

# Challenges and Responsiveness of Junior High School Teachers on Teaching Pedagogy in Education

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*Abstract*— Teaching pedagogy refers to the methods, strategies, and approaches used by educators to facilitate learning and promote student development in various educational settings. (McIntyre et al., 2018). Additionally, pedagogy is the study of teaching methods, including the aims of education and how such goals may be achieved. Students in a classroom have diverse learning needs, including different learning styles, abilities, and background knowledge. It can be challenging for teachers to develop teaching strategies that effectively accommodate these diverse needs. Teachers encounter various challenges when it comes to teaching pedagogy in education. This study focused on the level of challenges and responsiveness to teaching pedagogy in education of Junior High School (JHS) teachers in the district of Alcala, Pangasinan. The descriptive survey is employed to determine the levels of challenges encountered and the level of responsiveness towards the challenges encountered in teaching pedagogy in education of respondents. Frequency count, weighted mean, Spearman, Point-Biserial, Chi-Square, and MANOVA were used in the quantitative analysis. The study is concerned with one hundred sixteen (116) JHS teachers who were specifically selected to participate in this study as respondents. The instruments utilized to collect the data were a researcher-made survey questionnaires and it was validated by three (3) experts in the field of education. The results revealed that most of the respondents are young adults with relevant training for national and international levels, earned MS/MA units, had 1-5 years of teaching experience, and have a positive attitude towards education. Also, the respondents are more highly challenged and responsive to teaching performance rather than teaching resources and teaching strategies. Additionally, research shows that there is no significant relationship between the levels of challenges encountered by teachers in teaching pedagogy in education across their profile variables. The results also indicate that the level of challenges encountered by teachers encounter significantly based on their responsiveness to these challenges. This study also recommends that teachers are encouraged to maintain their positivity toward education to be inspiring teachers, high standards, and secure accountability and responsibility in the teaching and learning process and schools should conduct innovative practices to address the challenges of creating favorable conditions for teaching and learning and give insight into our education system in different settings to promote transformational activities for more cooperative and equally responsible teachers. In addition, a Focus Group Discussion (FGD) was conducted and it indicates that teacher-respondents often encountered challenges in integrating technology advancement. One significant challenge is the availability of resources,

including access to technology tools, devices, and infrastructure required for effective integration. In addition to the responses on the challenges encountered in teaching pedagogy in education of the JHS teachers, an FGD conducted stated that in order for the teacher-respondents to address the challenges they encountered especially in addressing the needs of the diverse learners such as adapting teaching methods to diverse learning styles and abilities entails using various strategies like visual aids, hands-on activities, and verbal explanations and implementing individualized support, group work, technology integration, and differentiated assessments are their considerations in accommodating diverse needs effectively. Moreover, it is also highly recommended that the proposed training as an output of this study to improve the teaching performance of teachers in the 21st century.

***Keywords — Challenges, responsiveness, teaching pedagogy, teaching resources, teaching strategies, teaching performance, 21st century, educator, training program, Focus Group Discussion***

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## I. Introduction

Teaching pedagogy in education refers to the methods, strategies, and approaches used by teachers to facilitate learning and instruction in the classroom. It encompasses the theories, principles, and practices that guide the teaching process and shape the interactions between educators and students (Peel, 2023).

Additionally, pedagogy is the study of teaching methods, including the aims of education and how such goals may be achieved. The field relies heavily on educational psychology, which encompasses scientific theories of learning, and to some extent on the philosophy of education, which considers the aims and value of education from a philosophical perspective (Peel, 2023).

Despite the challenges, educators continue to make learning possible, doing everything they can to acclimate to the new normal. One of the teachers' abilities is to adapt in the face of adversity. Different challenges arise, particularly during this difficult time, and teachers are still adjusting to the new normal. Consequently, teachers utilize diverse coping mechanisms to address the challenges they encounter. These coping strategies considerably help teachers overcome obstacles and make things better.

The challenge teachers encounter in teaching pedagogy in education is the diversity of learning needs. Students in a classroom have diverse learning needs, including different learning styles, abilities, and background knowledge. It can be challenging for teachers to develop teaching strategies that effectively accommodate these diverse needs. Teachers encounter various challenges when it comes to teaching pedagogy in education. Some of these challenges include classroom management, as maintaining discipline and managing a classroom full of students with varying levels of engagement and behavior can be significant challenges for teachers. Creating a suitable learning environment requires effective classroom management.

