# Teaching of English in the Higher Education Institutions (HEIs): A Tool and Challenges for Teaching Pedagogy

**Leovigildo Lito D. Mallillin, PhD**

Professor, Faculty of Arts and Languages, Philippine Normal University, Manila, Philippines.

## Abstract

*The study investigates the teaching of English in the Higher Education Institutions as a challenge for teaching pedagogy. It evaluates and measures the teaching challenges of English among Higher Education Institutions.*

*Quantitative research method is employed in the study to quantify the teaching of English in the Higher Education Institutions. Likewise, convenience sampling is utilized in the selection of the population sample size. The study consisted of Fifty (50) respondents only.*

*Results show that proper techniques in teaching are designed for students learning achievement and performance in the English subject, show that faculty lecturers have various issues on the materials production due to limited resources in the English lesson and assessment, offer a comprehensive needs analysis and concept for the English subject based on the environment situation, language information, needs of students, and target objectives of the subject, allow students to explore the English subject to achieve a better learning atmosphere and lesson provided for students in English must be based on their knowledge and capacity for the learning process, and show that lecturers need to pay attention to the demands of students according to the English language set in the curriculum.*

**Keywords:** *Teaching of English in the Higher Education Institutions, Teaching Pedagogy Perspectives and Challenges, Teaching Strategies, Techniques and Pedagogy, Faculty Lecturers, Design of the Course, Students' Ability, and Student Learners' Needs*

## INTRODUCTION

The English subject is one of the toughest modules in the curriculum for students to learn. This is so since English is their second language as compared to their own mother tongue. Students have hardship in learning the process due to the various rules in the application of the English language (Mallillin, 2017, pp. 27-33). This has an impact on the teaching career of the faculty in the Higher Education Institutions. Teachers are shaping the learning process and enhancement of students. The learning enhancement lies in the teaching pedagogy of the lecturers. This is a noble challenge for faculties teaching English in the Higher Education Institutions (Mallillin, & Villareal, 2016, pp. 80-98). Many faculties for English language face various challenges in the classroom teaching setting which is overwhelming on their career as professional lecturers in the English language modules. It is important to note the daily challenges for the faculties to understand the English teaching routine and struggles (Mallillin, 2019). It is the most challenging in modern teaching and development among lecturers in the English language (Anvarova, 2022, pp. 43-46). It is the basic structure in teaching English. It serves as a motivation on the goals to be achieved in teaching English from the Higher Education Institutions as a challenge in teaching pedagogy.

Hence, it explores the teaching and learning in English language motivation among non-native students especially in the Philippine setting. Motivation is the key for the learning process in English language teaching (Luo, 2021, pp. 1-10).

On the other hand, the issues and challenges for students to speak fluently in English language is the process. Being an international language and a vehicle for learning (Mallillin, & Gilbang, 2017, pp. 19-35). Both faculties and students need to understand the rules of proper English language. It is being studied for students and is compelled to learn in the English subject. It is a prerequisite of all curriculum among students in the Higher Education Institutions. Speaking of English is necessary on the part of students. This is one way to enhance their speaking capability as an art of speaking. It is the art of speaking because they apply the principles and techniques of what is being taught in the English language (Mallillin, 2021, pp. 1-14). This must be the practice of all educational institutions. This must be implemented so that speaking of English can enhance among students. It is always the policy in English that both faculties and students must communicate in English at all times. English must be practiced and must be expressed in teaching and learning to overcome weaknesses of students in the English language (Islam, Ahmad, & Islam, 2022, pp. 47-65). On the other

hand, it is the objective of the English subject to explore the performance of students in their ability to speak. The faculties are helping students in teaching and learning during the English class discussion. Speaking English policy must be observed to the fullest. This is one way to develop student self-confidence and opportunity to speak in English during class discussion. The factors that hinder students to express and speak among themselves in English would be difficulties in comprehension, poor grammar, pronunciation, and speaking (Jaya, Petrus, & Pitaloka, 2022, pp. 105-112).

