reevaluation and reconsideration, instructors can foster

new information and refine existing information by tending to challenges and conquering challenges during their educating readiness.

Chung (2002) dives into the upgrade of viable instruction approaches among instructors through getting quality input from bosses. She underscores the job of discussions in working with information development and encouraging collaboration among educators and students. Chung (2002) contends that these conversations add to individual showing works on, extending the collection of thankful educating techniques. By taking part in such discoursed, educators become capable at helping students in perceiving and assessing different impediments in their learning process, actually overcoming any issues in understanding. As a result, the possibility of improving teaching methods becomes a significant experience because it provides a variety of cutting-edge methods and conditions for the creation and application of new knowledge, ultimately enhancing positive and significant learning experiences (Kabilan, 2005).

**i. Complex Grammar Structures:** Intermediate students frequently battle with more perplexing language structure rules, like restrictive sentences, complex tenses, and revealed discourse.

students at this stage frequently wrestle with perplexing sentence developments, including subordinate provisos and high-level action word tenses. In addition, it becomes difficult to master the subtleties of phrasal verbs and idiomatic expressions, necessitating concentrated instruction. Besides, the nuances of syntactic standards, for example, detailed discourse and contingent sentences present challenges for transitional students. Thirdly, keeping up with student commitment is urgent, as the intricacy of language structure can prompt disappointment and lack of engagement. Fourthly, tending to assorted semantic foundations among students adds one more layer of intricacy, requiring custom fitted instructing approaches. Besides, the powerful idea of language development requests steady variation in educational strategies. Challenges additionally

emerge in giving valuable criticism to address linguistic blunders without putting students down. Adjusting the coordination of genuine materials with syntax centered illustrations is a ceaseless test. Besides, cultivating informative capability close by linguistic capability requires a sensitive instructive equilibrium. Lastly, assessment methods must accurately assess a student's comprehension of complex grammar structures, posing an additional evaluation challenge. In rundown, showing English at a Intermediate level includes exploring a multi-layered scene of linguistic complexities, student variety, and successful educational procedures.

**iii. Vocabulary Expansion:** Growing jargon past essential words becomes testing, as the need might arise to get a handle on nuanced and setting explicit terms. Informal Articulations: Understanding and utilizing colloquial articulations can be hard for Intermediate students, as these expressions might not have direct interpretations in their local language.

students at this stage frequently wrestle with more complicated punctuation and jargon, expecting educators to figure out some kind of harmony between giving testing content and guaranteeing perception. Additionally, students may have trouble conveying nuanced ideas and participating in more complex conversations. Elocution and pitch become pivotal, representing a test because of different semantic foundations. As intermediate students must comprehend texts with a variety of themes and styles, developing reading comprehension skills is another obstacle. Composing capability is a worry as well, with students expecting to change from fundamental to further developed organization. Social contrasts likewise assume a part, influencing perception of informal articulations and sayings. Instructors should address individual learning styles, taking care of hear-able, visual, and sensation inclinations. Mechanical mix is another obstacle, expecting instructors to adjust to present day devices for compelling language guidance. In general,

improving intermediate ESL education necessitates a comprehensive and individualized strategy for overcoming these obstacles.

**iv. Listening Comprehension:** Middle of the road students might find it trying to grasp regular communicated in English, with its shifting accents, expressions, and quick moving discourse. students might battle with understanding fluctuating accents and discourse rates, which reflect true correspondence. Additionally, audio materials' overly complex language can make it difficult to understand. Informal articulations and sayings present challenges, as students wrestle with deciphering casual language. Foundation commotion and interruptions further convolute the interaction, requesting elevated center. Recognizing unobtrusive subtleties in tone, sound, and pitch becomes urgent for exact understanding. The absence of obvious signs in listening activities can upset figuring out, expecting students to depend entirely on hear-able info. Instructors should address the assorted etymological foundations of students, fitting activities to oblige various degrees of experience with English phonetics. Integrating authentic materials, like podcasts and natural conversations, can be difficult but necessary for the development of practical language skills. In general, overcoming these obstacles calls for a multifaceted strategy to improve intermediate ESL students' listening comprehension.

**V. Reading Comprehension:** Perusing more mind boggling texts with cutting edge jargon and extract thoughts can be a battle for transitional students. Composing Intricacy: Figuring out additional perplexing sentences and passages becomes testing, particularly while attempting to communicate

social contrasts and changing language foundations among students can block powerful correspondence and understanding. Also, cultivating language familiarity becomes testing as students progress from essential to further developed language abilities. The different capability

levels inside a homeroom likewise present hardships in fitting guidance to address individual issues. Limited resources may make it difficult to incorporate multimedia materials into language learning for a more comprehensive educational experience. Evaluating language capability precisely at the moderate level can be multifaceted, as it requires a nuanced comprehension of students' capacities beyond fundamental language acquisition. Empowering dynamic cooperation and maintaining motivation becomes essential, as middle students might experience a plateau in their language development. The process of teaching is made even more complicated by the requirement for instructional resources that are interesting and culturally relevant. At last, defeating the anxiety toward committing errors and encouraging a strong learning climate are foremost to address the challenges looked by the two teachers and students in the transitional phases of learning English as a subsequent language.

vi. **Complex thoughts and ideas. Cultural Context:** Intermediate students might experience hardships in getting a handle on social subtleties implanted in the language, influencing their general understanding. Social setting further confuses the cycle as students from different foundations might battle with colloquial articulations and social subtleties implanted in the language. The test heightens when students face the strain to coordinate etymological capability with decisive reasoning abilities, requiring teachers to plan educational program that encourages both language procurement and mental turn of events. Additionally, the different capability levels inside a moderate class require custom-made informative methodologies, as some might be propelling more quickly than others. In this specific circumstance, recognizing and regarding students' social foundations becomes essential to establishing a comprehensive learning climate that celebrates etymological variety. The rise of advanced devices likewise presents challenges as instructors explore the coordination of innovation while guaranteeing it supplements conventional

showing techniques without distancing students. The assessment cycle becomes perplexing, requesting teachers to devise fair evaluations that precisely check language capability without being one-sided towards social commonality. Adjusting the securing of formal and casual language abilities at the transitional level adds one more layer of intricacy, underscoring the requirement for differed educational methodologies. In outline, showing English at the moderate level expects teachers to explore a fragile exchange of etymological, social, and educational contemplations to cultivate powerful language securing and social getting it.

**vii. Effective Communication:** Overcoming any issues between fundamental correspondence and familiarity can challenge, as students mean to communicate their thoughts with accuracy and lucidity. students experience obstacles in offering complex viewpoints and thoughts, as they change from essential to further developed language abilities. The complexities of syntax and jargon request teachers to work with an educational program that confers etymological information as well as advances the use of language in nuanced settings. Social subtleties become essential as students explore different correspondence styles and figures of speech, adding an extra layer of intricacy to language acquisition. Fostering the capacity to grasp and convey conceptual ideas represents a challenge, requiring teachers to utilize engaging exercises that encourage critical thinking and effective expression. The fluctuated capability levels inside a moderate class require separated showing techniques, guaranteeing that every student gets fitted help to upgrade their informative skill. Conquering challenges connected with highlight and articulation becomes essential for clear and powerful correspondence, requiring designated guidance and practice. Innovation reconciliation presents the two valuable open doors and impediments, requesting instructors to find some kind of harmony between conventional strategies and computerized devices to upgrade language abilities. Surveying and giving helpful input on relational abilities,

taking into account social varieties, further confuses the assessment interaction. At last, showing compelling correspondence in English at the intermediate level includes a far reaching approach that addresses etymological, social, and educational challenges to engage students with a flexible order of the language.

**viii. Motivation Levels:** Intermediate students might encounter a level in inspiration as the underlying fervour wears off, making it fundamental for teachers to keep them locked in.

At this stage, students might experience a level in energy as they wrestle with more perplexing language structures. The gamble of weariness increments, expecting educators to configuration connecting with and important exercises that support interest and cultivate a feeling of achievement. Shifted capability levels inside the class add to dissimilar inspiration levels, requiring customized ways to deal with keep every students effectively participated in the growing experience. Motivation may also be affected by cultural differences, as some students may have trouble relating to English language materials that don't fit their cultural context. Beating self-uncertainty and building certainty becomes basic, particularly as students face more complicated semantic errands. The impact of outer factors, for example, cultural assumptions or scholastic strain may unfavourably influence inspiration, expecting instructors to establish a steady and empowering homeroom climate. Tending to the different learning styles and inclinations of middle of the road level students is fundamental to supporting their characteristic inspiration. Students' motivation, recognition of their accomplishments, and encouragement to continue working toward language acquisition all depend on regular feedback and positive reinforcement. Generally, developing and supporting inspiration among middle of the road English language students includes a nuanced comprehension of individual necessities, social contemplations, and the unique interchange of inner and outer elements impacting their instructive excursion.

**ix. Technology Integration:** Consolidating innovation actually for language learning, like web-based instruments and assets, can be trying for the two educators and students.

Instructors face the errand of offsetting customary training strategies with the consolidation of computerized apparatuses to upgrade language learning. Guaranteeing equivalent admittance to innovation across different students' foundations turns into a worry, possibly making differences in commitment and capability. The choice of proper instructive programming and online assets requests cautious thought, lining up with the phonetic intricacy and social significance reasonable for moderate students. Educators should explore potential interruptions emerging from the utilization of gadgets, meaning to establish an engaged and useful learning climate. Specialized issues and restricted computerized proficiency among the two students and teachers can block the consistent reconciliation of innovation, requiring extra preparation and backing. Striking an amicable mix among virtual and eye-to-eye connections becomes urgent for cultivating compelling relational abilities. The gamble of overreliance on innovation and disregarding fundamental relational parts of language learning represents a test, stressing the requirement for a balanced educational methodology. Besides, addressing concerns connected with protection and information security while using on the web stages is fundamental to shielding the instructive experience. In essence, while technology offers valuable opportunities for language education, navigating the integration process effectively at the intermediate level to maximize its benefits and minimize its potential drawbacks presents a challenge.

**x. Diverse Levels of Proficiency:** Dealing with a study hall with students at different degrees of capability represents a test in giving customized guidance to address individual issues.

Overseeing blended capability levels among students in showing English as a second language at the middle-of-the-road level presents critical educational challenges. In a solitary class, students

might have shifting levels of language capability, making it critical for instructors to utilize separated educating techniques. Catering to advanced and struggling students necessitates the creation of flexible lesson plans that challenge students with higher proficiency while providing sufficient support for those who require it. Peer associations might be impacted, with potential variations preventing cooperative growth opportunities. Surveying and assessing assorted ability levels requires cautious thought to guarantee fair and precise estimations of individual advancement. Finding some kind of balance between addressing the specific needs of every student and maintaining a durable class dynamic is a constant challenge. Fitting educational materials to oblige blended capability levels requires inventiveness, versatility, and creativity with respect to instructors. Advancing a steady and comprehensive learning climate becomes basic to cultivate coordinated effort and friend helped learning. At last, exploring blended capability levels at the middle of the road stage requires a far reaching and students focused way to deal with oblige different advancing necessities really.

**xi. Lack of Exposure:** Students might not have adequate openness to bona fide English external the homeroom, upsetting their language improvement.

