



An Analysis of Teaching Methodologies of the Female English Teachers in the Public and Private Secondary Schools in District Bannu, Khyber Pakhtunkhwa, Pakistan

Haleema Akbar, Ph.D. scholar Qurtuba University of science & information Technology Peshawar, haleema.akbar4@gmail.com

Dr. Farah Khan, Institute of Education and Research (IER) Women university Mardan KP, Pakistan, drfarah@wumardan.edu.pk

Maria Khan, Institute of Education and Research (IER) Women university Mardan KP. Pakistan, maryak9@gmail.com

Dr. Wilayat Bibi, Department of Education, Shaheed Benazir Bhutto Women University Peshawar, wkhan104@gmail.com

Abstract- Current qualitative study analyzed the teaching methodologies of Female English Teachers in public and private secondary schools at District Bannu. Twenty female secondary school students out of forty-four schools at district Bannu, in which, ten secondary schools selected from private sector and ten secondary schools selected from government sector by using random sampling technique. A questionnaire was developed to collect data from students, and observational check list was developed to observe teachers. The finding of the study says that 75% of teachers using in teaching second language Grammar Translation Method (GTM) in classes, which means the GMT is convenient for teachers in district Bannu. This study recommends that the teachers must speak in English language with students and use principles eclecticism in English class.

Keywords: Bannu; English teachers; teaching methodologies

I. INTRODUCTION

English plays vital role in communication beside local languages and national language (Urdu), because English use as a global language and as medium for technologies and sciences (Khan, Waheed, Chengwen, Butt, & Ahmad, 2019). It is the fact that English is studying from the school level to college and university level, but especially those students from rural area do not understand and speak English as well. Even in most areas students use regional languages as first, Urdu as a second and English as third language. According to Warsi, (2004) the main reason behind that, is the teaching methodology of English is fulfilling the required objectives. Globally, English is one of the most central and important language. Zuparova, S., Shegay, A., & Orazova, F. (2020), Khan, et al., (2019) & Abbasova, N. K. (2019) explains the reasons and importance for learning English.

Language is a mean of communication, which helps in sharing knowledge and exchanging views, ideas and information etc. with other people (Khan, et al. 2019). It is observed that language acquisition can easily be done in sociable environment where interaction of language environment and learner should take place (Dörnyei, 2009). The same methodology is used for teaching English language, through logical debates with keeping the basic skills and principle of English in mind (Armenta-Delgado, 2010). In the process of learning and teaching both the learners and teachers are equally participate because the teachers explain and

describes lesson and the learners try to best follow the teachers. According to Jabbarova, A. (2020), teaching technique and process is defined as a procedure, which combines, speaking, listening, writing and reading and may involve some exercises in the lesson, therefore it is not defined as a single method or concrete. Thus, the teachers make the teaching process more interesting for learner that's way which more interested and effective for both learners as well as for teacher (Khan, Ayaz, & Saif, 2016). Teaching is the most difficult job which requires proper methodology to teach, to learner appropriately and to share knowledge with the coming generation. Secondary level of education is the turning point, to higher level of education, therefore; efficient methodology of teachings are required to be adopted according to the level of students (Mehmood & Rehman, 2011).

In Pakistan, in English subject, the failure rates are very high at secondary level, especially in rural areas, because of English many of student gives up their studies and some of the students fail to achieve their desired objectives as well as the desired level of proficiency in English. Waheed, (2005) states that teaching methodology plays a key role in the learning process and the methods which are used most commonly to teach English are Grammar Translation Method (GTM), Direct Method (DM), Audio-lingual Method (ALM), Communicative Approach (CA), Total Physical Response Method and Eclectic Approach. The English teaching and learning process are the pedagogical act in which both teachers and students are must to involve, Zuparova, et. al. (2020) & Naibaho, L. (2019) also supported Waheed, (2005).

