

Emerging Trends and Issues in English Language Teaching: A Bibliometric Analysis

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Abstract

English language has been considered a lingua franca and used as a medium of instruction in Pakistan. The English language has been taught with traditional methods of teaching, which fail to develop language competency among learners. The study has been designed to analyze Pakistan's emerging English teaching trends based on available literature. The data has been collected by secondary literature published in various research journals. The articles were selected by inclusion and exclusion criteria by searching with key words of English language teaching. We then selected various articles, read them, and used them as a resource. For this purpose, the content analysis was used by Braun and Clark (2006) by focusing on the content of the paper. It has been found that there needs to be more technology in language teaching and technological resources for teaching purposes, along with a shortage of language teaching skills and professional development of the teachers in English language teaching. Using technology in the classroom is recommended, adopting multi-model learning and communicative language teaching.

Keywords: English Language, Trends and Issues, Teaching and Education.

Introduction

Teaching English is challenging for teachers because English is morphologically dissimilar from the local languages, including Sindhi, Urdu, Balochi, Pashto, Punjabi, and other languages. In the Pakistani context, when there is a lack of resources and professional development, it has been challenging for teachers to teach the second language and attain the desired outcomes (Lashari et al., 2018; Ahmed et al., 2023). This review paper aims to analyze the current trends and issues in teaching the English language. We collected data by reviewing articles from various journals about English language teaching trends and issues. The research articles were selected from Google Scholar based on the keywords, then by Clark and Braun (2017).

English is widely used as a global language to facilitate communication between people who do not speak English as their first language (Lashari et al., 2021). However, in today's society, English should not only be seen as a language in isolation but also in the context of different sociocultural and sociopolitical backgrounds and various ideologies (Blommaert, 2010; Fang, 2018; Nieto, 2017). For colonial history, English has gained its dominance in South Asia, particularly in Pakistan. Besides this having political and economic reasons, and is now considered a language

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(Kachru, 1998; Mahboob, 2009), permeating many aspects of people's daily lives (Lashari & Umrani, 2023). Due to globalization, the role of English is increasing worldwide (Lashari et al., 2023a; Magsi et al., 2023). In Pakistan, English is one of the official languages, especially for the professional job (Rahman, 2005; Lashari & Umrani, 2023) because it can be used as the domain power (Magsi et al., 2023; Simming et al., 2015). English can be used for self-improvement and career success (Bukhari et al., 2023; Rahman, 2002). It can indicate social class, and people prioritize a superior language (Shamim, 2008). But in the education system, the main reason or source of failure of ordinary people is the minor use of the English language (Bruthiaux, 2002; Lashari & Umrani, 2023).

The role of an English language teacher is very challenging when teaching English as a discipline without available resources (Imran et al., 2022). English teachers should know their significant role in improving their students' English language because English is the fastest-growing language and official language of Pakistan; it is a professional language that promotes professional growth (Bukhari et al., 2023; Simming et al., 2015).

Teachers are the fundamental building blocks of educational institutions, responsible for transforming knowledge, skills, and values. The goal of class teachers is the development activities to drive changes in teachers' practices, beliefs, attitudes, and, ultimately, the learning outcomes of their students (Amur et al., 2023). As the educational landscape shifts, teachers face new challenges, such as catering to their students' diverse learning styles and multiple intelligences (Siddiqui et al., 2023). Hargreaves (1997) emphasizes that teachers require both in-classroom support and external assistance to adapt to these new demands. Ongoing professional development programs can allow teachers to renew their skills, knowledge, and visions for good teaching (Simming et al., 2015; Siddiqui et al., 2023). Fullan and Hargreaves (1992a) the importance of these programs enables teachers to introduce and utilize new practices.

Over the years, there has been a significant change in the way English language teachers are perceived. Educational theories, from Behaviorism to Progressivism, reveal that teachers' roles have transformed from threatening authority figures to facilitators (Bukhari et al., 2023; Lashari et al., 2018). This shift can be seen in the difference between Skinner's (1976) approach of "skill and drill" and Lowery's (2011) emphasis on effective teachers being flexible and making content memorable rather than just memorable. It seems like primarily English teachers use inappropriate and inadequate methods, strategies, and techniques of language teaching, which can't be implemented CLT, but public school textbooks in English are based on it (Simming et al., 2015; Abbasi & Lashari, 2017). According to Lashari et al. (2023), it can be the ideal approach. In Pakistani public schools, CLT (communicative language teaching) is included in English textbooks. The majority of English language teachers appear to improper teachers of English language teaching and do not apply the proper, appropriate methods, strategies, techniques, and pedagogies in general (Al-Shamiry, 2000; Lashari et al., 2023)