Teaching English as a second language at the intermediate level is difficult due to a lack of exposure to authentic English language environments. Numerous students might experience restricted open doors for submersion, in actuality, English settings, blocking their capacity to get a handle on the nuances of language use. This limit can obstruct the improvement of regular conversational abilities, everyday articulations, and social subtleties. Teachers should effectively look for ways of overcoming this issue by coordinating valid materials, like movies, writing, and interactive media, into their educational plan. In addition, improving practical language application necessitates organizing activities that replicate real-world communication situations. Beating the

absence of openness requires inventive instructing techniques that urge students to draw in with the language past the homeroom, cultivating a more all encompassing and vivid language opportunity for growth. Making a globalized and socially different learning climate supports tending to this test, permitting students to widen their openness to different English language settings and accents. Eventually, handling the absence of openness at the middle of the road level includes a deliberate work to carry legitimate etymological encounters into the instructive setting, advancing a more extensive and nuanced comprehension of the English language.

**xii. Testing and Assessment:** Planning evaluations that precisely measure the advancement of middle students in different language abilities can be a mind boggling task.

Testing and evaluation in showing English as a second language at the middle of the road level present diverse challenges. Creating evaluations that precisely measure language capability while obliging different ability levels demonstrates complex. The requirement for a reasonable assessment of semantic abilities, including talking, tuning in, perusing, and composing, requests cautious thought. Social varieties in instructive foundations might affect execution, requiring fair and socially delicate appraisal strategies. Finding some kind of harmony among developmental and summative evaluations becomes essential to really give persistent criticism and measure by and large advancement. Teachers face challenges in staying away from predisposition in appraisals, guaranteeing that assessments are not unintentionally affected by social commonality. The trouble lies in planning evaluations that genuinely reflect certifiable language use, consolidating both formal and casual language settings. Beating the constraints of state administered testing expects teachers to investigate elective techniques, for example, project-based appraisals, to catch the assorted gifts and capacities of Intermediate students. To foster motivation and reduce stress related to tests, it is essential to strike a balance between the pressure of

assessments and a learning environment that is supportive and constructive. In essence, addressing challenges with testing and assessment at the intermediate level necessitates a nuanced strategy that is consistent with the intricate nature of language proficiency and acquisition.

**xiii. Linguistic Interference:** The impact of the students' local language on their English can prompt determined blunders and challenges in articulation. Etymological impedance arises as a conspicuous test in showing English as a second language at the middle of the road level, especially when students' local dialects impact their English procurement. Obstruction frequently manifests as linguistic mistakes, dialectal variations, and jargon choices indicative of the students' most familiar language. Teachers need to have a thorough understanding of the linguistic differences between the students' native languages and English in order to identify and address these interlingual challenges. Addressing obstruction is crucial as it can impede effective communication and comprehension. For instance, students may inadvertently transfer linguistic patterns from their native dialects, hindering the development of accurate English pronunciation. Instructors should employ specific strategies to mitigate linguistic obstruction, such as providing explicit instruction on language distinctions and fostering an interactive awareness of language usage. This challenge features the significance of consolidating contrastive examination in language guidance to help students perceive and beat these obstruction designs. Effectively exploring phonetic impedance at the Intermediate level includes encouraging a strong climate that recognizes and addresses the effect of students' local dialects on their English language venture.

**xiv. Coping with Frustration:** Intermediate students could encounter disappointment because of their developing attention to language holes, making it vital to address their profound prosperity. Adapting to dissatisfaction turns into a critical test in showing English as a second language at the middle level. Students frequently wrestle with the intricacies of the language, prompting elevated

degrees of disappointment as they endeavour to communicate more nuanced contemplations and thoughts. The middle stage, set apart by a change from essential to cutting edge language abilities, may test students' understanding and versatility. Teachers should recognize and address this dissatisfaction, making a strong climate that supports risk-taking and gaining from botches. The apprehension about creating mistakes in punctuation or articulation can hinder correspondence, expecting educators to execute methodologies that form certainty and ease uneasiness. Adjusting the push for etymological capability with a sympathetic comprehension of individual learning paces is fundamental in overseeing dissatisfaction levels. Coordinating intelligent and agreeable learning exercises eases pressure, making the language obtaining process seriously captivating. Developing a development outlook that perspectives challenges as any open doors for development encourages an inspirational perspective towards language picking up, relieving disappointment and advancing flexibility among middle of the road level students.

**xv. Self-Expression:** Expressing myself well in English, especially for students at the intermediate level, can be really tricky. It's not just about knowing the words and grammar; it's about putting thoughts together in a way that makes sense and respects different cultures. As students progress from basics, they find it harder to talk about more complicated ideas because English has so many subtle nuances. So, the challenge isn't just about learning more words; it's about learning how to express yourself confidently and respectfully. vocabulary, but also in developing one's capacity to express one's own feelings and thoughts while maintaining cultural sensitivity. Social contrasts might frustrate students from putting themselves out there openly, expecting instructors to establish a comprehensive climate that energizes different points of view. Fostering the certainty to impart really becomes vital, requesting informative procedures that stress both phonetic precision and the true utilization of language. Empowering unconstrained and innovative

articulation, fundamental for familiarity, requires a steady environment where students feel happy with facing phonetic challenges. Tending to hesitance about complement or articulation issues is essential for cultivating uninhibited self-articulation. Shifted learning styles inside the middle of the road associate require versatile ways to deal with sustain individual voices, underlining the significance of fitting guidance to oblige assorted self-articulation inclinations. Fundamentally, developing self-articulation at the transitional level includes cultivating an open skill that rises above simple language capability, engaging students to put themselves out there legitimately in the English language.

**xvi. Authentic Materials:** It can be hard to find and incorporate authentic materials like news articles, podcasts, and videos that are appropriate for the intermediate proficiency level.

Consolidating valid materials presents particular challenges in showing English as a second language at the moderate level. While bona fide materials like certifiable texts, recordings, and media can upgrade language getting the hang of, choosing content that is both phonetically proper and socially significant becomes multifaceted. The intricacy of these materials might present understanding challenges for transitional students, requiring cautious thought of language capability levels. Instructors should figure out some kind of harmony between giving openness to true language use and guaranteeing that the materials don't overpower or beat students down. Adjusting credible materials to suit different social foundations becomes basic to establish a comprehensive learning climate. Incorporating these assets actually requests creative training methodologies to work with commitment and cognizance, guaranteeing that students infer significant language bits of knowledge. The accessibility of credible materials that line up with the assorted interests and encounters of middle of the road students is essential for supporting inspiration and interest in language securing. Defeating challenges related with legitimate

materials includes a smart methodology that tends to etymological intricacy, social responsiveness, and individual learning inclinations. Individual learning preferences.

**xvii. Peer Interaction:** Empowering powerful companion connection in English can be a test as students might default to their local language for correspondence.

Teaching English at the intermediate level poses distinct challenges, particularly in facilitating meaningful peer interaction. Varying levels of proficiency within the class can hinder consistent communication and collaboration, creating difficulties for both advanced and struggling students. Disparities in cultural backgrounds and communication styles may also create barriers, necessitating teachers to foster an inclusive environment that promotes nuanced understanding. Striking a balance between encouraging participation and ensuring equitable engagement for all students is challenging. Some students may feel hesitant to participate due to embarrassment over language mistakes. Therefore, it is essential to create a supportive atmosphere where errors are viewed as opportunities for learning rather than sources of shame. Support students who may have Challenges with more difficult language tasks, peer interactions need to be carefully scaffold. Instructors should address expected false impressions and clashes emerging from different semantic foundations to advance an agreeable learning environment. Effective peer interaction necessitates the development of collaborative activities that accommodate a variety of proficiency levels and encourage authentic language use. Conquering these challenges includes executing procedures that form a strong local area inside the homeroom, permitting students to upgrade their language abilities through significant trades with their friends.

### **2.3 CHALLENGES FACED BY PAKISTANI TEACHERS**

Chief and expert training in Pakistan, as well as in other moderate countries, has for some time been eclipsed by the conspicuousness of English as the second language being developed. As of

late, the job of English in schooling has acquired critical significance, mirroring the worldwide pattern of expanded English use. In the Pakistani context, this trend has added a universal dimension to English language education, making it difficult to allocate resources and achieve excellence in English language instruction.

English is currently seen as a door for progression and perseverance across the world, situating it as a urgent consider the improvement of numerous countries. This perception is especially prevalent among a significant portion of Pakistan's population, particularly those living in remote and rural locales. These people frequently battle in testing conditions, with destitution and absence of mindfulness adding to a low degree of expertise capability. These people's situation is made worse by the lack of opportunities because the government has historically ignored their needs.

Since the foundation of Pakistan, there has been a tireless split between the metropolitan and rustic regions, further confounded by an absence of successful language strategies. The language situation is especially articulated for Pakistani instructors and students who wrestle with the decision among English and Urdu, the public language. Moreover, various networks and local vernaculars present further hindrances, establishing a difficult climate for the two students and educators.

As indicated by Rahman (2016), a huge fragment of Pakistani society, notwithstanding recognizing the significance of a subsequent language, has sustained an arrangement of isolation by picking English-medium training for their own kids. This inclination for greatness in the subsequent language reaches out past metropolitan elites to impact the tactical branches, including the military, flying corps, and naval force, which have generally been all driven by military authorities.

In spite of the various challenges in the educating and learning of a second language in Pakistan, Rahman (2016) recommends what is happening with English is slowly improving and holds guarantee for the fate of the country. The craving for capability in the subsequent language isn't restricted to metropolitan elites yet has saturated different areas, demonstrating a more extensive cultural shift towards perceiving the worth of English for individual and public headway.

Pakistani instructors, similar to teachers in numerous different nations, face different challenges in their calling. A portion of the key challenges looked by Pakistani educators include:

**i. Low Salaries:** Numerous teachers in Pakistan wrestle with small pay rates, a critical worry that hoses inspiration as well as stances monetary challenges, affecting their general prosperity and occupation fulfilment.

**ii. Limited Professional Development Opportunities:** Pakistani educators frequently wind up in a moving situation because of the deficiency of roads for proficient development. Their ability to improve their teaching abilities and keep up with current educational practices is hindered by a lack of workshops and training programs.

**iii. Challenging Class Sizes:** In some Pakistani educational establishments, class sizes are particularly high, making it difficult for teachers to provide students with individualized attention and to maintain efficient classroom management, both of which compromise the quality of education.

**iv. Inadequate Resources:** Various colleges in Pakistan, especially those in provincial regions, wrestle with unsatisfactory foundation, an absence of fundamental showing materials, and obsolete innovation. This shortage unfavourably influences the general nature of training and the growth opportunity for students.

**v. Societal Pressures and Expectations:** Teachers in Pakistan frequently face cultural assumptions and tensions, including ridiculous requests from guardians and networks. These outer assumptions make added pressure, making it trying for instructors to meet the different requirements of their students.

**vi. Security Concerns:** Certain locales in Pakistan face security worries that hinder educators from doing their obligations successfully, particularly in regions impacted by struggle or political unsteadiness. This endangers the general security and solidness of the instructive climate..

**vii. Language Barriers:** In unambiguous regions, language contrasts among educators and students represent a critical test. This is especially noticeable in places where the medium of instruction differs from the students' native language, affecting comprehension and effective communication.

