English language learning in Malaysian schools: A comparison between government and private schools teachers' teaching methodologies to improve student learning

Shalini Ramakrishnan[1], [ID]Paul Chandra Bose Selvarajoo[2*], Mallika Vasugi V. Govindarajoo[3]
[1,2,3]Faculty of Education and Humanities, UNITAR International University, Malaysia; paul_chandra@unitar.my (P.C.B.S.).

Abstract: English plays a pivotal role globally, impacting key sectors such as education, business, and culture. In Malaysia, despite ongoing shifts in the national education system, English remains a core and compulsory subject in schools. This study explores the differences in teaching methods between government and private school teachers, aiming to identify effective strategies that enhance student learning in English language classrooms. Employing a mixed-methods approach, data were collected through an online survey involving 20 primary and secondary school teachers. The survey included a combination of yes/no questions, rating scales, multiple-choice items, and open-ended responses. Demographic variables such as teaching experience, English proficiency, and professional training were also examined to contextualize the findings. Results underscore the pressing need for educational reform, particularly the integration of interactive and student-centered teaching approaches to boost student engagement and learning outcomes. Most respondents expressed a strong commitment to quality education, especially in the context of English language instruction. Major issues included heavy workloads, large class sizes, inconsistent implementation of the Dual Language Programme (DLP), outdated curricula, and limited infrastructure—particularly in under-resourced schools. Teachers expressed the need for stronger institutional support, targeted professional development, curriculum reform, and improved assessment practices. The study offers practical implications for novice teachers in designing effective curricula and instructional strategies that foster active participation and deeper learning among students.

Keywords: Curriculum development, English language, Government and private schools, Student engagement, Teaching methods.

1. Introduction

English is a globally dominant language, playing a crucial role in education, business, travel, and culture. As the de facto international language, English proficiency has become essential for effective communication in an increasingly interconnected world. In Malaysia, despite ongoing educational reforms, English remains a compulsory subject at all levels of schooling, serving as the second language (L2) under the national education policy. The objective of this policy is to develop linguistic strategies that balance national identity with global demands. A study by Bakar, et al. [1] underscores that, despite ongoing educational reforms, English continues to be a mandatory subject in Malaysian schools, highlighting the nation's commitment to equipping students with essential language skills for global communication.

The significance of English proficiency extends beyond academia, influencing both professional and personal growth. A 2023 study by Van Huy, et al. [2] emphasizes that speaking in a foreign language demands both attentiveness and proficiency, facilitating clearer communication and comprehension. Strong language skills enhance critical thinking, analytical reasoning, and problem-solving abilities.

Furthermore, English remains the primary medium of instruction in many prestigious institutions worldwide. Given its role as the global lingua franca, mastery of reading, writing, speaking, and listening skills is essential, with speaking often considered the most vital for effective communication.

A study published in the *Reading Research Quarterly* highlights how educators engage early elementary students with diverse literature, prompting them to explore sociopolitical issues and participate in critical discussions. This approach fosters the ability to analyze texts for meaning, style, and structure, and to evaluate multiple perspectives.They foster the ability to evaluate multiple perspectives, assess rhetoric, and appreciate literary themes. Effective English instruction encourages students to think critically and engage with diverse interpretations, ultimately preparing them for academic and professional success.

In Malaysia, multilingualism is highly valued, with English regarded as a key language for international business and diplomacy. Consequently, there is a growing demand for qualified English educators, particularly in urban centers. Since Malaysia's independence in 1957, debates on the role of English in education have shaped policy decisions, including initiatives such as teaching science and mathematics in English. Efforts to enhance teacher competency, including transnational training programs, underscore the government's commitment to improving English language education [3].

Malaysia's education system has undergone multiple transformations, particularly in its English language curriculum and policy, to align with global demands. English is formally taught as a second language from primary to secondary school, yet students often struggle with proficiency, especially at higher education levels. Studies indicate that challenges such as underqualified teachers, curriculum mismatches, limited instructional time, and inadequate learning materials contribute to poor English acquisition [1, 4]. This language barrier affects graduates' employability, as many struggle with communication skills (HR in Asia, 2018).

This study compares teaching methods between government and private school teachers in Malaysia to identify effective strategies for improving student learning. The findings aim to highlight best practices in curriculum development and instructional approaches, ensuring diverse teaching techniques foster engagement, enhance learning outcomes, and address existing challenges in English language education.

1.1. Objective of this study

This study aims to investigate the teaching methods and strategies employed by educators in primary and secondary government and private schools in the Klang Valley to enhance students' English language learning. Additionally, it seeks to examine the challenges faced by teachers in effectively improving students' academic achievement in English. The findings will contribute to the development of more effective pedagogical approaches, addressing existing gaps in English language education.

