

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

Dr. Sumera Irum

Associate professor & Chairperson, Department of Distance Continuing and
Computer Education, faculty of Education, Elsa Kazi Campus Hyderabad, University
of Sindh Jamshoro, Pakistan.

Email: sumera.irum@usindh.edu.pk

Baqir Ali

Head Master Education Department Government of Balochistan and M.Phil. Scholar
faculty of Education, Elsa Kazi campus Hyderabad, University of Sindh Jamshoro,
Pakistan.

Email: baqir1796@gmail.com

Samina Khanzada

M.Phil. Scholar faculty of Education Elsa Kazi Campus Hyderabad and Assistant
Professor, Government Elementary College of Education (M) Hyderabad

Email: Khanzada.samina@gmail.com

Received on: 08-11-2023

Accepted on: 14-12-2023

Abstract

As a global language, English has been established significant status in Pakistani society. Since the beginning of primary school, it has been a compulsory subject in almost every Pakistani school because of its role as a second language. Effective teaching learning of English mostly depends upon the teaching practices related to instructional guidance, learning, assessment and feedback, enhancement of vocabulary and classroom interaction. This research study discusses the current English subject teaching practices at secondary level. The research objective for this research study was to explore the current English teaching practices applied by the teachers at secondary level. Population of the study was all 134 Teachers working at Public Sector Secondary schools in seven Talukas of District Tharparkar. The sample size of the study was comprised of (n=20) school and (n=100) Teachers via stratified random sampling. A self-developed Likert Scale 5.0 questionnaire and observation tool were administered through survey method to collect the data from respondents. Validity of the research questionnaire and observation tool was determined through expert opinion and pilot study was carried out in order to check the reliability of tools after developing. The observations were conducted in 9th and 10th-grade classes across 20 schools with a total of (n=360) students in seven talukas of district Tharparkar. The collected data was analyzed through descriptive statistics including

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

frequency, mean, and Standard Deviation. Inferential statistical techniques were also employed by exploratory factor analysis method. The analysis revealed four key factors through factor analysis which named as instructional guidance, learning engagement, assessment and feedback, and classroom interaction. In terms of instructional guidance, teachers were proficient in guiding students during lesson reading (Mean = 1.75, SD = 0.776) and addressing weak points (Mean = 2.15, SD = 0.802). However, there was space for improvement in using audio-visual aids (Mean = 1.90, SD = 0.269). For learning engagement, lesson planning (Mean = 1.83, SD = 0.317), engaging students in daily reading activities (Mean = 1.61, SD = 0.778), and paragraph writing guidance (Mean = 1.77, SD = 0.725) needed optimization. Practices such as clearing grammatical concepts during reading (Mean = 1.33, SD = 0.485) and conducting question-answer exercises (Mean = 3.01, SD = 0.954) indicated moderate engagement but had room for improvement. Assessment and feedback practices were generally satisfactory, with teachers engaging in necessary practices like group activities (Mean = 2.06, SD = 0.938) and providing feedback (Mean = 1.95, SD = 0.876). Classroom interaction showed a moderate level, with a need for more inclusive interactions and better support for weaker students. While teachers encouraged conversation practice (Mean = 3.26, SD = 0.816), teacher-student interaction (Mean = 2.71, SD = 0.942) and engaging weak students during reading activities (Mean = 2.63, SD = 0.877) highlighted significant areas for improvement. The results of the first hypothesis indicate a statistically significant and positive association among all the indicators of teaching practices. Therefore, the five indicators used to assess teaching practices show a strong correlation. The result of second hypothesis ($F(3, 76) = 3.140, p = 0.030$) suggested that the teacher's teaching practices are well-regarded and have a significant impact on secondary schools' students. More the effective teaching practices the more students learning activities will be effective on English subject. In conclusion, this study assessed English teaching practices in secondary schools. It found strengths in instructional guidance and assessment practices. However, there's room for improvement in learning engagement and classroom interaction. Balancing teaching approaches can create a better educational experience for all students.

Keywords: English Language, Teaching Practices, Secondary Level

1. INTRODUCTION

English is a very popular language; it is used almost in every corner of the world, most of the books are translated in English, and it is very useful for expanding business and diplomacy among the countries. Today, English is playing an important role in creating harmony among the many countries, fostering cultural understanding, and making successful diplomacy for expanding financial opportunities to eradicate poverty and creating opportunities for business. There is impressive growth in the English language because its dialect has been modified from Germanic to an international lingua franca. Nowadays, the English language is also used in education, and technology. It enables world countries to develop relations, business, and cultural understanding by synchronizing the values of each other. In view of the fact that English is joining almost all countries that no other language does, it is playing a major role in spreading the international curriculum worldwide, including Pakistan (Mushtaq et al., 2019).

In 21st century English language has achieved global recognition and is currently delivered in

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

educational institutions, from primary schools to university level, in both developed and developing countries. It is a very prevalent language worldwide that continues to significantly influence several vocations globally. English language is making people as global citizen, and this will help everyone to understand each other. English become necessity of the people for many purposes, to get scholarship, to do business and to enter in any workforce. International companies in Pakistan also need those people who know English and able to speak in English language. The significance of acquiring proficiency in the English language in the global business arena cannot be underestimated. Indeed, mastering English has the potential to profoundly transform one's life. Thus, acquiring proficiency in the English language will provide you access to a vast array of leisure options and much more significant opportunities. Yet, in spite of its importance, the teaching practices associated with English language education at the secondary level continue to reveal significant inconsistencies and challenges (Channa, 2015).

For Pakistan, English has a special place. This is not because of the fact that English is a world language but because it has historical associations and has made an impact on our cultural life. English occupies an important place in the educational system and life of our country. The spread of English has affected the semi-urban and rural areas of the country and there is an ever-increasing demand for the teaching of English to all. 'English for the masses and not just for the classes' is the new slogan heard everywhere. Realizing its importance, English is taught as a compulsory second language in schools all over the country (Mohammad et al., 2017).

The process of teaching English to non-native speakers, especially at the critical secondary level, is rife with complexities that require both nuanced understanding and a precise application of methodological approaches. How English is taught can have long-lasting impacts on students' ability to think critically, express them, and interact with a globalized world. Yet, there is a persistent disconnect between the theoretical frameworks that guide English language teaching (ELT) and the actual practices implemented in the classrooms (Khadim Arain et al., 2020).

The researchers conducted a study to identify an effective teaching method that can actively engage learners and help them achieve their language learning goals. They focused on incorporating language abilities and communicative activities into their pedagogical and content knowledge, in order to address the needs of the current educational landscape (Lindo, 2018).

Current research has more consequences for academic attention. English language abilities are not only useful from an academic standpoint but also beneficial for general social growth and improvement. The increasing interest in the English language also plays a crucial role in shaping our instructional approaches. For the success of our education, it is crucial to emphasise the importance of using the English language at the secondary level. Proficiency in English not only lays the foundation for lifelong learning but also enables students to excel in science and technology at a global level. English language skills contribute not only to academic growth but also to personal and professional development, ultimately playing a vital role in national progress (Karlioiva, 2020).

Jimenez and Rose (2010) argue that students who do not regularly and systematically participate in learning activities may have difficulties in attaining a high level of competence

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

in the English language. In the Pakistani setting, proficiency in the English language is a crucial factor in defining an individual's degree of achievement or lack thereof. Zeegers (2005) expressed a similar viewpoint. Research results indicate that the English language is a helpful tool for learners in many academic subjects. The correlation between learning problems and language acquisition and proficiency has been noted. In their study, Sarwar, Bhamani, and Ahmad (2017) found that a significant number of parents in Pakistan saw English Medium Schools as a pathway to attaining financial success.

Different instructional methodologies used to facilitate the acquisition of English language skills may have specific effects on the development of English language competence. Nevertheless, researchers and professionals have expressed issues over the teaching of English. The objective is to not only provide students with knowledge of the topic, but also to cultivate their expertise in reading, writing, and speaking with fluency (Patil, 2008). According to Tuzela and Akcanb (2009), it is important to recognize that the responsibility for the transmission of knowledge and development of other skills does not solely rest on the shoulders of the teacher. Sarwar, Bhamani, and Ahmad (2017) created a scale that corresponds to the many elements that affect the progress of English language acquisition. This scale may be used as a self-administered instrument. Tuzela and Akcanb (2009) highlight the significance of pre-service teacher education programmes and teacher training that do not include good tactics and procedures for teaching the four skills of the English language in a cohesive manner (Zohud, 2015).

In Pakistan, English is taught from the early grades, with a greater emphasis on it in private schools than to public sector schools where English is taught as a topic. In private schools, all subjects are taught in English. In certain educational institutions, the English language is incorporated into the curriculum as a subject from the very beginning, specifically in kindergarten. However, there are other schools that choose to commence English instruction during the primary grades (Khan, 2020).

At the pre-primary and elementary levels, our main objective is to provide a solid basis for our kids' education. This period is essential as it establishes the foundation for their subsequent learning and growth. Our primary focus is on establishing an environment that is both supportive and intellectually engaging. We prioritise strengthening core vocabulary, building sentences utilising essential structures, and improving general comprehension abilities. Education encounters many obstacles, such as few resources, the existence of underqualified educators, and the absence of a uniform curriculum (Shah, 2016).