**viii. Gender Disparities:** Female teachers, specifically, experience challenges related with cultural standards and orientation inclinations, restricting their admittance to instructive and proficient open doors. Tending to these incongruities is essential for cultivating a more comprehensive and fair schooling system.

**ix. Out-dated Curriculum:** A few teachers wrestle with obsolete educational plan materials that prevent their capacity to give important and present day schooling to students. Refreshing and modernizing the educational program is basic for staying up with advancing instructive principles.

**x. Lack of Support Services:** Teachers often lack access to essential support services, such as counselling or special education resources. This deficiency makes it challenging to address the diverse needs of students and provide a well-rounded educational experience.

**xi. Limited Job Security:** Work uncertainty is a common issue for educators in specific cases, especially for those utilized on a legally binding premise or in impermanent positions. This vulnerability can influence work fulfilment and generally obligation to the calling.

Tending to these multi-layered challenges requires cooperative endeavours from the public authority, instructive establishments, and the more extensive local area to introduce complete changes and establish a steady climate for the expert improvement of educators in Pakistan.

## **2.4 CLEAR-CUT LINGUISTIC POLICY**

Beginning around 1947, there has been an absence of an obvious strategy with respect to the educating and learning of English in the Pakistani setting. English was at first expected to stay the authority language until the public language(s) supplanted it; in any case, this progress has not emerged, and English keeps on being immovably dug in the spaces of force in Pakistan. The expressed arrangement contrasts from the genuine position of the decision first class, who, in all actuality, belittle English assuming some pretence of productivity and modernization (Rahman, 2004, p.5).

Mansoor (2003) communicates frustration in the outcomes notwithstanding significant endeavors put resources into educating English. She agrees with Abbas (1998), crediting the disappointment in English or by and large college results to defective teaching method. Teaching English in Pakistan presents a particular set of challenges for ESL instructors. The challenges endure, blocking viable language schooling at the middle level in Tehsil Sharaqpur Shareef.

In the context of intermediate English as a second language instruction in Tehsil Sharqpur Shareef, the statement "clearly linguistic policy" suggests that there are no well-defined guidelines or principles regarding the use and teaching of languages in the educational system. Educators and students alike may face a number of obstacles as a result of the absence of a definite linguistic policy. Consider these important points:

**i. Curriculum Ambiguity:** Without a reasonable etymological strategy, there might be vagueness in the educational program in regards to the objectives, targets, and norms for English language training. Educators might confront challenges in understanding what is generally anticipated of them and their students

**ii. Inconsistent Teaching Approaches:** Without a reasonable etymological strategy, there might be vagueness in the educational program in regards to the objectives, targets, and norms for English language training. Educators might confront challenges in understanding what is generally anticipated of them and their students.

**iii. Assessment Issues:** The assessment and evaluation procedures may also be impacted by a lack of clear linguistic policy. Educators might battle to adjust appraisals to indistinct language capability norms, gaining it trying to precisely quantify students' headway.

**v.Resource Allocation Problems:** Allocating resources like textbooks, language-learning materials, and teacher training may be difficult without a clear policy. The shortfall of a reasonable arrangement might prompt wasteful asset dissemination and usage.

**vi. Language Code-Switching:** In conditions without a reasonable phonetic strategy, there might be a propensity for code-exchanging between dialects during guidance. If students are permitted or frequently exposed to use their native language, this can hinder their ability to develop strong English language skills.

**vii. Limited Support for Teachers:** Educators might need legitimate direction and backing without a reasonable phonetic strategy. Proficient improvement potential open doors and preparing projects might be deficient, influencing the nature of English language guidance.

**viii. Communication Challenges:** Students might confront challenges in viable correspondence assuming there is no reasonable approach on language use in various settings. This can ruin their capacity to put themselves out there plainly and certainly in English.

To address these challenges, it is fundamental for instructive specialists to lay out a distinct semantic strategy that frameworks clear goals, showing techniques, evaluation measures, and asset designation systems for English language schooling at the Intermediate level in Tehsil Sharqpur Shareef. This strategy ought to plan to give a steady and organized structure for the two instructors and students, encouraging a helpful learning climate.

## **2.5 Lack of motivation**

Showing English as a Subsequent Language (ESL) at the Intermediate level in Tehsil Sharqpur Shareef faces various challenges, and one unmistakable issue is the unavoidable absence of inspiration among students. This absence of inspiration can be credited to different elements, including financial circumstances, restricted openness to English external the homeroom, and a distinction between the educational plan and the students' day to day routines. Students may have Challenges comprehending the practical significance of learning the language in a Tehsil like Sharqpur Shareef, where English may not be widely spoken in the community. Moreover, monetary aberrations and restricted assets might ruin admittance to materials or encounters that could improve inspiration. Educators face the test of rousing students to beat these boundaries and encouraging an uplifting outlook towards English learning. Tending to the inspiration shortage requires imaginative showing draws near, socially pertinent materials, and setting out open doors

for viable language use inside the local area to overcome any issues between the homeroom and genuine applications. In the process of teaching and learning a second language, motivation plays a crucial role. According to Dörnyei and Ottó (1998), motivation to learn a second language is a process that changes over time and is influenced by a variety of factors. According to Dörnyei (2001), motivation plays a crucial role when English is taught as a required subject in an educational setting.

Various exact examinations directed in various instructive settings in Pakistan highlight the significance of inspiration in learning English as a subsequent language (ESL). The significance of motivation has been the subject of numerous studies, including those by Ahmed and Gill (2014), Sheikh, Bibi, & Nawaz (2014), Yaqoob, Ahmed, & Arshad (2014), and Ullah (2013). As per Khan and Khan (2016), students in Region Sharaqpur Shareef(Pakistan) show inspiration to learn English, yet the English educators in these distant regions are demotivated for specific reasons, making snags in their educating. Hence, this study means to investigate the challenges looked by these English educators in Tehsil Sharaqpur Shareef at the Intermedaite level.

Showing English as a second language at the middle of the road level in Tehsil Sharqpur Shareef, or any comparative setting, can introduce different challenges, including the issue of absence of inspiration among students. A few elements add to this absence of inspiration:

i. **Relevance of English:** Students might see English as a subject that isn't straightforwardly pertinent to their regular routines or future goals. It's possible that they won't be motivated to put in the time and effort necessary to learn English if they can't see how it can be used in their local context or in their future careers.

ii. **Limited Exposure:** Students in specific regions might have restricted openness to English external the study hall. Absence of chances to utilize and rehearse the language, all things

considered, circumstances can bring about lack of engagement and a sensation of separation from the language.

**iii. Socioeconomic Factors:** Financial variables, like the monetary state of families, can impact students' inspiration to learn English. Students may perceive learning English as a secondary concern and lose motivation if they are forced to prioritize work or face financial constraints in order to support their families.

**iv. Teaching Methods:** At times, conventional or inadequate showing strategies might add to an absence of inspiration. In the event that the showing approaches don't draw in students, neglect to take care of their learning styles, or need development, students might lose interest in the growing experience.

**v. Teacher Competency:** In order to inspire students, teachers of the English language need to be competent and enthusiastic. Assuming educators themselves need capability in the language, are not enough prepared, or battle to make the classes fascinating, students are more averse to feel roused.

**vi. Assessment Practices:** Evaluation techniques that emphasis exclusively on retention and repetition learning may demotivate students. Assuming they feel that outcome in English is exclusively reliant upon remembering language structure rules and jargon without viable application, they might lose interest in the subject.

**vii. Cultural and Linguistic Differences:** Students in Tehsil Sharqpur Shareef might come from assorted semantic foundations, and the social distinctions can affect their inspiration to learn English. Students may have trouble connecting with the material if the curriculum does not take these differences into account or does not include aspects that are in line with the culture of the area.

Tending to the absence of inspiration in showing English at the Intermediate level in Tehsil Sharqpur Shareef requires a far reaching approach that thinks about both educational and relevant variables. Connecting with and socially important showing strategies, down to earth utilizations of English, and a steady learning climate can add to persuading students to partake in their English language training effectively.

## CHAPTER THREE: RESEARCH APPROACH

### 3.1 Introduction

Teaching English as a Second Language (ESL) teaching presents a unique set of challenges that necessitate a comprehensive understanding and research strategy. ESL teachers must navigate a variety of linguistic and cultural terrains due to the complexity of the process. This exploration expects to investigate and examine the particular challenges looked by the two educators and students in this unique circumstance, revealing insight into possible arrangements and methodologies for viable ESL schooling.

The exploration approach utilized in this study draws upon a mix of subjective and quantitative philosophies. To fathom the multi-layered nature of ESL guidance, subjective strategies, for example, meetings and perceptions will be used. These subjective devices will help catch the nuanced encounters and viewpoints of ESL educators and students in Tehsil Sharqpur Shareef. Also, quantitative information as reviews and evaluations will be utilized to accumulate factual bits of knowledge into the capability levels and learning examples of moderate ESL students.

This examination expands upon crafted by prestigious researchers in the field of ESL training. The hypothetical system is grounded in the fundamental commitments of Cummins (1984).

#### 3.1.1 Survey Design:

Researcher build the survey instrument to collect qualitative information from ESL teachers at the intermediate level.

Researcher add the questions, which are help to determine exact problems with English teaching, for example language proficiency, classroom management issues, resources availability, cultural factors etc.

### **3.1.2 Interviews and Focus Groups:**

Researcher build the survey instrument to collect quantitative information from ESL teachers at the intermediate level.

Researcher add the questions, in which researcher can find the exact problems with English teaching, for example language proficiency, classroom management issues, resources availability, cultural factors etc.

### **3.1.3 Observations:**

Participate in study hall perceptions to notice showing practices and cooperations among educators and students straightforwardly.

Report cases of challenges looked by educators and students during the instructing educational experience of researcher.

### **3.1.4 Data Analysis:**

Researcher collect certain quantitative approaches, such as statistical analysis, to examine survey data, revealing recurring trends and issues among complainants' reports.

Researcher implement various techniques such as thematic analysis from qualitative data analysis to identify themes and patterns arising from interviews, focus groups, and observation.

### **3.1.5 Comparative Analysis:**

Researcher compare the findings from the literature review with empirical data sourced from surveys, interviews, and observations. Emphasize similarities and diversities in problems identified challenges that teachers faced during teaching in class and about students how students learn in the classroom.

### **3.1.6 Recommendations and Implications:**

Based on the research findings, provide recommendations for ESL teachers, curriculum developers.

Discuss implications for teacher training programs, instructional materials development, and educational policies aimed at addressing the identified challenges.

### **3.1.7 Limitations and Future Research Directions:**

Be aware of the limitations of the study, e.g. sample size restriction, material and format. Offer approaches for further study to explore the intricacies of the teaching of English as a second language (ESL) at the intermediate level which were covered in the current research.

## **Methodologies**

This research employs qualitative research. The selection was carried out through purposeful sampling, as this technique is deemed effective in purposefully enhancing the understanding of the research problem and central phenomenon in the study. The participants include two English teachers from Government College (B) lecturer Syed Najam and lecturer Abdul Ghaffar, Sharqpur, and two from Government College (W) lecturer Shahida Waheed and Lecturer Mahnoor Kashif. The data were collected by means of teachers' challenges faced by teaching in English at intermediate level. The lesson plans were analyzed by using the challenges proposed in curriculum 2013 and added with some concepts of scientific approach stated by some experts. The data from questionnaire and interview were analyzed using thematic analysis.