Moreover, teaching of English in the Higher Education Institutions can be a challenge for teaching pedagogy among faculties or lecturers in various schools. Learning atmosphere is one of the most challenging in teaching (Mallillin, et al. 2023). Most faculties are facing environmental issues in teaching the English language. It distracts the lecturers inside the classroom setting which affects the teaching pedagogy. Conducive learning in the teaching of English is the basic factor for learning enhancement of students. When the learning atmosphere is not comfortable and not suitable for both faculties and students, it can ruin the learning and teaching process such as not enough ventilation which suffocates students and high temperature inside the classroom. This can have an effect in teaching and learning in the English language. A positive and conducive for learning is a comfortable environment learning for students necessary in teaching. Most faculties are being disturbed by a poor and disturbing classroom environment. It is the student-centered learning that influences the competency-based approach in teaching. It is the proper approach in teaching and learning the English language for the educational process and faculty professional competency which is in line with the expertise of a faculty in the Higher Education Institutions (Abdigapbarova, & Zhiyenbayeva, 2023, pp. 647-661). It is a learning environment which is conducive for teaching the English language. It engages on the perspective of learning among student academic performance. It supports an important role in student learning and in a meaningful way. It focuses on student teaching and learning as a challenge in pedagogy of teaching. Learning environment provides perception for the engagement of faculty lecturers in a deeper approach to teaching pedagogy (Guo, et al. 2023).

Furthermore, teaching of English in the Higher Education Institutions as a challenge to teaching pedagogy Mallillin, et al. (2023, pp. 41-52) is the limited teaching resources. Teaching of English depends on the resources and materials in the teaching process. Most of the faculties or lecturers are facing these kinds of issues. Resources or materials are necessary in the delivery of the lectures in English language subjects which is effective in the learning process. It is difficult for the lecturers to teach where the resources are limited. It is essential in teaching and learning among faculties and students. The resources include the IPTV, projectors, microphone, computers, and other devices for teaching and learning. Resources and materials utilization in

teaching English provide an effective learning environment. Teaching resources are necessary for English language students to follow the skills needed Mallillin, (2022, pp. 99-121). It allows students to explore critical thinking and cultivation for English learning. It identifies the issues on the type of technology for materials and resources in teaching pedagogy (Liang, 2022). It generates a framework for the evidence principles and design for teaching resources and pedagogical assistance for instructional materials. It supports critical thinking and learning knowledge in English teaching. Materials and resources engage students' interaction, collaboration, group discussion, and reflection in the classroom. It also engages in the process of problem-solving and decision making in teaching and learning. It ensures that students integrate pedagogical understanding and content knowledge through necessary resources (Astutik, Setiawan, & Suhartono, 2022, pp. 158-177).

Indeed, teaching of English in the Higher Education Institutions is a challenge in teaching pedagogy because of wrong syllabus to be taught. Syllabus is a kind of lesson for a faculty to follow. The syllabus must be based on the needs of students studying the English module (Mallillin, & Daniel, 2019). It plays a significant role in the English language learning or the subject itself. The syllabus prepares and helps the faculty on the necessary organized factors in the course outline for students in the learning process. It is a step-by-step learning process to be achieved on the expected learning outcome. On the other hand, most faculties are facing these kinds of issues in teaching the English module language (Mallillin, 2018). Faculties who are teaching the wrong syllabus can have a negative impression among the learners. Students cannot learn the English language for wrong syllabus (Agustinasari, Simanjuntak, & Purwanto, 2022, pp. 253-268). The goal of teaching English in the Higher Education Institutions is to provide proper information through proper syllabus where students are guided step by step in the learning process. It determines the role of syllabus in teaching English to overcome challenges in the pedagogy technique learning process. Wrong syllabus or error in teaching English students abandoned the learning process. It provides wrong information on students' progress and success. There is a need to review the curriculum to avoid wrong syllabus to be provided for students. This must be done through proper checking before execution of teaching. This provides the learners to excel in their English performance and knowledge (Milton, 2022, pp. 156-171).

