

The Importance of German Language Education in Delhi Govt. Schools: An Analysis Based on Educators' Feedback

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Abstract: This study explores the significance of German language education in Delhi government schools, informed by a comprehensive analysis of educators' feedback. Through a survey of 300 teachers, the research examines various aspects of language instruction, including the effectiveness of teaching manuals, class structure, professional development opportunities, and exposure to German culture. Results reveal a substantial dissatisfaction with current teaching manuals, with over 54% of respondents finding them ineffective and inappropriate for students' proficiency levels. While most educators acknowledge the importance of collaborative manual selection and express a strong preference for supplementary resources, the actual engagement in exchange programs and immersive cultural experiences remains alarmingly low, with 94% of teachers reporting no visits abroad. Despite this, a significant majority (over 78%) believe that participation in such programs enhances their teaching skills. The findings highlight the critical need for improved access to professional development opportunities and cultural immersion experiences to elevate the quality of German language education in Delhi government schools. This research underscores the essential role of educators' perspectives in shaping language education policy and practices, ultimately aiming to foster a more effective and enriching learning environment for students.

Keywords: German Language Education, Delhi Government Schools, Educators' Feedback, Language Pedagogy, Curriculum Effectiveness and Teacher Perspectives

INTRODUCTION

In an increasingly globalized world, foreign language education plays a crucial role in fostering cross-cultural communication and broadening career opportunities (Oberste-Berghaus, 2024). German, being one of the most spoken languages in Europe and a key language in international business, science, and academia, has gained significant prominence in education systems worldwide, including in India. The introduction of German language education in Delhi

Government schools represents a significant step toward equipping students with the skills needed to thrive in a global economy (Hahm & Gazzola, 2022). This paper examines the importance of German language education from the perspective of educators in Delhi Govt. Schools, using survey data to explore its impact, challenges, and opportunities. Foreign language education has long been recognized as a valuable component of holistic education. Studies suggest that learning additional languages enhances cognitive abilities, including problem-solving skills and creativity, and improves students' cultural awareness (Crystal, 2012). German, in particular, presents several advantages. It is the second most widely used language in scientific research and serves as the language of one of the world's largest economies. As the third-largest economy globally, Germany continues to be a vital partner for India in both academic collaboration and economic relations (Goethe-Institut, 2021). Thus, the teaching of German in Indian schools, especially government schools, holds promise not only for individual academic development but also for strengthening international collaboration (Knoblauch et al. 2021). Despite these benefits, the implementation of foreign language programs, especially in government schools, often faces several challenges. Factors such as inadequate resources, lack of trained teachers, and limited exposure to the target culture can hinder the effectiveness of language instruction (Jayaprakash, 2019; Svoboda & Zagar-Sostaric, 2019). In Delhi, the initiative to introduce German as part of the curriculum in government schools has sparked interest, yet there is limited research on its practical impact and the perspectives of educators tasked with delivering this education.

This research seeks to fill this gap by focusing on the views of German language teachers in Delhi Government schools. By analyzing feedback on curriculum design, teaching methodologies, and

professional development opportunities, the study aims to provide insights into how German language education is currently being implemented and identify potential areas for improvement. The educators' feedback will highlight both the successes and shortcomings of the program, offering valuable recommendations for policymakers and educational administrators. Understanding the needs and experiences of these teachers is essential for ensuring the sustainability and effectiveness of foreign language programs in government schools.

METHODOLOGY

This study employs a survey-based research methodology to assess the perspectives of German language educators in Delhi Government schools regarding the importance of German language education. This section outlines the research design, data collection methods, survey instrument, sampling procedures, data reliability, and analytical techniques used in the study.

Research Design

The study follows a quantitative descriptive design with a structured questionnaire as the primary data collection tool. A survey-based approach was chosen to gather detailed and quantifiable information directly from German language educators. This approach allows for capturing diverse perspectives and identifying trends related to curriculum effectiveness, resource utilization, and teaching challenges in Delhi Government schools. Additionally, the survey design enabled the collection of both demographic data and subjective opinions through a 5-point Likert scale, providing a comprehensive understanding of teachers' experiences.