1.2. Research Questions

The following research questions are addressed in the study:

1. What teaching methods are used by teachers in primary and secondary government and private schools in the Klang Valley to enhance students' English language learning?
2. What challenges do teachers in these schools face in improving students' English language proficiency in the classroom?

2. Literature Review

2.1. History of English Language Learning in Malaysian Schools

English has played a crucial role in Malaysia's education system, influenced by British colonial rule and national language policies. Historically, Malaysian schools had four mediums of instruction—Malay, Mandarin, Tamil, and English—catering to specific ethnic groups. However, access to English-medium schools was limited to urban communities and elite groups [5].

The Barnes [6] Report attempted to unify education by proposing bilingual education in Malay and English, but it faced opposition from Chinese and Indian communities. This led to the Ministry of Education Malaya [7] Report, which promoted Malay as the national language while maintaining vernacular schools. The Education Act 1961 later reinforced Malay as the primary medium of instruction, gradually phasing out English-medium schools [8].

By the 1980s, Malaysia introduced the Kurikulum Bersepadu Sekolah Rendah (KBSR) and Kurikulum Bersepadu Sekolah Menengah (KBSM), emphasizing English proficiency through communicative approaches. However, exam-oriented teaching limited the effectiveness of speaking and listening skills [1].

In response to declining English standards, the government launched the English Education Roadmap 2015–2025 under the Malaysia Education Blueprint 2013–2025, aligning the curriculum with the Common European Framework of Reference (CEFR) [9].

2.2. Educational Policies and Initiatives

English proficiency remains a major concern, particularly for graduate employability. Reports indicate that poor English skills contribute to high unemployment rates among Malaysian graduates (HR in Asia, 2018). To address this, the government established the English Language Standards and Quality Council (ELSQC) to enhance English teaching and learning [10].

A significant reform was the integration of CEFR into Malaysia's education system, following global trends seen in Japan, China, Vietnam, and Canada [11]. The CEFR framework sets clear learning outcomes for students, ensuring that Malaysian graduates meet international language standards [9].

Additionally, the Dual Language Programme (DLP) was introduced, allowing certain schools to teach Science and Mathematics in English while maintaining Bahasa Malaysia as the national language. This initiative aims to strengthen bilingual competency while preserving national identity [11].

2.3. Theoretical Framework and Pedagogical Approaches

Second language acquisition theories provide valuable insights into English teaching methods. One of the most influential is Stephen Krashen's Second Language Acquisition Theory, which includes:

i. The Affective Filter Hypothesis – Emotional barriers (e.g., anxiety, lack of motivation) can hinder language learning [12].
ii. The Input Hypothesis – Students learn best when exposed to comprehensible input slightly beyond their current level [13].
iii. The Monitor Hypothesis – Explicit grammar instruction has limited impact on spontaneous language use [14].

These theories emphasize the importance of engaging, meaningful language exposure rather than rote memorization or excessive focus on grammar drills.

In Malaysian ESL classrooms, other educational theories such as Constructivism, Sociocultural Theory, and Cognitive Learning Theory also shape teaching practices. Student-centered learning approaches, including project-based learning and task-based instruction, have been found to enhance motivation and language retention [1].

2.4. Government vs. Private School Structures

The Malaysian education system consists of public, private, and international schools, each offering distinct learning environments. Government schools follow a standardized national curriculum, with Bahasa Malaysia as the primary language of instruction and English as a second language. These schools typically have large class sizes, ranging from 30 to 40 students per class, and often face resource limitations. However, education in government schools is free for Malaysian citizens, apart from minor costs such as uniforms and learning materials.

Private schools also follow the national curriculum but use English as the primary medium of instruction. These schools generally have smaller class sizes and better facilities compared to government schools. However, they charge high tuition fees, making them accessible mainly to middle- and upper-class families.

International schools offer foreign curricula, such as the British, American, or International Baccalaureate (IB) programs. English is the primary language of instruction, and these schools primarily cater to expatriate students and affluent local families. The Malaysian education system comprises public, private, and international schools, offering diverse learning environments.

Recent studies indicate that many Malaysian parents prefer private education due to better resources, smaller class sizes, and modern teaching methods [15]. However, public school teachers often face challenges such as lack of funding, outdated materials, and rigid curricula that limit English proficiency development [16].

2.5. Challenges and Barriers

Malaysia's education system has undergone significant reforms, with the Ministry of Education (MOE) prioritizing quality education to meet current demands. The Malaysian Education Blueprint 2013–2025 emphasizes selecting top candidates for teacher training, as teachers play a crucial role in national development [17]. However, despite these efforts, challenges persist in English language education, including teacher qualifications, resource limitations, and workload issues.