## **3.2 Participants**

The participants include two English teachers from Government College (B) lecturer Syed Najam and lecturer Abdul Ghaffar and two from Government College (W) lecturer Shahida Waheed and Lecturer Mahnoor Kashif.

## **3.3 Research Instruments**

The agent utilized semi-organized interviews containing unconditional requests to draw in with the four members associated with the exploration. The essential point was to distinguish and comprehend the challenges experienced during the time spent teaching English to Pre-College students inside the setting of Tehsil Sharqpur.

## **3.4 Data Collection**

**3.4.1 Surveys:** Make a review focusing on ESL instructors who have experience educating at the Intermediate level. Pose inquiries about the particular challenges they face, like challenges with language structure, jargon, talking/listening abilities, inspiration, and so on. Likewise, ask about the systems they use to address these challenges.

**3.4.2 Interviews:** Lead interviews with ESL instructors or instructors who work in showing English at the Intermediate level. This can give inside and out bits of knowledge into their encounters, discernments, and methodologies for tending to challenges. You can likewise meet with ESL students to comprehend their viewpoints on the hardships they experience.

**3.4.3 Observations:** Notice ESL classes at the middle level to observe firsthand the challenges that emerge during guidance. Focus on regions like students' commitment, understanding, support, and collaborations with the language.

**3.4.4 Literature Review:** Audit existing exploration, scholarly papers, and articles on ESL instructing at the moderate level. This can assist you with distinguishing normal challenges detailed in the writing and grasp the present status of information around here.

**3.4.5 Online Forums and Communities:** Take part in web-based discussions or networks for ESL educators and students. Take part in conversations, seek clarification on some pressing issues, and assemble bits of knowledge from professionals and students who share their encounters and challenges.

**3.4.6 Case Studies:** Lead contextual investigations of explicit ESL study halls or projects at the middle of the road level. This qualitative approach has the potential to provide in-depth insights into the particular challenges that educators and students face in various contexts.

**3.4.7 Quantitative Analysis:** In the event that material, gather quantitative information through evaluations, tests, or overviews to quantify the capability levels of transitional ESL students and distinguish explicit areas of trouble.

**3.4.8 Collaboration with ESL Institutions:** Cooperate with ESL establishments or schools that deal Intermediate level English courses. Team up with educators and overseers to gather information, lead overviews, and accumulate experiences into the challenges experienced in their projects.

**3.4.9 Focus Groups:** Focus groups with ESL teachers, students, and other stakeholders should be set up to discuss and come up with solutions to the problems at the intermediate level.

**2.4.10 Online Questionnaires:** Disseminate online surveys to ESL educators and students, permitting them to give researcher serious criticism on the challenges they see in instructing and learning English at the transitional level.

### 3.5 Data Analysis

Once we have the information, we need about the challenges of teaching English as a second language (ESL) at the intermediate level, we will need to look at the data to make meaningful inferences. A general method for analysing such data is as follows:

**3.5.1 Data Organization:** Researcher start by the methodically organizing your data. This could include sorting reactions from overviews, deciphering interview accounts, summing up perception notes, or incorporating information from different sources into a durable dataset.

**3.5.2 Thematic Analysis:** Researcher find recurring themes, patterns, or trends in your data, use thematic analysis. Researcher entails systematically coding your data to highlight important ideas, concepts, or challenges associated with teaching intermediate ESL. You can utilize subjective investigation programming or lead manual coding whenever liked.

**3.5.3 Quantitative Analysis:** On the off chance that researcher gathered quantitative information, for example, overview reactions with Likert-scale appraisals or mathematical grades, direct measurable investigation to recognize patterns or connections. This could include graphic measurements, inferential insights (e.g., t-tests, ANOVA), or relationship investigation, contingent upon your examination questions and information attributes.

(ANOVA), or correlation analysis, depending on your research questions and data characteristics.

**3.5.4 Comparison and Contrast:** Researcher thoroughly analyse information from various sources or member gatherings (e.g., ESL educators versus ESL students) to distinguish similitudes and contrasts in impression of challenges. This information can give further bits of knowledge into the diverse idea of ESL educating at the middle of the road level.

**3.5.5 Triangulation:** To increase the validity and reliability of researcher conclusions, triangulate results from multiple data sources (such as surveys, interviews, and observations). Search for combination or uniqueness in the information to prove your discoveries and understandings.

**3.5.6 Contextualization:** Researcher take into consideration the factors that contribute to the challenges, such as cultural background, language proficiency, classroom dynamics, teaching methods, and institutional policies. Contextualizing your discoveries can assist with making sense of why certain challenges emerge and how they manifest in unambiguous settings.

**3.5.7 Emergent Themes:** Remain open to new subjects or surprising discoveries that might surface during the examination cycle. These can enhance how you might interpret the challenges in showing ESL at the middle of the road level and propose roads for additional examination.

**3.5.8 Interpretation and Synthesis:** Decipher researcher discoveries considering existing writing, hypothetical systems, and instructive practices connected with ESL educating and learning. Integrate your investigation to create significant ends and experiences that add to the more extensive comprehension of ESL instruction.

**3.5.9 Implications and Recommendations:** Examine the ramifications of researcher discoveries for ESL instructional method, educator preparing, educational program improvement, and strategy making. Present down to earth suggestions for tending to the distinguished challenges and working on the nature of ESL guidance at the moderate level.

**3.5.10 Peer Review and Validation:** To validate your researcher and interpretations, seek feedback from colleagues, mentors, or peers. Peer survey can assist with guaranteeing the thoroughness and validity of your examination discoveries before dispersal.

Make sure to keep up with straightforwardness all through the examination cycle by recording research logical methodology, dynamic standards, and any expected predispositions or constraints in your information examination. This straightforwardness upgrades the dependability and unwavering quality of your examination discoveries.

## **CHAPTER FOUR: FINDINGS**

### **1. Challenges in Teaching English Using Scientific Approach**

Teach English at the analysis of the lesson plan, questionnaire, and interview with four college English teachers, using scientific approach to teach English was found out to be a bit challenges. The challenges can be broken down into three groups: preparation, implementation and evaluation. The challenges show themselves below.

### **a. Challenges in Preparation**

This research employs a qualitative approach, utilizing semi-structured interviews and focus group discussions with experienced ESL educators working at the intermediate level. Participants will be selected based on their expertise and diverse teaching contexts to ensure a comprehensive exploration of the challenges in preparation for teaching ESL at this level. Thematic analysis will be employed to identify recurring themes and patterns in the data. Teaching English as a Second Language (ESL) at the intermediate level poses unique challenges for educators, particularly in the realm of preparation. This research investigates the challenges faced by ESL teachers in preparing instructional materials, lesson plans, and assessments tailored to the needs of intermediate-level learners. By examining these challenges, this study aims to provide insights into effective strategies and resources that can enhance the preparation process and ultimately improve the quality of ESL instruction.

1. Challenges faced in arranging indicators during teaching english
2. Challenges faced in designing activities to account for students' multiple intelligences
3. Challenges faced in choosing suitable material for learners
- 4.Challenges faced in providing materials/activities to support students' Higher Order Thinking Skills (HOTS)
- 5.Challenges faced in determining activities that fit the concept of Scientific Approach

### **b. Challenges in Implementation**

Teaching English as a Second Language at the intermediate level has obstacles like accommodating diversified language competence, handling complex grammar structures, managing the relation between fluency and accuracy, extending vocabulary retention, connecting cultures, improving listening comprehension, and sustaining student motivation and engagement. To overcome these challenges, teachers have to utilize differentiated instruction methodologies, break down grammar concepts into doable units, focus on fluency in speaking activities rather than accuracy, introduce vocabulary building exercises, include cultural sensitivity into lessons, offer scaffolded listening tasks, and develop a welcoming and motivating classroom for Second Language (SL) learners.

### **All Stages of Scientific Approach**

There are a few challenges found in carrying out all phases of logical methodology. The event of these issues gives influence on the cycle in noticing, addressing, gathering information, partner and imparting. The issues are:

#### **1. Challenges in dealing with passive students**

Overseeing dormant students in showing English as an Ensuing Language (ESL) at the momentary level can present colossal hardships. Idle students could show confined collaboration, aversion to take part in talking works out in English speaking, and a shortfall of drive in their approach to learning. To determine this issue effectively, teachers can use various strategies uniquely designed to convince and uphold reserved students. These may integrate laying out a consistent and extensive homeroom environment where students feel open to articulating their contemplations, doing natural and educational teaching procedures that pressure real correspondence circumstances, giving opportunities to peer joint exertion and get-together work to develop dynamic participation, offering isolated tasks that take unique consideration of various learning

styles and tendencies, giving valuable analysis and elevating criticism to help sureness and certainty, and uniting attracting and significant materials that catch students' tendencies and invigorate dynamic responsibility with the language. Additionally, teachers can effectively support and motivate passive learners to become more actively engaged in their ESL learning journey by regularly communicating with students to comprehend their individual needs and challenges and establishing clear expectations and goals for participation.

## **2. Challenges to make sure that the students have experienced all the stages or not.**

Ensuring that students have experienced all stages of language learning can be challenging in the context of teaching English as a Second Language at the intermediate level. However, employing a structured and systematic approach can help address this Challenge. One effective strategy is to design lesson plans and curriculum that incorporate in learning in English language stages: input, processing, output, and feedback. This ensures that students are exposed to a variety of language input through listening and reading activities, engage in cognitive processing of the language through comprehension tasks, practice producing language through speaking and writing activities, and receive constructive feedback to refine their language skills. Additionally, using formative assessment techniques such as quizzes, observations, and self-assessments can help teachers gauge students' progress and identify areas for further development in each stage of the language learning process. Regular reflection and review sessions with students can also provide valuable insights into their learning experiences and help ensure that all stages are adequately addressed. By incorporating these strategies into ESL instruction, teachers can help ensure that students receive a comprehensive language learning experience at the intermediate level.

### **3. Challenges in dealing with the low proficiency students to do all the learning stages successfully**

Managing low capability students and guaranteeing their fruitful culmination of all learning stages in showing English as a Second Language at the Intermediate level can for sure posture huge challenges. To address this trouble really, instructors can execute fitted methodologies and framework strategies to help the requirements of low-capability students:

**i. Differentiated Instruction:** Provide individualized instruction that meets the various learning in English requirements of students. Offer fluctuated learning materials and exercises at various capability levels, guaranteeing that low-capability students get fitting help and direction.

**ii. Simplified Input:** Improve on English language input by utilizing clear and direct language, visual guides, and contextualized guides to make content more available to low-capability students. Separate complex ideas into more modest, more reasonable pieces to work with understanding.

**iii. Guided Practice:** Offer opportunities for guided practice in which students participate in English learning activities and receive structured support and feedback. Give bit by bit directions and displaying to assist low-capability students with exploring each learning stage effectively.

**iv. Small Group Instruction:** Lead little gathering guidance meetings where low-capability students can get designated help and customized consideration from the instructor. Make the most of this opportunity to provide additional practice opportunities and address specific language challenges.

**v. Peer Support:** Empower peer cooperation and backing by matching low-capability students with peers who have higher language capability levels. Peer mentoring and agreeable learning

exercises can assist low-capability students with acquiring certainty and further develop their language abilities through connection with peers.