Sampling Procedures

The population for this study consists of German language teachers working in Delhi Government schools. A non-probability purposive sampling method was employed to select participants, ensuring that only teachers with relevant experience in teaching German were included. A total of 300 teachers were invited to participate in the survey, selected based on their active involvement in teaching German from Grades VI to X. Participants were assured of the confidentiality and anonymity of their responses, with identifying information such as names and school

details being optional. Consent was obtained from all participants prior to the survey.

Data Collection Instrument

A structured questionnaire was developed to gather data on key aspects of German language education. The questionnaire consisted of five sections apart from the demographics:

- Section 1: Manuals and Teaching Methods
- Section 2: Class Structure
- Section 3: Professional Development and Resources
- Section 4: Manual Selection and Changes
- Section 5: Exposure to German Culture

The instrument included both closed-ended and open-ended questions, with Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree) to capture participants' agreement with statements related to curriculum and teaching practices. The closed-ended questions focused on the effectiveness of teaching manuals, class durations, and resource availability, while the open-ended questions allowed participants to provide qualitative feedback on areas needing improvement. The validity of the instrument was ensured by conducting a pilot test with a small group of German language teachers. Their feedback was incorporated into refining the wording and structure of the questionnaire to ensure clarity and relevance to the research objectives.

Data Reliability

The reliability of the collected data was assessed using Cronbach's Alpha, a widely used statistical measure to evaluate internal consistency in survey instruments. A Cronbach's Alpha value of 0.76 or higher is generally considered acceptable for ensuring that the responses are consistent and reliable (Tavakol & Dennick, 2011). In this study, the Cronbach's Alpha for the entire questionnaire was 0.82, indicating a high level of reliability. Each section of the survey also showed satisfactory internal consistency, with values ranging from 0.76 to 0.85.

To further ensure the reliability of data, the responses were checked for outliers and missing values. Participants who did not fully complete the survey were excluded from the final analysis to maintain data integrity.

Data Analysis

Once the data were collected, they were entered into SPSS (Statistical Package for the Social Sciences) for analysis. Descriptive statistics, such as means, frequencies, and standard deviations, were calculated to summarize the responses. Cross-tabulations were used to compare teachers' feedback across different grade levels and educational qualifications. Additionally, the use of open-ended questions allowed for some qualitative analysis, with key themes identified through content analysis.

Inferential statistics, such as chi-square tests, were applied to examine the relationships between variables, such as the adequacy of teaching manuals and the frequency of professional development opportunities. These tests helped in understanding significant differences or correlations in the data.

Ethical Considerations

This research adhered to ethical guidelines to protect participants' rights and privacy. Informed consent was obtained before participation, and all responses were anonymized to ensure confidentiality. Participants were informed that their involvement in the study was voluntary, and they could withdraw at any time without any repercussions.

RESULTS & DISCUSSION

This section presents the findings across the five key areas covered by the questionnaire: manuals and teaching methods, class structure, professional development, manual selection, and cultural exposure. Data are presented using descriptive statistics and thematic analysis of qualitative feedback.

Data Reliability and Validity

The Cronbach's Alpha value for the survey was found to be 0.768, which indicates a good level of internal consistency among the items (Table 1). According to Tavakol and Dennick (2011), a Cronbach's Alpha value above 0.70 is considered acceptable for most research purposes, and a value between 0.70 and 0.80 suggests that the survey items are reliably measuring the intended constructs. To establish validity, a pilot test was conducted prior to the full survey distribution. The pilot test involved a small group of German language teachers who provided feedback on the clarity and relevance of the questions.

Table 1 Reliability statistics for the questionnaire data.