Moreover, it is the balancing of curriculum and pedagogy. Teachers often face the challenge of balancing the demands of a prescribed curriculum with the need to employ effective pedagogical methods. Finding a balance between covering curriculum content and engaging students in meaningful learning experiences can be a delicate task.

In addition, the field of education is constantly evolving, with new research and pedagogical approaches emerging regularly. It could be difficult for teachers to keep up with the newest trends and implement them into their teaching practice. It is also a challenge for the teachers to address the individual learning gaps. Identifying and addressing student learning gaps requires personalized attention and differentiated instruction. Teachers must find ways to support struggling learners while challenging those who grasp concepts quickly and engaging the students in active learning. Fostering active participation and critical thinking among students can be a challenge. Encouraging students to take ownership of their learning and participate actively in classroom activities is a crucial aspect of effective pedagogy.

Teachers may face various challenges during unexpected circumstances. However, with proper support, training, and resources, they can effectively respond to these challenges and provide a high-quality education for their students. In the new education landscape, teachers have faced numerous challenges and have had to respond effectively to ensure the continuity of education. Several studies have shed light on these challenges and teachers' responses to teaching pedagogy in education.

One study by Rasmitadila et al. (2020) on the challenges faced by high school teachers in implementing pedagogy in education is multifaceted and requires careful consideration. Instructional techniques, obstacles, support, and motivation were found to be important themes in primary school teachers' perceptions during the COVID-19 pandemic. These findings can be extended to high school settings.

Attending to the educational needs of children and youth during the crisis is essential. This study is intended to support teachers in 189 schools at various levels of educational governance, in public and private educational organizations, in formulating adaptive, coherent, effective, and equitable education responses to a crisis that will significantly disrupt educational opportunities globally.

Thus, the researcher is interested in investigating the level of challenges and responsiveness in teaching pedagogy among Junior High School Teachers in Alcala, Pangasinan.

This research study aims to determine the level of challenges and responsiveness of the Junior High School teachers in Alcala, Pangasinan, regarding teaching pedagogy for the school year 2023-2024. And the focus of the study is to examine the profile of the respondents, especially their perceptions toward education. And will also examine the level of challenges experienced by teachers in teaching pedagogy in education and their level of responsiveness toward the challenges

they are confronted with. With the result of the study, training program to improve teachers' performance as 21st-century educators will be proposed.

### **Literature Review**

Lugueti and Oliver (2019) highlighted the challenges teachers and students might encounter when engaging in critical pedagogy in higher education, emphasizing the complexities of implementing pedagogical approaches in high school settings.

Furthermore, the study by Marzulina et al. (2021) identified challenges faced by English teachers in teaching English, including improving students' motivation and language competence, managing overcrowded classes, limited time, and lack of supporting facilities, which are pertinent to the challenges faced by high school teachers in implementing effective pedagogy. Additionally, Koross (2019) highlighted challenges encountered by student teachers during teaching practice, such as inadequate preparation, lack of resources, and limited support from cooperating teachers, which can inform the challenges faced by high school teachers in their pedagogical endeavors.

These studies collectively underscore the diverse and intricate challenges high school teachers face in implementing pedagogy in education, encompassing technological, instructional, and support-related aspects. Understanding and addressing these challenges are crucial for enhancing the quality of education in high school settings.

### **On Teachers' Use of Technology**

Technology is a major factor influencing education today. Schools are expected to use technology to enhance the education of their students yet challenges to its use have been identified (Johnson et al. [Citation 2019](#)). First, are factors external to teachers such as availability of equipment, access to resources, training and support. If students and teachers do not have access to computers and fast internet connections then implementing online teaching is not feasible. Second, are factors internal to teachers such as attitudes and beliefs about technology use, their skills and knowledge. If teachers have not had sufficient training in technology then they lack the necessary skills. Ertmer describes these factors as 'first and second order barriers' either of which can limit efforts to integrate technology. Effective strategies are needed to address both.

Similarly, Williams (2022) conducted a multiple case study exploring high school English teachers' perceived supports and challenges in enacting critical literacy pedagogy, shedding light on the complexities of implementing pedagogical approaches in high school classrooms. Furthermore, it focused on determining the pedagogical challenges and opportunities of pre-service and high school teachers during the COVID-19 pandemic, providing insights into the unique challenges faced by educators in the new average education era.