Additionally, they conclude that although Pakistani English teachers possess a considerable level of "knowledgeable of the principles of CLT," their classroom practices do not demonstrate this knowledge (Al-Shamiry, 2000). The availability and use of educational technology have improved in the modern era, making storing vast amounts of data easier. Utilizing cutting-edge educational technology helps manage sounds, images, instructional strategies, and many other things that this technology can swiftly advance. One essential system that significantly contributes to English language instructors' ability to make decisions in Pakistan's private schools is "education " (Bushra et al., 2024).

Educational institutes and organizations know that creativeness of English language teaching can empower English language teachers, and English language teachers need to use interpersonal skills in learning and teaching and as well as they should have to improve the effectiveness and the quality of their teaching (Berestova et al., 2020). It is essential that English language teachers should have to understand all the concepts of language teaching and should have to be confident in their English language, also use technology to teach effectively and provide new ways of English language teaching (Lashari et al., 2023)

English language teachers should be aware of innovative leadership styles and the proper use of technology (Herrera & Lucas, 2020). Innovation is another name for creating new ideas and facing challenges. Empower English language teachers and leaders should to know and be aware of the further successful and effective integrating technologies of English language teaching and learning techniques and strategies because, in simple words, the goal of all the discussion is that give English language teachers more authority and power that they can take every decision by themselves (Lashari et al., 2023; Lashari & Umrani, 2023).

Problem Statement

The English language has become the need of every institute, field, or profession because it is an international language. The English language is the source of career success, dominance, and power. Still, the main thing is that in our educational institute, primarily English language teachers don't know about the English language teaching trends and issues because most teachers don't practice in their fields. They are not trained, so they face many hurdles and difficulties while teaching English. The main problem is that the various teachers come from diverse cultures, so proficiency problems also occur when teaching the language subject.

Another problem is that, as we know, English is an international language. We are living in a modern era of technology. Still, unfortunately, in our educational institutes, there is no usage of integration of technology for teaching, no use of the new era's modern method, which is not applied in the classroom, and a lack of use of different kinds of methodologies, strategies, techniques, and pedagogies of English language teaching. So, these all are problems of English language teaching which exist in our educational institutes.

Study Objectives

English is the international language, and our topic is the Trends and Issues in English language teaching. Hence, the object is to discover the emerging trends, issues, and problems in English language teaching in our education system. To find out the teaching emerging trends of integrating methods, techniques, strategies, and pedagogies of English language teaching and the main object is to find the solutions to the problem which is creating problems during teaching the language subject of English and also highlight the different ways and modes of English language teaching in the educational institutes. This study will focus on all aspects mentioned in the study's objective.

Literature Review

With 65 different languages spoken there, Pakistan is a multilingual and multiethnic nation (Rahman, 2005). Pakistan has had Urdu as its official language since gaining independence. Conversely, English has a significant impact on Pakistani society and the social development of an individual since it is the official language and has the privilege to enjoy in every part of life, including the judiciary system, administration, military sector, and media journalism (Lashari et al., 2023; Shamim, 2011). Ignoring its significance in obtaining employment in the public and

commercial sectors is simple, given its well-known strategy and holding position (Lashari et al., 2023). Pakistan set its vision for increasing the educational ratio in the country by making a solid primary and high-level education sector within 100% by 2030 (Rahman, 2005). Still, it was barely able to reach 62% because of poor enrollment and a low survival rate (Buriro et al., 2023). Students' motivation and attitudes toward studying English might be influenced by the quality of English instruction they get in the classroom (Al-Sohbani, 1997). Every year, ASER surveys elementary schools in rustic and non-rural regions of the state to assess the state of literacy. The most recent data indicates that, compared to other competencies, English learning countrywide still needs to fulfill its desired ratio, as it's seen only at 55%. Learning in rural regions is still in dire straits (Jamil, 2020). Sindh province has the lowest literacy rate at the provincial level, at just 27% (Jamil, 2020).

Teaching English with Technology

Language is one of the practical elements that affect international communication activities. Students utilize the various parts of English tutorials, which help them increase their skills in reading, writing, speaking, and listening to English for the betterment of their skill of communication (Grabe & Stoller, 2002). Technology also plays a crucial part in giving instructions and taking instructions. It is an essential part of teaching where facilitators facilitate the learner. Technology is also the name of integration, so when we talk about technology with learning, we must rethink technology and add it to our curriculum to support the English language learning process (Eady & Lockyer, 2013).