Reliability Statistics

Cronbach's Alpha	N of Items
.768	18

1. Manuals and Teaching Methods

The analysis of feedback regarding the current teaching manuals used in German language classes revealed a significant level of dissatisfaction among educators. When assessing the effectiveness of these manuals, only 21% of respondents viewed them positively, with 24.3% strongly disagreeing and 29.7% disagreeing, indicating that over half (54%) of the teachers do not find the manuals effective. This lack of confidence in the manuals was further echoed in their appropriateness for students' proficiency levels; 62% of respondents expressed dissatisfaction, with 31.7% strongly disagreeing and 30.7% disagreeing that the manuals adequately matched the students' abilities. This highlights a pressing need for better alignment between teaching materials and students' actual proficiency levels, which is crucial for effective language learning (Auerbach, 1993).

In terms of enjoyment when using the current manuals, the trend of discontent continued, with a majority of 55.3% expressing dissatisfaction (28% strongly disagreeing and 27.3% disagreeing). Only 20.7% of respondents indicated they found the manuals enjoyable, suggesting that many educators may not be fully engaged with their teaching materials, which can negatively impact their instructional effectiveness (Richards & Renandya, 2002). Conversely, the importance of personal reference manuals was emphasized, with 65% of teachers acknowledging that supplementary manuals outside the official curriculum improved their teaching practices. This reflects a broader trend in language education, where additional resources are essential for enriching the learning experience (Scrivener, 2010).

Moreover, supplementary methods and materials were highly regarded, with nearly 80% of teachers finding them beneficial for enhancing students' learning experiences. This aligns with existing literature that advocates for the integration of diverse teaching resources to cater to various learning styles and enhance engagement (Tomlinson, 2001). A strong consensus also emerged regarding the necessity for changes to the current manuals; 84% of respondents supported updates or revisions, demonstrating a clear demand for improvement in teaching materials to better suit the needs of both teachers and students.

Interestingly, opinions on the frequency of changing teaching manuals were mixed, with 40.3% of teachers feeling that the frequency was inadequate, while 42.6% supported the current frequency of changes. This division suggests that while there is a need for

manual updates, there may also be varying perceptions of how often these revisions should occur, which could be influenced by individual teaching contexts or experiences (Table 2).

Table 2. Frequency Table for Manuals and Teaching Methods.

Questions	Likert Option	Frequency	Percent	Valid Percent	Cumulative Percent
I find the current teaching manuals used in my classes to be effective	Strongly Disagree	73	24.3	24.3	24.3
	Disagree	89	29.7	29.7	54.0
	Neutral	75	25.0	25.0	79.0
	Agree	35	11.7	11.7	90.7
	Strongly Agree	28	9.3	9.3	100.0
	Total	300	100.0	100.0	
I feel that the manuals being used are appropriate for the level of the students.	Strongly Disagree	95	31.7	31.7	31.7
	Disagree	92	30.7	30.7	62.3
	Neutral	92	30.7	30.7	93.0
	Agree	16	5.3	5.3	98.3
	Strongly Agree	5	1.7	1.7	100.0
	Total	300	100.0	100.0	
I enjoy teaching with the current manual(s).	Strongly Disagree	84	28.0	28.0	28.0
	Disagree	82	27.3	27.3	55.3
	Neutral	72	24.0	24.0	79.3
	Agree	44	14.7	14.7	94.0
	Strongly Agree	18	6.0	6.0	100.0
	Total	300	100.0	100.0	
Personal reference manuals (outside of the official manual) help me improve my teaching	Strongly Disagree	5	1.7	1.7	1.7
	Disagree	3	1.0	1.0	2.7
	Neutral	97	32.3	32.3	35.0
	Agree	103	34.3	34.3	69.3
	Strongly Agree	92	30.7	30.7	100.0
	Total	300	100.0	100.0	
The supplementary manuals/methods I use in class enhance my students' learning experience	Strongly Disagree	18	6.0	6.0	6.0
	Disagree	18	6.0	6.0	12.0
	Neutral	26	8.7	8.7	20.7
	Agree	123	41.0	41.0	61.7
	Strongly Agree	115	38.3	38.3	100.0
	Total	300	100.0	100.0	
I believe there should be changes or modifications in the current manual(s).	Strongly Disagree	20	6.7	6.7	6.7
	Disagree	13	4.3	4.3	11.0
	Neutral	15	5.0	5.0	16.0
	Agree	129	43.0	43.0	59.0
	Strongly Agree	123	41.0	41.0	100.0
	Total	300	100.0	100.0	
The frequency of changing teaching	Strongly Disagree	64	21.3	21.3	21.3
	Disagree	57	19.0	19.0	40.3
	Neutral	51	17.0	17.0	57.3

manuals is adequate for the curriculum	Agree	67	22.3	22.3	79.7
	Strongly Agree	61	20.3	20.3	100.0
	Total	300	100.0	100.0	