2.5.1. Underqualified Teachers

Teacher recruitment in Malaysia follows a rigorous process, with multiple training pathways such as the Post-Degree Teacher Training Course (KPLI) and Bachelor of Education. Despite these efforts, there remains a shortage of qualified English teachers, particularly in rural areas.

A key concern is the English proficiency of some teachers, particularly those who studied English only as a subject while completing their education in Bahasa Malaysia. This issue has been highlighted since the 1990s when Malaysia's economic boom made teaching less attractive compared to higher-paying careers in business [18]. As a result, many English teachers may lack the necessary proficiency and training.

Compounding the issue, many teachers retire early due to excessive workload and administrative tasks. In 2022 alone, 4,360 teachers applied for voluntary retirement [19]. This shortage creates additional burdens for remaining teachers, further affecting the quality of education.

To address this, alternative routes into teaching should be explored, such as recruiting educators from private institutions or implementing programs like Teach for All. Universities can also support teacher training by offering flexible online programs, collaborating with schools to encourage teaching careers, and providing professional development opportunities.

2.5.2. Insufficient Learning Resources

A well-equipped learning environment is essential for effective teaching, yet many government schools lack modern infrastructure and teaching materials. Traditional textbook-based instruction remains dominant, often at the expense of innovative teaching methods such as problem-based learning. This reliance on textbooks limits student engagement and does not fully support 21st-century learning needs [20].

Resource shortages are particularly severe in rural schools, where libraries, internet access, and technology are often inadequate. Poor technical quality of digital learning materials further hinders the effectiveness of online education. Addressing these issues requires increased investment in educational resources and teacher training in modern teaching methodologies.

2.5.3. Time Management Challenges

Teachers face increasing workloads due to evolving educational policies, requiring them to juggle

multiple responsibilities beyond classroom instruction. These include administrative tasks, extracurricular activities, and student affairs. Many teachers work well beyond standard hours, with primary school teachers averaging 65.46 hours per week and secondary school teachers averaging 67.01 hours per week [21].

A lack of support staff exacerbates the problem, forcing teachers to handle non-teaching tasks such as preparing materials for practical lessons. The increased workload can negatively impact teaching quality and student outcomes. Introducing teaching assistants could help alleviate some of these burdens, allowing teachers to focus more on instruction.

3. Methodology

3.1. Conceptual Framework

This study is grounded in Stephen Krashen's theory of second language acquisition, which distinguishes between subconscious language acquisition and conscious language learning. Krashen asserts that acquisition plays a more significant role in developing fluency, as language competency emerges naturally through meaningful exposure rather than formal instruction [22]. This framework underpins the study's exploration of teaching strategies in government and private primary and secondary schools in the Klang Valley, with a focus on improving students' English proficiency.

The conceptual framework (Figure 1) outlines the key factors influencing the challenges faced by teachers, as identified in the literature review. Teachers play a crucial role in shaping student learning outcomes, and their qualifications, experience, and training directly impact academic performance, self-esteem, and motivation. The presence of underqualified educators can negatively affect student success and overall learning experiences.
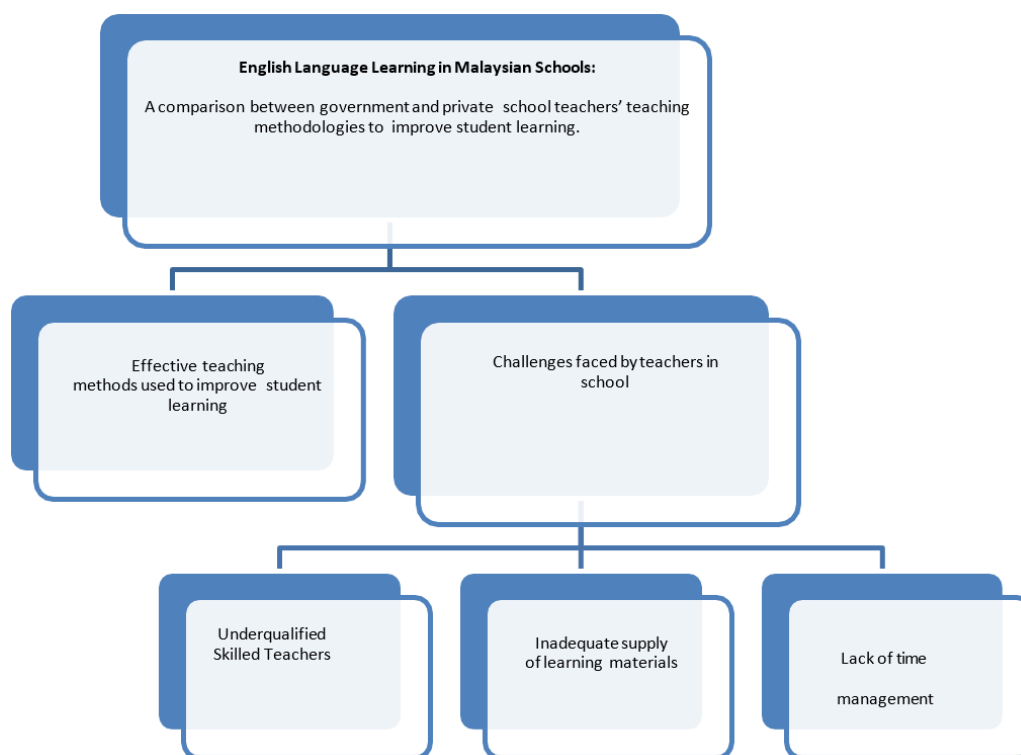

