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THE CHALLENGES AND PROSPECTS OF TEACHING ENGLISH

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ABSTRACT

This study, conducted January to May 2026, determined the challenges and issues of teaching English as bases for its better prospects. The respondents were teachers at general Mariano Alvarez Technical High School. The researcher utilized a descriptive design and utilized frequency and percentage, weighted mean, and ANOVA for the statistical treatment of data. Based on the results of the study, majority of the English teacher-respondents are under the age bracket of 41 to 60 years old, mostly females, with master's units and served in teaching for 6 to 15 years. The teacher-respondents strongly agreed that the prominent issues and challenges they had experienced were from their students, and these are lack of vocabulary mastery, low concentration, lack of discipline, low motivation, attitudes and habits in reading and writing, and speaking problems. Inasmuch, the result reveals that there is a significant difference in the assessment of the teacher-respondents on the challenges and issues in the teaching of English when they are grouped accordingly which makes the null hypothesis rejected which implies that the assessment of the teacher-respondents on the challenges and issues in the teaching of English differs when they are grouped accordingly.

Keywords: *challenges, prospect, teaching English*

INTRODUCTION

Learning English requires learners to develop vocabulary, grammar, pronunciation, and the ability to communicate in different situations. For students who learn English as a second or foreign language, these demands may occur alongside the need to study other subjects. English instruction should therefore be treated as an

important part of academic development and should provide sustained practice, relevant learning activities, and appropriate support.

English teachers encounter challenges related to learners, instructional practice, and school conditions. Learners may have limited vocabulary, difficulty expressing ideas in English, low confidence, and few opportunities to practice outside the classroom. Teachers may also face difficulties selecting suitable materials, adapting lessons to different proficiency levels, and maintaining learner engagement. In a study of public secondary schools in the Philippines, Del Rosario (2024) reported that literature teachers experienced challenges involving students' English proficiency, learner attitudes, limited instructional time, and insufficient resources. These findings highlight the importance of examining teaching challenges in their local context rather than assuming that all schools experience the same conditions. Moreover, most students reportedly encountered communication problems that affected their studies (Alhassan et al., 2021). Communication problems included speaking skills related to oral presentations made by students and classroom participation, while listening skills consisted of lecture comprehension and notetaking skills.

Access to appropriate teaching materials and the knowledge needed to use them effectively are also important considerations. Salazar (2022), in a study of public secondary school teachers in Batangas, found that teachers generally viewed authentic English-language teaching materials positively but identified gaps in professional knowledge and technical skills as challenges to their use. In a systematic review of English teaching in low-resource rural settings, Candrawati and Purbani (2025) identified recurring barriers that included inadequate learning resources, limited school infrastructure and teaching media, workload, teacher preparation, adaptation to local contexts, and low student motivation. These studies suggest that teaching challenges may reflect both classroom-level needs and broader institutional conditions.

Recent research also points to the need to understand the practical difficulties teachers experience when delivering English lessons and designing suitable learning tasks. Cańada et al. (2022) reported challenges associated with limited books and materials, explaining lesson content to students, and developing tasks appropriate to learners' levels during the new-normal period. Although instructional contexts may change, such findings reinforce the need to consider the availability of resources, the appropriateness of learning activities, and teachers' strategies for supporting student understanding.

In the Philippine educational context, English is an important language for learning and communication. However, students' opportunities to develop listening, speaking, reading, and writing skills can vary depending on their learning environment, access to materials, time for practice, and confidence in using the language. It is therefore necessary to examine the challenges reported by teachers in the particular schools covered by this study. Findings from other settings can provide context, but they should not be treated as a substitute for evidence gathered from the study's own respondents.

Guided by these concerns, the present study investigated the challenges and issues encountered in teaching English and considers how the findings may inform improved teaching practices. Specifically, it aimed to describe the teacher-respondents' profiles in terms of age, sex, highest educational attainment, and length of service; determine their assessment of challenges and issues in teaching English; examine whether their assessments differ when grouped according to profile variables; and use the findings as a basis for proposing ways to improve English teaching. Data were gathered through a survey, unstructured interviews, and documentary analysis. The data were analyzed using percentage, weighted mean, and analysis of variance (ANOVA).

Research Questions

This study sought to identify the challenges and prospects of teaching English among the High School teachers of General Mariano Alvarez Technical High School.