English teaching has different approaches and methods in which some are very vital globally and effective because of the altering situation and due to the requirement of time while other are consider ineffective and dull approaches and methods of English language teaching. But the fact is that no approach or method is insignificant, each has its significance and worth (Yarmatov, R., & Ahmedova, M. (2020) & Arvaja, Häkkinen, Eteläpelto, & Rasku-Puttonen, 2000). An effective teaching method of language, is the mark of successful teacher, who can explain complicated and difficult ideas properly and in simple words for English language with relevant examples accurate utilization of time and power in order to accomplish the desired objective of the teaching learning process (Savignon, 2003). Teaching is a science as well as an art. The teachers who have ability always find the means and way to get better their teaching techniques (Cahyati, S. S., Parmawati, A., & Atmawidjaja, N. S. (2019). As the time changes the teachers required to use new methods for teaching their students more effectively, so they must take care to the demand of the present age (Vijayalakshmi, 2004). The role of human capital by education and trained teachers in promoting social and economic status of people highlighted my several prior studies including Khan et al. (2016); Muhammad and Ahmed (2015); Khan et al. (2018); Khan et al. (2019); Muhammad et al. (2020), and Faizi et al. (2020).

In Pakistan different education system works like elite (City and Beacon House) school system, Urdu and English medium public schools and have own examination system, teaching methodology and curriculum (Ahmed, (2014). The Federal Board of Intermediate Education indicated that mostly students are failed in English subject, in last several years. English is also the medium of instruction and medium of examination in the higher level of education of the each field but the individuals are faces too much problem in higher education level due to weakness in English language (Behlol & Anwar, 2011). Teachers need to use innovation and interactive methods and techniques for teaching English Eshonkulova, (2020) & Abduramanova, (2020). The main problem was to choose the correct and efficient method for teaching and evaluation in Pakistan, to overcome student's weakness in English language.

The failure rates in English subject are very high in secondary level, many of the students give up their studies because of English, and almost of the secondary level students don't know how to speak (communicative), read and write English. Teachers are using different teaching methodologies and approaches to teach and to make students able to speak, read and write the English language. But teachers were failed to achieve their desired objectives, because their teaching methodologies are not effective (Ahmed, 2014).

So, the problem under study is, the analysis of teaching methodologies among the English teachers in the public and private secondary schools in District Bannu. The purpose of the study is to investigate that which method is best for female teacher as well as for students in the secondary schools for teaching-learning.

The objectives of the current study is to evaluate the instructional process of Female English teachers at secondary school level, to analyse the English teaching methods used by the secondary school English teachers and to find out which method is generally used for teaching English subject, in district Bannu.

This study will be significant in improvement of teaching-learning process. It would also be a support teachers to adopt the best method of teaching English. Students will be benefited indirectly to learn English in a better way by improving teaching methodologies and approaches of English teachers. The study may possibly facilitate researchers, teachers and educationists in improving the quality of teaching instruction and students' learning. This study would be helpful in determining the current teaching practices in the subject of English in educational institutions and also for the future researchers in the field of education. It would also support to prospective English teachers as well as working English teachers in building up positive attitude towards the teaching profession.

This study initially selected male and female English teachers from secondary schools from District Bannu Khyber Pakhtunkhwa. But due to time, money and resources constraints, the study was delimited to female English teachers in Girl's secondary schools of District Bannu Khyber Pakhtunkhwa Pakistan.

II. LITERATURE REVIEW

Quaid-e-Azam Muhammad Ali Jinnah stated in the first All Pakistan Educational Conference 1947 that "Urdu will be the official language, but we cannot ignore the importance of English language". The need and impotence of English language has been stressed in the national policies and plans. The National Education Commission (1959) observed that English will continue because it is the only effective means of communication with the world and the most adequate source of information about the latest development in science and technology. Stern (1983) said that translation method have little stress on learning the basic language skills. Most of government sector schools and colleges do not have any serious dealings to established training of listening and speaking activates and they only focus on reading and writing. Siddiqui (2007) states that existing pre-service courses are either default or emphasized of the theoretical aspects, is at least focused on the current teacher teaching practices and there issues.