Figure 1.
Conceptual Framework of the study.

Furthermore, Malaysia's education sector has increasingly integrated ICT into teaching and learning, particularly to support students in remote areas. However, many government schools still lack essential learning resources and modern ICT infrastructure. Since students spend a significant portion of their day in school, creating an engaging and well-equipped learning environment is essential for effective education [23]. Teachers must employ innovative and creative teaching methods to foster meaningful language acquisition.

Additionally, teacher burnout is a pressing issue due to excessive workloads. Many teachers struggle to balance instructional duties with administrative tasks, often extending their work beyond school hours. They are frequently expected to respond to student and parent queries on mobile devices, even on weekends, further contributing to stress and mental health concerns.

These challenges collectively impact the quality of English language education in Malaysia, highlighting the need for systemic improvements in teacher training, resource allocation, and workload management to enhance student learning outcomes.

3.2. Research Design

As this study aimed to examine the teaching methodologies and challenges in English language instruction across government, private primary and secondary schools in the Klang Valley region, a mixed-methods research design integrating both qualitative and quantitative approaches was used. This methodological framework enables a comprehensive analysis by capturing both statistical trends and in-depth insights from teachers' experiences.

The quantitative component involves structured surveys and questionnaires administered to teachers, providing measurable data on teaching strategies, student engagement, and challenges in language instruction. The qualitative aspect incorporates semi-structured interviews and classroom observations, offering deeper insights into teachers' perspectives, pedagogical approaches, and the contextual factors affecting English language learning.

By utilizing a mixed-methods approach, this study ensures a robust and triangulated analysis, reducing bias and enhancing the validity of findings. The integration of both numerical data and narrative accounts allows for a holistic understanding of the effectiveness of English teaching strategies and the obstacles teachers face in government and private schools.

3.3. Respondents of the Study

This study employs a purposive sampling method to select English language teachers as the primary respondents. A total of 20 teachers from government and private primary and secondary schools in the Klang Valley were chosen to participate. The selection of this sample size aligns with the qualitative research approach, which emphasizes depth of exploration over breadth.

The sample size justification is based on the time constraints of the study and the need for comprehensive qualitative data. As noted by Creswell [24] (as cited in Deakin University [25]), an appropriate sample size for qualitative research typically ranges from 10 to 50 participants, depending on the research objectives and methodological approach. The chosen sample allows for meaningful insights into teaching methodologies and challenges while maintaining data saturation for qualitative analysis.

3.4. Data Collection and Analysis Procedures

This study adopts a mixed-method approach, integrating both qualitative and quantitative research techniques to ensure a comprehensive understanding of the teaching methodologies and challenges faced by English language teachers in government and private primary and secondary schools within the Klang Valley region. Data were collected through online surveys using Google Forms, incorporating both closed-ended and open-ended questions. The structured closed-ended questions facilitated quantitative data collection, enabling statistical analysis of prevalent teaching methods and challenges. Meanwhile, the open-ended questions provided qualitative insights, allowing teachers to

elaborate on their experiences, strategies, and obstacles in fostering English language proficiency among students. The collected quantitative data were analyzed using descriptive statistical techniques, identifying trends and patterns in teaching methodologies and classroom challenges. The qualitative responses underwent thematic analysis, where emerging themes were categorized to gain deeper insights into teachers' experiences, pedagogical strategies, and institutional barriers. This dual approach enhanced the study's validity and reliability, ensuring a holistic representation of the educational landscape in Malaysian schools.

4. Results

4.1. Descriptive Analysis

4.1.1. Demographic Analysis: Respondents' Profile

The study's demographic analysis provides insights into the profile of English language teachers in primary and secondary schools. The majority of respondents (65%) are aged between 30 and 39 years, indicating that most are in the early to mid-stages of their careers. In terms of qualifications, 50% hold a Bachelor's degree, while 40% have a Master's degree, with TESL (Teaching English as a Second Language) being the most common field of study.