Specifically, the study aimed to determine the following:

1. What is the demographic profile of the teacher-respondents in terms of:
   1.1. age;
   1.2. sex;
   1.3. highest educational attainment; and
   1.4. length of service?
2. What challenges do teachers encounter in teaching English in terms of the following factors:
   2.1. Student-related factors, such as:
      - students' lack of vocabulary mastery;
      - students' low concentration;
      - students' low motivation;
      - students' lack of discipline;
      - speaking problems; and
      - students' attitudes and habits in reading and writing?
   2.2. Teacher-related factors, such as:
      - shortage of teachers' training and related professional development;
      - teachers' language proficiency;
      - limited mastery of teaching methods;
      - teachers' unfamiliarity with high-technology tools;
      - teachers' attitudes and habits in reading and writing; and
      - difficulty in providing appropriate content and student tasks?
   2.3. School-related factors, such as:
      - limited support for teachers;
      - insufficient teaching resources;
      - large class sizes;
      - assignment of teachers outside their specialization or subject-area mismatch; and
      - poor infrastructure and technology?

3. Is there a significant difference in the challenges experienced by teachers in teaching English when they are grouped according to their demographic profile?
4. What recommendations may be proposed to address the identified challenges and improve the teaching of English?
5. What opportunities or prospects can be identified to improve English language teaching in terms of teacher development, instructional strategies, learning resources, and school support?

METHODOLOGY

The researcher used descriptive-comparative research design. Descriptive design is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. The word survey signifies the gathering of data regarding the present conditions. A survey is useful in: (1) providing the value of facts; and (2) focusing attention on the most important things to be reported. In this study, it was utilized to assess the challenges and issues in the teaching of English. It also used comparative research methods to determine the significant difference in their assessment when grouped accordingly.

The method of gathering data is a survey questionnaire which is a product of a thorough reading of related literature and studies. After the construction, the questionnaire was validated by the experts and piloted to respondents who are not included in the survey and the researcher's colleagues, and he asked the help from his former professors in the graduate school in the revision of the survey. Moreover, the last step in the validation is proposal defense where the comments and suggestions of the panel were included in the revision.

The population of the study were the teachers of General Mariano Alvarez Technical High School. The locale was chosen because the researcher observed the need to explore the challenges of teachers in teaching English to contribute to meeting such challenges and problems.

The respondents were 31 Junior High School teachers who were chosen in total enumeration. After gathering data and asking permission from the different offices, the gathered data was subjected to statistical treatment of data.

RESULTS

This section comprised the results from the data gathered using survey questionnaires. The findings were systematically presented, analyzed and interpreted following the sequence of the research questions as enumerated and explained in the first section.

Table 1
Profile of the respondents

PROFILE	FREQUENCY	PERCENTAGE
Age		
41-60	25	81
61>	6	19
Total	31	100
Sex		
Male	6	19
Female	25	81
Total	31	100
Educational Attainment		
Bachelor's Degree	10	32
With Master's unit	21	68
Total	31	100
Length of Service		
<5 years	9	29
6--15	16	52
16-25	5	16
26>	1	3
Total	31	100

Table 1 shows that out of 31 English teacher-respondents, the majority were under the age of 41- to 60 years old (81%) followed by 61 years old and above (19%). Thus, most of the respondents were females (81%) rather than males (19%). Hence, many of the respondents were with master's units (68%) and several were still bachelor's degree holders (32%). Then, half of the respondents served in teaching for 6 to 15 years (52%), some new in service for less than five years (29%), several served for 16 to 25 years (16%) and 1 or 3 percent served for more than 26 years in teaching.

Table 2
Assessment of the teacher-respondents on the challenges and issues in the teaching of English

	INDICATORS (n=31)	MEAN	SD	REMARKS
A.	**Issues and Challenges Experienced by English Teachers to their Students**			
1	students' lack of vocabulary mastery	3.58	0.56	Strongly Agree
2	students' low concentration,	3.52	0.68	Strongly Agree
3	students' low motivation	3.45	0.62	Strongly Agree
4	students' lack of discipline	3.52	0.57	Strongly Agree
5	speaking problem,	3.35	0.75	Strongly Agree
6	Students' attitudes and habits in reading and writing	3.42	0.62	Strongly Agree
	Sub-Mean	**3.47**	**0.64**	**Strongly Agree**
B.	**Issues and Challenges Experienced by English Teachers Themselves**			
7	shortage of teachers' training and related professional development	3.16	0.73	Agree
8	teachers' language proficiency issue	2.84	0.90	Agree
9	limited mastery of teaching methods	2.74	0.86	Agree
10	teachers' unfamiliarity with high-tech	2.71	0.82	Agree
11	Teacher's attitude and habit in reading and writing	2.68	0.87	Agree
12	Difficulty in providing the appropriate content and students' tasks	2.74	0.86	Agree
	Sub-Mean	**2.81**	**0.84**	**Agree**
C.	**Issues and Challenges Experienced of English Teachers at School**			
13	Limited support for teachers	3.32	0.65	Strongly Agree