Stern (1983) states that translation method have little stress on learning the basic language skills. Most of government sector schools and colleges do not have any serious dealings to established training of listening and speaking activates and they only focus on reading and writing. Nawab (2012) realized in his study that teachers in rural era in Pakistan use translate procedures to teach English. They teach grammar rules deductively in half, emphasis on reading and writing, while listening and speaking skills are ignoring in teaching and evaluation in both process (Matkasimova, D. B. K., & Makhmudov, K. S. U. (2020). It is important to keep in mind that language acquisition consists of four skills- listening, speaking, reading and writing. There are acceptable capabilities, listening and reading, however speaking and writing are productive capabilities. Emotional abilities are significantly involved in the development of productive abilities. Subjects like mathematics, science, social studies, and other can be taught with specific boundaries in any regional language, but for teaching second languages, these regional languages cannot be used.

Mansoor (1993) examined that the student has faced difficulty in the fluency to use English language even that after a years in English learning is taught as a compulsory subject. The reasons behind them were that the inefficient and outdated teaching method, course and situation for English learning. Carpenter (2006) The students consider this method because they desired to somewhat vigorous learner, engrossing in discussion rather than inertly listening to a lecture. In short, this study recommended that the teaching of large classes should effort to include constructive active teaching methods whenever, it possible in their courses. The collective and active teaching methods observed that this is not only desirable to students, but they also give a significant improvement in the terms of learning results.

According to Ali, I. (2019) some English Language teachers in Pakistan, especially Khyber Pakhtunkhwa, are less aware of their personal beliefs about English language teaching. Appropriate content-based training on English language can be provided to teachers with English language background and current non-English language teachers may be replaced by English language.

Tang (2002) explained in his study that inadequate and judicious use of the mother tongue in the English classroom does not reduce student's revelation to English but rather assist in the teaching and learning processes. He advocates greater use of first language in the English as a Foreign Language classroom. He does

not agree with the view that the use of mother tongue endorses hindrance in learning of second language with the inhabitant language in foreign language classroom.

Behlol and Anwar (2011) conducted a study “*Comparative analysis of the teaching methods and evaluation practices in English subject add secondary school certificate (SSC) and general certificate of education (GCE O-Level) in Pakistan*” and revealed that, the general certification education O-level results are well due to the availability of experienced teachers, educational equipment, good management and incentive given to teachers. The examination system also helps to understand the conceptual clarity rather than cramming. It also shows that O-level system teachers were used Direct, activity based and audio-Lingual methods whereas at Secondary School level teachers are frequently used Grammar translation and lecture method.

Nawab (2012) realized in his study that teachers in rural areas in Pakistan use translate procedures to teach English. They teach grammar rules deductively in half, emphasis on reading and writing, while listening and speaking skills are ignoring in teaching and evaluation in both processes. It is important to keep in mind that language acquisition consists of four skills- listening, speaking, reading and writing. Subjects like mathematics, science, social studies, and other can be taught with specific boundaries in any regional language, but for teaching second languages, these regional languages cannot be used.

Mohammad, N., Masum, R., Ali, Z., & Baksh, K. (2018) & Matkasimova, D. B. K., & Makhmudov, K. S. U. (2020) states that Translation method of teaching is practices instead of Direct method of teaching and the method of the English teaching is same to the other course subject teaching, such as General Science Pak studies etc. Translation method teaching approach is focused on the teacher, and students are not given the opportunity to improve their language skills through practice in classroom (Benati, A. (2018), Eisa, S. A. H. (2020) & Saydaliyeva, M. A., et al. (2020). Grammar Translation Method is as yet utilizing as a part of our organizations yet the truth of the matter is that instructors have issues in open approach since, they have not information about the best possible utilization of dialect learning exercises. The old and conventional instructors are not prepared to utilize new methods of dialect showing in view of their own inadequacy in their dialect leaning. Yet, the truth of the matter is that now at late situation, the worldwide changes, the time of science and innovation advancement, the period of web and PC just to get information about the old strict guidelines of English dialect structure, isn't sufficient, rather we have need to enhance talked type of dialect, to enhance relational abilities, to think about the distinctive procedures which are useful for us in down to earth life to procure occupation and feel simple while doing any errand (Garton, Copland, & Burns, 2011).

According to Dumville (1990) that it was necessary to change the teaching methods and approaches for learners according to the changing situation because now due rapid advancement in electronic media and progress in knowledge in the whole world especially for English language learning the old concepts of teaching have been changed. In past the old traditional methods of teaching were suitable but for that time because of limited resources and lack of instrument but the way is changed. Florian, L. (2019) also supported the Dumville (1990) opinions.

