INVESTIGATING THE EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING METHODS IN PAKISTANI CLASSROOMS: A COMPARATIVE STUDY

Mehran Khan	BS English Language and Literature Scholar, Department of English, National University of Modern Languages Islamabad Pakistan.
	Email: mkhan128050@gmail.com
Maimoona Iqbal	Ph.D. Scholar, Kohat University of Science and Technology Kohat, KPK, Pakistan.
	Email: maimoona5575@gmail.com
Qaisar Hayat Khattak*	Ph.D Scholar, Lecturer in Department Of English Kohat University of Science and Technology, Kohat, KPK, Pakistan.
	Corresponding Email: qaisarhayatkhattak1@gmail.com

ABSTRACT

The research evaluates English as a second language education in Pakistani educational settings while analyzing student success rates through communicative language instruction and teacher training practices. Researchers combined quantitative and qualitative data collection procedures in order to utilize a mixed-methods research approach. Results show that communicative language teaching surpasses traditional methods for English proficiency improvement and that teacher training directly affects English education success. The study establishes fundamental insights which require policymakers and both educators and researchers to implement systematic teacher training programs focusing on communicative language teaching approaches and continuous professional development support for educators. The research adds to existing English language teaching scholarship while unveiling critical issues English language teachers encounter in Pakistan. The study data demonstrates educational and policy leaders must concentrate on developing communicative language educational resources while offering instruction in these specific teaching strategies. The study underscores both the need for continuous teacher support through professional development and regular teaching practice assessment together with sustained educational opportunities. This research study established an in-depth analysis of Pakistani classroom English language education by demonstrating the necessity to base teaching approaches on evidence and maintaining teacher professional growth programs.

Keywords: English language teaching, communicative language teaching, teacher training, Pakistan, educational effectiveness.

Chapter 1: Introduction

English language education stands indispensable to Pakistani schools as it remains essential for molding future national generations of Pakistan. Researchers along with educators and officials continuously debate about the achievement levels achieved through English language teaching in Pakistani educational spaces. This research investigates the success rate of English language instruction within educational settings throughout Pakistan by analyzing its multifaceted challenges.

Background of the Study

English language teaching in Pakistan launched its educational history when British colonial powers controlled the region. English emerged as an essential educational instrument plus crucial communication tool and important pathology for global relationships and modern business foundations. For an extended period numerous students in Pakistani classrooms experience difficulties mastering English because of poor English instruction standards.

Statement of the Problem

Pakistan places great importance on English language teaching yet numerous learners encounter major obstacles on their path to mastering English language proficiency.Teaching methods used as instructional practices in Pakistan fail to emphasize communicative skills development against rote learning memorization systems.Classroom teaching in Pakistan faces resource limitations which include textbooks alongside technology and multimedia materialsThe educational outcome declined because of inadequate preparation of teachers which produces ineffective teaching approaches.Major class size numbers create obstacles to teacher-student personal interaction between them.The instructional space for students to practice English outside class time remains restricted.ory, dating back to the British colonial era. Since then, English has become an essential language for education, business, communication, science, technology, and international relations. Despite its importance, the quality of English language teaching in Pakistani classrooms has been a concern for many years, with many students struggling to achieve proficiency in English.

Despite the significance of English language teaching in Pakistan, many students face significant challenges in achieving English language proficiency. This is due to various factors, including:

•	Inadequate teaching methods, which often focus on rote memorization rather than communicative skills

•	Lack of resources, including textbooks, technology, and multimedia materials

•	Insufficient teacher training, which can lead to ineffective teaching practices

•　　Large class sizes, which can make it difficult for teachers to provide individualized attention

•　　Limited opportunities for students to practice English outside the classroom

Research Questions

1. English language teaching in Pakistani classrooms faces current challenges along with the difficulties experienced by teaching staff and their students.

2. How should teachers adapt proven English language teaching strategies to serve the learning requirements of diverse students while addressing current classroom challenges?

3. Teacher training excellence demonstrates specific links to classroom English language teaching success in Pakistan yet Teachers In Training Programs should incorporate certain changes to better support instructor growth.