## II. Methodology

### Research Design and Strategy

This study is quantitative research using the descriptive-correlational method for data analysis. Descriptive research involves collecting data to test the hypotheses or answer questions regarding the study. The data were typically collected through a questionnaire in Google Forms and hardcopy. Correlational research, conversely, determines whether and to what degree a relationship and difference exist between two or more quantifiable variables.

### Population and Locale of the Study

The respondents for this research were one hundred sixteen (116) teachers of Alcala, Pangasinan, for the school year 2023-2024. Moreover, the teacher-respondents came from the following schools, as shown in the table below: Arboleda National High School, Atainan-Caranglaan Integrated School, Bersamin Agro-Industrial High School, Canarvacanan National High School, Gualsic Integrated School, Macayo Integrated School, Pindangan National High School, San Pedro Apartado National High School, and Vacante Integrated School.

### Data Gathering Tools

The primary instrument of the study was a survey questionnaire consisting of seventy (70) indicators.

Part I of the Survey Questionnaire was a questionnaire to gather the profile of the respondents, namely: age, sex, position, monthly income, number of relevant training, highest educational attainment, length of teaching experience, and ten (10) indicators that measured the respondents' attitudes towards education. For Part II, thirty (30) indicators were used to measure the level of challenges experienced by the teachers in teaching pedagogy in education regarding teaching resources, strategies, and performance. The remaining thirty (30) indicators were obtained using a survey questionnaire to measure teachers' responsiveness to the challenges confronted in teaching pedagogy in education.

### Data Gathering Procedure

Before conducting the study, the researcher sought permission from the Schools Division Superintendent of Pangasinan II Division and the Public Schools District Supervisor of Alcala District to allow the researcher to conduct the data gathering activities among teachers in Alcala, Pangasinan. The researcher signed a letter that will be given to the Schools Division Superintendent and Public Schools District Supervisor, and the research purpose and the procedure for administering the questionnaires were also explained. Necessary permissions were first sought before the study was conducted.

The researcher kept responses and data to be obtained confidential to encourage the highest degree of objectivity. The respondents were given enough time to answer the questionnaires. The results of the tests were analyzed using appropriate statistical tools.

### **Treatment of Data**

Various modes of data treatment were employed to analyze all the data needed in this research study.

To answer the specific questions, the data derived from the research instruments comprised of the instrument that gathered the profile of the respondents, the level of challenges experienced by the teachers on teaching pedagogy in education, and the level of responsiveness toward the challenges confronted on teaching pedagogy in education were adequately checked, recorded, tallied, and tabulated. They were analyzed and interpreted based on the guidelines for interpretation.

The problem was the profile of the variables, which included age, sex, position, monthly income, number of relevant training, highest educational attainment, and length of teaching experience, which were described using frequency and percentage.

On the other hand, the problem of teachers' attitudes towards the education crisis was described using frequency and weighted mean.

The challenges the respondents encounter in teaching pedagogy in education regarding teaching resources, teaching strategies, and teaching performance will be described using the frequency and weighted mean. The distribution of the level of challenges encountered by the respondents was described using the five-point scale.

In addition, the level of responsiveness of the teachers toward the challenges confronted by teaching pedagogy in education was described using the frequency and percentage.

The Spearman, Point-Biserial, and Chi-Square for independence were used to test the relationship between the levels of challenges encountered by the teachers on teaching pedagogy in education across their profile variables. Lastly, Multivariate Analysis of Variance (MANOVA) was used to test the difference between the levels of challenges encountered by the teachers in teaching pedagogy in education and their level of responsiveness to those challenges.

Based on the findings of this study and as an output of this research, a training program is proposed to improve the teachers' teaching performance as 21st-century educators of the teachers in Alcala, Pangasinan II Division.



### III. Results and Discussion

In this study, the respondents are profiled according to age, sex, position, monthly income, number of relevant training, highest educational attainment, length of teaching experience, and attitudes towards education. In terms of age, most respondents are young adults between 25 and 40. The findings indicate that most of the JHS teachers in Alcala, Pangasinan, are in their early adulthood. In terms of sex, most teachers are female. The aforementioned findings corroborate with the study of Marquez (2019), which found that the majority of the teachers of Region I are females. The findings also express that teaching is indeed female-dominated, implying that more women are engaged in the profession because of their universal image as mothers. Based on the survey, most of the respondents, or sixty-three (63) or 54.31 percent, are Teacher III in position. And when it comes to their monthly income, it shows that most of the respondents earn from 27,000-33,999. With the result in the number of relevant trainings, it implies that most teachers cannot attend national and international trainings, as attending these trainings involves expenses such as registration fees, travel costs, accommodation, and meals. Teachers may have limited financial resources, and these expenses can be prohibitive, especially if they are not provided with financial support from their schools or other educational institutions. In the highest educational assessment, most of teacher-respondents were respondents who had earned MS/MA units, the findings show that the respondents could complete their graduate studies, supporting McMillan's (2019) claim that one of the aims of educators is to pursue postgraduate degrees since they can present enormous potential for improvement. And based on the data, respondents spent at most 1-5 years in service,