Regarding teaching experience, most participants (40%) have more than five years of experience, while others have between one and three years, suggesting a balance between experienced and early-career educators. The majority (60%) are fluent in English, reinforcing their capability to teach the language effectively.

The respondents represent diverse educational institutions, with 40% teaching in government schools, 35% in private schools, and others in international or subsidized preschool settings. Their academic training largely covered English language teaching, second language learning, and assessment methods, though special education and literature were less emphasized.

Professional development is an essential aspect of their careers, as 40% of the teachers attended workshops and training more than five times in the past two years, highlighting their commitment to continuous learning and pedagogical improvement.

This demographic profile underscores the qualifications, experience, and engagement levels of English language teachers in the Klang Valley, providing a strong foundation for analyzing their instructional methods and challenges in teaching English.

The study reveals several key practices and challenges faced by English language teachers in primary and secondary schools. Most teachers have established a reading corner in their classrooms and regularly take students to the library at least once or twice a week. However, a significant portion do not provide these opportunities frequently, with some rarely or never visiting the library.

The English subject is consistently allocated three hours per week in both government and private schools. Despite this, many teachers acknowledge that not all students can keep up with the current curriculum set by the Ministry of Education.

Regarding teaching materials, the majority of teachers do not incorporate audio-lingual books to enhance English learning, relying instead on alternative resources. Only a small fraction use standard textbooks such as the KSSR textbook or My Phonics Book. This suggests that students in these classrooms often lack prerequisite knowledge and skills, making it difficult for teachers to effectively deliver lessons.

Another significant challenge is the absence of specialized professionals, such as reading specialists or speech therapists, to support struggling students. While some teachers have access to teacher aides or student volunteers, most handle these challenges independently.

Teachers commonly engage students in reading short stories and fiction books, although dramatic activities, such as plays, are rarely conducted. Additionally, most teachers emphasize correcting, discussing, and monitoring students' homework, ensuring that assignments are completed and understood.

These findings highlight the strengths and limitations of current English teaching practices, pointing to areas that require further improvement, particularly in student support services, teaching resources, and curriculum accessibility.

4.2. Thematic Analysis
4.2.1. Responding to Students Falling Behind the Syllabus

The first theme addressed how teachers respond when students lag behind the syllabus. All participants reported that their initial step is to speak directly with the student to understand the root of the problem. Most said they follow this with individual tutoring sessions after school to offer extra support.

While some teachers prefer a personalized approach, many noted that the size of their classes makes individualized instruction difficult. To work around this, some rely on peer support—pairing struggling students with stronger classmates in a buddy system. A few mentioned daily grammar quizzes as a quick way to reinforce core skills, especially for students with weak foundational knowledge. Another teacher pointed out the importance of observing student behavior and involving parents early, aiming to keep communication open and encourage support from home.

4.2.2. Tools to Support English Language Learning

Teachers listed a variety of tools they regularly use to boost student learning in English:
- Role plays
- Flashcards
- Cambridge English materials
- Online games (e.g., Kahoot, Duolingo GC, Flip, Gemini AI, Edpuzzle)
- Digital media (e.g., YouTube, Podcasts, BBC Learning English)
- Interactive slides and videos

These tools reflect a blend of traditional and tech-based strategies to keep students engaged.

4.2.3. Common Limitations and Challenges

The third theme captured the day-to-day hurdles teachers face. Many cited burnout, heavy workloads, and the sheer number of students per class as major concerns.

Several teachers highlighted the difficulty of addressing different learning levels within the same group. Some students have short attention spans or struggle to focus, while others lack even basic English skills, making progress slow and uneven. One teacher summed it up well, describing how these gaps widen when students come into class with little to no prior exposure to the language.

4.2.4. Staying Updated with English Language Trends

When asked how they keep pace with developments in English language teaching, teachers gave a wide range of answers: attending school-organized workshops and seminars, reading independently, sharing ideas with colleagues, and following online resources. Many rely on tools like grammar-checking platforms, YouTube, and digital magazines to stay current and sharpen their own language skills.

4.2.5. Causes of Weak English Proficiency Among Struggling Students

A lack of motivation, confidence, and self-esteem came up repeatedly as key factors affecting low-performing students' grasp of English. Some teachers pointed to socio-economic barriers, noting that students from non-English-speaking households often enter school without much exposure to the language.

Other contributors include underqualified teachers, ineffective instructional methods, and limited parental involvement. These factors, taken together, make it difficult for struggling students to build a strong foundation in English.

4.2.6. What Works: Effective Classroom Strategies

Teachers shared a list of strategies that have proven successful in their classrooms:

- Project-based learning (PBL)
- Hands-on tasks
- Group work and pair activities
- Games, quizzes, skits
- Storytelling
- Multimedia content (videos, slides)
- Regular homework to reinforce lessons

These approaches prioritize student interaction, creativity, and consistent reinforcement.