III. DATA DESCRIPTION AND METHODOLOGY

The present research is survey in qualitative nature. This focuses on English teachers teaching observation of the secondary school level at district Bannu. The aim of this study is, the analysis of teaching methodologies among the Female English teachers in the public and private secondary schools in district Bannu Khyber Pakhtunkhwa. This research is also collected data, through questionnaire from students and check list were design to observe the English teachers of District Bannu. The population for the present study is comprised of government and private secondary girls' schools in district Bannu. The total number of it is forty-four schools, in which twenty-four are government and twenty from private sector. Sample of the study was limited to forty -four schools of the total population, in which was selected twenty girl's secondary school, where ten schools are selected from private sector and ten are selected from government sector of the district Bannu, by using random sampling method. This research design questionnaire to collect data from students, which contain twenty questions with the four option (EX=Excellent, VG= Very Good, G= Good, NI= Need Improvement). Questionnaires were personally administrated to the students randomly and collect

from her next day. This research also designs a check lists for teachers' observation which contains two option (yes and No).The check list was personally filled to go in the class of teacher after the permission her school principle randomly.

Observational techniques and questionnaire may be the best methods for the collection of data that's why passive form of observational technique and questionnaire was used by the researchers. Data was collected from the English teachers of girl's secondary schools (ten private and ten government school) and observe by self in district Bannu.

IV. DATA ANALYSIS AND RESULTS

Table No. 1. Survey from Students

S.No	Statements					Chi-Square (p-value)
		Ex	VG	G	NI	
1	English Teacher Start Class on Time	35%	50%	15%	0%	3.70 (0.157)
2	Teacher present overview of the class	0%	30%	65%	5%	10.90 (0.004)
3	Teacher Presented first key Concept of the Class.	5%	35%	50%	10%	10.80 (0.013)
4	Teacher used relevant example, when they explain their major ideas	0%	25%	55%	20%	4.30 (0.116)
5	Teacher uses lesson plan daily.	10%	35%	50%	5%	10.80 (0.013)
6	Teacher carefully listened to student's questions.	5%	20%	70%	5%	22.80 (0.000)
7	Teacher answered student's questions appropriately.	0%	35%	65%	0%	1.80 (0.180)
8	English teacher encourages student's questions.	0%	15%	60%	25%	6.70 (0.035)
9	Teacher restated students' questions or comments as necessary.	0%	0%	25%	75%	5.00(0.025)
10	Teachers responded appropriately to students' boredom or puzzlement.	0%	0%	5%	95%	16.20(0.000)
11	Teacher asked questions for the students' readiness.	0%	0%	30%	70%	3.20(0.074)
12	Teacher uses grammar translation (traditional) method.	75%	5%	10%	10%	26.80(0.000)
13	English teacher uses Direct method.	15%	10%	5%	70%	22.00(0.000)
14	English teacher translate text, from English into English.	10%	10%	10%	70%	21.60(0.000)
15	English teachers translate text from English into Urdu.	60%	35%	0%	5%	9.10(0.011)
16	English teacher uses Communicative approach.	0%	0%	0%	100%	5.00(0.025)
17	Teacher uses Principle eclecticism.	0%	0%	0%	100%	n.a
18	English teacher uses Audio-lingual method.	0%	0%	0%	100%	n.a
19	English teacher using Humanistic approaches.	0%	0%	0%	100%	n.a
20	Teacher arranged groups' activities.	0%	0%	0%	100%	n.a

Abbreviations: **Ex** = Excellent, **VG** = Very Good, **G** = Good, **NI** = Need to Improve

Table No. 2. Teachers' Observation

S.No	Descriptions	Decisions	
		Yes	No
Content Organization			
1	Teacher start on time and end on time	100%	0%
2	Teacher present overview of the previous class	100%	0%
3	Teacher present first key concept about the topic in class	95%	5%

