



Available Online

Journal of Education and Social Studies

ISSN: 2789-8075 (Online), 2789-8067 (Print)

<http://www.scienceimpactpub.com/jess>

EXAMINING TEACHING STRATEGIES FOR DELIVERING ENGLISH-BASED CURRICULUM IN SECONDARY SCHOOLS OF FAISALABAD CITY

Ehsan Ullah¹, Muhammad Rafay Muzamil^{1,*}, Nasira Farid¹, Muhammad Anjum¹, Tasawar Ali¹, Rabia Yousaf¹, and Tahmina Khalid²

¹ Institute of Agri. Extension, Education and Rural Development, University of Agri., Faisalabad, Pakistan

² University of Education, Faisalabad Campus, Faisalabad, Pakistan

ABSTRACT

English is now considered an international language which is used in almost every country. For teaching an English-based curriculum, teachers need to receive specific information and instruction so that teachers can provide adequate knowledge to students. English-based curriculum gives a lot of benefits, but teachers have to use specific teaching pedagogies. This study aimed to explore the prevalent teaching strategies, their effectiveness and relevant challenges teachers face during teaching English-based curriculum. In the sampled schools, there were 280 educators. Based on a 95% confidence level and a 5% confidence interval, the study's sample size was 162. This study's respondents' data were collected using a well-structured questionnaire. The study used a questionnaire to collect data for quantitative research. The instrument's reliability was determined using the Cronbach alpha coefficient. After modifying and coding, the collected data was entered into the Statistic Package for Social Sciences worksheet for analysis. It is concluded that the classroom management was poor for teaching English, and teachers are not well trained to teach English-based curriculum. It was observed that a lack of speaking fluency in English and the poor family background of students were also the major issues in teachers' proficiency. It is concluded that teachers lack confidence in relationships and reduce the students' speaking skills in an English-based curriculum. In light of the study findings, English teachers should speak slowly but continuously. Teachers should focus on words and basic grammar, and a teacher should pay particular attention to the structure of the English language.

Keywords: Teaching strategies; English; Curriculum; Secondary schools.

* Email: rafaymuzamil@gmail.com

© The Author(s) 2023.

<https://doi.org/10.52223/jess.2023.4320>

Received: August 16, 2023; Revised: November 02, 2023; Accepted: November 10, 2023

This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

INTRODUCTION

Communication is primarily facilitated through language, serving as a crucial means to articulate thoughts and ideas. For Pakistani students, the significance of English cannot be overstated. It is a global language and holds the status of a mandatory subject within Pakistan, functioning as the second language across various societal strata (Pinon and Haydon, 2010). The prevalence of English extends into educational institutions, with frequent usage noted in academic settings (Khan et al., 2017). Despite the importance of English, a substantial portion of the Pakistani population resides in rural areas where educational resources are scarce, contributing to a notably low literacy rate. Factors such as the absence of educational institutions, poverty, and overpopulation are identified as key determinants of this literacy disparity (Tariq et al., 2013). This educational discrepancy becomes more pronounced as individuals, even after completing their studies, find themselves unable to effectively communicate in English. This linguistic trend not only marginalizes other languages globally but also diminishes the linguistic diversity of countries (Evue, 2013).

Within the educational landscape of Pakistan, students and teachers encounter challenges in the learning and teaching of English (Khan & Khan, 2016). These difficulties are not unique to Pakistan, as learners worldwide grapple with various impediments to acquiring proficiency in the English language (Khan et al., 2017). The hurdles to effective language learning encompass a range of factors, including learner behavior, interest and motivation levels, classroom conditions, the overall learning environment, family backgrounds, and the availability of qualified teachers (Teevno, 2011). According to Akhtar et al. (2021) 39.5 percent school teacher were from rural backgrounds in their study. Despite English Language instruction spanning 9 to 10 years in schools, a notable discrepancy emerges wherein students, upon completion of this period, struggle to construct a coherent sentence without errors (Elttayef & Hussein, 2017). This highlights the need for a comprehensive examination of the existing English language teaching methods and the identification of strategies to address the multifaceted challenges hindering effective language acquisition among Pakistani students.