**vi. Utilize Technology:** Integrate innovation based assets and apparatuses that take special care of the requirements of low-capability students, for example, intuitive English language learning applications, interactive media assets with captions, and online instructional exercises with sound help. Like we use Oxford Dictionary in which we able to hear all pronunciation about words and improve verbal communication of students. Teachers suggest the students to use this dictionary basically here we use technology to improve students learning.

**vii. Formative Assessment and Feedback:** Execute developmental appraisal techniques to screen the advancement of low-capability students and give opportune criticism on their language improvement. Offer valuable input that features qualities and regions for development, directing them towards fruitful consummation of all learning stages..

#### **4. Challenges of giving feedback to the students**

Giving compelling criticism to students in Showing English as a Subsequent Language (TESL) at the intermediate level can introduce a few challenges, including giving criticism that is useful, significant, and noteworthy. Here are a few troubles you might experience alongside procedures to address them:

**i. Overwhelming Amount of Feedback:** It very well may be overpowering for students to get a lot of criticism without a moment's delay, prompting disarray and dissatisfaction.

Strategy: Focus on providing feedback on the most important areas for improvement and give it priority. Each feedback session should focus on one or two specific aspects of language to avoid overwhelming students.

**ii. Balancing Correction with Encouragement:** Particularly for intermediate-level students who are still developing their language skills, it can be challenging to strike a balance between correcting errors and providing positive reinforcement.

**Strategy:** Offer a reasonable blend of remedial criticism and uplifting feedback. Recognize students' endeavours and progress while tenderly calling attention to regions for development. Use expressions, for example, "You're gaining great headway, and this is the way you can work on further... "

**iii. Ensuring Feedback is Understandable:** Students might battle to figure out criticism in the event that it is too ambiguous or complicated, preventing their capacity to actually apply it.

**Strategy:** Utilize clear and straightforward language while giving criticism, keeping away from language or excessively specialized terms. Give models and clarifications to outline your focuses and guarantee students figure out the explanations for the criticism.

**iv. Maintaining Student Motivation:** Getting input on regions requiring improvement can now and again demotivate students, particularly in the event that they feel overpowered or deterred.

**Strategy:** Outline input as a valuable instrument for development and improvement as opposed to analysis. Centre around students' assets and progress while presenting explicit thoughts for development. Energize a development mentality by underlining the significance of exertion and steadiness in language learning.

**v. Addressing Individual Student Needs:** Every students might have one of a kind regions for development, making it trying to give customized input to meet their particular requirements.

**Strategy:** Get to know your students' assets, shortcomings, and learning styles through perception, evaluation, and ordinary correspondence. Tailor criticism to address individual learning objectives and offer designated help where required.

**Vi. Feedback Delivery Method:** Conveying criticism really, whether composed or oral, can be testing, particularly in a study hall with different students.

**Strategy:** Utilize an assortment of input conveyance techniques to take care of various learning inclinations. Consider giving composed criticism on tasks, verbal input during one-on-one gatherings, and friend input during bunch exercises.

In intermediate TESL classrooms, teachers can provide effective feedback that supports students' language development and fosters a positive learning environment by addressing these challenges with specific strategies.

### **5. Challenges in managing time for each step in scientific approach**

Overseeing time for each move toward the logical way to deal with showing English as a Subsequent Language (ESL) at the moderate level can be trying because of the intricacy of language securing and the different requirements of students. The logical methodology normally includes stages like preparation, execution, evaluation, and reflection. Here are a few troubles you might experience and methodologies to address them:

**i.Planning:** Making point by point illustration designs that line up with educational plan goals while considering the time requirements of the class can time-consume..

**ii. Strategy:** Focus on fundamental language abilities and content targets for every example. Use formats or systems to smooth out example arranging and guarantee effective utilization of time.

**iii. Implementation:** Adjusting the conveyance of educational substance, students practice exercises, and open doors for connection inside the designated class time can challenge.

**Strategy:** Utilize informative methodologies that augment students commitment and support, like helpful learning, intuitive exercises, and innovation coordination. Separate complex ideas into more modest pieces to work with understanding and maintenance.

**iv. Assessment:** Directing developmental and summative appraisals to screen students' progress and understanding requires cautious preparation and using time productively.

**Strategy:** Utilize an assortment of evaluation strategies, for example, tests, tests, ventures, and execution undertakings, to measure students' learning. Consolidate casual appraisal methods like perception and addressing during guidance to accumulate continuous criticism on students' appreciation.

**v. Feedback and Adaptation:** Giving ideal and significant criticism to students in light of evaluation information and changing educational techniques appropriately can be trying inside restricted class time.

**Strategy:** Focus on giving input on fundamental language abilities and target regions for development. Use friend and self-evaluation procedures to include students in the criticism cycle and empower self-reflection. Change illustration plans in view of appraisal results to address students' needs really.

**vi. Reflection:** Permitting time for reflection on informative practices and students' learning results is essential for persistent improvement yet might be ignored because of time imperatives.

**Strategy:** Incorporate standard reflection periods into the illustration cycle to survey showing systems, students' progress, and regions for change. Support cooperative reflection among educators and companions to share experiences and best practices.

In general, successful time usage in the logical way to deal with showing ESL at the middle level requires cautious preparation, adaptability, and an emphasis on focusing on fundamental language abilities and students' needs inside the imperatives of class time. By executing techniques to address these challenges, instructors can improve educational time and work with significant language opportunities for growth for their students.

## 6. Challenges in facing the diversity of students' characteristics

Teaching English as a Second Language (ESL) at the intermediate level can indeed be challenging when confronted with the diversity of student characteristics. Here are a few systems to assist you with tending to this:

**i. Differentiated Instruction:** Adjust the materials and teaching methods you use to meet the needs of students with varying learning styles, language proficiency levels, and cultural backgrounds. To engage students with diverse learning preferences, offer a variety of activities, such as group discussions, multimedia resources, visual aids, and hands-on tasks.

**ii. Cultural Sensitivity:** Know about social contrasts among your students and integrate socially significant substance into your examples. Regard and celebrate variety by empowering students to share their encounters and viewpoints, which can improve the learning climate and cultivate common regard among classmates.

**iii. Flexible Assessment:** Offer a scope of evaluation techniques that permit students to exhibit how they might interpret the English language in various ways. This could incorporate composed tasks, oral introductions, bunch ventures, portfolios, or sight and sound activities. Give clear evaluating rules and input to assist students with grasping their assets and regions for development.

**iv. Individualized Support:** Students who may be having trouble learning a new language or adjusting to the learning environment can benefit from additional resources and support. This could include giving additional training potential open doors, one-on-one coaching meetings, or reference to help administrations like language labs or scholastic guiding.

**v. Collaborative Learning:** Support peer coordinated effort and association among students from different foundations. Bunch work and coordinate exercises can work with language practice and social trade, advancing compassion and understanding among cohorts.

**vi. Culturally Inclusive Materials:** The diversity of your students and the world around them should be reflected in the textbooks, reading materials, and multimedia resources you choose. Integrate writing, films, and other social curios from different English-speaking nations to open students to various accents, vernaculars, and social standards.

**Vii. Continuous Professional Development:** Remain informed about latest things and best practices in ESL guidance through proficient advancement studios, gatherings, and systems administration with associates. Upgrade your social ability and language helping abilities to more readily address the issues of your assorted student's populace.

By carrying out these techniques, you can establish a comprehensive and strong learning climate where all students feel esteemed and enabled to prevail in their English language learning venture.

## **7. Challenges in maximizing the implementation of scientific approach**

Challenges in maximizing the application of a scientific approach to teaching English as a Second Language (ESL) at the intermediate level There are a few strategies you can use to overcome these obstacles:

**i. Clear Objectives:** To get started, make sure your learning goals are well-defined and in line with the principles of the scientific approach. Recognize explicit language abilities and capabilities that you believe your students should grow, like understanding cognizance, composing capability, listening perception, and talking familiarity.

**ii. Evidence-Based Practices:** Base your showing techniques and educational choices on research-based accepted procedures in language securing and teaching method. Remain informed about flow research discoveries and integrate proof-based systems into your illustration arranging and study hall exercises.

**iii. Structured Inquiry:** Plan illustrations that draw in students in organized request exercises to advance dynamic acquiring and decisive reasoning abilities. Urge students to clarify pressing issues, make expectations, accumulate proof, examine information, and reach determinations through involved tests, critical thinking assignments, and cooperative tasks.

**iv. Data-Driven Instruction:** Use appraisal information to illuminate your educational choices and screen students' advancement towards accomplishing the learning targets. Control developmental evaluations to distinguish solid areas and shortcoming, give convenient criticism, and change your showing techniques appropriately to meet the assorted necessities of your students.

**V. Explicit Instruction:** Give express guidance and displaying to efficiently show language abilities and ideas. Separate complex language designs and jargon into more modest, sensible parts, and framework guidance to help students' comprehension and dominance of the material.

**vi. Authentic Contexts:** Set out open doors for students to involve English in true settings that are applicable to their inclinations, encounters, and genuine circumstances. Consolidate true texts, mixed media assets, and open assignments that mirror the language and social settings in which English is utilized external the study hall.

**vii. Collaborative Inquiry:** Encourage a cooperative learning climate where students cooperate to investigate, explore, and tackle issues cooperatively. Support peer collaboration and correspondence through bunch conversations, agreeable learning exercises, and companion criticism.

**viii. Reflective Practice:** Ponder your showing practice routinely to assess the adequacy of your educational systems and make informed changes in view of criticism from students and

associates. Ceaselessly look for proficient improvement chances to upgrade your insight and abilities in carrying out the logical way to deal with ESL guidance.

By carrying out these procedures, you can really boost the execution of a logical methodology for showing English as a Second Language at the Intermediate level, working with significant growth opportunities and advancing language capability improvement among your students.

#### **4.1 Linguistic Policy**

Showing English as a Subsequent Language (ESL) at the transitional level presents a horde of challenges for instructors around the world. This etymological arrangement expects to investigate these challenges top to bottom, revealing insight into the complex elements that impact ESL guidance and proposing methodologies to address them.

##### **a. Linguistic Diversity in the Classroom:**

Students from a variety of linguistic backgrounds frequently attend ESL classes at the intermediate level. Teachers face a significant obstacle as a result of this linguistic diversity because they must cater to a variety of learners' proficiency levels and linguistic competencies.

##### **b. Cultural Sensitivity and Awareness:**

Showing ESL at the moderate level requires a sharp comprehension of social subtleties and responsive qualities. Instructors should explore social contrasts to establish a comprehensive learning climate that encourages culturally diverse comprehension and regard.

##### **c. Language Acquisition Strategies:**

Viable language securing procedures are fundamental for working with learning at the Intermediate level. Instructors should utilize different methods, for example, open language educating and task-based learning, to connect with students effectively in the language growing experience.

**d. Grammar and Vocabulary Instruction:**

Intermediate ESL education relies heavily on instruction in grammar and vocabulary. Instructors should find some kind of harmony between helping syntactic designs and extending students' lexical collection to improve their language capability.

**e. Integration of Technology:**

Integrating innovation into ESL guidance can improve learning results and connect with students all the more really. Instructors should use computerized assets and instructive innovation apparatuses to make dynamic and intuitive growth opportunities for middle ESL students.