4	Teacher follow daily Lesson Plan	100%	0%
5	Teacher give relevant example to explain the topic	75%	25%
6	Teacher give relevant example to explain the major ideas	30%	70%
Questioning Skills		Yes	No
7	Teacher encourage to students to ask questions	95%	5%
8	Teacher respond to students not satisfactory	30%	70%
9	Teacher listened students question very carefully	95%	5%
10	Teacher give him appropriate answer of students questions	90%	10%
11	Teacher asked question for students' readiness	10%	90%
12	Teacher comment on student's answer as necessary.	15%	85%
Teaching Methods		Yes	No
13	Grammar Translation Method	80%	20%
14	Translate Text From English into Urdu	90%	10%
15	Direct Method	20%	80%
16	Translate Text in English into English	15%	85%
17	Audio-Lingual Method	0%	100%
18	Humanistic Approach	0%	100%
19	Communicative Approach	0%	100%
20	Principle eclecticism	5%	95%

V. FINDING AND RECOMMENDATION:

The main objective of this observational study was that to focus on the content, organization, questioning skills and teaching method of the English teachers. For this purpose, this study was observed twenty English teachers of different schools and found that all teachers start classes on time and end on time, present overview of the previous class, mostly teachers present first key concept about the topic in class, they are follows lesson plans, give relevant example to explain the topic. It is found that mostly teachers do not give relevant example to explain the major ideas. It is concluded that some of teachers asked questions for students' readiness and they respond to students satisfactory, on the other hand mostly teachers do not comment on student's answer as necessary. And it is also found that all of government sector teachers using Grammar Translation Method, translate text from English into Urdu. They are not following Direct Method, translate text in English into English. They are not following audio-Lingual Method, humanistic Approach, communicative Approach and Principal Eclecticism.

It is recommended that the school administration appoint well qualified and competent teachers for English subject, and to keep the students limited in classrooms to teach them effectively and reasonable space should be available for group discussion. The English teacher should be punctual and honest to be with his job; before then start talking about the main topic first the teacher needs to presents the main concept of topic to prepare the students to listen carefully, they should be used relevant example, when they explain their major ideas for the purpose that student fully understand the idea. The teacher must use lesson plan daily and carefully listened to student's questions in order to encourage the students to ask further question to understand and encourages student's questions to learn the lesson properly and remember for long time. English Language teaching teachers most of them using grammar translation method it's also called traditional method and they are not using others techniques as like direct method, audiolingual method, humanistic approach and principal eclecticism. Therefore, its recommended that teacher must use cooperative and collaborative approaches (Eclectic approach) for teaching.

This study recommends that teachers also needed to be language trained first. They needed to develop the second language communicative language skills to impart in students. As learning second language as a subject is different from teaching and speaking second language. If teachers are not well trained in teaching language then they will not become effective second language teachers. Hence, teachers also in need of proper communicative language skills development in which teachers firstly should be trained well. Second language teaching skills can be developed through trainings and practice.

VI. CONCLUSION

It is concluded that English teacher starting and ending of class are very good, give relevant example and answered the students question appropriately, the teachers present the overview of the previous class and the key concepts of the current class are good, the teacher give good attention to uses the lesson plan daily, listen carefully the students question and encourage him for further questions and these are significant association with the teaching methodology adopted by English teacher at secondary level in District Bannu, Khyber Pakhtunkhwa.

It is concluded that these things are need to improve like teacher restated students' questions or comments as necessary, remove confusion when answer to students and also asked questions for the students' readiness and teacher use Grammar Translation Method and translate text from English into Urdu excellently and have significance effect over the teaching methodology, the English teacher required to improve the use Direct Method and translate text, from English to English and have significance effect over the teaching and it is concluded that English teacher uses Communicative Approach, Principle Eclecticism, Audio-lingual Method, Humanistic Approaches and arranged groups' activities are required to further improve as per recommendation of the respondents.

This research also designs the checklist to observe the English in the classes, has three parts, in first part observe the Content Organization, in second part Questioning Skill and in third part Teaching Methods. After the observation this research concluded that the teacher starts their class on time and end also on time, present the overview of the previous class, present first the key concept about the topic in class, follow daily lesson plan and give relevant example to explain the topic but not give the relevant examples to explain the major ideas. This research observes questioning skills of both students to teacher and teacher to students and answer of that questions. Thus, it is concluded that teachers encourage student to ask questions, listen carefully and give appropriate and satisfactory answers to students. The majority of teacher not asked question to check the readiness of students and not to comments on students answer as necessary.