Cultural disparities, as highlighted by Rhalmi (2014), pose challenges for students, introducing hurdles in the language learning process. Notably, teachers and students often originate from diverse socio-economic backgrounds, elements that carry significance but are frequently overlooked in the formulation of curricula and related policies. Khan and Khan (2016) emphasize that neglecting these social and economic factors may manifest as obstacles to the effective teaching and learning of English. Rural students, in particular, grapple with deciphering the attitudes and competencies of their teachers, presenting a fundamental impediment to learning English (Raja et al., 2011). Acknowledging and addressing these contextual challenges is crucial for devising more inclusive and effective language education strategies. Student interest emerges as a pivotal factor influencing the acquisition of English language skills (Qian, 2018). Saswandi (2014) underscores the role of teachers in cultivating and sustaining this interest through motivational strategies incorporated into the teaching and learning process.

In the Pakistani educational context, the essence of instructing a foreign language lies in the mastery of grammar. Unfortunately, the prevailing approach involves instructing students in their native language rather than immersing them in a foreign language (Parveen et al., 2021). The efficacy of the teaching-learning environment is significantly shaped by the instructional styles employed by teachers (Wang, 2013). To enhance the learning experience, teachers are encouraged to diversify their methods for imparting English language skills (Elmayantie, 2015). Public schools, a cornerstone of education in Pakistan, grapple with challenges such as overcrowded classrooms and a lack of essential teaching resources and facilities (Parveen & Tran, 2020). This adversely affects the overall quality of the learning experience. Moreover, teachers, burdened by the pressure of producing favorable results, often focus solely on exam-oriented preparation, neglecting a more holistic educational approach (Ghorbani, 2009). Addressing these issues is pivotal for fostering a more effective and comprehensive language education system in Pakistan.

English subject is compulsory in schools and colleges. A teacher is a nation builder and has a significant role to play in improving personality and establishing the pupil's career through an English-based curriculum so that students can cope with the world, due to which teachers must have a strong grip on English subject and have to use many teaching techniques for teaching English based curriculum (Raba, 2017). English has been considered the language of the ruling class in the modern era for economic success; it became crucial for teaching English. It was also distinguished as a source of power and domination, so the English-based curriculum is now being taught in schools. To improve the quality of education, students' proficiency in English is very important that teachers use different but adequate teaching strategies. In most Pakistani schools' students learn English as a second language; teachers teach only specific and prescribed areas with traditional strategies (Akbari, 2015).

English occupies an important place in all countries due to its international value, including Pakistan, because anyone who wants to make progress and achieve high goals must learn English for communication.

Due to its importance, the government of Pakistan also paid great attention to its learning and teaching through an English-based curriculum. English learning is very important and a need of the day to live and survive in the age of globalization. So, the teachers have to use effective teaching techniques for the progress of students in this. A candidate with a strong English background can get an education in a higher institution and get good jobs. English also acts as a passport to get a better education and a good job (Rasheed et al., 2017).

Zhetpisbayeva and Shelestova (2015) defined that selecting any teaching technique and strategy focuses on individual variations such as perceiving, remembering, and thinking ways, storing and transforming knowledge, and solving problems. In the procedure of teaching and learning, teachers know more responsibility regarding the prosperous learning of students. Different teaching strategies and techniques cater to the demands of students with the help of numerous learning styles. Teachers encourage the students to assess achievement on their own, which helps them reduce the mistakes in learning. Adequate teaching techniques enable students to analyze, create and apply their knowledge according to the insistence of supPLICATE knowledge. Teachers taught the students to develop analytically, creatively and practically perform in the learners.

Rafique et al. (2018) explained that the quality of an English-based curriculum depends not only on the material's quality but also on the teacher's techniques and strategies in the classroom. Teachers play a vital role in developing teaching strategies with a systematic, structured, and organized system to assist students. In teaching an English-based curriculum, teachers have to control students' behavior so that they can provide the right instruction with corrections to the students. The quality of education in foreign language depends on how the teaching strategy is managed because of the size of the resource, and the ability of the school to improve teaching and learning is of a high quality". Teachers should strive to create an environment for organizing effective and effective classrooms where students are provided with opportunities for higher school learning.