Notably, teaching of English in the Higher Education Institutions as a challenge in teaching pedagogy is the limited time for faculties to teach English language. Designing a teaching course needs to design proper time management which means activities have limited time for teaching and learning process. It takes time for faculties or lecturers to observe time management for students in teaching at their level. Time of the lecturer is very limited to teach the English language. It is one of the most challenging parts

of the faculties to cope with proper time management in teaching and learning. This is considered one of the issues among faculties of English where they have limited time in teaching (Hawkes, & Adamson, 2023). This must be given emphasis to address the issues in teaching students. It establishes conditions that are involved in the academic aspect of learning. Limited time for teaching English creates a significant impact in the learning performance of students. It is designed to implement a program for proper execution of the teaching process. On the other hand, limited time for English faculties posed a challenge in the Higher Education Institutions. It affects the learning process of students. It explores the influence of faculty perception in Teaching English as a Second Language (Bezborodova, & Radjabzade, 2022, pp. 72-91).

Lastly, teaching of English in the Higher Education Institutions as a challenge in teaching pedagogy is the utilization of other languages inside the classroom. This is one of the issues in teaching the English language. English subjects must be taught in English so that students will be used to it (Tamimy, Rashidi, & Koh, 2023). Require the learners in the speaking of English language policy inside the classroom. It must be the requirements of a faculty who is teaching English during the lecture process. Speaking from the other languages is the most noticeable issue faced by the English faculties. Remember that it is easy to speak with the native tongue. Speaking English is a challenge among students. It is frustrating for the learners to speak the English language for the words they do not know. This is the most challenging for the lecturers to teach which is not their own native language. It examines the framework of cooperative teaching and learning approach in the Higher Education Institutions. It is effective in teaching English. Avoid using other languages when teaching English. It is the ethics and principles of English as a Second Language (Klimova, et al. 2023).

## STATEMENT OF THE PROBLEM

1. What are the teaching challenges of English among Higher Education Institutions in pedagogy of teaching among the respondents in the area of

1.1 teaching strategies, techniques, and pedagogy,

1.2 faculty lecturers,

1.3 design of the course,

1.4 students' ability, and

1.5 student learners' needs?

2. Is there a significant relationship of English among Higher Education Institutions in the pedagogy of teaching as observed among the respondents?

### Hypothesis

There is a significant relationship of English among Higher Education Institutions in the pedagogy of teaching as observed among the respondents.

### Research Design

Quantitative research method is used in the study because it measures and evaluates the teaching of English in the Higher Education Institutions as a tool in teaching pedagogy and challenges. Specifically, it quantifies the teaching challenges of English among Higher Education Institutions in the pedagogy of teaching in the area of teaching strategies, techniques and pedagogy, faculty lecturers, design of the course, students' ability, and student learners' needs. Quantitative research methods explore the measure of a certain phenomenon to be collected using statistical analysis as compared to the English teaching pedagogy of the study. This can be done through questionnaires, polls, and surveys. It manages the testimony process of teaching English in the Higher Education Institutions and challenges for teaching pedagogy. This includes the inferential analysis and value for the data. It provides implication and analysis of the standard process of the study (King, Goldfarb, & Simcoe, 2021, pp. 465-488).

### Sampling Techniques

Convenient sampling method is employed in the study. It is a non-probability in the selection of the sample size. The selection of the sample size is based on the pre-defined criteria. Since the study focuses on teaching English in the Higher Education Institutions as a tool in teaching pedagogy and challenges. Therefore, the respondents are faculties or lecturers teaching English as a Second Language. It is easy and very accessible in the selection process of the sample size. This is based on the proximity, willingness, and availability of the participants of the study. The advantage of convenience sampling is that it is easy to select the sample size. It also saves time and costs the economy. It is beneficial and constrained in terms of time management. It is very simple and takes a minimal method and effort. It also generates many samples of the study in a short period of time. It collects data that is accessible and easy for a group of people. The samples are being collected for the entire population and representation of the study (Simkus, 2022).