**f. Assessment and Feedback:**

Evaluation rehearses should line up with the targets of ESL guidance at the middle of the road level. Instructors ought to utilize an assortment of evaluation techniques, including developmental and summative evaluations, to check students' advancement precisely and give useful input.

**g. Professional Development for Educators:**

Persistent expert advancement is fundamental for ESL instructors to keep up to date with the most recent educational methodologies and phonetic exploration. Preparing projects and studios can outfit instructors with the information and abilities expected to address the challenges of showing ESL at the Intermediate level really.

**Conclusion:**

Showing English as a Second Language at the moderate level presents a complicated arrangement of challenges for instructors. By executing a thorough etymological strategy that tends to semantic variety, social responsiveness, powerful language procurement procedures, innovation joining, evaluation practices, and expert improvement for teachers, we can upgrade the nature of ESL guidance and advance language capability among Intermediate students.

This semantic strategy gives a structure to tending to the complex challenges intrinsic in showing ESL at the transitional level, eventually engaging teachers to establish improving and comprehensive learning conditions that cultivate etymological and social skill.

## **4.2 Lack of Teachers Training**

Tending to the test of absence of educators' preparation in showing English as a subsequent language (ESL) at the middle of the road level requires a diverse methodology that includes proficient turn of events, asset portion, educational plan, and progressing support. There are a few different approaches that can be taken:

### **i. Teacher Training Programs:**

Foster specific preparation programs for ESL educators at the Intermedaite level. These projects ought to zero in on compelling showing approaches, language securing hypotheses, social capability, study hall the board methods, and evaluation systems custom-made to the requirements of middle of the road students.

### **ii. Professional Development Workshops:**

Offer ordinary studios and classes for ESL instructors to upgrade their abilities and information. These studios can cover subjects, for example, illustration arranging, separated guidance, incorporating innovation into language instructing, and cultivating informative ability.

### **iii. Peer Observation and Mentoring:**

Carry out peer perception programs where ESL instructors can notice each other's classes and give useful input. Matching fledgling educators with experienced tutors can likewise be advantageous for sharing prescribed procedures and offering help

### **iv. Access to Resources and Materials:**

Furnish ESL instructors with admittance to a great many assets and materials explicitly intended for showing English at the moderate level. This might incorporate course readings, valid materials, online assets, and valuable materials for jargon and language structure guidance.

**v. Collaboration and Networking:**

Support cooperation and systems administration among ESL instructors inside and across schools or foundations. Laying out networks of training where educators can share thoughts, assets, and encounters can cultivate proficient development and joint effort

**vi. Incorporate Reflective Practice:**

Urge ESL educators to participate in intelligent practice by consistently considering their showing encounters, recognizing regions for development, and defining objectives for proficient turn of events. Integrating intelligent diaries, peer input, and self-evaluation can assist instructors with turning out to be more successful experts.

**vii. Feedback and Evaluation Mechanisms:** Execute input and assessment instruments to evaluate the adequacy of ESL instructing at the moderate level. This might incorporate students' assessments, homeroom perceptions, and execution evaluations to distinguish solid areas and regions requiring improvement.

**viii. Continuous Support and Training:**

Offer continuous help and preparing open doors for ESL instructors all through their vocations. This can incorporate going to meetings, taking part in web-based courses, and seeking after postgraduate educations or affirmations in ESL educating.

By executing these systems, instructive foundations can really address the test of absence of educators' preparation in showing English as a second language at the transitional level, eventually working on the nature of ESL guidance and improving students learning results.

### 4.3 Motivation

Persuading students in Showing English as a Subsequent Language (TESL) at the Middle of the road Level requires a blend of drawing in exercises, pertinent materials, and a strong learning climate. Here are a few systems to persuade middle ESL students:

**i. Teacher Set Clear Goals:** Lay out clear learning goals for every illustration or unit. At the point when students comprehend what they are really going after, they are more persuaded to participate in the growing experience.

**ii. Teacher Provide Choice:** Offer students decisions in their learning undertakings whenever the situation allows. This could mean giving them the option of choosing from a variety of discussion topics, reading materials, or project options. At the point when students have something to do with their learning, they are more contributed and persuaded.

**iii. Teacher Use Multimedia Resources:** Incorporate media assets, for example, digital broadcasts, TED talks, or instructive recordings into your illustrations. These assets can change it up and interest different learning styles, making the growth opportunity more captivating for students.

**iv. Teacher Encourage Collaboration:** Integrate bunch exercises, match work, and cooperative activities into your illustrations. Cooperating permits students to rehearse English in a strong climate, construct certainty, and gain from one another.

**v. Teacher Provide Positive Feedback:** Offer explicit and helpful criticism to students on their language abilities. Encouraging feedback can help their certainty and inspiration to move along.

**vi. Teacher Incorporate Games and Interactive Activities:** Present games, tests, pretends, and other intelligent exercises to make learning English tomfoolery and locking in. Games can be particularly viable in supporting language ideas and empowering cooperation

**vii. Teacher Cater to Different Learning Styles:** Perceive that students have different learning styles and inclinations. Attempt to consolidate various exercises that allure for visual, hear-able, and kinaesthetic students.

**viii. Teacher Celebrate Progress:** Perceive and praise students' advancement and accomplishments. Whether it's dominating a troublesome language structure idea or conveying a show with certainty, recognizing their endeavours can lift inspiration and feeling of confidence.

By executing these systems, you can establish a persuading and connecting with learning climate for Intermediate ESL students, assisting them with advancing in their language procurement venture.

#### **4.4 Unwanted Extra Duties**

Showing English as a Subsequent Language (ESL) at the Intermediate level can be a remunerating experience, however like any work, it might accompany its portion of undesirable additional obligations. Here are a few normal extra obligations that ESL instructors at the moderate level might experience:

**i. Challenge of Arranging:** While illustration arranging is a fundamental piece of educating, it can turn into an additional weight while possibly not satisfactorily upheld by assets or on the other hand assuming that teachers are expected to make all materials without any preparation.

**ii.. Challenge of Grading and Assessment:** It can take a long time to grade assignments, tests, and other assessments, especially if teachers have a large class or need to give detailed feedback.

**iii. Challenge of Individualized Instruction:** Giving individualized regard for students who might battle with explicit language abilities or need additional help can be requesting, particularly in bigger classes where time is restricted.

**iv. Challenge of Cultural Sensitivity Training:** ESL educators might be entrusted with giving social awareness preparing to students to assist them with exploring the social subtleties of English-speaking conditions. This can require extra exploration and arrangement.

**v. Challenge of Professional Development:** Attending workshops, attending conferences, or completing additional training courses is frequently required to keep up with the most recent teaching methods, language trends, and educational technologies.

**vi. Challenge of Administrative Tasks:** ESL teachers might have to go to meetings, serve on committees, or handle administrative tasks like keeping track of attendance, contacting parents, or planning extracurricular activities.

**vii. Student Support Services:** Helping students with non-scholarly issues like movement administrative work, lodging courses of action, or getting to help administrations inside the everyday schedule.

**ix. Cross-Curricular Integration:** Some schools might think that ESL teachers and content-area teachers should work together to help incorporate language learning into other subjects, which can take more planning and coordination.

**x. Parent Communication:** Speaking with guardians or gatekeepers about students' progress, concerns, or impending occasions can be tedious yet is in many cases an essential part of the gig.

**xi. Professional Networking:** Building associations with other ESL experts, going to proficient affiliation gatherings, or participating in web-based networks to remain associated and informed inside the field.

While these additional obligations can in some cases feel overpowering, they are likewise amazing open doors for proficient development and improvement. Compelling using time effectively, cooperation with partners, and looking for help from directors can assist ESL educators with

dealing with these obligations all the more actually. Additionally, advocating for adequate resources and administration support can help alleviate some of these additional responsibilities.

## **4.5 Recommendations**

This research has been presented these recommendations according to the interviews of the four participants of this case study.

- i. A clear cut linguistic policy should be introduced in the country.
- ii. Proper training opportunities should be provided for the English teachers.
- iii. Teachers should be motivated.
- iv. Teachers should not be forced to perform unwanted extra activities.
- v. Teachers should be posted at their home station.
- vi. Examination system should be fair.
- vii. Salaries of the teachers should be reasonable.

Here are some recommendations given below;

**i. Teachers Utilize Authentic Materials:** Integrate legitimate materials like papers, web recordings, and recordings to open students to genuine language utilization and settings.

**ii. Teachers Provide Meaningful Practice:** Offer sufficient chances for students to take part in significant, open exercises, for example, pretend, discussions, and conversations to support language abilities.

**iii. Teacher Focus on Vocabulary Expansion:** Students should be encouraged to actively use new words in speaking and writing tasks as they are introduced to vocabulary in context. Use word guides, games, and mental aides to upgrade maintenance.

**iv. Teacher Integrate Language Skills:** Students should be encouraged to actively use new words in speaking and writing tasks as they are introduced to vocabulary in context. Use word guides, games, and mental aides to upgrade maintenance.

**v. Teachers Offer Individualized Feedback:** In order to identify specific areas for improvement and encourage ongoing learning, provide individualized feedback on student assignments and language production.

**vi. Teachers Encourage Autonomous Learning:** Cultivate independence by directing students to define language learning objectives, self-survey their advancement, and use assets, for example, online language stages and language trade programs.

**vii. Teachers Provide Cultural Competence:** Incorporate social parts into language guidance to upgrade's comprehension students might interpret social subtleties and advance intercultural relational abilities.

**viii. Teachers Utilize latest Technology:** Consolidate innovation devices and assets, for example, language learning applications, online activities, and interactive media materials to upgrade commitment and give extra practice valuable open doors.

**ix. Teacher Give Differentiate Instructions:** Perceive and oblige different learning styles, inclinations, and language foundations inside the homeroom through shifted informative methodologies and materials.

**x. Teachers Promote Language Use Outside the Classroom:** Urge students to rehearse English beyond class through exercises, for example, joining discussion clubs, watching English-language media, or taking part in language trade programs.

**xi. Teachers Promote Communicative Activities:** Urge students to participate in significant correspondence errands, for example, pretends, conversations, and discussions to rehearse their language abilities, in actuality, circumstances.

**xii. Teacher Provide Authentic Materials:** In order to help students improve their listening, reading, and comprehension skills, incorporate authentic materials such as podcasts, videos, and newspaper articles.

**xiii. Teacher Offer Vocabulary Building Exercises:** Present jargon in setting and give open doors to students to work on utilizing new words through exercises, for example, jargon games, word puzzles, and contextualized works out.

**xiv. Teacher Encourage Self-directed Learning:** Show syntax rules in setting, utilizing bona fide texts or circumstances to exhibit how punctuation structures are utilized normally in language. Offer students opportunities to practice using these grammar rules in their own writing and speaking.

**xv. Teacher Offer Constructive Feedback:** Give opportune and valuable criticism on students' language creation, zeroing in on both exactness and familiarity. Energize peer input and self-evaluation to advance student independence.

**xvi. Teacher Integrate Technology:** Use innovation to improve language learning, for example, intelligent interactive media assets, online joint effort apparatuses, and language-learning applications that give customized input and practice open doors.

**xvii. Teacher Give Cultural Awareness:** Cultivate social mindfulness and awareness by integrating social themes and conversations into language illustrations. Urge students to investigate and value the social distinctions between their local language and English.