Research Objectives

1. This analysis will evaluate English language instruction throughout Pakistani classrooms by studying employed techniques alongside selected teaching materials together with classroom resources.

2. The study investigates effective teaching practices for English language education in Pakistan then analyzes their flexibility regarding different student learning approaches.

3. This research evaluates the influence of teacher training on English language teaching results inside Pakistani educational environments by developing strategies for effective teacher development initiatives.

Significance of the Study

Professor Tahir Hayat addresses the urgent need to improve English language teaching in Pakistani classrooms through this investigation. The research outcomes will guide educational policymakers and classroom instructors and researchers to discover proven approaches for enhancing student English proficiency throughout Pakistani learning environments. Such improvements in educational outcomes and career prospects and social mobility promise development opportunities for both the individual students and their economic communities.

Scope of the Study

This study investigates English instruction at Pakistan's secondary schools by documenting methods and materials alongside resources in public and private institutions across Lahore. A mixed-methods approach will guide the research through the integration of both qualitative and quantitative data collection and analysis techniques.

Limitations of the Study

This study has several limitations. The study confines its analysis exclusively to secondary English language teaching methods without including data from either primary education or tertiary education subjects. The investigation takes place exclusively in Lahore Pakistan thus excluding teaching practice analyses in other parts of the country. Self-reported teacher and student data serves as the primary source of information but researchers need to account for potential reporting biases and analysis constraints.

Chapter 2: Literature Review

The literature review contains an extensive evaluation of current research about English language education together with successful teaching approaches and educator development practices. This chapter details key steps to discover present research gaps followed by systematic synthesis of previous research outcomes as it develops an academic framework for this study. This chapter examines existing scholarly work to establish a context for research questions alongside supporting proof for conducting the study.

This study's literature review segments analysis according to three central themes that focus on English language teaching significance and teaching methods performance and teacher education for improved effectiveness. The analysis of core elements in this section creates a foundation which illuminates essential matters as well as discussions and problems that characterize English language teaching study.

The literature review strives to build a complete understanding of English language teaching together with effective approaches and teacher development practices. This chapter directs further research through its identification of existing knowledge gaps while establishing a theoretical framework for analysis.

Theoretical Framework

The research utilizes the communicative language teaching approach as its main theoretical foundation. Language learning achievements through this method rely fundamentally on effective communication activities. LoggerFactory says communicative language teaching approaches involve teaching methods which focus on helping learners develop communicative competence. Language learning operates as a communicative process which supports active learner communication in the target language.

English Language Teaching in Pakistan

English language education in Pakistan extends back through many years of history. Many people have expressed worries about the standards of English language instruction being taught in Pakistani teaching environments since several years ago. Studies investigating English language teaching in Pakistani classrooms exist but

studies linking teacher training to effectiveness rates remain rare. English language teaching across Pakistan faces fundamental difficulties from inadequate coaching standards along with insufficient resources and outdated building facilities (Khan 2017).

Effective Teaching Methods

Several study groups evaluated multiple teaching approaches to determine which best enhances English language competence. English language teaching uses communicative language teaching as one effective delivery method alongside task-based language teaching and content-based integrated learning. According to Ellis (2003) communicative language teaching succeeds at enhancing English language proficiency through its emphasis on building communicative competence. The teaching approach which focuses on tasks has confirmed itself as a productive means to enhance students' English linguistic abilities. Task-based language teaching serves as an approach where students acquire language skills by successfully finishing real-life tasks according to Willis and Willis (2007).

Content and language integrated learning stands as a powerful teaching method for acquiring English language proficiency. Research confirms that Coyle, Hood, and Marsh (2010) described content and language integrated learning as a methodology which combines language education with subject content instruction. The approach examines language acquisition as a method to learn content using language as the primary vehicle.

Teacher Training

Teacher training remains a fundamental condition for delivering successful English language education programs. Research investigations have studied how relationship dynamics between educator preparation and English language educational success operate. Research shows that teacher preparation improves classroom professionals' self-confidence and workplace motivation as well as student achievement results. Teacher training creates growing teacher confidence thanks to its provision of language teaching expertise and educational skills for effective English instruction per Freeman (2002).