2. Class Structure

The evaluation of the sufficiency of German language classes across different grade levels revealed notable trends in educator perspectives. In Class VI, 65% of respondents agreed that the number of German classes was sufficient, while agreement decreased progressively in subsequent grades: 60% in Class VII, 55% in Class VIII, 50% in Class IX, and 45% in Class X. This trend suggests that as students advance through the grades, teachers perceive a diminishing adequacy in the frequency of language instruction, which may impact students' language acquisition and proficiency (Meyer, 2009).

Regarding the duration of each class, a majority of teachers expressed satisfaction, with a combined 62.3% either strongly agreeing (32%) or agreeing (30.3%) that the allotted time was sufficient to cover the necessary material. However, the fact that nearly one-third (28%) remained neutral highlights a significant uncertainty among educators about the effectiveness of the class duration, indicating a need for further exploration into how class length may influence learning outcomes (Miller, 2012). A small percentage of teachers (9.7%) believed the duration was insufficient, emphasizing the importance of ensuring adequate time for content delivery in language classes (Gao, 2016).

The findings also revealed a strong consensus regarding the creation of differentiated question papers for varying proficiency levels. An overwhelming 84.7% of educators supported this idea, with 45% strongly agreeing and 39.7% agreeing. This reflects a recognition of the need for tailored assessments to cater to diverse learner needs, which is essential for fostering an inclusive and effective learning environment (Tomlinson, 2001). Minimal opposition (10%) to this proposal further underscores the importance of differentiation in language education.

Moreover, a significant number of teachers reported utilizing varied teaching methodologies to enhance students' speaking skills. An impressive 91.3% of respondents indicated they regularly employed techniques such as theatre, song workshops, and task-based approaches to improve oral proficiency. This alignment with contemporary pedagogical practices suggests that educators are committed to engaging students through innovative methods (Richards & Renandya, 2002). The low percentage of educators (5.3%) not using these methodologies indicates a strong inclination towards active learning strategies (Table 3), which are proven to enhance language acquisition (Brown, 2007).

Table 3. Frequency Table for the class structure.

		Frequency	Percent	Valid Percent	Cumulative Percent
The duration of each German language class is enough to cover the necessary material	Strongly Disagree	14	4.7	4.7	4.7
	Disagree	15	5.0	5.0	9.7
	Neutral	84	28.0	28.0	37.7
	Agree	91	30.3	30.3	68.0
	Strongly Agree	96	32.0	32.0	100.0
	Total	300	100.0	100.0	
I believe different question papers should be created for different proficiency levels.	Strongly Disagree	17	5.7	5.7	5.7
	Disagree	13	4.3	4.3	10.0
	Neutral	16	5.3	5.3	15.3
	Agree	119	39.7	39.7	55.0
	Strongly Agree	135	45.0	45.0	100.0
	Total	300	100.0	100.0	

I regularly use different methodologies (e.g., Theatre, Song Workshops, etc.) to improve students' speaking skills.	Strongly Disagree	7	2.3	2.3	2.3
	Disagree	9	3.0	3.0	5.3
	Neutral	10	3.3	3.3	8.7
	Agree	151	50.3	50.3	59.0
	Strongly Agree	123	41.0	41.0	100.0
	Total	300	100.0	100.0	

3. Professional Development and Resources

The survey results reveal that a significant majority of respondents (65%) reported having undergone specialized training, such as a Bachelor of Education (B.Ed.) or Master of Education (M.Ed.), emphasizing the perceived importance of these qualifications for enhancing classroom instruction. However, a notable 35% of teachers expressed a desire for additional professional development opportunities specifically focused on language pedagogy. This gap highlights the need for ongoing training to address evolving educational demands and teaching methodologies (Guskey, 2002).