The secondary level, also known as grades 9 to 12, is the next stage of education after elementary and middle school. The secondary level is an important stage in English Language Teaching (ELT), as it emphasizes the development of more advanced skills that are crucial for further education and future careers (Khalil&Semono, 2020). The technique incorporates several language abilities, including reading, writing, speaking, and listening. It strongly prioritizes the development of critical thinking and analytical skills. Several issues in the education system include insufficient teacher training, curricular discrepancies, socioeconomic gaps among pupils, and the predominance of rote learning techniques (Muhammad, 2020a). The outcome of achieving success at this level is of utmost importance as it has a significant and far-reaching influence on your future educational and career prospects. The quality of education can exhibit significant disparities when comparing urban

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

and rural areas, as well as public and private schools (Muhammad, 2020b). Teaching practices refer to the strategies and techniques that educators use to facilitate learning and engage students in the classroom. It includes the numerous instruction practices which vary amongst numerous levels and institutes (Cho, 2014). Outdated approaches of language learning frequently depend on deeply on the exercise of rote committal to memory and the usage of grammar-translation methods (Abbas et al., 2018). Contemporary methods of teaching include numerous approaches that aim to stand-in collaborating learning, active communication, the incorporation of technology, and a pupils-centered approach (Ahmed, 2015).

The assessment of English language teaching practices is not unique to Pakistan but is a global concern. The growing need for English proficiency has ignited a quest for optimized teaching methods that are effective, efficient, and culturally sensitive (Manan, 2019).

In Pakistan, there are glaring disparities in English language proficiency, often reflecting the socio-economic divide. The urban elite, with access to private education and Westernized culture, often gain fluency, while the majority, especially in rural or underprivileged areas, struggle with even basic communication skills. Assessing the teaching practices is vital to understanding and addressing these disparities (Manan, 2019). Moreover, many research studies and reports show that despite various efforts made to achieve required level, the standard and quality of English at secondary level in Pakistan is alarming. Especially in Sindh province, unfortunately the standard of education in general and English teaching at secondary school level in particular is by far lowest, however, besides some urban areas the overall condition is provoking (Shaukat & Chowdhury, 2020). The reports released by various local and international organizations including world bank and UNICEF reflect that the commitment made by Sindh government towards progress is also lagging behind in many areas including English teaching in this connection the report of Alif Ailan of 2015-16 in Sindh (63%) students at level 5 cannot read a single English sentence. This shows that the standard and quality of English in the province. Further, the report shows the same deteriorating condition of education in district Tharparkar ranked it 151 out of 160 districts of the country and last in 30 districts of Sindh. Tharparkar is also one of the underdeveloped districts of Sindh province having a population of more than 1.6 million, at lowest Human Development Index (HDI) of about (0.25) where educational facilities are lacking, and great gender disparity exists and more than (50%) of the children are out of school and from the rest of the children majority go the private schools because of the attraction of English practices which are applied in private schools (Nazeer, 2018).

A significant challenge lies in the teachers' own proficiency in English and their ability to employ modern teaching methodologies. Most of the teaching faculties at school level not competent enough to deliver instruction in English language, because they are not trained to teach in English language, that's why most of the public schools are not able to compete with private schools (Fareed et al., 2018).

The school at the secondary level is a significant stage of education in Pakistan; it is also called a transitional stage, which connects primary and higher education and affects students' future lives because they are ready to enter the workforce after this stage. When students go to market or enter higher education, the demand and competition for English language increase because teaching English language at the secondary school level is very important

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

as it gives students confidence and the necessary skills to compete in a market or higher education institutions (Syed, 2017).

According to the Alif Ailan report of 2020-21, 67% of students in Sindh at level 5 cannot read a single English sentence, reflecting the standard and quality of English education in the province. Furthermore, the report reveals the deteriorating state of education in district Tharparkar, ranking it at 151 out of 160 districts in the country and last among 30 districts in Sindh (AlifAilan, 2021) . In light of the above, this study aimed to assess assessing the English language teaching practices applied by teachers at secondary level in district Tharparkar.

1.1. OBJECTIVES OF THE STUDY

The following were the main objectives of the study:

1. To assess the teaching practices applied by the secondary school teachers on teaching English subject.
2. To examine the impact of teaching practices on students' learning activities on English subject at secondary school level.

1.2. RESEARCH HYPOTHESIS

Null Hypothesis

H01. There is no significant impact of teaching practices on the students' learning activities on English subject at secondary school level.

1.3. CONCEPTUAL FRAMEWORK OF THE STUDY

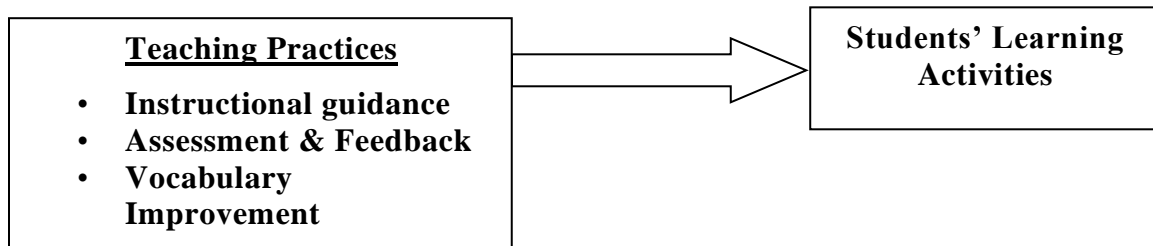


Figure 1.9.1 Conceptual framework

Source: National Professional Standards for teachers in Pakistan (2009)

2. Review

The instruction of the English language at the secondary level has significant importance within education systems around the globe, as it provides students with the essential linguistic abilities required for efficient communication in a more interconnected world. The objective of this study is to critically examine and integrate the current body of literature pertaining to the instructional strategies used by educators in the instruction of the English language to students at the secondary level, including investigations undertaken inside Pakistan as well as internationally (Mushtaq et al., 2019).

In the realm of English Language Teaching (ELT), a comprehensive understanding of its

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

historical trajectory is vital, as it elucidates the evolutionary progression of English language instruction from its nascent stages to the contemporary day (British Council, 2015). The origins of English language instruction may be traced back to the 17th century. The development of Modern English is said to have originated from Indo-European, a precursor language that was spoken approximately between 3000-3500 B.C. by nomadic tribes inhabiting the regions around the Black Sea (Adhikari, 2019).

The use of diverse learning and teaching methodologies within a course is a crucial element in cultivating student engagement and interest. In recent years, there has been a proliferation of diverse teaching and learning approaches that have been implemented and evaluated. These approaches have often sought to cultivate talents that are not effectively fostered by traditional didactic techniques. A considerable body of literature exists about these approaches and their optimal use (Shah & Ilyas, 2014).

When adopting a historical lens, it becomes evident that the pursuit of acquiring proficiency in a foreign language has been a longstanding endeavour. During the period when the Romans pursued the acquisition of Greek as a secondary language, they engaged the services of Greek instructors and hired Greek-speaking household staff. Upon the rapid expansion of the Roman Empire, a considerable number of individuals started the acquisition of the Latin language due to its status as the prevailing means of communication (Dotse, 2016).

According to Mackey, W.F., (1997) during that era, the instructional approaches mostly revolved around the study of Latin grammar, emphasizing oral exercises, as well as reading and writing in the target language. Latin and Greek emerged as significant languages due to their recognition as gateways to the intellectual and literary achievements of prominent ancient civilizations. To effectively compose Latin text, it is important to acknowledge the distinction between the written form of the language and its spoken variants. Consequently, textbooks had an abundance of grammatical rules, since they were considered to represent the standard or rectified versions (Richards, J.C., & Rodgers, 2001).

The profession of teaching English as a foreign language emerged as an independent field throughout the previous century. Hence, the use of the native language in the instruction and acquisition of English was seen as a paradoxical approach. Nevertheless, the use of one's own language proved to be advantageous and invaluable throughout the undertaking. The acquisition of a second language may be facilitated by the learners' existing knowledge of their first language, sometimes known as their mother tongue, as suggested by Palmer (Souriyavongsa et al., 2013).

It has been postulated that the acquisition of a foreign language necessitates a comprehensive analysis of distinct attitudes towards the comprehension of the primary four language abilities. In the process of language acquisition, it is essential to build a full language competence by acquiring both productive skills, namely writing and speaking, and receptive skills, namely listening and reading. A proficient educator should see the teaching and learning process as a holistic interaction that facilitates the development of a student's abilities in reading, writing, translating, mastering grammatical rules, comprehending, and speaking the language with fluency and precision. In other terms, he has the ability to actively participate in both a conventional formalist class and a conventional activist class (Lindo, 2018).

According to Palmer, (2000) the teaching of a foreign language is contingent upon the concept

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

of necessary translation. He asserts that when the foreign term being taught is recognized as functionally equal to a local word, translation serves as a more effective approach.

2.1. TEACHING METHODS AND APPROACHES

A plethora of scholarly investigations have examined the many pedagogical strategies and approaches used by educators in the secondary education setting. Traditional language teaching techniques, like the Grammar-Translation method, direct method, and Audio-Lingual method, have been replaced by more interactive and learner-focused approaches such as the Communicative Language Teaching (CLT) approach and Task-Based Language Teaching (TBLT) approach. Kumaravadivelu (2003) highlights the significance of teacher agency in the process of method selection and adaptation, emphasizing the need to consider contextual factors.

The Direct Method is founded upon the notion that individuals may acquire a second language more easily when it is taught without any reliance on their native language. This approach aims to replicate the process through which a kid learns their first language (L1), since children do not possess any pre-existing linguistic knowledge to rely upon during L1 acquisition. In this approach, the student was required to engage in communication using the target foreign language in authentic contexts. One critique of this approach is its limited feasibility inside a classroom setting, since it does not align with practical circumstances. Nevertheless, it continues to get significant support (Bietenbeck, 2011).