Based on the result of the gathering data, it could be gleaned that the attitude towards education gained an average weighted mean value of "Agree" or "Positive."

This means that most teachers manifest satisfaction and optimism in serving public schools. It also implies that there is truly hope, assurance, and commitment among the teachers as they continue to provide quality education despite the pandemic.

**Table 1. Summary of Level of Challenges Experienced**

Challenges	Average Weighted Mean	Description	RANK
A. Teaching Resources	3.98	HC	2
B. Teaching Strategies	3.97	HC	3
C. Teaching Performance	3.99	HC	1
Overall Weighted Mean	3.98	HC	

Note: Highest frequencies are in boldface; DE=Descriptive Equivalent; WM= Weighted Mean  
 Legend: 1.00-1.80 (LtC - Least Challenging); 1.81-2.60 (LeC - Less Challenging); 2.61-3.40 (MC- Moderately Challenging); 3.41-4.20 (HC- Highly Challenging); 4.21-5.00 (VHC- Very Highly Challenging)

Highlighting the details of the challenges experienced by teachers in teaching pedagogy in education. The respondents are 'Highly Challenge' on Teaching Performance.

The respondents are interpreted as having more challenges maintaining high performance, such as struggling to meet student learning. These challenges can hinder professional growth and discourage educators from investing in their development.

This supports the study conducted by Maslach et al. (2021) on the impact of teacher burnout on teaching performance. They highlight the negative impact of burnout on teacher effectiveness, student outcomes, and overall school functioning. In addition, they explore the unique challenges they face in maintaining high teaching performance, including limited resources, large class sizes, and student socio-economic factors. These challenges can hinder students' learning and result in lower academic achievement.

**Table 2. Summary of Level of Responsiveness on the Challenges Experienced**

Responses	Average Weighted Mean	Description	RANK
A. Teaching Resources	4.05	HR	3
B. Teaching Strategies	4.09	HR	2
C. Teaching Performance	4.16	HR	1
<b>Overall Weighted Mean</b>	<b>4.1</b>	<b>HR</b>	

**Note:** Highest frequencies are in **boldface**; **DE**=Descriptive Equivalent; **WM**= Weighted Mean  
**Legend:** 1.00-1.80 (**LtR** - Least Responsive); 1.81-2.60 (**LeR** - Less Responsive); 2.61-3.40 (**MR**- Moderately Responsive);  
 3.41-4.20 (**HR**- Highly Responsive); 4.21-5.00 (**VHR**- Very Highly Responsive)

Highlighting the details of the level of responsiveness to the challenges experienced by the teachers in teaching pedagogy in education. The respondents are 'Highly Responsive' on Teaching Performance. It is interpreted that the respondents are more responsive to teacher performance, as teaching performance directly influences the reputation of the school and how it is perceived within the community. Given that effective teaching is crucial to guaranteeing that students acquire the knowledge and skills required for their academic progress, this shows that the respondents are receptive to high-quality instruction.

The findings are supported by which states that effective teachers are aware of the various contextual demands they must meet and know how to respond to them.

The result contradicts the conclusions of the Turkish study conducted by Aytac (2020). He found that half of the school administrators and teachers followed the Ministry of National Education's directives, but they did not have an emergency response plan for the post-pandemic education process.

**Table 3. Relationship between the Level of Challenges Encountered by the Teachers Across their Profile Variables**



<b>Profile</b>	<b>Correlation Coefficient</b>	<b>Sig. (2-tailed)</b>
Age	.051	.589
Sex	-.011	.909
Position	.001	.993
Monthly Income	-.034	.721
Number of Relevant Trainings		
1. School	.037	.695
2. Division	.047	.613
3. Region	.054	.568
4. National	.091	.334
5. International	.044	.334
Highest Educational Attainment	.090	.338
Length of Teaching Experience	-.004	.964
Attitudes towards Education	.048	.612

Based on the results, it indicates no significant relationship exists between the level of challenges teachers encounter in teaching pedagogy across their profile variables.