Technology is an essential tool and instrument of teaching and learning. It is a significant and vital part of teaching and learning. Teachers should use technology to support the subject and curriculum syllabus so that the students will increase their technology knowledge and improve their language skills (Costley, 2014). The plan should have to be aligned according to teaching and technology, and must know the use of that. Teachers should know about the best approach to teaching the English language because it is the most effective way a teacher teaches to his students with the help of integrating technologies in the classrooms (Madiha et al., 2023). ICT encourages computer-assisted language learning (CALL), e-learning (Lashari et al., 2023a), and multimedia-assisted language (MALL); that's why primarily countries use computer technology in educational institutions because it's also happening in many countries, excessive use of computers is also the cause non-development of many countries through the affecting of the educational system.

The utilization of ICT is essential to teaching the English language because it has become a critical process of learning and teaching. The teacher should be prepared to teach the English language, including the capacity of ICT in the teaching process. In this current era, technology is critical, but its use is shallow in our classroom. This is why we are facing a lot of difficulties just because we are not using this technology trend.

Traditional Method of Teaching (TMT)

The Traditional Method of Teaching "consists of giving the students grammatical rules and paradigms," according to (Schackne, 1994). Lists of forms organized grammatically are called paradigms. With this approach, vocabulary lists are also provided to the pupils with their mother tongue translations. The pupils' proficiency with the language's facts is assessed. In the past, the direct approach—also known as the oral or natural technique—was used instead of this method (GTM).

Direct Method

According to Hubbard et al. (1983), the direct technique evolved in response to the grammatical translation method. This technique relies on the idea that children learn a language through listening and speaking. The students converse with one another. Writing and reading skills can be acquired later. The audio-lingual approach is the third (Lashari et al., 2018).

Contemplative Application and Instructor Acquiring

It discusses an instructor inquiry and examination of their instructing practices. It involves organized curiosity that goes beyond our current knowledge and actions to discover how to improve or do things differently (Robinson & Mpalanzi, 2023). Teachers engage in a process of inquiry to enhance their teaching practices beyond their current knowledge and actions. The fundamental concept behind this process is reflection, which involves a teacher observing and understanding the level of an ongoing process in the learning setting, relying on it, gaining from it, and making things different to refresh their instruction method.

Method of Learning Language Through Meaningful Content

Learning language through meaningful content is a hugely meaningful idea to language learning that pressurizes the integration of subject matter with language instruction. Unlike traditional EFL lessons, which focus on communication-based material, CBI places greater emphasis on the content itself. As an example of a communicative approach in teaching (CAT), the goal of learning language through meaningful content is to improve learners' communicative competence through various methods. Overall, CBI provides a more comprehensive and engaging learning experience that can significantly benefit language learners (McCarthy & Carter, 2006).

Task-based Instruction (TBI)

Task-Based Instruction (TBI), also known as learning a Language from task or taking instruction from task activities, was first proposed by N. S. Prabhu in his book, published by Oxford University Press in 1987. Prabhu's idea of TBLT resulted from a five-year project on language learning instruction. He discovered that students can learn a language just as effectively when presented with non-linguistic problems as when presented with linguistic problems.

Some Media Use (4.0.) to Improve English Skill

Teachers use various methods and strategies to enhance English language skills while giving and taking instructions. Specific mainstream platforms also play an essential role in improving English language skills. Teachers use different media depending on the skill they want to improve. For instance, social media platforms like Twitter, Facebook, and Instagram are used to improve writing skills in English. Other media platforms are utilized for the progression of foreign language techniques. Using the right technology and media in the instructional methods creates learners' interest in participating in the material. However, some media used in the 4.0 era can be complicated if not used properly. Therefore, achieving the goal of the giving and taking instruction process starts with the instructor's awareness of digital literacy. Teacher's impact is vital in the students' self-improvement.

Aural-Oral, Functional Skills, or American Method of Language Teaching

The word audio lingual method's primary meaning is a technique of foreign language instruction that emphasizes audio-lingual skills in reading and writing. This method consists entirely of drilling in one form or another. This method was introduced by a man from America who was

proficient in languages in the 1950s. It is based on the principle that a language primarily consists of vocals used for social contact, and put upon the system, which comes in a secondary phase used for saving languages which is spoken. This is burdening and highlights the importance of listening and speaking skills upon the skills of reading and writing (Costley, 2014).

