

## **Examining the Perceptions and Practices of English Teaching Methods in Pakistani Educational Institutions**

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### **Abstract**

This study critically examines the perceptions and classroom practices of English language teaching methodologies in Pakistani educational institutions, with a particular emphasis on the implementation of Communicative Language Teaching (CLT). Grounded in the theoretical framework of language pedagogy and second language acquisition, the research employs a quantitative survey-based design to investigate the alignment between teachers' stated beliefs and their instructional practices. Data were collected from 50 English language instructors across ten diverse institutions in Pakistan. The study explores four core dimensions: the adoption of communicative instructional strategies, teachers' perceptions of language proficiency outcomes, motivational factors influencing pedagogical choices, and the extent of technology integration in language instruction. Descriptive and inferential statistical analyses reveal that while educators generally express favorable attitudes toward CLT and student-centered pedagogy, significant discrepancies persist between their perceptions and actual classroom practices. Structural challenges, such as limited technological infrastructure, rigid curricular constraints, and inadequate professional development opportunities, hinder the effective implementation of communicative methodologies. The findings underscore the necessity for systemic educational reform, including sustained teacher training programs, policy-level support for pedagogical innovation, and increased investment in digital learning tools. This study contributes to the growing body of literature on ELT in South Asia and offers empirically grounded recommendations for enhancing English language education in the Pakistani context.

**Keywords:** English Language Teaching (ELT), Pedagogical Beliefs and Practices, Language Proficiency, Technology Integration, Pakistani Educational System

### **Introduction**

In Pakistan, English language teaching is more than the transmission of linguistic knowledge; it plays a critical role in equipping learners with the ability to write proficiently, communicate effectively, and comprehend texts with ease (Zaman, Majeed, & Naper, 2025). As a global lingua franca, English facilitates communication between people from diverse linguistic backgrounds, including within multilingual societies like Pakistan. However, English should not be viewed merely as a neutral language of communication; it exists within complex sociocultural and sociopolitical frameworks and is interwoven with ideological power structures (Fang, 2018).

In the Pakistani context, English functions both as an instrument of upward social mobility and as a gatekeeper of access to prestigious educational and professional opportunities (Zaman, Abbasi, & Chandio, 2025). While local languages serve communicative functions within regional and cultural communities, English is often perceived as a marker of elite status and educational capital. Thus, English language teaching in Pakistan must be examined not only in terms of pedagogical strategies but also through the lens of its symbolic and practical significance in a stratified society (Haidar & Fang, 2019b).

Historically rooted in colonial legacy, English in Pakistan has evolved into a language of power and privilege. It dominates domains such as education, law, governance, and commerce, shaping cultural norms and economic practices (Dutta, 2019; Khan, 2020). Its prevalence in higher education, civil services, and the private sector positions it as a critical tool for socioeconomic advancement. Consequently, proficiency in English is not merely an academic goal but a prerequisite for success in globalized career trajectories and international academic engagement (Gjata, 2017; ALKhalil, 2015).

In Pakistani schools, especially elite English-medium institutions, English is not only the medium of instruction but also a socializing force that prepares students for diverse and often global roles. However, this also reinforces class distinctions by creating disparities in language access and learning outcomes (Zaman et al., 2021). The unequal distribution of English language instruction resources contributes to educational inequity, privileging students in urban, private, and elite institutions while marginalizing those in rural or public-sector settings (Ahmad et al., 2018).

Furthermore, students' motivation to learn English in Pakistan is strongly influenced by its perceived role in shaping their future academic and professional success (Gul, 2022). English is the language of competitive examinations, higher education, and international communication, making it a necessary skill for navigating both national and transnational spaces. This dynamic positions English as both a practical necessity and an ideological symbol of success, modernity, and global participation (Haidar, 2017).

Despite the centrality of English in Pakistan's education system, limited research has been conducted on the specific teaching methodologies employed in different institutional contexts across the country. There is a pressing need to critically examine how English teaching methods are perceived and practiced by educators in Pakistan, particularly in relation to communicative approaches, teacher preparedness, institutional support, and classroom realities. This study seeks to address this gap by investigating English language teaching methods in Pakistani institutions, exploring how pedagogical practices align with language policy, sociocultural demands, and the evolving needs of learners in a globalized society.