The prioritization of instructing receptive skills, namely listening and reading, above productive skills, such as speaking and writing, was advocated as the first phase. A comparative study was conducted between the learner's native language and the target language. In order to effectively instruct students in pronunciation, teachers were expected to possess a solid understanding of the phonetics specific to the language they were teaching. However, it is important to note that their use of this information only pertained to the teaching of pronunciation rather than the broader field of phonetics. This approach might be seen as an expansion of the existing technique (SHAH, 2019).

3. RESEARCH METHODOLOGY

The research design functions as a comprehensive plan for carrying out the study, guaranteeing that the data collected allows the researcher to adequately tackle the research issue. The research design used in this study was descriptive in nature. The purpose of a descriptive research design is to provide a comprehensive description and analysis of the present state of persons, places, situations, or events. In this particular research approach, the researcher engages in the study of a naturally occurring phenomena of interest, without any intention to influence persons, situations, or occurrences (Mertler, 2014).

The objective of this research was to assess the prevailing and common practices in English Language Teaching (ELT) in secondary schools in District Tharparkar.

3.1. METHOD OF THE STUDY

According to L.R Gay, Mills, & Airasian (2009) Quantitative Research is the systematic procedure of data collection, data analysing, data interpreting, and writing the outcomes of the study in the light of research objectives and hypotheses. In this research quantitative

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

research method was used and data was collected using the Teaching Practices Tool (TPT) based on the Likert scale 5.0. It allowed for a structured and standardized approach to capturing teachers' opinions on various teaching practices.

3.2. POPULATION OF THE STUDY

The term "population" denotes the whole of individuals within a certain group that is of interest to the researcher for the purpose of study, and to whom the findings of the study will be applicable. According to Creswell (2008), the concept of population pertains to a collective of individuals that share similar ideas, values, habits, traditions, and other distinguishing qualities that serve to define one population from another. The term "target population" denotes a specific subset of the overall population from which a sample is to be chosen. According to Best and Kahn (1998), a population refers to a collective of people that share one or more specific features that are of significance to a researcher. In the present study, the whole population under consideration consisted of all Government Boys' High Schools located in District Tharparkar. The specific target population of interest was comprised of Head Masters and teachers serving in all Government Boys' High Schools situated in the seven talukas of District Tharparkar. The students of 9th and 10th grade were also a part of this study because their classes were observed directly.

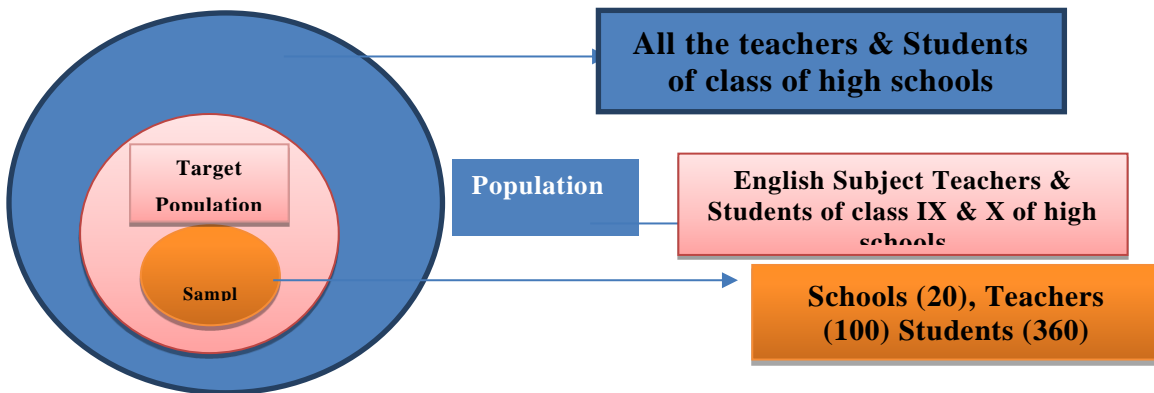


Figure: 3.4 Total Population and sample

3.3. SAMPLE SIZE

Sampling is a method used by researchers to strategically pick a subset of individuals from a larger population that is representative of the group's key characteristics. According to Gay (2012), there is a similarity between the characteristics of a sample and a population. According to Creswell (2008), researchers must carefully choose a sample that exhibits comparable features to the larger population in order to ensure the validity and generalizability of study findings. This is particularly important when the sample is entirely representative of the population. The researcher elaborates on the process of conducting a survey, whereby the researcher carefully picks a sample from a certain community and afterwards extrapolates the findings to the whole population from which the sample was drawn. The researcher recommends that those involved in research endeavors strive to pick a sample size that is as big as feasible in order to minimize the potential for sampling error.

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

The sample of this research is calculated by using Taro Yamane (Yamane, 1973) formula with 95% confidence level. From the population of (Students=3594) (Teachers = 145) from (School=57) Government Secondary Schools of District Tharparkar the sample size has been determined.

The calculation formula of Taro Yamane is presented as follows.

$$n = \frac{N}{1+N(e)^2}$$

Where : n= sample size required
 N = number of people in the population
 e = margin error (it could be 0.01, 0.05, 0.10)

Table 3.5.1.Calculation of sample size

Population	Population Size (N)	Desired Precision (e)	Sample Size (rounded)
Total Schools	57	0.15	20
Total Teachers	145	0.05	100
Total Students	3,594	0.05	360

Applying the Stratified sampling formula

$$\text{Proportion of Taluka} = \frac{\text{Total population of Each Stratum}}{\text{Total Population}} \times \text{required sample size}$$

3.4. SAMPLING TECHNIQUE

DeMarraiss and Lapan (2004) propose that researchers should use the random sampling approach in order to ensure the validity and reliability of generalizations made to a larger population. According to LR Gay (2012), the use of random stratified sampling approach is recommended for ensuring equal representation of subgroups. This technique ensures that each group is handled equally in the selection of the sample. Similarly, Brown (1988) affirms that there is no universally applicable guideline about the size of the sample.

This research study used a random stratified sampling approach to pick a sample of one hundred twenty-five (125) teachers (representing 100% of the population) and three hundred eighty (380) students (representing 5% of the population) from thirteen (57) secondary schools (representing 100% of the population) situated in the Tharparkar district. The researcher conducted many visits to each school, ranging from ten to fifteen times, in order to gather data using questionnaires and direct observation. However, the sample for the interview was subsequently restricted to six Head teachers, which constituted 10% of the total population. To ensure comprehensive representation of all schools, both male and female, a head teacher was randomly chosen from each school for the purpose of conducting interviews. This selection process followed the method of random stratified sampling.

3.5. RESEARCH INSTRUMENTS

The questionnaire is often considered the principal tool for collecting data in survey research. Questionnaire tools are often used for the acquisition of primary data. Creswell (2012) asserts that the questionnaire is generally acknowledged as an essential instrument for gathering data in surveys, along with observation and interviews.

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

Questionnaire: The research questionnaire was developed with reference to national professional standards for teachers in Pakistan (2009) with special reference of 5 standards of teachers which included 1. Subject Matter Knowledge 2. Instructional planning and strategies 3. Assessment 4. Learning Environment 5. Teaching of English as second/foreign language. The survey questionnaire comprised 31 items that were categorized into various sub-scales, including teaching methodology, classroom interaction and motivation, instructional aids, learning tools and materials, student engagement, communication, and assessment.

Observation tool: This tool was used to monitor and document pedagogical approaches, utilization of instructional materials, student engagement, classroom administration, and other classroom proceedings. It offered a thorough understanding of the teachers' daily classroom teaching practices.

3.6. PILOT STUDY

Conducting a pilot study is an essential component of the research process, as it serves to verify the effectiveness and suitability of the instruments used. Prior to commencing the primary investigation, the instruments underwent a thorough examination conducted by professionals in the respective field. The perceptive analysis conducted by the individual resulted in revisions being made to the language and organisations of the content in order to better correspond with the aims of the research. The questionnaire underwent revisions to eliminate unnecessary questions based on input provided by the supervisor and experts.

3.7. VALIDITY

3.7.1. Expert validity

Validity ascertains that the tool measures what it is supposed to measure. Expert judgment was sought to ensure that the items on the Teaching Practices Tool and Classroom Observation Tool appropriately cover the domain of English Language Teaching Practices. A panel of experts in the field of English language teaching and research methodology reviewed the tools. Their feedback was incorporated to refine and validate the content.

3.7.2. ENSURING THE CONSTRUCT VALIDITY OF THE QUESTIONNAIRE

After conducting expert validity it must be ensured that the variables of the questionnaire was well constructed and achieve the intended research objectives. For this it was necessary to ensuring the construct validity.

Result of Construct validity

The ensuring construct validity for the questionnaire was crucial in order to find out if the questions effectively capture the relevant constructs. During the process of construct validation, it was noted that many items had presence in multiple factors (Factor 1, Factor 2, or Factor 3) or displayed negative loadings, suggesting potential ambiguity or redundancy. Therefore some questions were later excluded in order to enhance the precision and effectiveness of the questionnaire e.g., LRM2, COM2, TAT2, TM11, CIM3, TAT1, COM6, COM4, TM4, After removing these questions, the questionnaire's construct validity was reevaluated using the Principal Component Analysis (PCA) and Varimax Rotation technique. This

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

approach facilitated the grouping of items into separate components and reduced the occurrence of cross-loadings.

Table No: 3.8.1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.853
Bartlett's Test of Sphericity	Approx. Chi-Square	1592.413
	df	253
	Sig.	.000

To assess the suitability of employing Exploratory Factor Analysis (EFA) for the Teaching Practices questionnaire, we initially computed the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (MSA). The results, presented in the table above, show an MSA value of .853, surpassing the suggested threshold of 0.50. This outcome supports the feasibility of conducting EFA with this dataset.