4.2.7. What Doesn't Work: Less Effective Strategies

When reflecting on what doesn't work, many teachers singled out traditional "chalk and talk" methods. Relying solely on lectures and memorization without interactive engagement often leads to surface-level understanding, with students forgetting what they've learned shortly after assessments.

Reading texts word-for-word also came under criticism. Though useful for vocabulary and pronunciation, it tends to bore students quickly. Teachers agreed that public discipline, such as scolding a student in front of the class, is counterproductive. Most prefer to speak privately with the student to address behavior issues more constructively.

4.2.8. Suggestions for Change in the Education System

In terms of reform, teachers expressed a desire to reduce homework, move away from test-heavy curricula, and place greater emphasis on English instruction. Several called for more integration of technology, critical thinking, and project-based learning in classrooms.

One teacher stressed the importance of improving classroom management training, arguing that even the best teaching methods won't work without basic student discipline. Without that foundation, lessons fall apart.

4.2.9. Why English Still Matters

The final theme explored teachers' views on the relevance of English in Malaysia. Most agreed that English is essential for accessing global job markets, higher education, and international industries such as tourism, technology, and finance. A working knowledge of both spoken and written English opens many doors.

Some respondents also emphasized that learning English should not be seen as a threat to the national language. Rather, acquiring another language should be viewed as an advantage—something to be welcomed, not feared.

5. Discussion

5.1. Research Objective 1: Teaching Methods

The study aimed to identify effective teaching methods employed by primary and secondary school teachers in the Klang Valley to enhance English language learning. Teachers reported personalized approaches, such as one-on-one sessions and peer-assisted learning, to support students lagging behind. Such personalized interventions are vital in addressing individual learning needs [26].

Teachers also utilize a variety of teaching tools to boost student engagement. Activities like role-plays, flashcards, and interactive online platforms (e.g., Kahoot, Duolingo) are commonly used to make learning more dynamic. Such tools have been shown to increase motivation and participation among

students, contributing to better language acquisition outcomes. This reinforces the argument by Krashen [14] and Luo [12] that affective factors—like motivation and anxiety—directly influence language acquisition.

Effective classroom management strategies reported include project-based learning, gamification, group work, and the use of interactive slides. These approaches foster active learning and have been associated with improved student performance in language subjects.

5.2. Research Objective 2: Challenges Faced by Teachers

Teachers face several challenges, including heavy workloads and the difficulty of addressing diverse student proficiency levels within large classes. As highlighted by Ismail, et al. [27] who noted the difficulties vocational teachers face due to heavy workloads and limited professional development opportunities. These findings echo national concerns about underqualified teachers and the burdens they face [17]. The implementation of the Dual Language Programme (DLP) presents additional hurdles, such as inconsistent policy application and a lack of adequate training and resources. Studies have highlighted that many teachers feel unprepared for DLP due to insufficient guidance and support, leading to challenges in effectively delivering content in English.

Curriculum-related issues also pose significant obstacles. Teachers report that frequent policy changes and an overemphasis on exam-oriented instruction hinder effective teaching. The use of outdated syllabi and unengaging textbook content further complicates efforts to improve English proficiency among students. Additionally, inadequate infrastructure and limited access to technology in some schools impede the integration of modern teaching methods.

To address these challenges, a comprehensive approach to educational reform is necessary. Enhancing teacher quality through continuous professional development, mentorship programs, and competitive remuneration is vital. Teachers should be held accountable for student outcomes, with mechanisms in place to support underperforming educators.

Curriculum development should focus on fostering critical thinking, creativity, and emotional intelligence, ensuring content is both locally relevant and globally competitive. Incorporating student-centered teaching methods and integrating technology can personalize learning and provide access to diverse resources.

Assessment practices need to shift from solely summative evaluations to include formative assessments that offer ongoing feedback. Diversifying assessment methods can better capture a range of student competencies.

Improving school infrastructure, particularly in rural areas, is essential to provide equitable educational opportunities. This includes ensuring access to digital libraries, well-equipped laboratories, and reliable internet connectivity.

Engaging parents and communities in the educational process can enhance student learning experiences. Initiatives that promote parental involvement and partnerships with local businesses can provide real-world learning opportunities.

Data-driven decision-making should guide policy development, with robust monitoring and evaluation frameworks in place to assess the effectiveness of educational initiatives.

Finally, fostering a culture that values lifelong learning and well-being is crucial. Emphasizing STEM education, digital literacy, and multilingual proficiency can prepare students for success in a globalized world, while also respecting and preserving their native languages.