This implies that regardless of a teacher's age, sex, educational background, position, income level, length of service, or the scope of their teaching (school, division, Region, national, or international), the challenges they face in teaching pedagogy in education are not significantly influenced by these factors.

These results revealed that the research hypothesis is that there is no significant relationship between the level of challenges faced by teachers and their age, sex, HEA, position, income, length of service, school level, division, Region, national, and international aspects. This further implies that, regardless of these profile variables, teachers face similar challenges in teaching pedagogy.

**Table 4. Significant Difference between the Level of Challenges Encountered across their Level of Responsiveness**

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Resp-TR	24.229a	50	0.485	2.801	0
	Resp-TS	23.746b	50	0.475	2.684	0
	Resp-TP	21.787c	50	0.436	2.872	0
Intercept	Resp-TR	1303.71	1	1303.71	7535.638	0
	Resp-TS	1381.537	1	1381.537	7809.214	0
	Resp-TP	1461.566	1	1461.566	9632.574	0
Challenges	Resp-TR	24.229	50	0.485	2.801	0
	Resp-TS	23.746	50	0.475	2.684	0
	Resp-TP	21.787	50	0.436	2.872	0
Error	Resp-TR	11.245	65	0.173		
	Resp-TS	11.499	65	0.177		
	Resp-TP	9.863	65	0.152		
Total	Resp-TR	1897.88	116			
	Resp-TS	1971.29	116			
	Resp-TP	2031.95	116			
Corrected Total	Resp-TR	35.474	115			
	Resp-TS	35.245	115			
	Resp-TP	31.649	115			

a. R Squared = .683 (Adjusted R Squared = .439)

b. R Squared = .674 (Adjusted R Squared = .423)

c. R Squared = .688 (Adjusted R Squared = .449)

**Note:** TR means Teaching Resources, TP means Teaching Performance, and TS means Teaching Strategies

As revealed in the results, the result implies that teachers who are more responsive and proactive in addressing challenges may experience fewer difficulties in their teaching practice as responsive and proactive teachers possess strong problem-solving skills as they are quick to identify and address challenges that arise in the classroom, whether it be a student behavior issues, curriculum gaps, or instructional difficulties. It also emphasizes how crucial it is to help educators come up with plans for handling and overcoming obstacles in the classroom.

The study by Cherry et al. (2019) supports the idea that responsive teachers are skilled at anticipating potential challenges and taking preventive measures. They are proactive in identifying potential areas of difficulty and implementing strategies to address them before they become significant obstacles. This proactive approach helps create more conducive learning and reduce difficulties in the workplace.

#### IV. Conclusion

Based on the findings of the study, it is therefore conclude that most of the respondents are young adults, female, teacher III, earning 27,000-33,999, had no relevant training for national and

international levels, earned MS/MA units, had 1-5 years in teaching experienced and has a positive towards education. The respondents experienced 'Highly Challenged' in Teaching Performance. And the teachers manifest a 'Highly Responsive' on Teaching Performance. Additionally, there is no significant relationship between the level of challenges teachers encounter in teaching pedagogy across their profile variables. And the results indicate that there is a significant difference in the level of challenges encountered by teachers in teaching pedagogy in education and their level of responsiveness to those challenges. And based on the Focus Group Discussion, the common biggest challenges of teachers in implementing effective teaching pedagogy are integrating technology as well as adapting to the diverse learning styles.

Moreover, based on the conclusions derived from the study, it is further recommended that teachers are highly encouraged to upgrade their profile qualifications. Teachers are also encouraged to maintain their positivity towards education to inspire teachers and high standards and secure accountability and responsibility in teaching and learning. Schools should conduct innovative practices to address the challenges in creating favorable conditions for teaching and learning and give insight into our education system in different settings to promote transformational activities for more cooperative and equally responsible teachers. Also, similar or more intuitive research on teachers' challenges and responses to teaching pedagogy in education in other municipalities may be needed to strengthen this study's results. Based on the Focus Group Discussion (FGD), to address the diverse needs and abilities of the students, differentiated instruction and activities were utilized and implemented. And also to deal with the transition of face-to-face classes to online/modular, different communication platforms and digital tools were adapted. It is highly recommended that the proposed training be adapted to improve teachers' performance as 21st-century educators. Future researchers may explore other variables that can potentially signify teachers' teaching capabilities in other situations.

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