3.8. Reliability

THE RELIABILITY STATISTICS CALCULATED THROUGH CRONBACH'S ALPHA THE RESULT WAS 0.92 THAT DEMONSTRATES GOOD RELIABILITY

DATA PROCESSING AND ANALYSIS

After data collection, responses from the questionnaire (Teaching Practices Tool) and the Classroom Observational Tool were entered into a SPSS Version.23 databases. The data was then cleaned to identify and rectify any discrepancies or missing values. Factor analysis was conducted construct validity of the questionnaire by using exploratory factor analysis. After construct validity descriptive statistics were applied to provide an overview of the main characteristics of the data.

1.1. DESCRIPTIVE ANALYSIS OF EACH FACTOR/VARIABLE OF TEACHING PRACTICES SCALE

Table No. 4.6.1. Overall Mean Score of Instructional Guidance

Item code	Instructional Guidance	Mean	SD	Decision
CIM1	Teacher guides their students while lesson reading.	4.03	.717	High Extent
TM12	Teachers solve the weak points of students.	4.03	.703	High Extent
CIM2	Teachers motivate the students by conversation with them in class.	4.01	.703	High Extent
TM10	Teachers follow the dictation practice in the class.	4.04	.764	High Extent
CIM4	Teachers praise students for students' self-correction.	4.11	.737	High Extent
TAT1	Teachers use audio-visual aids.	3.80	.791	High Extent
Total Mean Score		4.07	.505	High Extent

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

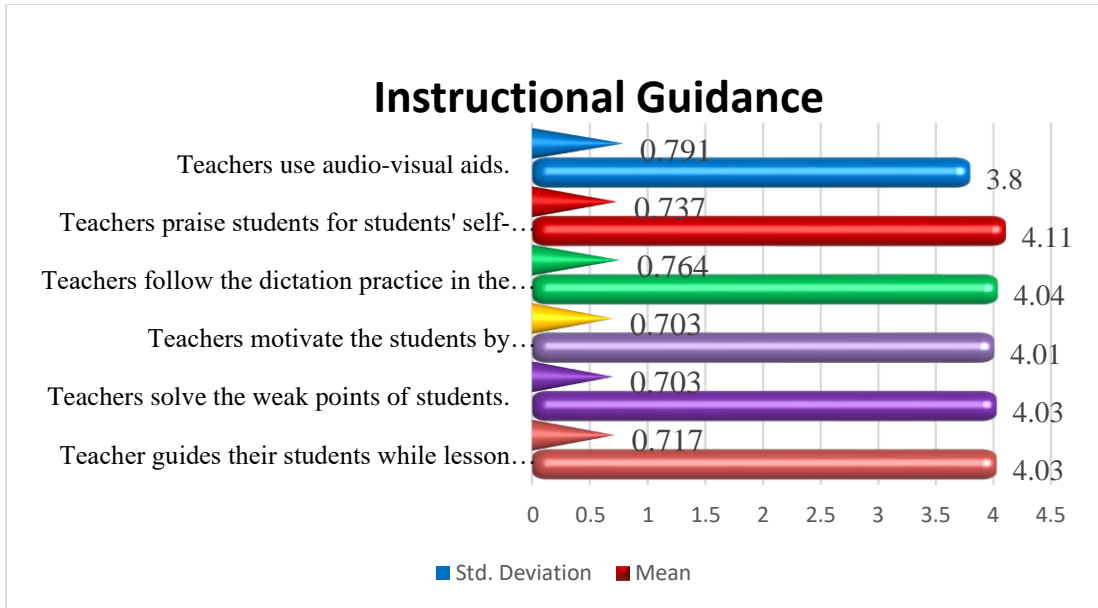


Figure: 4.6.1. Overall Mean Score of Instructional Guidance

Analysis: The mean table presents a quantitative overview of the participants' responses, measured on a 5-point scale, pertaining to several aspects of instructional guidance offered by teachers. The instructional guidance practices discussed in this study exhibit consistently high ratings, with mean scores above 4.0. This suggests a generally good view or implementation of these strategies. The approach of "Teachers praising students for their self-correction" has been found to have the highest mean value of 4.11, indicating that it is likely the most often seen or valued method among the participants. In contrast, the use of "audio-visual aids" has the lowest mean value of 3.80. This relatively lower score suggests a potential area for improvement or poorer adoption among instructors in comparison to other instructional guidance. The observed standard deviation values, all of which are less than 1, indicate a limited range of responses in relation to the mean. This suggests that there is a prevailing agreement among participants on the effectiveness of certain teaching methods. The somewhat elevated standard deviation seen in the use of audio-visual aids and dictation practice implies a slightly broader range of replies, perhaps indicating divergent experiences or viewpoints about these instructional methods among the participants assessed. The table presented provides clear evidence that the instructional practices being examined are highly valued therefore instructional guidance will have a significant and positive effect on current English teaching practices. However, there is some variability in the perceived prevalence or efficacy of these strategies. This variability offers a foundation for additional investigation or discourse on instructional approaches.

Table No: 4.6.2 Overall Mean Score of Learning Engagement

Item Code	Questions	Mean	SD	Decision
TM5.	Teachers practice question answer exercise.	3.01	.969	Moderate

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

TM6.	Teachers clear the grammatical concepts of the students during reading.	3.01	.959	Moderate
TM1.	Teachers prepare lesson plan for every lesson in the class.	2.74	.883	Moderate
TM2.	Teachers engage students in reading activity daily in the class.	2.82	.936	Moderate
TM3.	Teachers guide students to develop paragraph writing.	2.72	.922	Moderate
Total Mean Score		2.86	.808	Moderate

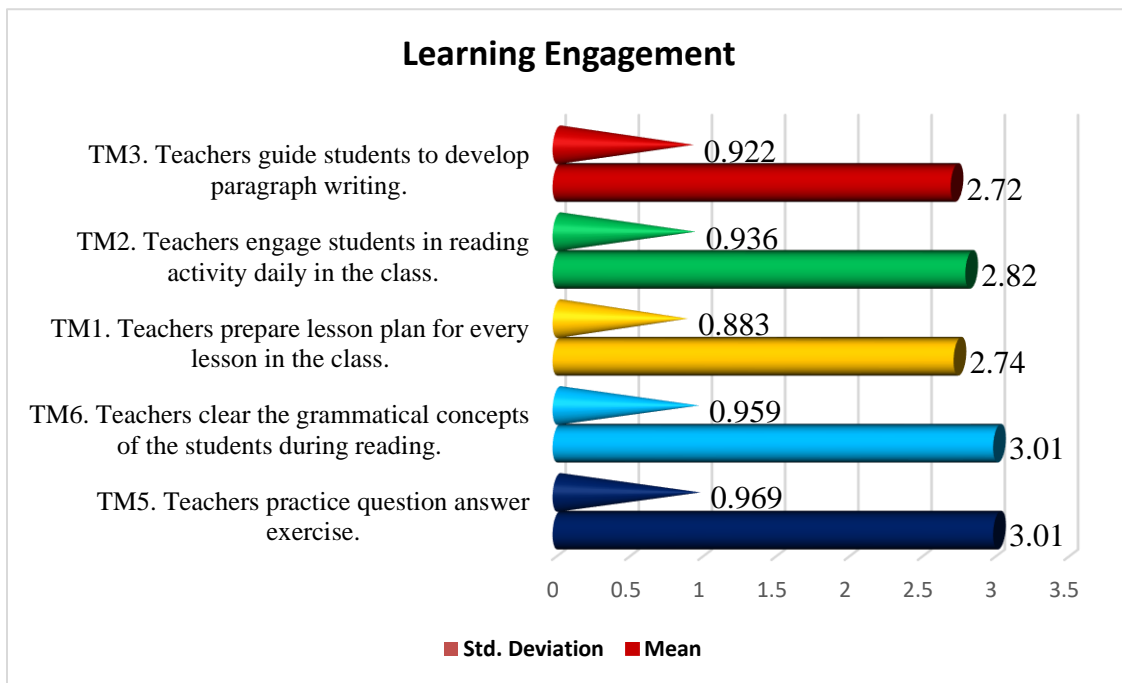


Figure: 4.6.2. Learning Engagement

Analysis: The mean table presented offers insights into the teaching practices used by secondary school English teachers. It is important to note that the table does not include the mean values. The assessment of these practices was conducted using a 5-point Likert scale, which ranged from "strongly disagree" to "strongly agree." It is evident that a total of 100 respondents were included in the evaluation of each practice. The observed standard deviation values, all of which are less than 1, indicate a notable level of consensus among teachers about the frequency or effectiveness of learning engagement. A decrease in the standard deviation suggests a higher level of agreement among the participants on the specific learning engagement.

One of the observed practices, namely the preparation of a lesson plan for each lesson, exhibits the smallest standard deviation (0.883). This finding implies that this particular practice is more consistently implemented or endorsed by the teachers. In contrast, the use

*Assessing the English Language Teaching Practices Applied by
 Teachers at Secondary Level*

of question-answer exercises has the greatest standard deviation (.969), suggesting a potentially broader range of results and maybe reflecting divergent viewpoints in the implementation of this practice.