Content-Based Instruction Learning (CLIC)

The CLIC approach involves teaching English through cross-curricular content, allowing students to learn the content and language simultaneously. Brinton, Snow, and Wesche (1989) define Content-Based Instruction (CBI) as the study of both language learning and content-based learning simultaneously, where content material determines the shape and matter of presenting a language base. Although the provided is relevant to content-based instruction, its basics are generally likened to Canada's immersion programs, the most identified examples of content-based instruction. It encompasses certain types of concentration as well as more programs (Stoller (2008) gives through to content-based instruction learning to be a guardianship for principles that include dialect and subject matter objectives. However, the differences are also visualized by learning a language and its content.

Communicative Language Teaching

Our primary means of communicating with people about our ideas is language. It is a part of existence. Individuals do only someone it in a certain amount of time. It's a product of nature. McDonough and Shaw (2003) claim that frustration with the procedures of earlier teaching approaches brings incensement to the methods and techniques of the Communicative approach to teaching (Richards & Rodgers, 2001) add that The language teaching philosophies of the 1970s, which mainly concentrated on grammar, gave rise to CLT. This concept is similar to that of (Larsen-Freeman, 2000), who stated that while the earlier approaches to teaching languages had been successful in getting pupils to "produce sentences accurately in a lesson, could not use them appropriately when genuinely communicating outside of the classroom," some instructors have noted this (Larsen, 2000).

Similarly, Howatt (1984) argues in a similar vein, Howatt (1984) believes "the original motivation for adopting a communicative approach in the early seventies was remedial, an attempt to overcome the inadequacies of existing, structural syllabuses, materials, and methods" (Rehman, 2004). The need for workers to connect with their employers and the rise in European immigration in the 1970s led to the creation of the CLT (Savitri, 2010). It was particularly famous among British peoples, North Americans, and Australians, who prefer learning language instruction as a short-term subject in classrooms through partner and collaborative work, and English instructors have knowledge and information to be aware of the need to adopt a collaborative, competency, innovative skills to approach in education. (Holliday, 1994). Knight (2007) believes that communicative language teaching for instructing other language speakers in English is "the current dominant methodology." It is well-recognized as a popular and effective teaching tool that encourages learners to communicate authentically (Cook 2005; Kumara, 1993). It has grown into a dynamic force that affects how English language teaching (ELT) programmers plan, execute, and assess their work practically everywhere in the world (Kumara, 1993).

Methodology

We used the review paper method as our methodology during our research on trends and issues in English language teaching. We analyzed various articles related to our topic and summarized their

findings. We noticed that many of these articles were in alignment with our research. Our study was based on research papers obtained from several sources, including ResearchGate, Pertanika, World Englishes, Open University Malaysia, Journal of Education and Educational Development, PJAEE, Linguistics and Literature Review, Semantic Scholar, British International Science Conference, International Scientific Online Conference, Journal of English Language and Literature, Indian Journal of Applied Research, and International Journal on Studies in English Language and Literature. We conducted a search using phrases such as "English language and teaching," "English language teaching and pedagogy," "English language teaching and use of technology," "trends and themes in the English language," "growing trends of English language teaching," "technology on empowering English language teaching," "issues, problems and solutions of English language teaching," "key issues in English language teaching," and "English language as the developing language in Pakistan." More than sixty journals were found, of which more than forty were read, and more than twenty-five met our criteria of being written in English with full open access and relevant text.

Language in Education in Pakistan

According to the 1973 Pakistani constitution, English will continue to be the official language of the country until plans are made for Urdu to take its place, which is expected to take 15 years. Urdu will be the official native tongue or most spoken language of Pakistan (Coleman, 2010). The fact is that English is credited as the tongue of personal and professional development in Pakistan since it is the tongue of army personnel, government servants, and higher educational institutions (Mahboob, 2002; Shamim, 2011). English frequently serves as a gatekeeping role because it is required for admission to universities and programs that lead to positions of authority like Pakistan's government services. Pakistani schools are separated into two categories: governmental schools that teach Urdu and private schools that teach English (Khattak, 2014; Mustafa, 2015). The main characteristic of Pakistan's unstable parallel education systems, which are the joint and non-public zones, is apparently separating communication and instruction mediums (Waseem & Asadullah, 2013).