METHODOLOGY

The methodology gives a set of operational guidelines for carrying out the study. It offers the fundamental components necessary for inquiry and for evaluating the assertion that something is known. A methodology is a procedure or approach that assists the researcher in data collection, examination, and interpretation. The structure is neither permanent nor adaptable in any way. As a result, these guidelines and protocols are undergoing revision and development as researchers better understand the many new methods of data collecting, analysis, and interpretation. The methodology also addresses how to deal with impending challenges in the study. As a result, the major objective of this chapter is to provide an in-depth explanation of the fundamental tools and methods that assist the researcher in data collection, analysis, and interpretation. This section discusses after the study has been completed, as well as the research methodology, which includes data collection and analysis (Farooq, 2001).

Research Design

In this study, a descriptive survey design was adopted. It is used to collect data and describe the characteristics of a specific population in a systematic manner. The design is deemed adequate because it allowed the researcher to objectively identify population characteristics. A research design is a methodical approach to conducting a study on any issue. Quantitative research is related to the problems that are numerically collected and then analyzed statistically. Mostly, quantitative research is used to measure behavior, ideas, attitudes and facts of current society. The data collection tool that was used in the quantitative research design is a well-developed questionnaire.

Target population

The population is the total number of participants from which a sample is drawn for research purposes. The target population is the group of individuals, objects, or events in which the researchers wish to generalize/simplify the study's findings (Sanson, 2017). 280 teachers in 12 selected schools served as the target population for this study.

Sample size

In the city of Faisalabad, there were 60 secondary schools, all of which are supported by the work of 957 educators. The population of this study consisted of all of the instructors at the 12 schools that were chosen for investigation using easy sampling approaches. In the sampled schools, there were 280 educators. Based on a 95% confidence level and a 5% confidence interval, the study's sample size was 162. Survey software (available at www.surveysystem.com) was used to generate the sample size.

Development of the Instrument

This study's respondents' data were collected using a well-structured questionnaire. The study used a questionnaire to collect data for quantitative research. It is a vital technique to get perception and vision from respondents about education and other critical challenges by understanding the experiences of those whose lives are affected by these difficulties. All of the findings were closely related to the research objectives. The questions were mostly framed in a way that highlighted the impact of learning development on students' academic performance.

Reliability of the Instrument

In this study, the response reliability was established by asking several questions that served as a check for the questions asked earlier. This allowed researchers to determine if the questions' phrasing and meaning were clear to the respondents. This method yielded reliable data. Furthermore, the instrument's reliability was determined using the Cronbach alpha coefficient, which yielded an average value of 0.838.

Data Collection and Analysis

Following the administration of the research tool, the researcher collected data from chosen departments, mainly teachers. The researcher informed the respondents about the research's purpose. The researcher clarified all the questions on the questionnaire. Questionnaire techniques with respondents were used to gather data. The researcher asked each and every question in order to obtain accurate data. The investigation made use of variables. The data was properly coded so that every response from each of the respondents was saved for future reference. After modifying and coding, the collected data was entered into the Statistic Package for Social Sciences worksheet. Every response was evaluated and placed on a data sheet for data analysis. The researcher obtained each teacher's responses via a questionnaire. The resultant score was calculated and percentage-based; Statistical Package for Social Sciences (SPSS) software was utilized to examine the questions.

RESULTS AND DISCUSSION

The Participants' Demographic Information

As shown in Table 1, A substantial proportion (53.06 %) of respondents had MA/M.Sc. Level of education. It was found that the majority of respondents (63 %) were B.Ed. and 38.9% percent of them were M.Ed. A large number of the teachers (59.90 %) were working on a permanent/regular basis. Around half (56.20 %) of the study population had less than 5 years of teaching experience.

Use and Effectiveness of Different Teaching Strategies

Study findings shown in Table 2 declared that the majority of the participants reported that the lecture method (2.22 ± 0.97) covered large contents in teaching English-based curriculum. Results of the study confirmed that at 2nd the group discussion (2.17 ± 0.92) as teaching strategies in teaching English-based

curriculum. The outcome of the study shows that at 3rd the “grammar and translation method” (2.14±0.86) as teaching strategies in teaching English based curriculum.