The data presented in this study demonstrates the many approaches used by teachers to actively include students in the learning of the English language. These practices encompass a range of activities, such as question-answer exercises, clarification of grammatical concepts during reading tasks, daily reading activities, and the facilitation of paragraph writing. However, the standard deviations provide valuable insights into the degree of agreement or disagreement among teachers about these practices. The factor of Learning Engagement will have a significant and positive effect on current teaching practices. This information may be used as a foundation for future research or professional growth initiatives focused at improving teaching practices in secondary school

Table No: 4.6.3 Overall Mean Score of Assessment and Feedback

Item code	Assessment & Feedback	Mean	SD	Decision
COM10	Teachers facilitate students to participate in group activities.	3.45	.914	Moderate
COM8	Teachers get feel their students involved in their own learning.	3.73	.777	High Extent
COM5	Teachers give class work to the students to understand the lesson.	3.43	.844	Moderate
COM9	Teachers give students assignments to check their understanding.	3.63	.825	High Extent
COM7	Teachers provide proper feedback on student assignments.	3.71	.844	High Extent
Total Mean Score		3.63	.669	High

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

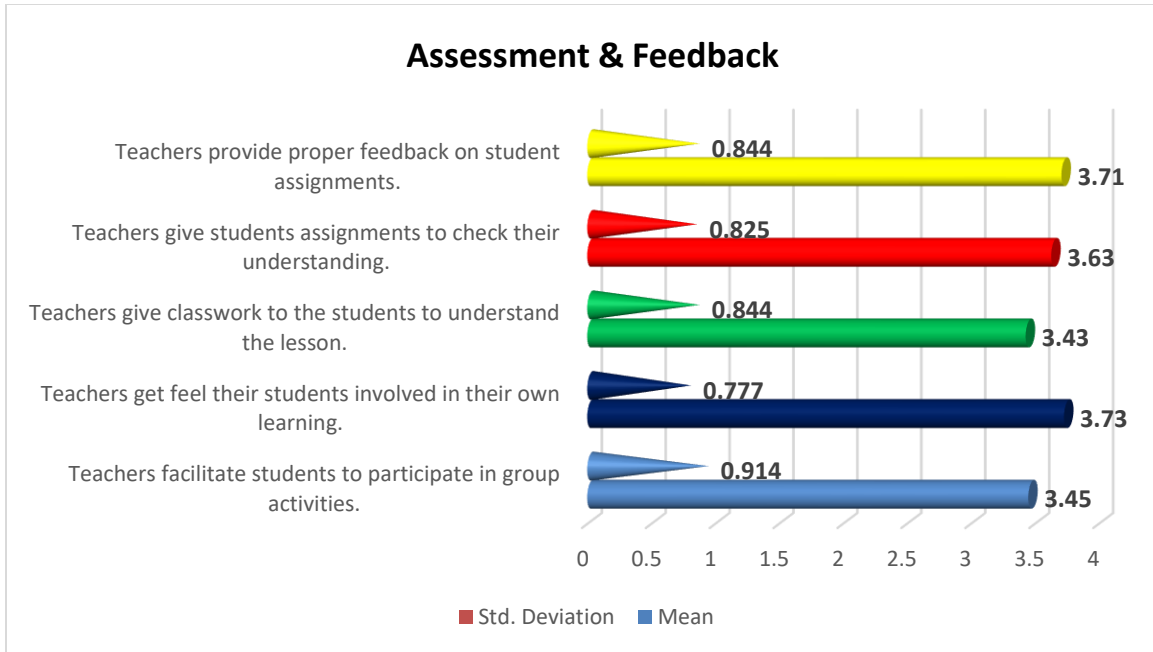


Figure: 4.6.3 Assessment & Feedback

Analysis: The presented table provides an overview of the means and standard deviations obtained from the responses of secondary school English teachers in relation to their Assessment & Feedback practices. These practices were assessed using a 5-point Likert scale. The means in this study represent the average scores provided by participants in relation to certain teaching practices. A higher mean value suggests more agreement or more frequent use of these practices.

The practice of encouraging teachers to actively engage their pupils in their own learning has received the highest mean score of 3.73. This indicates that the respondents generally perceive this practice to be well-accepted or acknowledged. The next item in the ranking is "Teachers offer comprehensive feedback on student assignments," which has a mean score of 3.71, suggesting that the provision of feedback is seen as a significant instructional approach. Nevertheless, the implementation of "Teachers facilitate students' engagement in collaborative activities" and "Teachers assign class work to enhance students' comprehension of the lesson" yielded mean scores of 3.45 and 3.43 correspondingly, indicating that these approaches may be less prevalent or acknowledged among the teachers surveyed.

The observed standard deviations, all of which are less than 1, suggest a considerable degree of consensus among the participants about these practices. However, it is worth noting that the implementation of group activities has a larger standard deviation of .914, indicating a greater degree of variability in answers and maybe a less uniform adoption of this instructional approach among educators. On the other hand, when students actively participate in their own learning, there is a reduced standard deviation of 0.777, indicating a higher level of consistency in the agreement or execution of this instructional approach.

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

In simple words, this data provides insight into the prevalence and consensus around teaching practices among secondary level English educators. Teachers have a greater inclination towards engaging students in their own learning and offering feedback. However, there seems to be a lack of consensus or uniformity in terms of encouraging group activities and providing class work that aids in comprehension of the lesson. This information may be valuable to school administrators and instructors seeking to enhance teaching practices and foster student involvement within the classroom setting. Hence Assessment and Feedback have a significant and positive effect on current teaching practices.

Table No: 4.6.4 Overall Mean Score of Vocabulary Enhancement

Item Code	Vocabulary Enhancement	Mean	SD	Decision
LRM1	Teachers encourage students to speak in English during class.	3.76	.712	High Extent
TAT3	Teachers use real-life examples to explain concepts to the students	3.92	.748	High Extent
COM1	Teachers encourage students to highlight difficult words.	3.93	.714	High Extent
COM3	Teachers encourage students to use a dictionary to improve their vocabulary.	3.920	.7342	High Extent
Total Mean Score		3.87	.402	High Extent

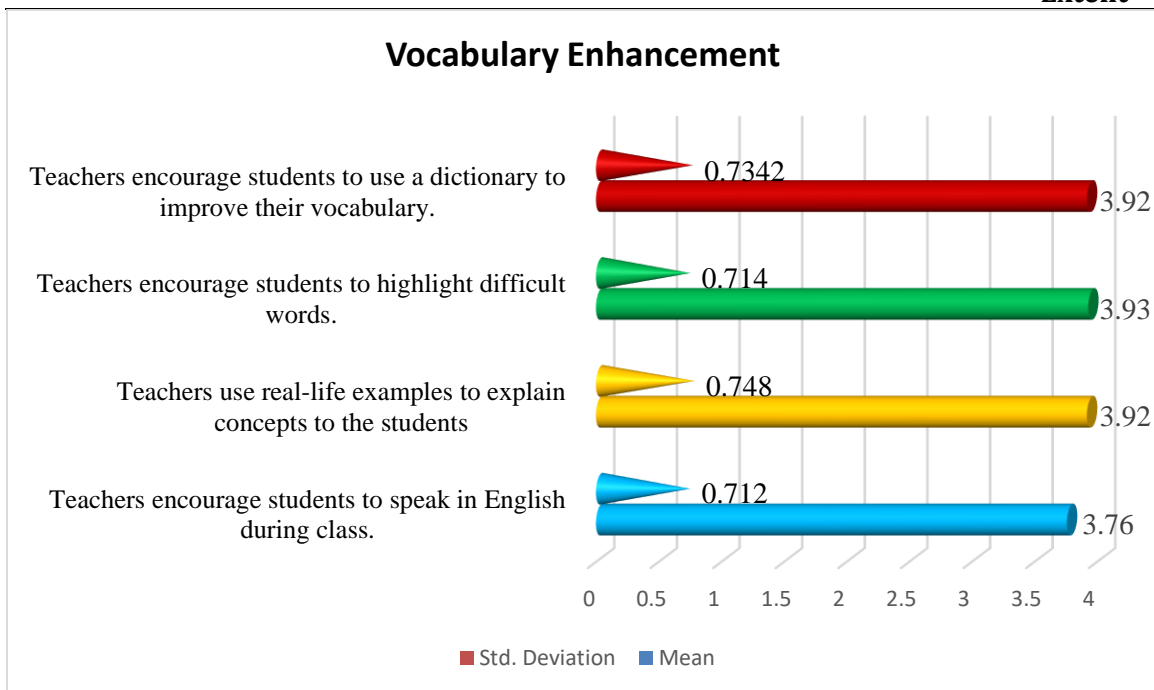


Figure: 4.6.4 Vocabulary Enhancement

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

Analysis: The presented table displays the average values and standard deviations of answers pertaining to the use of Vocabulary Enhancement techniques by English instructors in secondary schools. These responses were assessed using a 5-point Likert scale. The data suggests that there is a relatively high level of acceptance for all of these practices, as shown by ratings ranging from 3.76 to 3.93. This finding indicates a prevailing consensus or shared tendency among the instructors assessed in using these strategies for the purpose of augmenting vocabulary skills.

Teachers use this strategy to emphasise difficult words for students, explain their meanings, and encourage them so that they do not have any trouble in conversations or reading. This practice helps in supporting students and is consistent with their teaching style. Teachers use real-life examples to illustrate this strategy. This thing also has a high mean score, which instructors explain by providing a real-life example with a mean score of 3.93 to 3.92. This research confirms that such tactics are widespread and often used on a large scale. In contrast, there is a statement that professors encourage students to converse in English throughout class. The typical score of this statement is low as compared to others, at 3.76. The data indicates that the standard deviations are less than 1, confirming that the majority of respondents agree and use diverse teaching approaches in their English subject teaching.

In contrast, the use of real-life illustrations has a somewhat larger standard deviation of .748, suggesting a slightly greater degree of variability in the replies. This variability may be attributed to divergent experiences or viewpoints on the implementation of this approach among the participants.

In more accessible language, the data indicates that the instructors typically make effective use of vocabulary development practices and largely agree on their efficacy, although with minor variances. The practice of encouraging students to emphasize challenging vocabulary and including real-life illustrations seems to be rather prevalent, but the promotion of English speaking inside the classroom is somewhat less widespread, although still highly praised. This research might potentially provide valuable insights for instructors seeking to get a deeper understanding of, or enhance, vocabulary development strategies within the context of secondary school English instruction.