The latter system represents the powerful, westernized, and elite segments of society, with English as their preferred language of communication. Higher education institutes (HEIs) further strengthen this Urdu-English medium split. While, Urdu serves as the language of teaching for a smaller number of linguistic capitals, which are the language resources that people hold and transfer through formal and informal networks and which impact their ability to advance in life. In Pakistan, where the English and Urdu language gap goes beyond families and casual interactions into more formal learning systems, linguistic capital can be considered an essential component of learners' identities in educational institutions (Waseem & Asadullah, 2013).

Teachers should adapt to current trends, especially the use of technology such as the Internet, mobile applications, and technology platforms. Students are well-versed in using these tools in their daily lives. They actively seek resources supporting their learning goals, particularly regarding technology and gadgets.

Additionally, teachers should use various strategies, methods, and practical examples to convey the importance of the subject and language to their students. Teachers should also apply the law of primary recency theory to enhance students' vocabulary and improve their learning abilities. This approach encourages students to explore and learn on their own.

Instructors must be equipped to adapt to the latest trends, especially the utilization of technology like the Internet, mobile applications, and technology platforms. Students are already proficient in

using these tools daily. They constantly look for resources that can help them achieve their learning goals, particularly regarding technology and gadgets. Therefore, teachers should be innovative in their teaching approach, incorporating technology into the classroom along with traditional textbooks.

Even so, allowing students to use mobile phones while learning English or other languages is also important, but it must be done under the guidance of the instructor. The instructor must be able to guide students when they want to choose the application to be used and motivate them to use their time as efficiently as possible when using the internet.

Challenges in English Language Teaching

Previous research has identified several problems related to English literacy, both in Pakistan and worldwide. The problem with today's youth is that English is being taught as a main subject in primary educational setup without focusing on the skills and expertise of teachers being able to teach foreign languages. There is a severe shortage of certified and experienced teachers, as several studies have found (Nawab, 2012; Bashiruddin & Qayyum, 2014). The second issue that has been highlighted in foreign language studying is the crowded classroom sizes in Pakistan (Khan & Khan, 2016). And other parts of the world (Shamim, 2012), which makes it difficult for instructors to implement learner-centered instruction or complete collaborative projects (Hoque, 2009).

Control and discipline are further problems associated with large-sized classrooms, mainly when speaking activities occur within the classroom (Littlewood et al., 2007). The second general source of trouble for teachers is having sufficient materials for teaching according to their requirements. According to reports, a further difficulty facing teachers in rural schools is a need for more funding and instructional resource availability (Hungu et al., 2017). Modern trends or digital learning have been formulated as the most effective source for teaching English (Yasin et al., 2014), even though it has yet to be presented to teachers in Pakistani schools (Nawab, 2012). The skills and expertise of instructors in teaching foreign tongues are a significant additional issue. Studies have frequently shown that instructors have low confidence and speaking competence (Ahn, 2011; Shamim, 2008). Due to their limited proficiency in English, teachers instruct learners in national or other native tongues (Coleman, 2010).

Moreover, many instructors think that teaching in the selected tongue could make students nervous and make them doubt their talking and hearing capabilities (Kuchah, 2009). Another significant issue is a lack of understanding and communication between teachers and students, particularly in rural regions. Educators frequently discover that they cannot converse with pupils in their native language. This issue is highlighted by Pal et al. (2016) since most students struggle to learn their native tongue because they are not skilled in it, using national language training in the classroom can be problematic. The exact issue is identified by Akram (2017) accordingly, a student's learning and performance are greatly influenced by their home environment and family history (Farooq et al., 2011). Encouraging students is another problem that has been identified, especially in rural places where kids rarely find use for the English they learn (Kam, 2002). View Bilal et al. (2013) including innovative works in the syllabus to encourage learners to learn the foreign international spoken languages (Kam, 2002).

The literature on guiding foreign language learners has recognized numerous urgent difficulties. Second, in elementary schools, English is often included as a required subject for giving efficient cognition to the one with the command to instruct it. There is reportedly a serious scarcity of qualified international communication guides for basic schools in some countries (Hu, 2005; Hu, 2007; Kirkgöz, 2009; Nunan, 2003; Nur, 2003). Teachers sometimes experience difficulty

teaching adult learners/students because of not having the proper training in that subject. The condition is terrifying, particularly acute in underprivileged villages. It is suggested that learners should emphasize improving their interaction skills more than their foreign language instruction proficiency has grown due to English's widespread use as a lingua franca. Consequently, the emphasis in more recent curricula for young learners has been on communicative skills. This has frequently resulted in the introduction of Communicative Language in East Asia (Hu, 2002), Thailand (Prapaisit & Hardison, 2008), Hong Kong (Carless, 2004; Ahn, 2011), Korea (Li, 1998; Mitchell & Lee, 2003; Tinker, 2009).