**xviii. Teacher Encourage Extensive Reading:** Urge students to peruse broadly in English by giving evaluated perusers, improved on texts, and online assets customized to their inclinations and language capability level.

**xix. Teacher Create a Supportive Learning Environment:** Cultivate a strong and comprehensive homeroom climate where students feel happy with facing challenges and committing errors. Empower cooperation and companion support among students to upgrade their language opportunity for growth.

Instructors can effectively address challenges in teaching English as a second language at the intermediate level and assist students in their language learning journey by implementing these recommendations.

## **CHAPTER FIVE: DISCUSSION**

Teaching English at the intermediate level presents a number of challenges, including a lack of exposure to authentic language use, language proficiency disparities among students, and maintaining motivation and engagement. These challenges can impede language obtaining and generally speaking advancement. However, these issues can be addressed with effective solutions that produce positive outcomes.

Including communicative activities that encourage students to use English in real-world situations is one effective solution. This approach encourages language creation and communication, assisting students with creating familiarity and trust in their language abilities. Exercises, for example, pretends, discussions, and critical thinking assignments advance dynamic commitment and work with significant language practice.

Another arrangement is giving assorted and valid language input through sight and sound assets, genuine texts, and true materials. Students' comprehension abilities and cultural awareness are enhanced when they are exposed to a variety of English language contexts, including various registers, accents, and dialects. Consolidating sight and sound assets like recordings, webcasts, and online articles drenches students in legitimate language use and advances free learning outside the study hall.

Also, carrying out separated guidance systems can address the fluctuating capability levels inside the middle of the road class. Fitting guidance to meet individual advancing requirements through adaptable gathering, scaffolded undertakings, and customized criticism guarantees that all students are properly tested and upheld in their language improvement venture.

Besides, encouraging a steady and comprehensive learning climate is significant for keeping up with inspiration and commitment among transitional ESL students. Commending variety, recognizing progress, and giving open doors to students independence and coordinated effort make a feeling of having a place and possession in the educational experience.

## **5.1 Classroom Management**

Every one of the learners communicated that study hall the board was without a doubt a major issue in their educating practicum. The positive attitude of both teachers and students can be influenced by the classroom environment. Too, this decides the learning environment and

believability of an educator to make a fruitful illustration. According to Richards & Bohlke (2011), classroom management is always a challenge for educators because it involves students who may require a variety of classroom activities and learning styles.

1) Researcher actually don't have any idea how to control the class. This made me feel that perhaps educating isn't so much for me yet researcher love youngsters

2) Homeroom the executives is consistently the most troublesome errand to me. Researcher generally asked researcher self how researcher could train researcher class successfully. Despite repeatedly reminding researcher students to behave or remain quiet, researcher class is usually very noisy, and the more researcher ask them to be quiet, the louder they become.

3) Researcher admit, I'm bad in controlling the class but rather researcher made an honest effort. researcher understood that great homeroom the board can gain the showing headway easily and the climate of the class better.

4) Homeroom the executives is researcher huge issue as researcher had no control over the class without the assistance of researcher co-educator.

5) Throughout researcher entire month as a teacher, researcher used various classroom management tools like the bell. In any case, toward the end what worked for researcher students was the utilized of behaviorism drawn nearer or rewards that assisted me with controlling mischievous students better. In spite of the fact that researcher knew, this prize framework could have an adverse consequence to students advancing yet assuming it assists me with controlling the study hall effectively, it doesn't make any difference. One point researcher would make, students learned and found the exercises fascinating and a prize is great. Example Taken from the Interviews

6) In some cases Researcher befuddled as specialist understudies who seem as though holy messengers can just different without reasons. Researcher not certain if they were exhausted or simply lethargic yet when they began not focusing, they have their own reality ... what analyst was doing was begun pursuing every single one of them and advised them to return to their sets so we can proceed with our group... Homeroom the board is an essential piece of showing techniques; in any case, study hall the executives differs as this relies upon educators' exercises, understudies' levels and, surprisingly, the offices accessible (Delceva-Dizdarevik, 2014). There is likewise an issue of the requirements and capacities of the understudies that probably won't be lined up with educators' targets. As understudies might understand educator learners are fledglings, understudies could tend to show little interest as far as what instructors expect of them and accordingly, will generally be hard to control. Moreover, youthful understudies will generally stand out range, subsequently, involved exercises that could assist with drawing 'tested understudies' consideration could help in dealing with the class. As a component of instructional method, a decent study hall the executives makes a decent working climate for educating and learning. This establishes an emotional English homeroom climate that could connect with understudies in various exercises as they view that their support is esteemed. This implies, educators ought to perceive understudies needs and interests as well as commitments in the class.

## **5.2 Teaching Strategies**

Ten out of fifteen trainee teachers stated that one of the issues they find challenging is teaching strategy. According to Gozcu & Caganaga (2016), teachers are typically encouraged to employ a variety of teaching strategies to meet the varying needs and learning styles of their students. Understanding students' learning styles assists educators with picking which kinds of showing procedures are reasonable to their singular students. In any case, utilizing various systems can be

undeniably challenging to accomplish particularly with enormous classes and it is likely more practical to track down an equilibrium, so all students comprehend the embodiment of the illustration being educated.

1) We were educated that games help to push young understudies to be participative in language learning, yet understudies could never have thought often less about the game and some couldn't get a handle on the gig of the game... the homeroom becomes turbulent and no learning happened. Close to the end, Researcher felt irritated as the game didn't wind up perfect. So specialist changed Researcher teaching framework to a more teacher centered moved closer, no more games, just me examining front of the class. Researcher think, it worked as understudies tuned in and they were very.

2) I've learned a variety of teaching techniques, but researcher always adapt them to the mood of the students and the environment in the classroom. As researcher experience issues conveying researcher example to the students at times, TPR turned into a reasonable methodology researcher utilized as I could utilize researcher non-verbal communication. researcher likewise involved reward framework and lauded researcher students a ton as support.

3) As a specialist was showing little children, Researcher perplexed approach would it be prudent for analyst used. Analyst comprehended that we can't just use one single method when we instruct ... specialist saw analyst co-instructor anyway Researcher couldn't sort out what methods or hypotheses they used. ... analyst evaluated different systems Researcher had learned in specialist Mama. Courses: Researcher utilized blueprint hypothesis to consider the understudies' information from specialist example; at times, analyst utilized a constructivist way to deal with instructing, where understudies advanced by following through with something; researcher accept that advancing by accomplishing something intriguing assists understudies with recollecting what

they've realized better; nonetheless, Researcher was worried about a ton of the understudies being shrewd; analyst utilized behaviorism hypothesis and utilized uplifting feedback by giving them chocolates and crowns for continuously responding to questions. Researcher had the option to control the class thanks to this procedure; in specialist science class, Researcher utilized Gardner's various insights; Researcher involved an assortment of training strategies in the homeroom to make drawing in exercises.

4) Specialist attempted to be inventive with Researcher exercises to guarantee that Researcher understudies mastered something consistently during analyst month as an educator. I utilized various games and, surprisingly, let them dance. In any case, it's difficult to determine what subjects understudies truly appreciate learning the most. One thing that I got it... they seized the opportunity to match each other, the issue was individuals who were magnificent overpowered the class and the people who required helped just cheered with the rest... I expected to create a development wherein everyone can benefit from it yet the more specialist endeavored the more Researcher got perplexed... analyst essentially recognize that being a language educator was so tiring... Games were one of the strategies used by the teacher understudies especially in overseeing energetic understudies in Fundamental 1 and 2. According to different subject matter experts, the use of games as a component of showing English as a new or second language helps understudies with learning in a relaxing environment and be locked in. This is maintained by Silver's (1990) focus on in which he battled that the use of the games in the English language homeroom would presumably help with avoiding bluntness of a model. As understudies become drawn in with the game, learning becomes beguiling. Regardless, the use of games in TT6 models seems, by all accounts, to be not to work. This is maintained by Stojkovic and Jerotivjevic (2011) audit when they highlighted the obstacle of including games in the review lobby. As shown by them, using

games could make 'discipline issues' as understudies would make outrageous fuss and 'nonappearance of learning' since understudies' will generally neglect to recollect the inspiration driving the game. In teaching, there is no sure strategy that works for all understudies (Prabhu, 1990), so using differed teaching systems is fitting. Educators should comprehend what work and doesn't work for their understudies . Since understudies are exceptional, it is fundamental for teachers to appreciate the uniqueness of every understudy. They have their solitary necessities and tendencies.

### **5.3 Students' Learning Style**

10 Teachers understudies exhibited that understudies learning styles impact the movement of their appearance execution during the training practicum. Understudies' learning styles will by and large choose understudies' learning penchants, assurance and achievement. Subsequently, understanding understudies' learning styles licenses teachers appreciate the understudies as well as "help[s] understudies in sorting out some way to learn" (Awla, 2014, p. 242; Wong and Nunan, 2011). Examples Taken from Reflection Papers

1) How the situation is playing out students' independence. Some people are quick learners, but others are very slow learners, and even though researcher repeatedly explained the exercise to them, they were still unable to complete it. Be that as it may, most of them favor hands on exercises. Despite the fact that some of them tended to not pay attention, they responded very well to researcher questions. This implies they are tuning in.

2) Researcher came to the realization that even naughty children deserved to be appreciated for their intelligence. Brilliant students like to gab so they overwhelmed the homeroom while for the people who are calm and just paid attention to other people... researcher additionally understood that peaceful students answer their class work better.

3) Researcher found that students love exercises particularly assuming the educator utilized video... they enjoyed tunes so much yet a few students don't want to talk... then again researcher found unfamiliar students talked better compared to me. So at times on account of the different level of students' capacity researcher materials were not appropriate for low level students and some looked exhausted.

Illustrations and exercises made by instructors can affect the foundation of students' homeroom conduct. Notwithstanding, knowing students different learning styles can be challenging to decide particularly in the event that an educator is a fledgling or in this specific situation, students. So contingent upon students learning styles they will more often than not adjust or involve different learning systems too (Richards and Bohlke, 2011). Learning methodologies are procedures that can assist students' learning maintenance which with working with language securing and recover data amassed extra time, in this manner, crucial to students' learning advancement to become autonomous students (Oxford, 1990). Understanding students' independence, inclinations and necessities can help educator students to have the option to get ready exercises that work with students with various learning styles

#### **5.4 English Communication Barriers**

Nine educator learners showed that one of the issues they found was the correspondence boundary in English. A decent and successful correspondence permits a source to obviously convey their thought and express inclination. Nonetheless, if a language, like English, isn't the main language of a speaker, the person will in general experience troubles to pass on their message or with regards to an educator, the illustration obviously (Helfrich and Bosh, 2011). Such challenges can be seen as obstructions to correspondence. To be an English instructor, an individual ought to have a decent order of English. Meaning, the language ought to be conceivable, coherent and justifiable to

collectors (Galloway and Rose, 2015; (2014) Jenkins Concerning educator learners who for this situation were basically EFL clients of English, English correspondence was a possible hindrance to convey their illustrations to the students. Phonetic intricacies, for example, jargon utilization, elocution, language and in general cognizance and attachment set significant expectations for the learners in an English homeroom.

### **Examples Taken from Reflection Papers**

1) Understudies battle to comprehend Researcher complement since they are familiar with local speakers' elocutions.