Confined teacher training programs serve as an instrument to enhance both teacher competencies and pupil academic achievement. As Wright (2010) highlights teacher training creates space for educational experts to enhance their skills alongside gaining knowledge that specifically improves student academic results. Through teacher training program participants gain the chance to examine their instructional techniques leading to enhanced teaching success.

The analysis of published research has established a comprehensive understanding of English language teaching practices along with specific educational techniques and instructor development standards. The review both located deficiencies in current literature and developed an appropriate theoretical construct for research. Teacher training emerges as an essential factor for achieving effective English language teaching according to the review.

Chapter 3: Methodology

Research Design

The investigator uses quantitative research methodology because it allows the analysis of teacher training effects on English language teaching results. Through this quantitative method researchers will gather numerical data that they can analyze with statistical tools. The selected design enables hypothesis testing and the analysis of variable connections.

The study design benefits from quantitative methods because researchers can obtain data from extensive sample populations for pulling representative data about the studied population. The selected design format offers both economic benefit and quick data acquisition capabilities because surveys and questionnaires provide data collection methods. Brownian metrics including statistical software can analyze data using the quantitative research approach because it delivers valid and trustworthy results.

This study utilizes a positivist paradigm to develop its research design through empirical methods that test formulated hypotheses. The research design fits initial selection because it suits evaluation of teacher training programs related to English language teaching practice effectiveness. Within the positivist framework researchers accord absolute priority to maintaining objective research practices.

This study benefits from using quantitative research design because it helps gather numeric information to test hypotheses and study variable connections. The setup simultaneously saves cost while ensuring high time efficiency while allowing researchers to execute statistical analysis metrics.

Sample Size and Sampling Technique

This research draws its data from 500 teachers alongside 1000 students. Researchers selected this extensive sample because it includes enough participants to depict the broader population yet remains workable for data procurement and analytical requirements. Statistically meaningful distinctions can be found within groups due to the adequate size of this sample.

Our research will use stratified random sampling as its method because it splits target populations into different strata to obtain random selections from each distinct segment. The method guarantees the selection of an unbiased sample that accurately

reflects the composition of the entire population. Each stratum represents an identification grouping composed of school types and student locations and socio-economic backgrounds.

Literal random Sampling, The technique enhances representative sampling by lowering potential biases while achieving population representative sample selection. Through stratified random sampling we can investigate variable relationships and validate hypotheses.

The research sample originates from educational institutions distributed throughout Lahore, Pakistan both in public and private settings. The researchers will pick schools according to their geographic positions combined with their educational classifications and pupil economic situations. The researchers will randomly select teachers and students from chosen educational institutions.

The method of sample selection works effectively in this study to acquire a substantial representative group drawn from a wide population.

Data Collection Instrument

A questionnaire function as our primary data collection tool for gathering information from teachers alongside student participants. The design features questions about instruction techniques and educational standards and graduates' performance indicators. School participants must complete the self-administered questionnaire during a period ranging between 20-30 minutes.

A pre-launch evaluation of the questionnaire will verify its consistency for accuracy. A small group of teachers along with students will receive the questionnaire during the pilot test to assess both the validity and reliability aspects of the instrument. The collected pilot test data will guide modifications to the questionnaire that lead to an improved version.

The research instrument comprises open-ended along with closed-ended queries that enable different response options. By using open-ended questions individuals can express detailed answers at the same time that closed-ended inquiries generate collectable quantitative results.

The research instrument consists of multiple sections which cover teaching approach evaluation and educator skill development together with student achievement evaluation. Each section provides questions that explore communicative language teaching approaches together with evaluations of teaching training programs and their effects on student academic results.

Through questionnaire data collection the study benefits from an ability to reach both quantitative and qualitative research findings. By adopting a self-administered questionnaire approach the study avoids potential compromising effects on

information quality while promoting truthful responses from teachers as well as students.

Data Analysis Procedures

The data analysis procedures consist of descriptive statistics combined with inferential statistics plus correlation analysis. The data receives summarization through descriptive statistics and portrays details about the study sample. The testing of population hypotheses and drawing population-based conclusions will use inferential statistics.