Table 1. The participants’ demographic information.

Academic qualification	Frequency (f)	Percent (%)
B.A/B.Sc. /B. S(H)	65	40.14
M.A/M.Sc.	86	53.06
M.Phil.	8	4.95
Ph.D.	3	1.85
Total	162	100.0
<i>Professional qualification</i>		
B.Ed.	102	63.0
M.Ed.	60	37.0
Total	162	100.0
<i>Employment status</i>		
Contract	97	59.9
Permanent	65	40.1
Total	162	100.0
<i>Teaching Experience</i>		
Less than 5 years	91	56.2
More than 5 years	71	43.8
Total	162	100.0

Table 2. Use of teaching strategies to teach English-based curriculum in school.

Sr.	Prevalent teaching strategies	Mean	S.D	Remarks
1	Lecture method	2.22	0.97	Always
2	Group discussion	2.17	0.92	Always
3	Grammar and translation method	2.14	0.86	Always
4	Demonstration method	1.92	0.29	Always

Scale: 1 = Sometime; 2 = Always; 3 = Rare.

Study findings shown in Table 3 revealed that the majority of the teachers reported that the effectiveness of grammar and translation methods as teaching techniques was helpful in 'increasing the collaboration between teachers and students' (2.29±1.27), and this effect was ranked first. Study findings confirmed that the majority of the teachers reported that the effectiveness of demonstration of teaching techniques was helpful in 'improving the problem-solving skills' (2.23±1.27).

Table 3. Effectiveness of different teaching strategies used to teach English-based curriculum.

Sr.	Effectiveness of current teaching strategies	Mean	S.D	Effectiveness
1	Grammar and translation method	2.29	1.27	Medium
2	Demonstration method	2.23	1.27	Medium
3	Group discussion	2.17	0.89	Medium
4	Lecture method	2.1	1.47	Medium

Scale: 1=Low; 2=Medium; 3=High.

Potential Advantages of Different Teaching Strategies

Lecture method

As shown in Table 4, The statement "It can convey enormous volumes of knowledge to the students" is ranked first, indicating that students' opinions on the matter range from skepticism to agreement, with a mean score of 2.17 leaning in the latter direction. The statement "It increases kids' listening abilities" was placed second by respondents, and it was found to be generally in agreement with the mean value of 2.15. The third-ranked statement, "Lecture approach offers the teacher full control over the learning process,"

has a mean score of 1.94, indicating that most respondents are either neutral or agree with the statement. The statement "Lecture approach may be employed with huge audiences" received the fourth-highest number of affirmative responses (mean value 1.75) from respondents.

Table 4. Potential advantages of different teaching strategies used to teach English-based curriculum.

Sr.	<i>Engagement of Lecture method</i>	Mean	S. D	Effectiveness
1	It can present large amounts of information to the students	2.17	1.27	Medium
2	It develops students' listening skills	2.15	1.15	Medium
3	The lecture method allows the instructor maximum control of the learning process	1.94	0.96	Medium
4	The lecture method can be used with large audiences	1.75	0.89	Medium
<i>Engagement in Group discussion</i>				
1	It helps students to practice thinking about the course material.	2.17	1.03	Medium
2	Encourage students to learn from one another and to articulate course content in their own words	2.05	0.94	Medium
3	It helps students process information rather than simply receive it	1.96	0.81	Medium
<i>Engagement of Demonstration method</i>				
1	The demonstration method delivers detailed information	2.27	1.01	Medium
2	Students can pay attention easily and follow the learning process	2.14	1.04	Medium
3	Demonstration method increases student's interest	2.09	1.16	Medium
	Improves the understanding of complex topics and principles	2.05	0.74	Medium
<i>Advantages of grammar and translation method</i>				
1	The students can be more active by utilizing this activity	2.35	1.96	Medium
2	It makes the concept clearer to students	2.22	1.69	Medium
3	Learning gets easy as it is done in the native language.	2.19	1	Medium
4	Encourage the creativity of students	2.02	0.74	Medium
5	It promotes the skills of reading and writing effectively	1.93	1.12	Medium

Scale: 1=Low; 2=Medium; 3=High.