Table No: 4.6.5 Overall Mean Score of Classroom Interaction

Item Code	Classroom Interaction	Mean	SD	Decision
TM8	Teachers encourage conversation practice.	3.26	.917	Moderate
TM7	Teacher-student interaction takes place in the class.	2.71	1.038	Moderate
TM9	Teachers give the chance to the weak students during reading activity.	2.63	1.012	Moderate
Total Mean Score		2.87	.801	Moderate

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

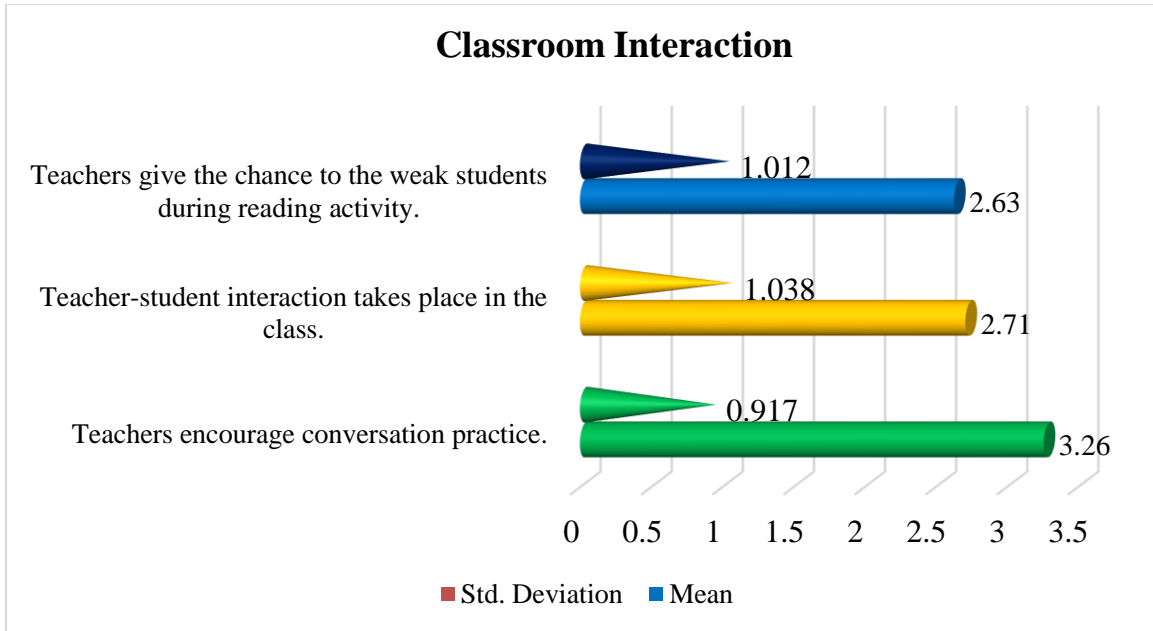


Figure: 4.6.5 Classroom Interaction

Analysis: The table presents the average values and standard deviations of Classroom Interaction practices used by English instructors in secondary schools, as assessed using a 5-point Likert scale. The data indicates that there are differing degrees of agreement or implementation of these practices among the instructors that participated in the survey. The practice of "Teachers encouraging conversation practice" had the highest mean score of 3.26, indicating that this particular practice is comparatively more prevalent or widely accepted in comparison to the other practices mentioned. However, the practices of "Teacher-student interaction occurs within the classroom" and "Teachers provide opportunities for struggling students during reading activities" exhibit mean scores of 2.71 and 2.63 respectively, suggesting that these practices may be less commonly implemented or recognized among the participants.

The observed standard deviations, all of which above 1, suggest a greater dispersion of answers relative to the mean, hence showing a reduced level of consensus among the instructors with respect to these practices. Specifically, the phenomenon of "Teacher-student interaction occurs in the classroom" has a standard deviation of 1.038, indicating potential variations in instructors' perspectives or experiences of the level of interaction taking place in the educational setting. Likewise, the implementation of providing opportunities to academically challenged children during reading exercises exhibits a notable range of answers, as shown by a standard deviation of 1.012.

In more accessible language, the findings of this study indicate that while there is some recognition and implementation of conversation practice among instructors, there is less consensus and uniformity about the level of teacher-student contact and help provided to struggling students during reading activities. The considerable range of replies indicates that there is likely to be substantial variation among instructors in their experiences and perspectives about these classroom interaction practices. Therefore, classroom interaction

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

has a significant and positive effect on current teaching practices. This information is of utmost importance for school administrators or instructors seeking to improve classroom relationships and provide equitable assistance to all kids, including those who may be academically challenged.

Table 4.6.6. Overall Mean Score of student learning activities on English Subject

Item Code		N	Mean
SLA1.	The instructional guidance by my secondary school teacher greatly enhances my understanding of the English subject.	100	3.86
SLA2	The secondary school teacher proficiently involves students in the learning process, creating an engaging and stimulating lesson.	100	3.90
SLA3	The assessment/feedback and constructive criticism provided by my teacher contributes to the development of my English language abilities and academic achievements.	100	4.00
SLA4	The instructional guidance used by my teacher has significantly improved my vocabulary and language competence.	100	3.89
SLA5	The classroom interaction in my English class is both energetic and constructive, which has a beneficial impact on my academic success.	100	3.82
Total		100	3.90

Analysis: The table shows the results of a survey where 100 student participants evaluated several aspects of their English teaching practices on a scale ranging from 1 to 5, with 5 being the highest rating. The results suggest that the teacher's teaching practices are well-regarded and have a significant impact on secondary schools students. The statement pertaining to the assessments and feedback given by the instructor has the highest mean score of 4.00, indicating that students see these factors as having a substantial impact on their language proficiency and academic achievements. In addition, the teacher's capacity to actively include students in the learning process and create an engaging and inspiring classroom environment was rated highly with a mean score of 3.90. Although the overall evaluations for all statements were mostly good, it is important to highlight that the lowest average score of 3.82 is specifically linked to classroom interaction. This suggests that there is potential for development in this area to further increase students' academic achievement. In general, the table indicates a positive impression of the English teacher's ability to facilitate language

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

acquisition and interest students.

1.2. Hypothesis testing

H01. There is no significant impact of teaching practices on the students' learning activities on English subject at secondary school level.

Table 4.8.2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554 ^a	.307	.291	.562

a. Predictors: (Constant), Interaction, Vocabulary, Assessment, Guidance, Engagement

Table No. 4.8.3. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.777	5	.592	3.140	.030 ^b
	Residual	14.335	74	.189		
	Total	16.111	79			

a. Dependent Variable: Students_Learning_Activities

b. Predictors: (Constant), Interaction, Vocabulary, Assessment, Guidance, Engagement

Table No. 4.8.4. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.714	.511		1.398	.714
	Vocabulary	.437	.071	.460	6.170	.437
	Guidance	.337	.124	.203	2.725	.337
	Engagement	.127	.066	.141	1.931	.127
	Assessment	.437	.071	.460	6.170	.437
	Interaction	.714	.511		1.398	.714

a. Dependent Variable: Students_Learning_Activities

Results: The regression analysis conducted on the dependent variable "Students_Learning_Activities" using five predictors (Instructional guidance, Learning engagement, assessment and feedback, Vocabulary improvement, and classroom interaction) indicates statistical significance ($F(3, 76) = 3.140, p = 0.030$). The result suggested that there is a significant impact of teaching practices on students learning activities on English subject at secondary school level. More the effective teaching practices the more students learning activities will be effective on English subject.

The following section presents an overview of the results and subsequent discussions.

5.2.1 Instructional Guidance: The data depicted in Table No 4.6.1 illuminates the level of instructional guidance provided by English teachers. A general trend towards active guidance and motivation during lessons is observed with mean scores hovering around ($M=4.0$).

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

Particularly, teachers are observed to be proficient in guiding students during lesson reading and addressing students' weak points, both having a mean score of (M=4.03). Moreover, the highest mean score of (M=4.11) in praising students for self-correction indicates a nurturing environment that could potentially foster a growth mindset among students. However, the relatively lower mean score of (M=3.80) on the use of audio-visual aids suggests a possible area of improvement, which could enhance the teaching-learning process further. It emerged that teachers who actively guided students during lesson reading and helped in addressing weak points facilitated a more productive learning environment. However, the utilization of audio-visual aids showcased mixed results, indicating the necessity of a balanced approach, possibly a blend of traditional and modern teaching aids.

5.2.2 Learning Engagement: Table No 4.6.2 exhibits the scenarios pertaining to learning engagement. It appears that some essential practices like lesson planning, engaging students in daily reading activities, and paragraph writing guidance are not fully optimized as reflected by the lower mean scores of (M=2.74), (=2.82), and (M=2.72) respectively. Such scenarios could impede the comprehensive understanding and the development of critical writing skills among students. Furthermore, the practice of clearing grammatical concepts during reading mean score (M=3.01) and conducting question-answer exercises (mean score 3.01) indicates a moderate level of engagement but there's room for enhancing these practices to make learning more interactive and beneficial. The proactive engagement of students in varied classroom activities and the clear elucidation of grammar concepts were found to be beneficial. The presence of a prepared lesson plan was also observed to have a moderate positive impact on learning engagement, emphasizing the importance of well-structured lesson delivery.

5.2.3 Assessment and Feedback: The data from Table No 4.6.3 presents a fairly satisfactory picture regarding the practices of assessment and feedback. The mean score ranging from 3.43 to 3.73 indicates that instructors are highly engaged in various teaching methods when instructing the English topic in class to enhance student participation. For example, instructors assist students in group activities, assign tasks, provide comments, and provide lesson plans efficiently. Following best practices leads to progress in pupils, increasing their confidence and enhancing their learning in a conducive atmosphere. These activities have a distinct beneficial impact that significantly enhances pupils' overall learning.