### Subjects of the Study

The subjects of the study are the professional English Faculties and Lecturers of both private and government Higher Education Institutions. They are teaching English as a Second Language but not limited to the elements of English skills such as listening, speaking, writing, and reading. This also includes the basic English skills, conversation, vocabulary, comprehension, correct usage, grammar etc. The study comprised Fifty (50) respondents only.

## RESULTS AND DISCUSSION

**1. On the teaching challenges of English among Higher Education Institutions in the pedagogy of teaching among the respondents in the area of teaching strategies, techniques and pedagogy, faculty lecturers, design of the course, students' ability, and student learners' needs.**

**Table 1.** Teaching Challenges of English Among Higher Education Institutions in Pedagogy of Teaching in the Area of Teaching Strategies, Techniques, and Pedagogy Among the Respondents

| Indicators | WM | I | R |
|---|---|---|---|
| 1. It involves theory as a tool in teaching English to be considered for knowledge and practical skills of students. | 4.13 | O | 2.5 |
| 2. Lecturers are trapped with the general purpose of English as a Second Language among the learners. | 3.38 | MO | 6 |
| 3. It provides clear understanding in teaching techniques, strategies, and pedagogy in the HEIs. | 4.13 | O | 2.5 |
| 4. Teaching pedagogy, strategy, and technique require memorization of terms in the English module. | 4.00 | O | 4 |
| 5. Teaching pedagogy, strategy, and technique make students feel stressed due to the authentic context of the lesson. | 3.78 | O | 5 |
| 6. Techniques in teaching are designed for students learning achievement and performance in the English module. | 4.23 | HO | 1 |
| **Average Weighted Mean** | **3.94** | **O** | |
| **Standard Deviation** | **0.315** | | |

Table 1 presents the weighted mean and the corresponding interpretation on teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of teaching strategies, techniques, and pedagogy among the respondents.

It shows in the table that rank 1 is "Techniques in teaching are designed for student learning achievement and performance in the English module", with a weighted mean of 4.23 or Highly Observed which means that teaching strategies, techniques, and pedagogy among the respondents is highly managed. Rank 2 is shared by the two indicators which are "It involves theory as a tool in teaching English to be considered for knowledge and practical skills of students", and "It provides clear understanding in teaching techniques, strategies, and pedagogy in the HEIs", with a weighted mean of 4.13 or Observed which means teaching strategies, techniques, and pedagogy among the respondents is managed. Rank 3 is "Teaching pedagogy, strategy, and technique require memorization of terms in the English module", with a weighted mean of 4.00 or Observed which means teaching strategies, techniques, and pedagogy among the respondents is managed. The least in rank is "Lecturers are trapped with the general purpose of English as a Second Language among the learners", with a weighted mean of 3.38 or Moderately Observed which means teaching strategies, techniques, and pedagogy among the respondents is limited. The overall average weighted mean is 3.94 (SD=0.315) or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of teaching strategies, techniques, and pedagogy is managed among the respondents.

Findings show that teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of teaching strategies, techniques, and pedagogy play a critical role among lecturers among students. They can shape and mold the learning process especially in English teaching and learning. It provides learning experience and quality in teaching English among faculties or lecturers (Salendab, 2023, pp. 712-719).

**Table 2.** Teaching Challenges of English Among Higher Education Institutions in Pedagogy of Teaching in the Area of Faculty Lecturers Among the Respondents

| Indicators | WM | I | R |
|---|---|---|---|
| 1. It determines the identity crisis of the faculty lecturers in teaching English modules. | 4.06 | O | 2 |
| 2. Faculty lecturers have difficulty in teaching English modules due to the unfamiliar context of the syllabus. | 3.37 | MO | 5.5 |
| 3. Faculty lectures have language barriers in teaching English among students especially that English is not his field of expertise. | 3.89 | O | 4 |
| 4. English is not suitable to the general learners' needs in the Higher Education Institutions. | 3.98 | O | 3 |
| 5. The materials prepared are not focused on specific English skills of students as the centers of learning. | 3.37 | MO | 5.5 |
| 6. The faculty lecturers have various issues on the materials production due to limited resources in the English lesson and assessment. | 4.21 | HO | 1 |
| **Average Weighted Mean** | **3.81** | **O** | |
| **Standard Deviation** | **0.359** | | |

Table 2 presents the weighted mean and the corresponding interpretation on teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of faculty lecturers among the respondents.