6. Conclusion

In conclusion, the findings indicate that the Malaysian educational landscape is at a pivotal moment, wherein the integration of varied, student-centered instructional strategies could markedly enhance educational outcomes. Such reforms must transcend mere curricular content and emphasize pedagogical significance, equitable access, and robust support for educators. If thoughtfully executed, these

approaches can foster the development of a cohort of learners who are globally adept, ethically sound, and intellectually proficient.

Furthermore, the investigation corroborates the significance of interactive pedagogical techniques, which facilitate active learner engagement and promote a deeper comprehension of the material. Educational institutions that consistently implement interactive methodologies tend to exhibit superior student involvement and academic achievement when juxtaposed with those that depend on more conventional instructional practices. Consequently, nurturing a culture of interactive teaching is not merely a pedagogical option but a strategic necessity for enhancing the quality of education in Malaysia.

6.1. Limitation of Study

While this study offers significant insights into the challenges and experiences faced by English language educators in Malaysia, several limitations warrant careful consideration. The geographic emphasis on government and private educational institutions within the Klang Valley constrains the generalizability of the findings, as the insights of educators from rural locales, preschools, and tertiary educational establishments were not included. This urban-focused sampling may have neglected contextual factors that vary considerably across different educational environments.

Furthermore, temporal constraints and restricted access to participants resulted in a comparatively small sample size, which may not sufficiently encapsulate the diverse experiences of both novice and seasoned teachers across the nation. The limited duration of the study also imposed restrictions on the depth and breadth of analysis, particularly concerning long-term professional development and institutional support mechanisms.

Participant response rates further complicated the investigation, as numerous educators opted not to partake due to pressures associated with their workloads. This phenomenon may have introduced a degree of response bias, as those who chose to participate may not accurately represent the wider teaching community. Additionally, the potential for socially desirable responses cannot be overlooked, which may impact the authenticity of certain data collected.

These limitations indicate that prudence should be exercised in the interpretation of the results, and forthcoming research should strive for broader demographic representation, an expanded sample size, and longitudinal analysis to cultivate a more holistic understanding of teacher experiences within Malaysia's varied educational landscape.

6.2. Recommendation for Further Research

To enhance the generalizability and profundity of subsequent academic inquiries, it is imperative that future studies encompass a more extensive and heterogeneous sample of educators spanning various educational tiers, such as pre-school, primary, secondary, and tertiary institutions. Employing a multi-level framework would yield a more thorough comprehension of the pedagogical practices and learning paradigms associated with English language instruction in Malaysia, thereby contributing to findings that are both robust and representative.

It is further advised that ensuing research endeavors incorporate participants from both urban and rural educational contexts. This inclusion would facilitate substantive comparisons and illuminate contextual disparities in the obstacles encountered by English language educators, particularly concerning infrastructural capabilities, student preparedness, and professional development opportunities.

Additionally, future research endeavors may be enriched by integrating the viewpoints of students, whose experiences and feedback are indispensable for evaluating the efficacy of English language instructional methodologies. The perspectives of learners can provide critical insights into which pedagogical strategies are perceived as most effective from the students' viewpoint. The inclusion of other relevant stakeholders, such as parents, school administrators, and officials from the Ministry of Education, would further augment the dataset and offer a more comprehensive perspective on English language education within the Malaysian milieu.

Addressing temporal limitations constitutes another vital consideration. Future research should ideally be undertaken over an extended timeframe—either through longitudinal studies or across multiple academic semesters—to facilitate richer data accumulation and more profound analytical insights. An extended research duration would also bolster comprehensive engagement with the existing literature and enable the triangulation of findings, thereby enhancing the study's credibility and theoretical contributions.

Transparency:
The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Acknowledgements:
The authors thank UNITAR International University for the support of the publication of this research.

Copyright:

References
[1]   A. L. A. Bakar, S. M. Esa, R. Ationg, and E. Jawing, "The English language in the Malaysian education system," *International Journal of Education, Psychology and Counseling*, vol. 6, no. 43, pp. 122-130, 2021. https://doi.org/10.35631/ijepc.643011

[2]   N. Van Huy, N. T. Nam, and B. N. Bon, "The importance of speaking in English as a foreign language between skillful and thoughtful competencies: Studying sociolinguistics perspectives," *International Journal of English Language Studies*, vol. 6, no. 2, pp. 153-159, 2024. http://dx.doi.org/10.32996/ijels.2024.6.2.22

[3]   J. Macalister, "English and language teacher education in Malaysia: An exploration of the influences on and experiences of pre-service teachers," *RELC Journal*, vol. 48, no. 1, pp. 53-66, 2017. https://doi.org/10.1177/0033688217690936

[4]   H. Azman, "Implementation and challenges of English language education reform in Malaysian primary schools," *3L: Southeast Asian Journal of English Language Studies*, vol. 22, no. 3, pp. 65–78, 2016. https://doi.org/10.17576/3l-2016-2203-05

[5]   R. Darmi and P. R. Albion, "English language in Malaysian education system: Its existence and implication. ResearchGate," Retrieved: https://www.researchgate.net/publication/279867616_English_language_in_Malaysian_education_system_its_existence_and_implication, 2013.