5.2.4 Vocabulary Enhancement: The data from Table No 4.6.4 total mean score (M=3.87) and indicates that teachers are effectively promoting the development of students' vocabulary skills. In order to enhance their language proficiency, students are frequently encouraged to engage in English conversation, use real-world examples from everyday life, emphasize difficult vocabulary, and utilize a dictionary as a means of increasing their vocabulary. The scores collected suggest that the procedures in question have been positively welcomed by the respondents who participated in providing feedback. The observed standard deviations show very small values, indicating a significant level of agreement among participants with respect to these actions.

5.2.5 Classroom Interaction: Classroom interaction, as portrayed in Table No 4.6.5 demonstrates a moderate level of interaction between teachers and students. This calls for measures to foster a more inclusive classroom interaction. While teachers encourage conversation practice with a mean score of (M=3.26), the lower scores of (M=2.71) and

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

(M=2.63) for teacher-student interaction and engaging weak students during reading activities respectively, highlight a significant area for improvement. A more interactive classroom environment can stimulate better understanding and retention of the subject matter, and it's essential that weaker students are not left behind in the learning process. Practices such as encouraging students to look up difficult words in the dictionary and organizing them in groups for English conversations were found to be effective in enhancing vocabulary. The dual effect of speaking and interacting of teachers in class need further improvement in the context of classroom interaction. It was found by observing teachers that by applying interacting in a class with students create a conducive learning environment. It also emphasis on the continue feedback and assessment of the students. This will also increase the students' vocabulary and promote active classroom interaction. For better learning opportunities and fostering the skills of English language teaching.

Discussion of this study highlighting the different teaching practices techniques and methods and discussing about their multifaceted nature and their intensity and prevailing situation within the district Tharparkar. While there are commendable efforts in instructional guidance and assessment practices, there is a discernible need for enhancement in learning engagement and classroom interaction to ensure a holistic educational experience for every student.

5.1. FINDINGS

5.1.1. Findings of likert scale questionnaire

The research underscores a many of practices among English teachers at the secondary level, demonstrating a commendable effort in instructional guidance and assessment. However, there's a discernible need for ramping up the learning engagement and classroom interaction, particularly for weak students.

The result of observation also tells that teachers guiding students during lesson readings and in solving weak points in class tend to have a more positive impact on the learning process. However, the use of audio-visual aids yielded mixed results, indicating a need for a balanced approach. Engaging students in different activities and clarifying grammar concepts were observed to be beneficial. The presence of a lesson plan also appeared to have a moderate impact on student engagement. Teachers providing feedback and engaging all students in group activities tended to foster a more inclusive and interactive learning environment. Assignments for better understanding were also deemed helpful, though to a moderate extent. Encouraging students to look up difficult words in the dictionary and organizing them in groups for English conversations showed positive trends in enhancing vocabulary. However, the effectiveness of teachers speaking English in class yielded mixed results. Promoting group activities and maintaining a high level of interactivity in class were associated with a better classroom interaction. However, providing fair opportunities to weaker students during reading activities did not show a significant difference, indicating a need for further investigation into tailored instructional strategies.

5.1.2. Findings of the Hypothesis testing

The results of the first hypothesis indicate a statistically significant and positive association among all the indicators of teaching practices. Therefore, the five indicators used to assess

Assessing the English Language Teaching Practices Applied by Teachers at Secondary Level

teaching practices show a strong correlation, such that a rise in one indicator is often accompanied by an increase in the others.

The regression analysis conducted on the dependent variable "Students_Learning_Activities" using five predictors (Instructional guidance, Learning engagement, assessment and feedback, Vocabulary improvement, and classroom interaction) indicates statistical significance ($F(3, 76) = 3.140, p = 0.030$). The result suggested that there is a significant impact of teaching practices on students learning activities on English subject at secondary school level. More the effective teaching practices the more students learning activities will be effective on English subject.

The result of second hypothesis which was conducted by the multiple regression analysis, which included five predictors (Instructional guidance, Learning engagement, assessment and feedback, Vocabulary improvement, and classroom interaction), indicates that there is a statistically significant relationship with the dependent variable "student learning activities on English subject" ($F(3, 76) = 3.140, p = 0.030$). This finding suggests that the teaching practices used in secondary schools by secondary school teachers have a significant impact on students' learning activities in studying English subject.

5.2. CONCLUSION

Assessing English language teaching practices at the secondary level in District Tharparkar is crucial to enhance the overall quality of education and boost language proficiency among students. By analyzing common practices and principles, several key conclusions can be drawn. Firstly, instructional guidance stands out as quite effective, with a mean score of 4.07 and a standard deviation of 0.505, indicating its positive impact.

However, there is room for improvement in the dominion of feedback practices, which appear to be less effective or not well-implemented. Similarly, practices for engaging students receive a moderate rating, suggesting opportunities for enhancement. Classroom participation and assessment emerge as areas that demand attention and improvement in order to foster active learning environments. On a positive note, practices for retaining vocabulary are considered quite effective, reflecting the success of certain teaching methodologies and retention techniques. However, while some aspects of English language teaching in District Tharparkar are rated highly, the data underscores the need for a more balanced approach to ensure that all aspects of teaching are equally effective. This assessment provides valuable perceptions into the strengths and weaknesses of current practices, paving the way for targeted improvements in English language teaching in the district.

5.3. RECOMMENDATIONS

1. There's a need for continuous professional development programs to equip teachers with modern instructional strategies, especially in engaging students and promoting active classroom interactions.
2. The curriculum should be designed in a way that encourages practical engagement, interaction, and real-world applications to make learning more meaningful and enjoyable for students.
3. Consideration should be given to innovative assessment and feedback practices that

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

encourage continuous learning and improvement.

4. There should be multimedia system in schools for effective presentation of language teaching material.
5. SMC funds should be increased for secondary schools in order to meet the standards of the 21st century teaching practices.
6. school based mentoring of teachers should be properly implemented to enhance the capacity building of the secondary school teachers.
7. English subject should be assign to only English degree holder teachers in the schools.
8. Regular parent-teacher meetings should be called for students' regularity and punctuality.
9. Head teachers should facilitate teachers by providing them necessary material for teaching-learning process.
10. English curriculum should be revised in order to meet the 21st century skills.
11. Language lab should be established in the school so that students grasp all four skills of language.

References

1. A, Ceren Işıklı, A. Ö. T. (2017). Investigating problems of English literature teaching to EFL high school students in Turkey with focus on language proficiency. *Journal of Language and Linguistic Studies*, 13(2), 82-95.
2. Abbas, N., Ashiq, U., & Abrar ul haq, M. (2018). Gap between acquired and required English learning objectives for the primary school students: Empirical evidence from Sargodha (Pakistan). *Cogent Social Sciences*, 4(1). <https://doi.org/10.1080/23311886.2018.1457421>
3. Adhikari, D. (2019). Status of English language teaching in secondary level under different school interventions. *Journal of NELTA*, 24(1-2), 162-177. <https://doi.org/10.3126/nelta.v24i1-2.27686>
4. Adil, J. (2015). *Diagnostic study of english teaching practices at secondary education level in khyber pakhtunkhwa pakistan*. UNIVERSITY OF SCIENCE AND INFORMATION TECHNOLOGY, PESHAWAR – PAKISTAN.
5. Ahmed, M. (2015). Students' Motivation toward English Language Learning at Undergraduate Level. *Advances in Language and Literary Studies*, 6(3). <https://doi.org/10.7575/aiac.alls.v.6n.3p.230>
6. AlifAilan. (2021). *Situation of Education in Pakistan*. <http://www.alifailaan.pk/>
7. Aquilino, S. (2004). The Task-based Approach in Language Teaching. *Ijes*, 4(1), 39-71.
8. Asghar, J., & Butt, M. I. (2018). A critique of national curriculum for English language in Pakistan: Proposing cognitive strategy instruction for ELT. *Kashmir Journal of Language Research*. https://www.researchgate.net/profile/Jamil-Asghar/publication/323243167_A_Critique_of_National_Curriculum_for_English_Language_in_Pakistan_Proposing_Cognitive_Strategy_Instruction_for_ELT/links/5a883587a6fdcc6b1a3f2e79/A-Critique-of-National-Curriculum-fo
9. Baralt, M., & Gómez, J. M. (2017). Task-based language teaching online: A guide for teachers. *Language Learning and Technology*, 21(3), 28-43.
10. Bashiruddin, A., & Qayyum, R. (2014). Teachers of English in Pakistan: Profile and Recommendations. *NUML J Critical Inquiry*, 12(1), 1-18.
11. Bietenbeck, J. (2011). Teaching practices and student achievement: Evidence from TIMSS. *Cemfi*, 1104, 25.
12. British Council. (2015). *Language in Pakistan ' S Higher Education*. <https://www.britishcouncil.pk/about/research-reports/english-language-pakistan's-higher->