## **Literature Review**

### **The Role of English in Pakistan**

In Pakistan, English occupies a central position in the educational, administrative, and socio-economic spheres, largely due to its colonial legacy. Despite the presence of several indigenous languages, English maintains its official status and exerts influence across governance, education, media, and the legal system (Haidar & Fang, 2019b). Pakistan's relatively low literacy rates and limited exposure to English among the general population have further consolidated its position as a language of power and privilege (Akram et al., 2020). English is widely regarded as a tool for social mobility, professional success, and access to global opportunities, thus contributing to a national aspiration to attain fluency (Zaman, Wasim, & Chandio, 2025).

However, English proficiency in Pakistan remains unevenly distributed across regions and socioeconomic groups. Students from urban centers and elite educational institutions are more likely to gain advanced proficiency, while those in rural or under-resourced areas often struggle due to limited instructional support and exposure.

## **English Teaching Methods in Pakistan**

English language education in Pakistan has historically been dominated by traditional methods, especially the Grammar-Translation Method (GTM). This approach emphasizes mastery of grammar rules and vocabulary through translation exercises between English and the native language (Khan, 2020). Other traditional strategies such as the audio-lingual method and the direct method have also been employed to varying degrees (Bhatti et al., 2021). These methods often rely heavily on rote learning, memorization, and teacher-centered instruction, with minimal emphasis on real-life communication skills (Milawati, 2019). Although these methods offer structured grammar instruction, they have been criticized for failing to develop learners' communicative competence, particularly in speaking and listening skills.

## **Shift toward Communicative Approaches**

In recent years, there has been a gradual pedagogical shift in Pakistan towards communicative and interactive teaching practices. This movement reflects a broader recognition of the need to equip students with practical language skills relevant to academic, professional, and global contexts (Panzai & Channa, 2017). The introduction of Communicative Language Teaching (CLT), task-based learning, and student-centered instruction indicates a transformation in language classrooms that prioritizes learner engagement, authentic material usage, and contextual language use.

Despite these progressive reforms, challenges such as teacher preparedness, resistance to change, and infrastructural constraints continue to limit the widespread adoption of modern pedagogical methods in many parts of the country (Jadoon et al., 2020).

## **Comparative Observations**

English language instruction in Pakistani secondary schools and higher education institutions still largely reflects the legacy of grammar-focused methods. Although there is an increasing awareness of the importance of speaking and listening skills, most classroom practices remain exam-oriented, emphasizing written grammar and translation (Abdullah, 2018).

Government bodies, such as the British Council Pakistan, have called for enhanced teacher training and curriculum reform to better align English teaching with communicative goals. While digital tools and multimedia resources are slowly being introduced in private institutions, the public sector continues to lag due to lack of funding and systemic inefficiencies (Zahra et al., 2023).

## **Integration of Technology in English Language Teaching**

The integration of technology into English language teaching in Pakistan remains limited, particularly in public-sector institutions. However, there is a growing recognition of its potential to enhance learner engagement and access to resources. Initiatives promoting the use of audio-visual materials, online platforms, and interactive applications are gaining traction, especially in urban schools (Ahmad et al., 2020).

Despite technological disparities, efforts to modernize the English curriculum and introduce ICT-based instruction are evident in higher education institutions. Still, the lack of teacher training in digital pedagogy and infrastructural deficiencies pose significant barriers to effective implementation.

## **Cultural Influences on English Language Pedagogy**

Cultural norms and societal attitudes in Pakistan significantly influence the methods used in English classrooms. The prevalent use of grammar-translation methods is partly a reflection of deeply rooted cultural values emphasizing discipline, rule-based learning, and examination performance (Chen, 2022). Furthermore, a traditional deference to teacher authority and limited student autonomy in classroom interactions constrain the adoption of learner-centered approaches.

This cultural orientation often discourages risk-taking and interactive learning, favoring memorization over critical thinking. As such, any meaningful pedagogical reform must consider these cultural dynamics and work toward balancing traditional values with innovative language teaching practices (Haidar & Fang, 2019b).

## **Impact on Student Performance**

In Pakistan, the effectiveness of English language instruction directly affects students' academic outcomes and future socio-economic prospects. Persistent challenges such as underqualified teachers, lack of learning resources, and outdated instructional methods undermine learners' ability to develop comprehensive language skills (Rashid et al., 2022).