Group discussion

The average answer to the statement "It enables students to practice thinking about the course information." is 2.17, which indicates that most students favor this statement. Respondents were most likely to agree (mean=2.05) with the statement, "Encourage students to learn from one another and to communicate course information in own terms." The statement, "It helps pupils digest knowledge rather than merely receive it," is ranked third since its mean score of 1.96 indicates that the majority of respondents agree with this statement.

Demonstration method

The replies to the statement "demonstration approach gives specific information" place it in the top spot, with a mean value of 2.27, indicating a leaning towards the agreed camp. There was a moderate level of agreement (2.14 out of 3.0) on the statement, "Students can pay attention readily and follow the learning process," which was rated second. The replies to the third-ranked statement, "demonstration approach improves student interest," range from not agreeing to agree, with a mean score of 2.09. The statement "improves the knowledge of complicated issues and ideas" received the fourth-highest number of votes from respondents, with a mean value of 2.05.

Grammar and translation method

Grammar and translation technique responses to the statement "the pupils can be more active by using this exercise" come in at number one, with a mean score of 2.35, which indicates a leaning toward the "agree" camp. Respondents were most likely to agree that "It makes the topic simpler to kids," ranking it as the number two most popular comment. The statement, "learning becomes simple as it is done in the local

tongue," is ranked third and reveals that answers range from unsure to agree but lean toward agree with a mean score of 2.19. The statement, "encourages pupils' inventiveness," came in at number four, with a mean score of 2.02. On the fifth spot, respondents stated, "It fosters reading and writing abilities well," with a mean score of 1.93, indicating a trend toward agreement.

Challenges Faced by Teachers

As shown in Table 5, The first-placed statement, "students' lack of desire and bad attitude towards learning", had a mean score of 3.34, showing that respondents were split between neutral and agreeing. Respondents were most likely to agree (mean=2.94) with the statement, "Engaging crowded pupils in learning is quite challenging." The third-ranked statement, "teachers weak in communication skills for teaching English-based curriculum," reveals that respondents are split between neutral and agreeing but are leaning more toward agreeing (mean value=2.93) than disagreeing (neutral=1.71). The fourth most common response was "the learning materials are not usually accessible, " with a mean score of 2.83, indicating moderate agreement. Respondents ranked "absenteeism of learners when teaching English-based curriculum" seventh, with a mean score that leans toward agreement (mean value=2.75). The use of inappropriate approaches for teaching English-based curriculum was mentioned by respondents sixth, with a mean value that leans toward neutrality (mean value=2.72).

Table 5. Challenges faced by teachers while teaching English-based curriculum.

Sr.	Challenges faced by teachers during teaching	Mean	S. D	Remarks
1	Students' lack of motivation and negative attitude towards learning.	3.34	1.79	Neutral
2	Engaging crowded students in learning is very difficult.	2.94	1.36	Neutral
3	Teachers are lacking in communication skills for teaching English-based curriculum.	2.93	0.62	Neutral
4	The learning resources are not frequently available.	2.83	0.76	Neutral
5	Absenteeism of Learners while teaching English-based curriculum.	2.75	0.8	Neutral
6	Use of wrong methodologies for teaching English-based curriculum.	2.72	0.95	Neutral

Scale: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree.