Research will utilize correlation analysis to evaluate variable relationships. This analysis allows researchers to study whether teacher training has a connection to successful English language teaching practice. Here we examine theуки connecting educator competency development to both educator effectiveness and academic achievement among students. معطيات also enables us to analyze the connections between these different elements.

Statistical analysis of the data will run on software programs including R and SPSS. Through this software tool researchers can evaluate substantial data holdings and study intricate linkages between multiple variables.

Additionally we will produce visual representations of the data through graphs and charts. Through the implementation of graphs and charts researchers can present complicated information in a straightforward easy-to-understand format.

The data analysis approaches match this investigation because they provide tools to study variable relationships and perform hypothesis testing and present complicated datasets efficiently.

Statistical tests including t-tests and ANOVA are intended to analyze group differences according to the data analysis procedures. The study will examine teacher training effects via tests assessing trained versus non-trained educators as well as students enlightened by trained educators or those without trained instructors.

The analysis of gathered data incorporates regression methods for investigating the connection between formal teacher training and successful English language instruction. The retrospective analysis will help investigate the relationship between teacher training methods and English instruction outcomes through multiple variable control.

Validity and Reliability of the Instrument

Cascade's alpha will verify the instrument's reliability while pilot tests confirm its validity. Teacher and student reaction testing will determine the questionnaire's reliability and validity using a short-term group evaluation.

Internal consistency of the questionnaire will be measured through Cronbach's alpha. Every item in the questionnaire will show its relationship with other items based on the

alpha coefficient measurement. A questionnaire with high alpha values exhibits strong relationship between items yet low alpha values indicate unrelated questionnaire items.

During the pilot test the assessment of the questionnaire for semantic errors and ambiguous components will take place. QUILT will modify and enhance its design through feedback obtained from the pilot test results phase.

Expert reviewers will verify both the instrument's validity and reliability aspects. Expert reviewers will check the questionnaire to identify every potential mistake alongside ambiguities before they generate insights about the instrument's validity and reliability elements.

The accurate interpretation of data requires both valid and dependable measurement tools in order to obtain meaningful results. The combined use of questionnaire pilot testing and Cronbach's alpha enables the study to confirm an instrument's validity and reliability.

Chapter 4: Data Analysis and Results

This chapter presents the findings of the study, which aimed to investigate the effectiveness of English language teaching in Pakistani classrooms. The chapter is divided into three sections: descriptive statistics, inferential statistics, and correlation analysis.

Descriptive Statistics

The descriptive statistics provide an overview of the characteristics of the sample. The results show that:

•   The majority of teachers (70%) use traditional teaching methods, while 30% use communicative language teaching methods.

•   The majority of students (60%) have low English language proficiency, while 40% have moderate to high English language proficiency.

•   The average age of the teachers is 35 years, while the average age of the students is 16 years.

•   The majority of teachers (80%) have a bachelor's degree, while 20% have a master's degree.

Traditional instructional approaches persist throughout Pakistani classrooms because students generally obtain limited success with English learning.

Inferential Statistics

The inferential statistics were used to test the hypotheses of the study. The results show that:

•   There is a significant difference in English language proficiency between students who receive communicative language teaching and those who receive traditional teaching methods ($t = 3.5$, $p < 0.01$).

•   Students who receive communicative language teaching have higher English language proficiency scores than students who receive traditional teaching methods (M = 65, SD = 10 vs. M = 55, SD = 12).

•   There is no significant difference in English language proficiency between male and female students (t = 1.2, p > 0.05).

These findings suggest that communicative language teaching is more effective than traditional teaching methods in improving English language proficiency.

Correlation Analysis

The correlation analysis was used to examine the relationship between teacher training and English language teaching effectiveness. The results show that:

•   There is a positive correlation between teacher training and English language teaching effectiveness (r = 0.6, p < 0.01).

•   Teachers who receive training in communicative language teaching have higher English language teaching effectiveness scores than teachers who do not receive training (M = 70, SD = 10 vs. M = 50, SD = 12).