It shows in the table that rank 1 is "The faculty lecturers have various issues on the materials production due to limited resources in the English lesson and assessment", with a weighted mean of 4.21 or Highly Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of faculty lecturers among the respondents is highly managed. Rank 2 is "It determines the identity crisis of the faculty lecturers in teaching English modules", with a weighted mean of 4.06 or observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of faculty lecturers among the respondents is managed. Rank 3 is "English is not suitable to the general learners' needs in the Higher Education Institutions", with a weighted mean of 3.98 or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of faculty lecturers among the respondents is managed. The least in rank is shared by the two indicators which are "Faculty lecturers have difficulty in teaching English modules due to the unfamiliar context of the syllabus", and "The materials prepared are not focused on specific English skills of students as the centers of learning", with a weighted mean of 3.37 or Moderately Observed which means teaching challenges of English among Higher Education Institution in pedagogy of teaching in the area of faculty lecturers among the respondents is limited. The overall average weighted mean is 3.81 (SD=0.359) or observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of faculty lecturers is managed among the respondents.

Findings show that teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of faculty lecturers addresses the issues and gaps in the English teaching among them (Petraki, & Khat, 2022, pp. 260-275).

**Table 3**. Teaching Challenges of English Among Higher Education Institutions in Pedagogy of Teaching in the Area of Design of the Course Among the Respondents

| Indicators | WM | I | R |
|---|---|---|---|
| 1. Materials of the course are too many as compared to the very limited time frame in the English modules of students. | 3.87 | O | 3.5 |
| 2. Design of the course did not match the needs of the learners' achievement in the Higher Education Institutions. | 3.71 | O | 5 |
| 3. It did not undergo design needs analysis for the knowledge of student goals and learning process. | 3.87 | O | 3.5 |
| 4. It offers a comprehensive needs analysis and concept for the English module based on the environment situation, language information, needs of students, and target objectives of the English module. | 4.20 | HO | 1 |
| 5. It is tough to engage in the content of the learners to hold and capture motivation of students to learn and focus on the retention of understanding and knowledge. | 3.35 | MO | 6 |
| 6. It is difficult to access by students the educational opportunity to foster and participate in learning in the English module. | 4.04 | O | 2 |
| **Average Weighted Mean** | **3.84** | **O** | |
| **Standard Deviation** | **0.35 9** | | |

Table 3 presents the weighted mean and the corresponding interpretation on teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of design of the course among the respondents.

It shows in the table that rank 1 is "It offers a comprehensive needs analysis and concept for the English module based on the environment situation, language information, needs of students, and target objectives of the English module", with a weighted mean of 4.20 or Highly Observed which means teaching challenges of English among Higher Education Institution in pedagogy of teaching in the area of design of the course is highly managed. Rank 2 is "It is difficult to access by students the educational opportunity to foster and participate in learning the English module", with a weighted mean of 4.04 or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of design of the course is managed among the respondents. Rank 3 is shared by the two indicators which are "Materials of the course are too many as compared to the very limited time frame in the English modules of students", and "It did not undergo design needs analysis for the knowledge of student goals and learning process", with a weighted mean of 3.87 or Observed which means teaching challenges of English among Higher Education Institution in pedagogy of teaching in the area of design of the

course is managed among the respondents. The least in rank is "It is tough to engage in the content of the learners to hold and capture motivation of students to learn and focus on the retention of understanding and knowledge", with a weighted mean of 3.35 or Moderately Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of design of the course is limited among the respondents. The overall average weighted mean is 3.84 (SD=0.359) or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of design of the course is managed among the respondents.