Consequently, students often graduate with limited communicative competence, impeding their performance in higher education and the job market. This deficiency reinforces social inequality, as only those with access to elite English-medium institutions are adequately prepared to compete in global and national arenas (Abbas et al., 2018).

## **Key Challenges in the Pakistani Context**

English language teaching in Pakistan faces multiple systemic challenges, including under-resourced schools, lack of professional development for teachers, and curriculum misalignment with communicative goals. The country's multilingual environment—with over 70 regional languages—adds further complexity to English instruction (Ahmad et al., 2019).

Moreover, societal pressure to master English for socioeconomic gain can create anxiety among learners and impose unrealistic expectations on educators. Without substantial investment in infrastructure, teacher training, and curriculum reform, English language teaching will continue to reflect and reproduce existing educational inequities.

### **Research Objectives**

- To examine the effectiveness of Communicative Language Teaching (CLT) in enhancing English language proficiency among students in Pakistani educational institutions.
- To assess the impact of language competency and teacher motivation on students' English language learning outcomes in Pakistan.
- To evaluate the integration of technology in English language instruction and its influence on student engagement and academic achievement in Pakistani classrooms.

### **Research Questions**

1. How effective is Communicative Language Teaching (CLT) in improving English language proficiency among students in Pakistani educational institutions?
2. What is the relationship between teachers' language competency and motivation and the English language learning outcomes of students in Pakistan?
3. To what extent is technology integrated into English language teaching in Pakistan, and how does it influence student engagement and learning performance?

### **Significance of the Study**

This study is significant as it provides insights into the effectiveness of English teaching methods, particularly Communicative Language Teaching (CLT), in Pakistani educational institutions. It highlights the roles of teacher motivation, language proficiency, and technology integration in shaping English language learning outcomes. The findings can guide policymakers,

curriculum developers, and educators in improving English language instruction and promoting more effective, student-centered teaching practices across Pakistan.

## **Research Methodology**

### **Research Design and Sampling**

This study employed a quantitative research design to evaluate English teaching methods in Pakistani educational institutions. A survey-based approach was adopted to collect structured and quantifiable data. The study used basic correlation analysis to assess relationships among key variables such as communicative teaching, language proficiency, teacher motivation, and technology use in English classrooms.

A simple random sampling technique was used to ensure unbiased participant selection. Data was collected from 10 educational institutions across Pakistan, involving a total of 50 students enrolled in English language learning programs. Following Ilyas et al. (2021), approximately 5 students were selected from each institution to participate in the study.

### **Instrumentation and Piloting**

A structured questionnaire was developed as the primary data collection tool. The instrument consisted of three key sections:

- Communicative Language Teaching (CLT)
- Language Competency and Teacher Motivation
- Use of Technology in English Language Instruction

The questionnaire was piloted with a small group of respondents to ensure clarity, reliability, and relevance. It aimed to measure the effectiveness of CLT, the impact of teacher proficiency and motivation, and the integration of digital tools in language classrooms.

## **Data Analysis**

Data collected through the survey were analyzed using SPSS version 23. Descriptive and inferential statistical methods were applied. Descriptive statistics such as mean, median, mode, standard deviation, frequency, and cumulative percentages were calculated to summarize the responses. Additionally, independent t-tests were conducted to identify significant differences in perceptions and practices across institutions. If included, qualitative feedback from open-ended items was thematically analyzed to gain deeper insights into students' learning experiences and perceptions of English language instruction in Pakistan.

## **Results**

This section presents findings from a quantitative study investigating English language teaching practices in Pakistani institutions, with specific focus on Communicative Language Teaching (CLT), Language Competency and Teacher Motivation (LCTM), and Technology in English Language Training (TELT). Data were collected through a structured questionnaire distributed among English language teachers in various Pakistani educational settings.

### **Communicative Language Teaching (CLT)**

The majority of English language teachers reported frequent use of communicative activities in the classroom, such as role-playing, peer interactions, and group discussions. Respondents generally agreed that CLT enhances students' oral proficiency, listening comprehension, and writing fluency. However, some challenges were noted, including overcrowded classrooms, lack of training, and limited time for lesson planning, which constrained the effective implementation of communicative strategies. Despite these obstacles, most teachers found their students to be motivated and responsive when engaged in communicative tasks.