Instructing with the help of task materials and task-wised guidance could be challenging for educators to implement these cutting-edge techniques for various reasons. Therefore, it might not be suitable for instructing big classes of kids in classrooms with little supplies. Teachers may also find it challenging to apply it effectively if they only receive rudimentary tutoring in the premise and empirical requisition that underpin it. (Butler, 2005; Littlewood, 2007). The academic heritage, in the perception of Jin and Cortazzi (2003), they refer it as "cultures of learning," may be at odds with these foreign methods (see, for example, Baker, 2008;) (2002; Littlewood, 2007). The topic of resources is related to pedagogical policies. Textbooks are required in certain nations, including Malaysia (Pandian, 2003) and South Korea (Butler, 2004). In several nations, teachers can select books that the government has approved. These nations include Pakistan (Mahboob, 2002; Shamim, 2011), Singapore, and China (Hu, 2005). The degree of international language proficiency that they demand is another possible difficulty for educators. The literature frequently notes teachers' low proficiency levels or inadequate self-efficacy in their potential (Baker, 2008; Ghatage, 2009; Kuchah, 2009). Different educationist thinks that content-wised teaching requires a specific academic setup and practices; this type of instruction is in the exact language, which brings uncertainty to them about their skills, potential, and abilities, especially in hearing and talking (Kuchah, 2009). Huge class sizes are creating problems generally in specific areas of the globe (Wedgwood, 2007; Shamin, 2012). As a result, teachers often feel that implementing teaching on behalf of students is difficult or impractical, as it is tough to observe learners' dialect terms (Li, 1998) or pair and group work (Hoque, 2009). tool for thriving in the increasingly globalized economy, highlighting the importance of further learning English.

In addition, the American and British language serves as the gatekeeper for the majority of occupations, making it the language of every public institution within holding government ranks and typically a demand for many executive jobs in Pakistan (Haidar, 2018; Rahman, 2005). (Coleman, 2010). Comparably, higher education is also conducted in English, which aids in evaluating national and international resources and promotes professional achievement and self-improvement (Mansoor, 2004; Rahman, 2007; Rassool & Mansoor, 2009). Given the need for the significance of the English language, it is noted that in the Pakistani environment, students with exceptional English language proficiency can gain admission to prestigious universities more swiftly than those with less proficiency (Zeeshan, 2013).

In Pakistan, American and British language is often taught as a second or international language, and learners depend heavily on foreign materials to improve their fluency. However, when English language teachers attempt to teach their students, they often need help with incorporating cultural elements into their lessons. Brown (2007) argues that teaching the English language is an art that cannot be separated from culture. Although English is primarily used in classrooms to teach all subjects except for a few cultural subjects, the ultimate goal is to create an English-speaking environment that allows learners to immerse themselves in the language and learn how to

communicate effectively. The aim is to make the students use the English Language in real-life matters.

Conclusion

The main aim of our study was to find out the emerging trends and current issues in teaching of English language. We collected our data by reviewing the different kinds of articles from various kinds of publications and journals that were related to the topic and different themes of English language teaching trends, issues, and problems. After reading and analyzing different kinds of articles, we found the problem of English language teaching is that the inadequate use of integrating technology, technological teaching resources, lack of expertise in the language subject, lack use of current methodologies, pedagogies of teaching, lacking of teaching practices, lack use of multi-teaching approaches, improper use of strategies and techniques in the classrooms, untrained English language teachers, highly demotivated and the diverse culture language were the major problems of the English language teaching.

As we know, in Pakistan, the English language is the official language of Pakistan and the international language. Hence, it is used in all professional and occupational work and jobs. It can be used as a powerful source of making and establishing a career. Our article was based on English language teaching trends, issues, and problems, so all trends and issues are mentioned above. Still, the important thing is that to teach the English language, an instructor should play the role of facilitator, motivator, supporter, helper, guide, and counselor. He should have expertise and command of the subject. He should have practiced English language teaching and taken proper training before and during teaching this English language subject because it is an international language and every highly recommendable institute demands proficiency in English language teaching.

Teachers are the backbone of every country's educational institute. They are the biggest source of knowledge, values, and skills transformation. They can change the beliefs, attitudes, and learning outcomes of students, so they should teach the subject according to the subject requirements and according to the mental, intelligence, and learning style level of the student.

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