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

- education
13. Bula-Villalobos, O., & Murillo-Miranda, C. (2019). Task-based Language Teaching: Definition, Characteristics, Purpose and Scope. *International Journal of English Literature and Social Sciences*, 4(6), 1869–1878. <https://doi.org/10.22161/ijels.46.39>
 14. Carrabba, C., & Farmer, A. (2018). Language Teaching and Educational Research. *Language Teaching and Educational Research*, 2(1), 1–12.
 15. Cesur, K., & Ertaş, A. (2018). Examining The Prospective English Teachers' Pedagogical Content Knowledge: Canakkale Case. *International Journal of Progressive Education*, 14(3), 123–140. <https://doi.org/10.29329/ijpe.2018.146.9>
 16. Channa, L. A. (2015). English in the Language Policy and Planning of Pakistan. *Kashmir Journal of Language Research*, 18(2).
 17. Cho, J. (2014). *Understanding the Importance of English Education in South Korea and Exploring the Reasons Why South Korean Students Come to a University in the Midwest*.
 18. Danzak, R. L. (2011). Exploring writing of English language learners in middle school: A mixed methods study. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 71(9-A), 3126. <http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-99050-584&site=ehost-live&scope=site>
 19. Dotse, D. (2016). *Teaching methods, teaching strategies, teaching techniques and teaching approach: what are they? david kwame dotse university of education, winneba. 2016*. https://www.academia.edu/35752906/Teaching_Methods_Teaching_Strategies_Teaching_Techniques_and_Teaching_Approaches_What_are_They
 20. Fareed, D. M., Jawed, S., & Awan, S. (2018). Teaching English Language at SSC Level in Private Non-Elite Schools in Pakistan: Practices and Problems. *Journal of Education and Educational Development*, 5(1), 80. <https://doi.org/10.22555/joedd.v5i1.1756>
 21. Gujjar, A. A., Naoreen, B., Saifi, S., & Bajwa, M. J. (2010). *Teaching Practice : Problems and Issues in Pakistan*. 2(2), 339–361.
 22. Heidari, H., & Tahriri, A. (2015). Low-achievement factors from language teachers' perspective: evidence from an EFL context. *Acta Scientiarum. Human and Social Sciences*, 37(1), 65. <https://doi.org/10.4025/actascihumansoc.v37i1.25459>
 23. Iqbal, M., & Rafi, M. S. (2018). A Comparative Study of English Language Teaching Practices at the Access Program and Public Schools. *Bulletin of Education and Research*, 40(3), 231–249. http://ezproxy.auckland.ac.nz/login?url=https://search.proquest.com/docview/2228689936?accountid=8424%0Ahttps://openurl.auckland.ac.nz/resolve?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ%3Aeric&atitle=A+Compara
 24. Irfan, F., Abbas, F., Talib, N., & Hussain, T. (2020). "Analysing English Language Teaching Learning Process in Public Sector Schools in Pakistan ." *Psychology and Education Issn:00333077*, 57(09), 5328–5344. <http://psychologyandeducation.net/pae/index.php/pae/article/view/2125/1848>
 25. Kalsoom, T. (2006). *Teaching Grammar : Relationship between English Language Teachers ' Beliefs and Practices INSTITUTE OF EDUCATION AND RESEARCH UNIVERSITY OF THE PUNJAB Teaching Grammar : Relationship between English Language Teachers ' Beliefs and Practices*.
 26. Karliova, H. (2020). *Scholar Commons Effects of Learning a Second Language on English Academic and Low-frequency Vocabulary Acquisition and Metalinguistic Knowledge*. January.
 27. Khadim Arain, F., Akram Mankash, M., & Ali, Z. (2020). *Self-Evaluation of English Teachers against National Professional Standards for Teachers in Pakistan*. August. www.arjhss.com
 28. Khalil&Semono. (2020). Appropriate Teaching Methods for General English and English for Specific Purposes from Teachers' Perspectives. *Arab World English Journal*, 11(1), 253–269. <https://doi.org/10.24093/awej/vol11no1.19>
 29. Khan. (2020). Exploring English Language Teaching-Learning process at Intermediate Level: The

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

- Case of District Bannu Ihsan Ullah Khan *, Abdul Hamid Khan †. *The Dialogue*, 15(2), 11–21.
30. Khan, R., & Islam, S. (2016). An Evaluation of National Professional Standards of Public Sector School Teachers at Primary Level in District Peshawar. *The Dialogue*, X(4), 367–376.
 31. 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*, 04(02), 154–162. <https://doi.org/10.4236/jss.2016.42021>
 32. Khoshsim, H., & Hashemi Toroujeni, S. M. (2017). A Comparative Study of the Government and Private Sectors' Effectiveness in ELT Program: A Case of Iranian Intermediate EFL Learners' Oral Proficiency Examination. *Studies in English Language Teaching*, 5(1), 86. <https://doi.org/10.22158/selt.v5n1p86>
 33. Lindo, M. (2018). Differences in English language proficiency growth: A possible indicator of giftedness for English learners. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 79(12-A(E)). http://proxy.libraries.smu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED587926&site=ehost-live&scope=site%0Ahttp://gateway.proquest.com/openurl?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri
 34. LIU Qing-xue, S. J. (2007). An Analysis of Language Teaching Approaches and Methods-Effectiveness and Weakness. *US-China Education Review*, 4(1), 69–71.
 35. Ma, Y., & Lin, W. (2015). A Study on the Relationship between English Reading Comprehension and English Vocabulary Knowledge. *Education Research International*, 2015, 1–15. <https://doi.org/http://dx.doi.org/10.1155/2015/209154>
 36. Mahboob, A. (2003). Language in Education Policy in Pakistan. *37th Annual TESOL Convention*.
 37. Manan, S. A. (2019). Myth of English teaching and learning: a study of practices in the low-cost schools in Pakistan. *Asian Englishes*, 21(2), 172–189. <https://doi.org/10.1080/13488678.2018.1503041>
 38. McKinlay, L. (2016). *Why is it important to learn Business English?* 17. <http://www.ecsscotland.co.uk/news/why-is-it-important-to-learn-business-english/>
 39. Mohammad, N., Masum, R., Ali, Z., & Baksh, K. (2017). Teaching Practices of English Language in The Schools of Lasbela District, Pakistan. *International Journal of Experiential Learning & Case Studies*, 2(2), 34–39.
 40. Muhammad, A. (2020). The Status and Teaching of English in Pakistan The Status and Teaching of English in Pakistan. *Language in India*, 7(May), 1–7.
 41. Musa, N. C., Lie, K. Y., & Azman, H. (2012). Exploring English language learning and teaching in Malaysia. *GEMA Online Journal of Language Studies*, 12(1), 35–51.
 42. Mushtaq, M., Khurshid, R., & Khan, M. K. (2019). Analyzing english language teaching practices in public middle schools of AJK, Pakistan. *International Journal of English Language and Literature Studies*, 9(1), 18–30. <https://doi.org/10.18488/journal.23.2020.91.18.30>
 43. Nadeem, M. (2007). *Status of English Language Teaching At Primary Level in Punjab*. 0499015.
 44. Nazeer, A. (2018). *State of Education in Badin and Tharparkar Districts*. https://www.academia.edu/36577871/State_of_Education_in_District_Badin_and_Tharparkar
 45. Nedaa Waleed Izzat Zohud. (2015). *Teaching Strategies and their Role on Students' Engagement in Learning English*. June 2015, 1–123.
 46. Nunan, D. (2004). Task-Based Language Teaching. *Task-Based Language Teaching*. <https://doi.org/10.1017/cbo9780511667336>
 47. Rahman, T. (1998). *Language-Teaching Policies in Pakistan*.
 48. Richards, J.C., & Rodgers, T. S. (2001). No Title. In *Approaches and Methods in Language Teaching*. Cambridge University Press.
 49. Rintaningrum, R. (2023). Technology integration in English language teaching and learning:

*Assessing the English Language Teaching Practices Applied by
Teachers at Secondary Level*

- Benefits and challenges. *Cogent Education*, 10(1).
<https://doi.org/10.1080/2331186X.2022.2164690>
50. Shah. (2016). RESEARCH ARTICLE REVIEW OF EDUCATION POLICIES AND PLANS IN THE CONTEXT OF SECONDARY EDUCATION IN PAKISTAN * Dr . Dawood Shah Academy of Educational Planning and Management , Pakistan. *International Journal of Current Research*, 8(7), 3448–34458. <https://doi.org/0975-833X>
51. Shah & Ilyas. (2014). the Teaching of English Language in the Private Schools of Dir Upper, Kpk, Pakistan. *BEST: International Journal of Humanities, Arts, Medicine and Sciences (BEST: IJHAMS)*, 2(11), 43–54. http://www.bestjournals.in/view_archives.php?year=2014_73_2&id=73&jtype=2&page=8
52. SHAH, N. (2019). *AN ANALYSIS OF THE CAUSES OF FAILURE IN THE ENGLISH SUBJECT IN GOVERNMENT HIGH SCHOOLS FOR BOYS IN KHYBER PAKHTUNKHWA , PAKISTAN*. SARHAD UNIVERSITY OF SCIENCE AND INFORMATION TECHNOLOGY PESHAWAR-PAKISTAN.
53. Shaukat, S., & Chowdhury, R. (2020). Teacher educators' perceptions of professional standards: Implementation challenges in pakistan. *Issues in Educational Research*, 30(3), 1084–1104.
54. Souriyavongsa, T., Rany, S., Jafre, M., & Mei, L. (2013). Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos. *English in Education*, 1, 179–192. <https://doi.org/10.5296/ijele.v1i1.3100>
55. Syed, N. M. (2017). *ENGLISH LANGUAGE TEXTBOOK AND DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN GRADE VIII STUDENTS IN PUBLIC SECTOR SCHOOLS IN PUNJAB* Candidate : Naureen Mumtaz Syed Roll No : 0101-PHDEDU20141 Registration No : 14-Phd / LCWU-850 Session : 2014-2018. LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE LCWU.
56. Yanti, G. S., & Nurhidayah, R. (2020). Practices on Technology Integration in ELT: A Review on Existing Researches. *Briliant: Jurnal Riset Dan Konseptual*, 5(2), 292. <https://doi.org/10.28926/briliant.v5i2.467>