Solutions for the Challenges Faced by Teachers

As shown in Table 6, The answers to the statement "teachers should concentrate on student-centered teaching" reveal that opinions range from "neutral" to "agree," with a mean score of 3.6. The mean agreement for the statement "Teachers should be motivated and psychologically equipped for teaching" is 3.48, placing it in second place. The answers range from neutral to agree, with a leaning towards the former (mean value=3.45) on the statement that "teachers' demeanors should be pleasant and encouraging for learning," which is ranked third. The statement "Teachers should employ effective techniques for teaching English-based curriculum" came in at number four on the list, with a mean score of 3.25, indicating a moderate degree of agreement among respondents. On the fifth spot, respondents stated, "learning resources should be provided for instruction," with a mean score of 3.24, indicating a lean toward agreement. The sixth most popular statement was that "teacher should implement cooperative learning activity", with a mean score of 3.23, indicating a neutral stance from the respondents. The mean score of 3.05 for responses to the statement "class size should be manageable for teaching English" shows that opinions are split evenly between being neutral and agreeing. The average answer to the statement "Management should undertake adequate training for teachers" was 3.02, indicating that most people neither strongly disagree nor strongly agree with the statement. The statement "Teachers should concentrate on student participation in the classroom" is ranked ninth; the answers range from neutral to agree, with a mean score of 2.96, which indicates a trend toward neutrality. The statement "teachers' communication should be beneficial for the learning process" is ranked tenth and indicates that answers range from neutral to agree, with a mean score of 2.87, indicating that it is trending towards neutrality.

Table 6. Solutions for the challenges faced by teachers while teaching an English-based curriculum.

Sr.	Relevant solutions for challenges faced by teachers	Mean	S. D	Remarks
1	Teachers should focus on student-centered teaching	3.6	1.68	Agree
2	Teachers should be motivated and mentally prepared for teaching	3.53	1.55	Agree
3	Teachers' behavior should be friendly and supportive of learning	3.51	1.77	Agree
4	Teachers should use effective methodologies for teaching English-based curriculum	3.25	1.57	Neutral
5	Learning resources should be available for teaching	3.24	1.24	Neutral
6	Teachers should utilize cooperative learning activity	3.23	1.98	Neutral
7	Class size should be manageable for teaching English	3.05	1.82	Neutral
8	Management should conduct proper training for teachers	3.02	1.44	Neutral
9	Teachers should focus on student engagement in class	2.96	1.16	Neutral
10	Teachers' communication should be supportive of the learning process	2.87	1.34	Neutral

Scale: 1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree.

CONCLUSIONS AND RECOMMENDATIONS

A large number of the participants received training related to teaching. Based on the overall result, it is concluded that the English teachers had good time management and coverage of large content during the teaching of an English-based curriculum. A majority of the teachers reported that they used developing scientific knowledge and encouraging constructive learning methods of heuristic methods in teaching English-based curricula. Participants also noted that students can be more active in the discussion method. It is concluded that the majority of the teachers reported that they adopted promoting quality education in the deductive teaching method. English teachers focused on reading and writing in their native language and used native language to explain the words and phrases in lecture methods in the teaching English-based curriculum. It was noted that teachers' techniques helped to increase the collaboration between teachers and students and enhance the memorization of the students. Teaching techniques helped improve problem-solving skills and make students effective learners during the teaching of the English-based curriculum. It is concluded that the classroom management was poor for teaching English, and teachers are not well trained to teach English-based curriculum. It was observed that a lack of speaking fluency in English and the poor family background of students were also the major issues in teachers' proficiency. It is concluded that teachers lack confidence in relationships and reduce the students' speaking skills in an English-based curriculum. In light of the study findings, English teachers should speak slowly but continuously. Teachers should focus on words and basic grammar, and a teacher should pay particular attention to the structure of the English language.

There is a dire need to increase the collaboration between teachers and students to understand the English-based curriculum. There is a dire need to increase the active participation of students in the English-based curriculum. It was observed that teachers' use of old teaching methods is imperative for modern language teachers to address the needs and interests of today's students. The teachers also face a lack of speaking fluency in English. So, the teachers should promote speaking fluency. Teachers should pay attention to the maximum development of vocabulary building among students. Teachers should develop teaching strategies with systematic assistance to the students.

REFERENCES

Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. *Procedia-Social and Behavioral Sciences*, 199, 394-401.

Akhtar, A., Javed, I., & Javaid, H. (2021). A study of jobs satisfaction of female teachers in district Hafizabad. *Journal of Education and Social Studies*, 2(1), 01-14.