## **Language Competency and Teacher Motivation (LCTM)**

Participants largely agreed that students with higher English language proficiency tend to perform better academically. Similarly, student motivation was identified as a critical factor influencing learning outcomes. On the teacher side, the data reflected a generally high level of self-reported motivation and commitment to teaching English. Nevertheless, a notable portion of respondents highlighted the lack of institutional support, professional development opportunities, and recognition, which negatively impacts long-term teacher motivation and morale.

## **Technology in English Language Training (TELT)**

While many teachers acknowledged the potential of educational technology to enhance English language learning—particularly in personalizing instruction and increasing student engagement—actual usage remained limited. Challenges cited included inadequate internet access, shortage of digital tools, insufficient training, and resistance to change. Only a small percentage of teachers strongly agreed that they effectively integrate technology in their teaching practices. Overall, the findings suggest that although the perception of technology's value is positive, its practical integration into classrooms remains minimal and inconsistent across institutions in Pakistan.

## **Discussion**

The findings of this study offer valuable insights into the current practices, challenges, and perceptions related to English language teaching in Pakistani institutions. The data, gathered from English language teachers across various public and private educational settings, highlight both the strengths and shortcomings in the implementation of Communicative Language Teaching (CLT), language competency and motivation, and technology integration in the ESL (English as a Second Language) classroom.

The results indicate that CLT is widely recognized by Pakistani teachers as an effective approach for enhancing students' language skills, particularly speaking and listening. This aligns with previous research by Ahmad and Rao (2013) and Mahmood et al. (2021), who argue that CLT can significantly improve communicative competence in ESL learners when implemented properly. However, the study also revealed structural barriers such as large class sizes, rigid syllabi, and limited professional development, which hinder its full adoption. This reflects concerns raised in earlier literature about the gap between theory and classroom practice in Pakistan (Shamim, 2008; Ullah & Khan, 2020).

Teacher responses suggest a strong awareness of the role of student language proficiency and motivation in shaping English learning outcomes. The positive correlation between motivation and achievement is well-documented (Dörnyei & Ushioda, 2013), and this study confirms its relevance in the Pakistani ESL context. Moreover, while teachers reported being personally motivated and passionate about teaching, they pointed to a lack of institutional support, mentorship, and recognition. These findings underscore the need for systemic reforms that prioritize teacher development and well-being—elements critical for sustaining high teaching standards (Bashiruddin, 2009).

Although teachers in this study expressed favorable attitudes towards the potential of educational technology in enhancing language instruction, actual usage was found to be sporadic and limited. The findings resonate with past studies (e.g., Kundi et al., 2020; Fatima & Umar, 2022), which highlight infrastructural challenges such as unreliable internet access, lack of devices, and insufficient training. While digital tools can support learner autonomy, interactivity, and differentiated instruction, their effective integration remains a challenge. Without proper investment in digital infrastructure and teacher ICT training, the transformative role of technology in language education may remain unrealized in Pakistan.



## Conclusion

This study explored English language teaching practices in Pakistani institutions with a focus on communicative language teaching, language competency and motivation, and the integration of educational technology. Findings revealed that while Pakistani teachers value CLT and recognize its impact on learners' communicative skills, its application is often hindered by systemic challenges. Similarly, teachers showed strong intrinsic motivation but lacked institutional support. Moreover, although teachers acknowledged the potential of technology in language instruction, its practical use remains limited due to infrastructural and training gaps.

## Applications of the Study

- Curriculum Development: Insights can guide policymakers to embed communicative activities and technology-based strategies into national ELT curricula.
- Teacher Training: Institutions can use these findings to design targeted professional development programs focused on CLT and digital pedagogy.
- Educational Policy: Results support the formulation of teacher support policies that enhance motivation, retention, and classroom autonomy.

## Recommendations for Future Researchers

- Conduct longitudinal studies to examine the long-term impact of CLT practices in diverse Pakistani contexts.
- Explore student perceptions to complement teacher-reported data and provide a holistic view of English teaching effectiveness.
- Investigate rural-urban disparities in access to educational technology and its effect on language learning outcomes.
- Examine the role of English teacher education programs in shaping classroom readiness and innovation.

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