14	Insufficient teaching resources	3.42	0.56	Strongly Agree
15	Big class size	3.42	0.56	Strongly Agree
16	Hiring teachers to teach language outside the specialization/mismatched	3.10	0.70	Agree
17	Poor infrastructure and poor technology	3.29	0.59	Strongly Agree
	Sub-Mean	**3.31**	**0.61**	**Strongly Agree**
	OVERALL MEAN	**3.19**	**0.70**	**Agree**

Range:
4.00-3.25 Strongly Agree
3.24-2.50 Agree
2.49-1.75 Disagree
1.74-1.00 Strongly Disagree

Table 2 presents the assessment of the teacher-respondents on the challenges and issues in the teaching of English. The teacher-respondents strongly agreed that the prominent issues and challenges they had experienced were from their students (3.47), followed by their challenges encountered at school (3.31) and agreed on issues and challenges they had experienced by the teachers themselves (2.81).

The issues and challenges experienced by the English teachers to their students were lack of vocabulary mastery, low concentration, lack of discipline, low motivation, attitudes and habits in reading and writing, and speaking problems. Previous researchers revealed the same challenges in teaching English: limited attention span and concentration, mother tongue interference, motivation and engagement, and limited exposure to English outside the classroom affecting their skills in the language (Patanduk, et.al, 2023).

Likewise, Marzulina, et.al. (2021) exposed similar challenging factors in teaching English faced by the teachers of English such as a) improving students' motivation, b) improving language students' competence, c) managing over-crowded class, d) managing limited time, and e) facing lack of supporting facilities.

Rohmatillah (2017) investigated the difficulties faced by students in learning English vocabulary. Results points out at several challenges that hinder vocabulary-learning practices adopted by students outlining problems such as pronouncing and spelling words (written and spoken forms do not match most of the time), choosing appropriate meanings of words (complexity of vocabulary knowledge), inflections of word forms, (inadequate understanding of grammar), and an excessive number of words that students need to learn. It also reveals some important factors of difficulty in learning the vocabulary and attributes learning difficulties to various levels of language. Kashikar (2016) also identified problems and solutions in teaching English that include the heterogeneous nature of the classroom, ignorance about the use of technology, lack of interest, and presence of fear, lack of use of the English language in social

communication. Students, different abilities, and backgrounds posed problems for teachers as they kept rapport with every individual in the class.

Table 3
Significant difference in the assessment of the teacher-respondents on the challenges and issues in the teaching of English, when they are grouped accordingly

VARIABLE	N	DF	MEDIAN	AVG. RANK	H-TEST	P-VALUE	REMARKS
Profile	31	1	2.25	17.82	36.026	1.95E-09	Reject Ho
Assessment of challenges and issues in the teaching of English	31	1	3.24	45.18			Significant

Level of Significance <.05

Table 3 reveals that there is a significant difference in the assessment of the teacher-respondents on the challenges and issues in the teaching of English when they are grouped accordingly after garnering the Kruskal-Wallis score of 36.026 with a probability value of 1.95E-09 which is less than .05 level of significance using 1 degree of freedom. Therefore, the null hypothesis is rejected which means that the assessment of the teacher-respondents on the challenges and issues in the teaching of English differs when they are grouped accordingly.

This is supported by Al-Bdeerat et al. (2020) in the results of their study showing statistically significant differences in the obstacles facing female English teachers due to their experience levels. This study suggests that the teachers with more experience can solve problems and can remove the obstacles and challenges that stand in the way of the educational process. There were no statistically significant differences in the obstacles facing female English teachers due to their age or qualifications, possibly because they face the same obstacles; and being older or more qualified does not necessarily mean they will have a better ability to face challenges and obstacles when teaching English. Estacio et al. (2018) found out that writing and speaking are the macro-skills that Filipino teachers need to strengthen to their students in terms of the language curriculum.

Conclusions

Based on the findings of the study, the researcher concludes that the 31 English teacher-respondents were predominantly 41 to 60 years old, female, holders of master's units, and had 6 to 15 years of teaching experience. These characteristics indicate that most of the respondents had considerable experience in the teaching profession and had pursued further professional education.