REFERENCES

1. Abduramanova, D. V. (2020). Innovative techniques of teaching vocabulary in the second language classroom. *Science and Education*, 1(Special Issue 2).
2. Abbasova, N. K. (2019). The importance of techniques in developing critical abilities of the learners in teaching English proverbs and sayings. *Мироваянаука*, (9), 3-6.
3. Ahmed, I. (2014). Critical Analysis of The Problems of Education in Pakistan: Possible Solutions. pdf. *International Journal of Evaluation and Research in Education (IJERE)*, 3(2), 79-84.
4. Ali, I. (2019). *Teachers Beliefs and Practices about Teaching of English at Secondary Level in Khyber Pakhtunkhwa* (Doctoral dissertation, University of Peshawar, Peshawar).
5. Armenta-Delgado, I. (2010). Students' views of Mexican nationals as English teachers. *Ra Ximhai: revista científica de sociedad, cultura y desarrollo sostenible*, 6(2), 313-320.
6. Arvaja, M., Häkkinen, P., Eteläpelto, A., & Rasku-Puttonen, H. (2000). Collaborative processes during report writing of a science learning project: The nature of discourse as a function of task requirements. *European Journal of Psychology of Education*, 15(4), 455-466.
7. Benati, A. (2018). Grammar-Translation Method. *The TESOL Encyclopedia of English Language Teaching*, 1-5.
8. Behlol, M. G., & Anwar, M. (2011). Comparative Analyses of the Teaching Methods and Evaluation Practices in English Subject at Secondary School Certificate (SSC) and General Certificate of Education (GCE O-Level) in Pakistan. *International Education Studies*, 4(1), 202-211.
9. Carpenter, J. M. (2006). Effective teaching methods for large classes. *Journal of Family & Consumer Sciences Education*, 24(2), 13-23.
10. Cahyati, S. S., Parmawati, A., & Atmawidjaja, N. S. (2019). Optimizing English teaching and learning process to young learners (a Case Study in Cimahi). *Journal Of Educational Experts (JEE)*, 2(2), 107-114.
11. Dörnyei, Z. (2009). Individual differences: Interplay of learner characteristics and learning environment. *Language learning*, 59, 230-248.