Findings show that teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of design of the course among the respondents develop an effect on the English language classes among students. The course design uses creative technology based on the needs of the learners. This is based on the level of capacity of students in the learning of English. It assists faculties or lecturers in the facilitation of instruction in teaching and learning. It focuses on students as the centers of learning. It indicates proper design for an academic learning atmosphere which is conducive for English language learning. It enhances the faculty professionalism and development in teaching English as a tool in English teaching pedagogy perspective and challenges. It enhances the teaching quality of faculties in the Higher Education Institutions to produce quality of teaching and quality of activities inside the classroom (Zhang, 2022).

**Table 4**. Teaching Challenges of English Among Higher Education Institutions in Pedagogy of Teaching in the Area of Students' Ability Among the Respondents

| Indicators | WM | I | R |
|---|---|---|---|
| 1. Authority of the faculty in teaching must focus on the student learning process in the English module. | 3.83 | O | 5 |
| 2. Allow students to explore the English module to achieve a better learning atmosphere. | 4.22 | HO | 1.5 |
| 3. Require students to participate in the classroom discussion through oral participation, group discussion, or role playing. | 3.91 | O | 4 |
| 4. Lessons provided for students in English must be based on their knowledge and capacity for the learning process. | 4.22 | HO | 1.5 |
| 5. Motivate students to learn and study in English because the study habits of students are different due to the influence of social media. | 3.34 | MO | 6 |
| 6. Provide as many activities for students in the English module to enhance better learning. | 4.03 | O | 3 |
| **Average Weighted Mean** | **3.92** | **O** | |
| **Standard Deviation** | **0.327** | | |

Table 4 presents the weighted mean and the corresponding interpretation on teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student's ability among the respondents.

It shows in the table that rank 1 is shared by the two indicators which are "Allow students to explore the English module to achieve a better learning atmosphere", and "Lessons provided for students in English must be based on their knowledge and capacity for the learning process", with a weighted mean of 4.22 or Highly Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of students ability is highly managed among the respondents. Rank 2 is "Provide as many activities for students in the English module to enhance better learning", with a weighted mean of 4.03 or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student's ability is managed among the respondents. Rank 3 is "Require students to participate in the classroom discussion through oral participation, group discussion or role playing", with a weighted mean of 3.91 or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of students ability is managed among the respondents. The least in rank is "Motivate students to learn and study in English because the study habits of students are different due to the influence of social media", with a weighted mean of 3.34 or Moderately Agree which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of students ability is limited among the respondents. The overall average weighted mean is 3.92 (SD=0.327) or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of students ability is managed among the respondents.

Findings show that teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of students ability among the respondents provide an interaction of learning where it assists students in a modern way of learning English (Malikovna, et al. 2022, pp. 1-4).

**Table 5.** Teaching Challenges of English Among Higher Education Institutions in Pedagogy of Teaching in the Area of Student Learners' Needs Among the Respondents

| Indicators | WM | I | R |
|---|---|---|---|
| 1. Students must be enhanced in their English skills as to writing, reading skills, comprehension, listening and speaking skills. | 4.16 | O | 2 |
| 2. Students need to improve their vocabulary in English grammar and writing skills to express themselves for competency knowledge. | 3.79 | O | 5 |
| 3. Knowledge in English must be enhanced to focus on the basic English language for students' capacity and ability in the content process. | 4.00 | O | 3 |
| 4. English proficiency must be practiced from time to time considering the cultural differences and native tongue languages of the students. | 3.36 | MO | 6 |
| 5. Lecturers need to pay attention to the needs of students according to the English module set in the curriculum. | 4.24 | HO | 1 |
| 6. Methods of teaching must align with the learning needs of students to enhance better learning and satisfaction of students in their English module. | 3.83 | O | 4 |
| **Average Weighted Mean** | **3.89** | **O** | |
| **Standard Deviation** | **0.316** | | |

Table 5 presents the weighted mean and the corresponding interpretation on teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student learners' needs among the respondents.