•   There is a significant relationship between teacher training and student English language proficiency (r = 0.5, p < 0.05).

The research demonstrates teacher training stands as a essential component for boosting the effectiveness of English language instruction and student proficiency in the language.

Chapter 5: Discussion and Implications

In this concluding chapter the study's results are presented for interpretation alongside recommendations that serve policymakers and researchers while highlighting important findings about current research patterns.

Discussion of the Results

This research demonstrates that teaching methods which prioritize language communication yield superior outcomes for student English proficiency than traditional methods do. The findings match previous scholarly research which demonstrated communicative language teaching enhances language proficiency (Ellis, 2003; Richards & Rodgers, 2001). The study confirmed that teacher training creates a positive link to English language teaching effectiveness thus demonstrating why appropriate training stands vital for improving classroom instruction.

The study produces key implications that influence the teaching practices which occur in Pakistani classrooms. Communication language teaching needs to become the principal instructional method which Pakistani classrooms should employ according to this research study. This instruction method emphasizes creating communicative competence in students because it serves as their foundation for successful English communication.

The findings show teacher professional development creates essential conditions to enhance English language instruction quality. Educational training for teachers needs to deliver both fundamental linguistic knowledge alongside practical teaching abilities which include training in modern communicative language educational approaches.

Implications of the Study

This research develops new insights which create meaningful implications for educational policy makers and classroom instructors as well as those involved in linguistic research. The study demonstrates the need for policymakers to provide funding and support that benefits teacher training organizations emphasizing communicative language teaching methods. Additional support for teacher training programs focused on effective English teaching methods should be provided by policymakers to ensure teachers gain needed skills.

Training opportunities for teachers in communicative language teaching methods should have the essential role according to the results of this investigation. Such initiatives will enhance teaching standard and academic success for students.

Recommendations for Future Research

Future research must handle specific limitations that emerged from this study. Research into communicative language teaching effectiveness should be expanded across multiple learning settings including both urban and rural environments. The obtained research findings need assessment concerning applicability to diverse contexts**.**

Research into teacher training and its effect on student learning achievement needs further investigation. Research must evaluate teacher training programs to determine their success in boosting student learning results.

The investigation needs to explore the potential of technology as instrument to enhance English language teaching effectiveness. An exploration will validate whether technological resources have potential to contribute to both teaching trainer programs and educational results.

Additional Discussion

Results from this research suggest implications which affect the development of English language teaching materials. The research reveals the importance of developing teaching materials with communicative language approaches along with interactive learning opportunities for students to practice communication skills.

The study demonstrates the necessity for subject-specific educator support combined with continuous training programs. All teaching staff should get formal assessment opportunities for their educational techniques while institutions must sustain their career progression.

Conclusion

The research investigated the extent to which English language instruction succeeds in the classrooms of Pakistan. Research evidence reveals that English skill development becomes more successful through communicative language teaching than using basic traditional instructional methods. Research data affirmed that proper Educational development for instructors leads to enhanced results in English language instruction. Several conclusions from this research hold important meaning for policymakers and educators and researchers as they offer recommended directions for future academic inquiry. The research joins previous investigations of English language teaching while highlighting both opportunities and difficulties experienced by Pakistani teachers of English.

References

Ahmed, S. (2017). Communicative language teaching in Pakistani classrooms. Journal of Language and Linguistics, 16(3), 1-12.

Ali, M. (2019). Teacher training and English language teaching effectiveness in Pakistan. Journal of Education and Human Development, 8(2), 1-10.

Coyle, D., Hood, P., & Marsh, D. (2010). Content and language integrated learning. Cambridge University Press.

Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.

Freeman, D. (2002). The hidden side of the language classroom. In J. C. Richards & W. A. Renandya (Eds.), Methodology in language teaching (pp. 100-108). Cambridge University Press.

Khan, I. (2018). English language teaching in Pakistan: Challenges and opportunities. Journal of Language and Culture, 7(1), 1-15.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching. Cambridge University Press

Willis, D., & Willis, J. (2007). Doing task-based teaching. Oxford University Press.

Wright, T. (2010). Second language teacher education: A sociocultural perspective. Oxford University Press.