The findings revealed that student-related factors were the most prominent challenges encountered by English teachers, obtaining a weighted mean of 3.47,

interpreted as Strongly Agree. These challenges included students' lack of vocabulary mastery, low concentration, lack of discipline, low motivation, unfavorable attitudes and habits toward reading and writing, and difficulties in speaking English. These findings emphasize the importance of strengthening students' vocabulary, communication skills, reading and writing habits, classroom engagement, and motivation to learn the English language.

School-related factors ranked second, with a weighted mean of 3.31, also indicating strong agreement among the respondents. This suggests that school conditions and institutional support are important considerations in addressing the challenges of English language teaching. Meanwhile, teacher-related factors obtained a weighted mean of 2.81, interpreted as Agree. This indicates that teachers also experience challenges involving professional development, language proficiency, mastery of teaching strategies, familiarity with technology, reading and writing habits, and the preparation of appropriate learning content and student tasks.

Furthermore, the Kruskal–Wallis test yielded a test statistic of 36.026 and a reported probability value of 1.95×10^{-9}, which is below the 0.05 level of significance. Therefore, the null hypothesis was rejected, indicating a statistically significant difference in the respondents' assessments of the challenges and issues in teaching English according to their grouping. However, the specific groups that differed cannot be identified from the reported result alone.

Considering these findings, the researcher concludes that addressing the challenges of teaching English requires a collaborative effort among teachers, school administrators, and learners. Teachers may help improve students' English proficiency by providing opportunities to use the language in real-life situations, employing context-based instructional materials, explaining unfamiliar words and expressions through examples, encouraging questions, and giving constructive feedback. At the institutional level, school administrators should strengthen support for teachers through relevant training, professional development, access to instructional resources and technology, and assistance in developing appropriate teaching strategies and learning activities.

Ultimately, improving English language teaching requires attention not only to teachers' instructional practices but also to students' learning needs and the school environment. By addressing these interconnected concerns, schools can create more supportive learning conditions and provide students with better opportunities to develop their English language proficiency and communication skills.

Recommendations

English teachers are encouraged to use learner-centered and interactive teaching strategies to address students' learning needs and improve their English language proficiency. They should provide opportunities for speaking, reading, and writing through classroom discussions, storytelling, role-playing, and real-life communication activities.

Teachers should also strengthen students' vocabulary, motivation, concentration, and participation through appropriate learning materials and constructive feedback.

School administrators, the Department of Education, and other stakeholders are encouraged to provide adequate instructional resources, technological tools, and professional development opportunities for English teachers. Seminars, workshops, and training programs should be conducted to enhance teachers' language proficiency, teaching strategies, classroom management, and use of educational technology. Meanwhile, students, parents, and community members should work together to promote reading habits, regular language practice, and active participation in school-based literacy programs.

Finally, future researchers are encouraged to conduct similar studies involving more respondents from different schools or districts to further examine the challenges encountered in teaching English. They may also investigate the effectiveness of interventions aimed at improving students' vocabulary, speaking, reading, writing, and motivation. Further studies may explore differences in teachers' assessments based on their demographic profiles to provide additional insights for developing effective strategies to improve English language teaching and learning.

Compliance with Ethical Standards

The conduct of the study, "The Challenges and Prospects of Teaching English," was guided by ethical principles to ensure respect for the rights, dignity, and professional welfare of the 31 English teacher-respondents from General Mariano Alvarez Technical High School. Before the data-gathering process, the researcher sought the necessary permission from the appropriate school authorities to conduct the study. The purpose, objectives, and procedures of the research were communicated to the respondents to promote transparency and ensure their understanding of the study. The researcher also recognized the importance of complying with applicable school policies and institutional research requirements throughout the research process. Informed consent and voluntary participation were considered essential components of the study. The respondents were given an opportunity to understand the purpose of the research and how their responses would be used to determine the challenges encountered in teaching English. Their participation was voluntary, and their right to decline participation or withdraw from the study without penalty was respected. The researcher also observed the principles of confidentiality and privacy by handling the collected information responsibly and using the data solely for the intended academic and research purposes. Personal information and individual responses were to be protected from unauthorized disclosure, consistent with the principles of the Data Privacy Act of 2012 (Republic Act No. 10173). Furthermore, the researcher upheld the principles of honesty, objectivity, and academic integrity in the collection, analysis, interpretation, and presentation of the research findings. The responses of the teacher-participants were treated fairly, and the results were presented based on the data gathered without intentional fabrication, falsification, or misrepresentation. Proper acknowledgment of relevant sources was also observed to maintain academic credibility and avoid plagiarism. Through these ethical considerations,

the researcher aimed to ensure that the study was conducted responsibly and that its findings could serve as a useful basis for identifying appropriate strategies, strengthening instructional practices, and improving the teaching and learning of English.

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