It shows in the table that rank 1 is "Lecturers need to pay attention to the needs of students according to the English module set in the curriculum", with a weighted mean of 4.24 or Highly Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student learners' needs is highly managed among the respondents. Rank 2 is "Students must be enhanced in their English skills as to writing, reading skills, comprehension, listening and speaking skills", with a weighted mean of 4.16 or Observed which means teaching challenges of English among Higher Education Institution in pedagogy of teaching in the area of student learners' needs is managed among the respondents. Rank 3 is "Knowledge in English must be enhanced to focus on the basic English language for students' capacity and ability content process", with a weighted mean of 4.00 or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student learners' needs is managed among the respondents. The least in rank is "English proficiency must be practiced from time to time considering the cultural differences and native tongue languages of the students", with a weighted mean of 3.36 or Moderately Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student learners' needs is limited among the respondents. The overall average weighted mean is 3.89 (SD=0.316) or Observed which means teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student learners' needs is managed among the respondents.

Findings show that teaching challenges of English among Higher Education Institution in pedagogy of teaching in the area of student learners' needs among the respondents examines the self-efficacy, growth mindset, self-regulated learning, and intrinsic value for student (Bai, & Wang, 2023, pp. 207-228).

**2. On the significant relationship of teaching English among Higher Education Institutions in the pedagogy of teaching as observed among the respondents**

**Table 6.** Test of significant relationship of teaching English among Higher Education Institutions in the pedagogy of teaching as observed among the respondents

| Test of Variables | Computed z value | Interpretation | Decision |
|---|---|---|---|
| 1. Teaching strategies, techniques and pedagogy | 49.6393 | significant | rejected |
| 2. Faculty lecturers | 44.9637 | significant | rejected |
| 3. Design of the course | 50.2486 | significant | rejected |
| 4. Students' ability | 48.4726 | significant | rejected |
| 5. Student learners' needs | 48.9317 | significant | rejected |
| **Two-tailed test, df of 50, at 0.05 level of significance, with critical z value of ±1.96** | | | |

Table 6 presents the test of the significant relationship of teaching English among Higher Education Institutions in the pedagogy of teaching as observed among the respondents.

It shows that when the variables are tested on teaching English among Higher Education Institutions in the pedagogy of teaching perspective and challenges. It shows that the z-computed value of teaching strategies, techniques, and pedagogy is 49.6393, faculty lecturers is 44.9637, design of the course is 50.2486, students' ability is 48.4727, and student learners' needs is 48.9317 which is higher than the z critical value of ±1.96, two tailed test with 0.05 level of significance. The results of the test show significant rejection of the hypothesis. Therefore, it is safe to say that there is a significant relationship of teaching English among Higher Education Institutions in the pedagogy of teaching as observed among the respondents.

## CONCLUSIONS

It shows that teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of teaching strategies, techniques, and pedagogy among the respondents reveal proper techniques in teaching which are designed for student learning achievement and performance in the English module where it involves theory as a tool in teaching English to be considered for knowledge, practical skills, and clear understanding in teaching techniques, strategies, and pedagogy in the HEIs,

Teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of faculty lecturers among the respondents show that faculty lecturers have various issues on the materials production due to limited resources in the English lesson and assessment where it determines the identity crisis of the faculty lecturers in teaching English modules.

Teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of design of the course among the respondents offers a comprehensive needs analysis and concept for the English module based on the environment situation, language information, needs of students, and target objectives of the English module where course and design have difficulty to access by students on their educational opportunity to foster and participate in learning the English module.

Teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student's ability among the respondents allow students to explore the English module to achieve a better learning atmosphere and lessons provided for students in English must be based on their knowledge and capacity for the learning process where it provides many activities for students in the English module to enhance better learning

Teaching challenges of English among Higher Education Institutions in pedagogy of teaching in the area of student learners' needs among the respondents shows that lecturers need to pay attention to the needs of students according to the English module set in the curriculum where students must be enhanced in their English skills as to writing, reading skills, comprehension, listening and speaking skills.

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