[6]   F. Barnes, *The art of teaching English*. Oxford: Oxford University Press, 1951.

[7]   Ministry of Education Malaya, *Report of the committee on the education system in Malaya (Razak Report)*. Kuala Lumpur: Government Printing Office, 1956.

[8]   B. Foo and C. Richards, "English in Malaysia," *RELC Journal*, vol. 35, no. 2, pp. 229-240, 2004. https://doi.org/10.1177/003368820403500209

[9]   Malaysia Education Blueprint (2013-2025), "Preschool to post-secondary education," Retrieved: https://www.pmo.gov.my/. [Accessed June 10, 2024]. [Accessed 2025.

[10]   Pemandu, *Established the English language standards and quality council (ELSQC) to enhance English teaching and learning*. Malaysia: Pemandu Associates, 2016.

[11]   N. F. M. Uri and M. S. Abd Aziz, "Implementation of CEFR in Malaysia: Teachers' awareness and the challenges," *3L, Language, Linguistics, Literature*, vol. 24, no. 3, pp. 168 – 183, 2018.

[12]   Z. Luo, "A review of Krashen's input theory," *Journal of Education, Humanities and Social Sciences*, vol. 26, no. 1, pp. 130-135, 2024. https://doi.org/10.54097/3fnf5786

[13]   A. L. Costa, "A contribution to the implicit/explicit debate on grammar learning: the case of contrast connectors," *Crossroads. A Journal of English Studies*, vol. 24, no. 1, pp. 45-64, 2019. https://doi.org/10.15290/cr.2019.24.1.04

[14]   S. D. Krashen, *The input hypothesis: Issues and implications*. New York: Longman, 1985.

[15]   S. Online, *National vs private schools*. Kuala Lumpur, Malaysia: The Star Media Group, 2023.

[16]   FMT News, *Public school teachers face challenges such as lack of funding, outdated materials, and rigid curricula*. Kuala Lumpur, Malaysia: FMT News, 2020.

[17]   V. N. Chandran *et al.*, "Malaysian English language novice teachers' challenges and support during initial years of teaching," *Studies in English Language and Education*, vol. 9, no. 2, pp. 443-461, 2022. https://doi.org/10.24815/siele.v9i2.22974

[18]   H. Pillay, *Issues in the teaching of English in Malaysia.* Tokyo, Japan: JALT Publications, 1998.

[19]   J. Jain, "Filling the void: Malaysia's struggle with the teacher shortage. Malay Mail," Retrieved: https://www.malaymail.com/. [Accessed 2023.

[20]   M. Mohamad, K. Palani, L. S. Nathan, Y. Sandhakumarin, R. Indira, and E. Jamila, "Educational challenges in the 21st century: A literature review," *International Journal of Academic Research in Progressive Education and Development*, vol. 12, no. 2, pp. 1307-1314, 2023. https://doi.org/10.6007/ijarped/v12-i2/16865

[21]   S. Shafie, S. A. Kadir, and S. Asimiran, "Workload of technical secondary school teachers: Management and administration's perceptions," *Malaysian Online Journal of Educational Management*, vol. 2, no. 4, pp. 21-35, 2017.

[22]   C. H. Padmanabha and P. D. Flavia, "Stephen Krashen's theory of SLA: A conceptual framework," *I-Manager's Journal on English Language Teaching*, vol. 13, no. 4, p. 1, 2023. https://doi.org/10.26634/jelt.13.4.19900

[23]   I. Hasin and M. K. M. Nasir, "The effectiveness of the use of information and communication technology (ICT) in rural secondary schools in Malaysia," *Journal of Education and e-Learning Research*, vol. 8, no. 1, pp. 59-64, 2021.

[24]   J. W. Creswell, *Qualitative inquiry and research design: Choosing among five approaches*, 4th ed. Thousand Oaks, CA: SAGE Publications, Inc, 2018.

[25]   Deakin University, *Sample size recommendations for qualitative research.* Geelong, Australia: Deakin University, 2024.

[26]   C. F. Ng and P. K. Ng, "Teaching strategies and their impacts on the English proficiency of young Malaysian learners," *Frontiers of Language and Teaching*, vol. 4, no. 1, pp. 186-195, 2013.

[27]   A. Ismail, M. Ali, H. Zaki, and N. Shamsuddin, "The challenges faced by vocational teachers: Heavy workloads and professional development," *Journal of Vocational Education*, vol. 45, no. 3, pp. 123-135, 2018.