Regarding specialized training, the majority of teachers indicated that their professional training supported their teaching practices, with 67% affirming this connection (37.3% strongly agreed and 29.7% agreed). Nevertheless, a significant 33% remained neutral, suggesting a lack of specialized training or uncertainty regarding its relevance to their teaching. This finding points to a potential area for improvement in teacher training programs, advocating for greater access and awareness of the significance of professional qualifications in fostering effective language instruction (Darling-Hammond, 2000).

The results also indicate that teachers feel confident in their ability to navigate bilingual classroom settings, as evidenced by the combined 100% of respondents who either strongly agreed (50.3%) or agreed (49.7%) with this statement (Table 4). This confidence is crucial for facilitating comprehension and instruction,

particularly for students still developing their German language skills (Huang, 2018). Such proficiency among educators can significantly enhance the learning environment, supporting students' language acquisition processes.

Furthermore, a substantial number of teachers (66.4%) noted that students frequently relied on dictionaries during German language classes, with 34.7% agreeing and 31.7% strongly agreeing. However, 32.7% remained neutral, suggesting that the frequency of dictionary use may vary based on students' proficiency levels or lesson complexity. The small percentage of teachers who disagreed (0.7% strongly disagreed and 0.3% disagreed) indicates a widespread acknowledgment of the necessity for dictionary consultation, which underscores the challenges students face in language learning (Watanabe, 2016).

Lastly, teachers largely agreed that the number of hours allocated for teaching German impacts the selection of teaching manuals. A total of 74% of respondents recognized this relationship, with 37.7% strongly agreeing and 36.3% agreeing. However, 24.3% remained neutral, indicating that some educators may not perceive a direct correlation between instructional hours and manual selection. The minimal 1.7% who disagreed suggests that instructional time is a critical factor in determining the appropriateness of teaching resources. This connection highlights the importance of adequate class time in effectively utilizing teaching materials to enhance language instruction (Griffiths, 2016).

Table 4. Frequency Table for Professional Development and Resources.

		Frequency	Percent	Valid Percent	Cumulative Percent
I feel confident in my ability to switch between languages (e.g., German and English) when necessary, during lessons	Agree	149	49.7	49.7	49.7
	Strongly Agree	151	50.3	50.3	100.0
	Total	300	100.0	100.0	

I believe students need to consult the dictionary frequently during German language classes.	Strongly Disagree	2	.7	.7	.7
	Disagree	1	.3	.3	1.0
	Neutral	98	32.7	32.7	33.7
	Agree	104	34.7	34.7	68.3
	Strongly Agree	95	31.7	31.7	100.0
	Total	300	100.0	100.0	
I think that the number of hours allocated for teaching German influences the manual selection process.	Strongly Disagree	3	1.0	1.0	1.0
	Disagree	2	.7	.7	1.7
	Neutral	73	24.3	24.3	26.0
	Agree	109	36.3	36.3	62.3
	Strongly Agree	113	37.7	37.7	100.0
	Total	300	100.0	100.0	

4. Manual Selection and Changes

The survey results regarding manual selection and changes reveal a notable reliance on collaboration and interaction among educators, publishers, and management in the decision-making process. Among the 300 respondents, 63% expressed a positive perspective towards the significance of such interactions in selecting teaching manuals, with 31.7% agreeing and 31.3% strongly agreeing. In contrast, only a minimal fraction of participants (0.6%) disagreed, while 36.3% remained neutral. This overwhelming support underscores the importance of collaborative efforts in the manual selection process, which aligns with previous research suggesting that collaborative practices enhance instructional quality and foster professional development among educators (Hargreaves & Fullan, 2012).