2) Specialist by and large experienced issue when Researcher examined front of analyst understudies. Researcher comprehended that statement is essential for an English language instructor.

3) One of the issues when Researcher was doing analyst Showing Practicum is specialist English correspondence. Researcher understudies couldn't appreciate how Analyst talked. Researcher co-teacher let me in on that Analyst truly need to talk slowly and clearly. I've known about analyst articulation from that point forward. Specialist tried to talk gradually, talk stronger, and use non-verbal communication.

4) Researcher have seen that language obstacle is one of the issues when I was educating. Understudies couldn't grasp how Researcher talk, so Specialist used TPR (Outright Genuine Response) as a part of specialist strategy to be seen.5) Researcher truly felt disappointed as students found it hard to comprehend the manner in which I addressed them. Thus, Researcher needed to talk gradually or composed the words on the board to help them comprehended. Researcher rehearsed a ton just to ensure that Researcher articulated the words right. Having no information in Thai language added to the issue as there could have been no alternate method for making sense

of words that may be challenging for the students to comprehend... Researcher made an honest effort to zero in on this issue...

The models showed that educator learners English language capability is an issue. Since comprehensible input is necessary for effective communication (Krashen, 1981), comprehension of the message is essential to the acquisition's success. Teachers who learn to adapt and articulate their language when communicating with students can avoid communication barriers. Intelligible info works better assuming that students comprehend and retain the message. As educator students knew that English correspondence hindrance was one of the main pressing concerns, they realized they needed to deal with their English relational abilities; for instance, know how to change and lucid their English elocution to work on their self-assurance and foster their relational abilities.

### **5.1.6 Vocabulary Knowledge**

Eight educator students expressed that they disapproved of jargon. This issue was somewhat amazing as instructor learners were graduate students. By the by, as these educator students were EFL speaker, this may be the situation. Jargon information is one of the underpinnings of grasping students' education, as well as, deciding educators showing execution (Muhamad and Kiely, 2018). Regardless, educators' capacity to utilize English unhesitatingly and easily in the homeroom relies on how much jargon they know. Jargon size isn't just basic on educators' capacity to take part in normal correspondence yet additionally to other abilities to learn like tuning in, perusing and composing abilities (Ocampo and McNeill, 2019). Because it is typically their responsibility to provide correct feedback on words that students may not understand, teachers' vocabulary knowledge is critical.

### **Examples Taken from Reflection Papers**

1) Showing content-based learning is troublesome in the event that you don't have adequate information about the jargon utilized in the homeroom, for instance, Science.

2) Researcher composed some unacceptable vocabularies in the board and toward the end students have composed wrong words on their functioning book.

3) When Researcher was teaching science, Researcher noticed that a lot of technical terms were used, making vocabulary difficult for me. Researcher found there were many words Researcher didn't be aware while students understood it better than me. It was a shame

4) Researcher depended such a huge amount in utilizing researcher telephone to really take a look at researcher jargon capacities... this may be the justification for why Researcher failed to remember a portion of researcher vocabularies when Researcher was instructing. It was so humiliating quite students understood the jargon better than me particularly in the Science subject... Researcher attempted to acquaint the jargon before v began educating yet Researcher actually composed not many slip-ups.

Part of learning a language is to involve words in a certifiable circumstance, in this way jargon ought to be a necessary piece of educating and learning. On account of the intricacy in showing jargon, educators need to have capable level of the language they instruct. As per Country (2001) realizing a word implies knowing,

1) structure - spoken, composed, word parts;

2) meaning – meaning and form, concept and references, and association;

3) use - linguistic capabilities, collocations, limitations on use, in which as per Sonbul and Schmitt, (2010) may should be advanced unequivocally (referred to in Muhamad and Kiely, 2018). Learning jargon isn't just for students, educators also need to peruse and foster their jargon. One of the qualities of a competent teacher is preparation. What's more, a skilled instructor ought to constantly set up their illustrations; this incorporates the jargon that will be utilized in the example.

### **5.1.7 Lesson Planning**

Making an outline plan is a need for every teacher. Eight out of the 15 understudies showed that forming a representation plan was one of the difficulties the educator understudies experienced during their teaching practicum. Setting up an outline plan is an impression of teacher capable rules, norms and addresses learning results (Richards and Bolhke, 2011). Some piece of English language's teachers getting ready is to engage the students to make effective model expects to achieve their assisting goals with aiding understudies in encouraging their language capacities and to agree with understudies' language ability levels and needs.

### **Examples Taken from Reflection Papers**

1) One month in showing practicum let me comprehended how huge class plan was. Outline plan was introduced reliably. So all through the instructing, Analyst have thought Researcher showing methodologies, organized specialist model arrangement especially the 'interface' Researcher used for analyst teaching. Specialist did and redid Researcher materials especially when Analyst saw that the class had horrendous appearance because of specialist model. Researcher organized the second materials reliably as our TP expert told us to 'reliably have a back up model'. Until Specialist was satisfied with Researcher work, Analyst invested energy perusing and rehashing the course books we were expected to utilize.

2) All through the TP, Specialist ensured that Researcher example plans were turned in on time and did connecting with, involved exercises. Now and again Specialist had no clue by any stretch of the imagination or ran out of thoughts.

3) During specialist teaching practicum time, Analyst glanced through changed showing practices and changed it in Researcher appearing considering the model that Specialist expected to teach. Since understudies' ability is extremely high Specialist expected to guarantee that they would never feel depleted and runout Researcher works out. Analyst should be on time in introducing specialist model arrangement.

### **5.1.8 Lesson planning**

Includes educator's basic and imaginative capacity, capability and trust in giving students great opportunity for growth. A good language teacher not only provides a series of activities, but also has a lot of knowledge about how to understand each student's uniqueness, which influences how lesson plans should be made. A decent example plan isn't just about making illustrations and exercises yet in addition obviously depicts the targets or motivation behind the example. This ponders homeroom climate and how illustration ought to be carried out to allow students to draw in and foster a positive view on learning. Knowing students uniqueness, needs and interests is useful in the readiness of examples. In this way, an educator ought to know how to reflect or survey the past illustration and comprehend students' assets and shortcomings to send off the following arrangement of exercises while zeroing in on regions in which the students might require further help.

### **5.1.8 Teaching Appraisal**

Instructor examination alludes to the assessment of individual educators to make a judgment about their "capabilities and execution as well as to give input" to help the improvement of their training

(Phelps, 2014, p. 272). This is fundamental to instructor students abilities improvement which is fundamental for their future showing vocation particularly for the people who seek to be English language educators. Criticisms given to instructor learners are seen as vital as this assists with organizing their showing practice successfully.

### **Examples Taken from Reflection Papers**

1) Each time Researcher saw researcher co-educators or researcher manager sat at the rear of researcher group, Researcher had blended sentiments. On one hand, Researcher would like researcher co-educators to give me criticism so Researcher can get to the next level. On the other hand, Researcher was concerned that they might have given me a poor grade in the hopes that it would affect it. Researcher realize Researcher ought to have not maintain that viewpoint, but rather realizing that researcher showing execution has result on researcher grade... what Researcher can imagine was researcher students to accompany me so Researcher wouldn't have mind hindrance.

2) Researcher co-teachers were very supportive. They gave accommodating ideas to work on researcher educating, various ways of conveying researcher example and tips on dealing with researcher group. Their week by week criticism truly helped me a great deal... Researcher felt like a genuine educator as Researcher began acquiring researcher fearlessness.

3) Researcher don't have any idea why yet seeing researcher counselor setting in the homeroom made me cold. Nonetheless, in the wake of conversing with her after researcher group, Researcher felt exceptionally blissful as her criticism helped me a great deal to focus on stuff that Researcher typically disregarded while educating, for instance, the students at the back as researcher emphasis was consistently on researcher students before me.

4) Researcher assumed Researcher was sure and done very well with researcher educating until researcher consultant

noticed researcher class and gave me criticism... Researcher didn't understand that researcher view was unique in relation to the real world... as researcher consideration was just zeroing in on the students before me and disregarded the people who sat at the back and calm students. It was like a reminder for me... it additionally made me stressed what researcher co-instructor and the top of the program would agree to their assessment...

Educator's examination or assessment is presumably the most troublesome aspect of the instructing practicum. Head educators, co-instructors, and practicum guides are allocated to lead educator students educating assessment. Albeit the general instructing practicum assessment intends to assist the instructor students with upgrading their showing practice execution, they are additionally reviewed, accordingly, showing assessment can be a significant issue. However, the sample data presented in this study suggested that teacher-trainee evaluations had a positive impact on teaching performance, which in turn had an indirect impact on the learning outcomes of students. As educator students became mindful of the qualities and shortcomings of their instructing, they would probably change their methodologies. Feedback should not be viewed negatively but rather as an opportunity for improvement because teaching appraisal is about teaching improvement.

### **5.1.9 Classroom Motivation**

Motivation is a confounding issue that can be inciting so that instructors might be able to see totally. Nine teacher students communicated that they had issues in animating understudies' obligation to the review lobby. Motivation basically is focusing in on learning conditions that has three sections;

1. Course unambiguous, (the appearance materials, the appearance procedure, and the learning task);

2. Intended for educators (their character, showing strategy, input, and relationship with understudies);

3. Pack unequivocal convincing parts (understudies' components). These elements impact understudies' inspiration in the homeroom (Dörnyei, 1994, pp. 277-79; Dörnyei, MacIntyre, and Henry, 2014).

### **Examples Taken from Reflection Papers**

1) Researcher saw specialist understudies were not dynamic and they feel depleted. Right when Analyst asked them requests their response was incredibly low. Right when Researcher mentioned that they talk and look at the development, they didn't talk, they essentially write something on paper. I felt confused and debilitated with specialist teaching, Analyst have no clue about how to prod them other than by giving them pastries and letting them watched youngster's shows.

2) Specialist unsure about whether analyst understudies were unmotivated or as of late depleted anyway Researcher really felt hopeless as they had all the earmarks of being not charmed on what I taught as they would like to chat with their. friends than focus on me. Specialist acknowledge they were really young anyway I can't envision something that can drive them to finish something. Towards the completion of specialist practicum, Researcher decided to recollect hands for practices adored concealing and watching video to make them included.

3) One of the issues analysts think Researcher had was getting specialist understudies to remain with me the entire time since they once in a while strolled around the study hall. I saw that their ability to concentrate is exceptionally short, so specialist expected to guarantee that they stayed on target by giving them heaps of work during the class for a short period of time. Motivation incorporates different elements. Acknowledging what exactly rouses understudies to learn in the English language homeroom would basically propel the learning situation. Understanding

understudies' uniqueness is exceptionally imperative as this would help with understanding what sorts of showing materials, preparing procedures and learning endeavors that ought to be used to attract understudies to might what they want to achieve in the homeroom. All things considered, understudies with various necessities and capability levels will require various kinds of consideration; thus, another technique for guidance, compatibility, and criticism for understudies are required. In prodding understudies, a teacher's personality is moreover critical. Realizing the legitimate conduct similarly when a situation requires is principal, as well as, having a positive relationship with understudies can propel a positive learning environment that might actually change the general learning air. Anyway, concentrate on corridor motivation isn't for the most part so exceptionally clear as apparently. Regardless of this, instructors who are inspired make spurred understudies, so educators ought to urge their understudies to be persuaded.

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