12. Dumville, W. (1990). Teaching foreign language skills. *Merrill publishing company Columbus, USA*, 76-81.
13. Eisa, S. A. H. (2020). " The Pros and Cons of the Grammar Translation Method on the Performance of Saudi EFL Learners. *Arab Journal for Scientific Publishing (AJSP) ISSN, 2663*, 5798.
14. Eshonkulova, S. (2020). The importance of interactive methods and principles in English language lessons. *Science and Education, 1*(7).
15. Faizi, W. N., Bibi, W., Khan, F. (2020). Educational policies (1947-2009) of Pakistan and integration of Islamic values among secondary level learners: an evaluative study. *Pakistan Journal of Humanities & Social Sciences Research, 03*(01), 79-90
16. Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education, 23*(7-8), 691-704.
17. Garton, S., Copland, F., & Burns, A. (2011). Investigating global practices in teaching English to young learners. *London: British Council, 11*(01), 1-29.
18. Jabbarova, A. (2020). THE IMPORTANCE OF THE TEACHING METHOD-THEORY AND ITS APPLICATION. *Архив Научных Публикаций JSPI*.
19. Khan, M., Waheed, M., Chengwen, H., Butt, T. M., & Ahmad, J. (2019). Development and Perspectives of English, as a Language of Instruction and Learning in Chinese Educational System. *Asian Journal of Contemporary Education, 3*(1), 28-35.
20. Khan, S., Khan, F, & Naz, S., (2019). A survey of teachers motivational Level in Government Secondary Schools of District Mardan. *Global Regional Review (GRR), IV*(II) 263 – 271.
21. Khan, F., & Irshad (2018). The effect of education and good trained teachers on students' performance. *PUTAJ - Humanities and Social Sciences, 25*(2), 93-99.
22. Khan, F., Fauzee M.S. O. & Daud, Y., (2016). Education, teacher training, problems and challenges: A comparative study between India and Pakistan. *Gomal University Journal of Research, (Special Issue II June 2016)*, 1-12.
23. Khan, I. U., Ayaz, M., & Saif, N. (2016). Comparative analysis of the effectiveness of communicative language teaching with grammar translation method of teaching functional English at secondary level in Khyber Pakhtunkhwa. *Science International, 28*(3).
24. Matkasimova, D. B. K., & Makhmudov, K. S. U. (2020). Importance of interactive methods in the english language grammar teaching. *Science and Education, 1*(Special Issue 2).
25. Mohammad, N., Masum, R., Ali, Z., & Baksh, K. (2018). Teaching practices of English language in the schools of Lasbela District, Pakistan. *International Journal of Experiential Learning & Case Studies, 2*(2), 34-39.
26. Mansoor, S. (1993). *Punjabi, Urdu, English in Pakistan: A Sociolinguistic Study*: Vanguard Book Pvt., Ltd., Lahore.
27. Mehmood, T., & Rehman, Z.-u. (2011). Effective use of teaching methodologies at secondary level in Pakistan. *Journal of American Science, 7*(2), 313-320.
28. Muhammad, A., Khan, H. & Khan, F. (2020). Testing Malthusian's and Kremer's population theories in developing economy, *International Journal of Social Economics, 47*(4), 523-538. <https://doi.org/10.1108/IJSE-08-2019-0496>.
29. Muhammad, A., & Ahmed, M. A., (2015). Role of human capital and foreign direct investment in promoting economic growth: Evidence from Commonwealth of Independent States. *International Journal of Social Economics, 42*(2), 89-111.
30. Matkasimova, D. B. K., & Makhmudov, K. S. U. (2020). Importance of interactive methods in the English language grammar teaching. *Science and Education, 1*(Special Issue 2).
31. National Education Commission. (1959). *Report of the commission on National Education, Ministry Of Education*. Karachi.
32. Naibaho, L. (2019). TEACHERS'ROLES ON ENGLISH LANGUAGE TEACHING: A STUDENTS CENTERED LEARNING APPROACH. *International Journal of Research-Granthaalayah, 7*(4), 206-212.
33. Nawab, A. (2012). Is it the way to teach language the way we teach language? English language teaching in rural Pakistan. *Academic Research International, 2*(2), 696-705.
34. Quaid-e-Azam. (1947). *Proceedings of the Pakistan Education Conference, Ministry of Interior*. Karachi.
35. Saydaliyeva, M. A., Atamirzayeva, E. B., & Dadaboyeva, F. X. (2020). Modern methods of teaching English in Namangan state university. *International Journal on Integrated Education, 3*(1), 8-9.

36. Savignon, S. J. (2003). Teaching English as communication: A global perspective. *World Englishes*, 22(1), 55-66.
37. Siddiqui, S. (2007). *Rethinking education in Pakistan: Perceptions, practices, and possibilities*: Paramount Publishing Enterprise.
38. Stern, H. H. (1983). *Fundamental concepts of language teaching: Historical and interdisciplinary perspectives on applied linguistic research*: Oxford University Press.
39. Tang, J. (2002). *Using L1 in the English classroom*. Paper presented at the English Teaching Forum.
40. Vijayalakshmi, K. (2004). Teaching Strategies: Present Practices and Future Directions. *Teaching strategies*. APH Publishing.
41. Waheed, A. (2005). A Comparative Study of English Language writing courses meant for teaching writing skills at metric and O levels. *Unpublished MA TEFL Thesis Allama Iqbal Open University Islamabad Pakistan*.
42. Warsi, J. (2004). Conditions under which English is taught in Pakistan: An applied linguistic perspective. *Sarid Journal*, 1(1), 1-9.
43. Yarmatov, R., & Ahmedova, M. (2020). The role of methodology in teaching English to prospective teachers. *Архив Научных Публикаций JSPI*, 1-7.
44. Zuparova, S., Shegay, A., & Orazova, F. (2020). Approaches to Learning English as the Source of All. *European Journal of Research and Reflection in Educational Sciences*, 8(5).23-34