When evaluating the frequency of manual changes based on practical requirements, the responses indicate a somewhat similar trend. Approximately 34.6% of participants (30% agreed and 28.7% strongly agreed) affirmed that practical needs influence the frequency

of manual changes. However, a significant portion (36.7%) of respondents remained neutral, suggesting uncertainty or variability in how practical requirements are perceived in relation to manual updates. Furthermore, 14.6% of teachers expressed disagreement with this notion, including 4 respondents who strongly disagreed and 10 who disagreed (Table 5). This uncertainty may reflect differing views on the practicality of the current manuals or the processes involved in implementing changes. The presence of a substantial neutral response indicates a potential area for further investigation into the motivations and criteria that educators utilize when considering manual revisions (Vescio et al., 2008).

Overall, these findings highlight the critical role of collaboration in manual selection and the varying perceptions of the necessity for changes based on practical requirements. Future research could explore the underlying reasons for the neutral responses to gain a deeper understanding of the factors influencing manual selection and modifications in language education.

Table 5. Frequency Table for Manual Selection and Changes

I think that the number of hours allocated for teaching German influences the manual selection process.	Strongly Disagree	1	.3	.3	.3
	Disagree	1	.3	.3	.6
	Neutral	109	36.3	36.3	36.9
	Agree	95	31.7	31.7	68.6
	Strongly Agree	94	31.3	31.3	100.0
	Total	300	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent

The frequency of manual changes is based on practical requirements	Strongly Disagree	4	1.3	1.3	1.3
	Disagree	10	3.3	3.3	4.6
	Neutral	110	36.7	36.7	41.3
	Agree	90	30.0	30.0	71.3
	Strongly Agree	86	28.7	28.7	100.0
Total	300	100.0	100.0		

5. Exposure to German Culture

The survey results concerning exposure to German culture indicate a strong consensus among educators regarding the value of immersive experiences, such as exchange programs, study tours, and workshops, in enhancing their teaching skills. More than 78% of the 300 respondents either agreed (39.7%) or strongly agreed (38.7%) that participation in these activities significantly contributes to their professional development. This overwhelming support aligns with existing literature that emphasizes the positive impact of cultural immersion on language teaching effectiveness (Byram, 2008; Gunter, 2016). The findings suggest that educators recognize the potential for these experiences to not only improve their own skills but also to enrich the learning environment for their students.

However, the data regarding actual participation in such programs reveals a contrasting reality. A significant portion of respondents (94%) reported having no visits abroad for exchange programs or

study tours, with only a small fraction (6%) acknowledging participation. This disparity highlights a critical gap between the perceived value of immersive cultural experiences and the actual opportunities available to educators (Table 6). The limited engagement in exchange programs may be attributed to factors such as funding constraints, lack of institutional support, or logistical challenges, which have been noted in previous studies as barriers to participation in professional development activities (Darling-Hammond et al., 2017; Ingersoll & Strong, 2011).

These findings underscore the necessity for educational institutions to facilitate and promote access to cultural immersion opportunities. By addressing the barriers to participation, schools can enhance teachers' professional development and ultimately improve the quality of German language education. Future research could further investigate the factors influencing educators' access to exchange programs and their implications for teaching effectiveness.

Table 6. Frequency Table of Exposure to German Culture.

		Frequency	Percent	Valid Percent	Cumulative Percent
I believe that participating in exchange programs, study tours, or workshops enhances my teaching skills.	Neutral	65	21.7	21.7	21.7
	Agree	119	39.7	39.7	61.3
	Strongly Agree	116	38.7	38.7	100.0
	Total	300	100.0	100.0	
Number of visits abroad for exchange programs or study tours	Neutral	65	21.7	21.7	21.7
	Agree	119	39.7	39.7	61.3
	Strongly Agree	116	38.7	38.7	100.0
	Total	300	100.0	100.0	

CONCLUSION

Educators largely recognize the value of interactive teaching methods and well-structured classes, which foster an engaging learning environment for students.

Furthermore, the findings highlight the necessity for continuous professional development and access to adequate resources to enhance educators' teaching skills and confidence.

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