- Elmayantie, C. (2015). The use of GTM in teaching English. *Journal on English as Foreign Language*, 5, 125-132.
- Elttayef, A. I., & Hussein, N. O. (2017). Arab learners' problems in learning English language: A teacher perspective. *Journal of Literature, Languages and Linguistics*, 40, 1-6.
- Evue, A. O. (2013). Challenges facing the teaching of English Language in Secondary Schools in Aniocha South Local Government Area of Delta State Nigeria. <http://www.globalacademicgroup.com/journals/african%20education%20indices/challenges%20ofacing%20the%20teaching%20of%20english%20language.pdf>.
- Ghorbani, M. R. (2009). ELT in Iranian High Schools in Iran, Malaysia and Japan: Reflections on how tests influence use of prescribed textbooks. *Reflections on English Language Teaching*, 89(2), 131-139.
- Khan, T. J., & Khan, N. (2016). Obstacles in learning English as a second language among intermediate students of districts Mianwali and Bhakkar, Pakistan. *Open Journal of Social Sciences*, 4(02), 154-162.
- Khan, T. J., Zahid, M., & Akhtar, S. (2017). Obstacles in teaching English as a second language (ESL) among pre-university students of district Mianwali (Pakistan)—A Pakistani case study. *International Journal of Pure and Applied Researches*, 1(1), 62-72.
- Parveen, K., & Tran, P. Q. B. (2020). Practical problems for low quality education and steps needed for investment in public schools of Pakistan. *Journal of Social Sciences Advancement*, 1(1), 01-07.
- Parveen, K., Phuc, T. Q. B., Shafiq, M., & Wei, T. X. (2021). Identifying the administrative challenges encountered by the principals in low-performing public secondary schools of Faisalabad District, Pakistan. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 5-16.
- Pinon, R., & Haydon, J. (2010). English language quantitative indicators: Cameroon, Nigeria, Rwanda, Bangladesh and Pakistan. Euromonitor International. <https://www.teachingenglish.org.uk/sites/teacheng/files/Euromonitor%20Report%20A4.pdf>.
- Qian, W. (2018). The cultivation of Primary School students' interest in English learning. *International Journal of liberal Arts and Social Science*, 6, 49-53.
- Raba, A. A. A. M. (2017). The Impact of Effective teaching Strategies on producing fast and good learning outcomes. *International Journal of Research Granthaalayah*, 5(1), 43-58.
- Rafique, N., Sultan, B., Ahmad, S., & Imran, M. (2018). Teachers' Role in Implementation of English Language Teaching Policies in Public Primary Schools of Rural Area in Punjab, Pakistan. *Language in India*, 18(4), 252-260.
- Raja, B., Dharma, W., & Selvi, K. (2011). Causes of problems in learning English as a second language as perceived by higher secondary students. *Journal on English Language Teaching*, 1(4), 40-45.
- Rasheed, S., Zeeshan, M., & Zaidi, N. A. (2017). Challenges of teaching English language in a multilingual setting: An investigation at government girls secondary schools of Quetta, Baluchistan, Pakistan. *International Journal of English Linguistics*, 7(4), 149-157.
- Rhalmi, M. (2014). Second language learning difficulties. www.myenglishpages.com/blog/second-language-learning-difficulties. Dated: 21st Jan, 2019.
- Saswandi, T. (2014). Teaching style and students' interest in learning English. *Journal Pentilian Univeritas Jambi Seri Humaniora*, 17, 33-39.
- Tariq, A. R., Bilal, H. A., Sandhu, M. A., Iqbal, A., & Hayat, U. (2013). Difficulties in learning English as second language in rural areas of Pakistan. *Новый университет*, 4(29), 24-34.
- Teevno, R. (2011). Challenges in teaching and learning of English at secondary level class x. *International Journal of Human Resource Studies*, 1, 27-35.
- Wang, Z. (2013). A study on the reasons or the inefficiency of college English teaching and some tentative counter measures. *English Language Teaching*, 7, 9-18.
- Zhetpisbayeva, B., & Shelestova, T. (2015). Difficulties of implementation of primary English education in the Republic of Kazakhstan: language teachers' views. *Review of European Studies*, 7(12), 13-20