



"Navigating the Landscape of English Language Teaching in Khyber Pakhtunkhwa: Challenges, Opportunities, and future Directions"

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Citation: Qaisar Hayat Khattak, Shakir Ullah, & Shakiaz Ahmed. (2024). "Navigating the Landscape of English Language Teaching in Khyber Pakhtunkhwa: Challenges, Opportunities, and Future Directions". *Al-Qirtas*, 3(3). Retrieved from <https://al-qirtas.com/index.php/Al-Qirtas/article/view/358>

Abstract:

This study evaluates the ELT (English Language Teaching) situation and explores the perceptions and teaching methods of Secondary School teachers in Peshawar, Khyber Pakhtunkhwa (KPK), Pakistan. The main objectives of the study were to:

(1) Investigate the academic and professional qualifications, along with the teaching techniques of English language teachers in KPK;

(2) Evaluate the conditions under which English is taught in Peshawar (KPK); and

(3) Provide a foundation for improving English as a foreign language teaching at the SSC level in KPK,

The researcher designed a questionnaire, which was completed by fifty randomly selected teachers. A second questionnaire was distributed among fifty SSC-level students. The data collected through these questionnaires were systematically analyzed.

The study concluded that the majority of English language teachers in government schools in Peshawar are well qualified in terms of their academic backgrounds and are experienced. However, their linguistic knowledge needs improvement. Their role in teaching English as a foreign language does not meet the needs of English language learners. The weak areas identified through this research include:

- Lack of linguistic qualifications and in-service training;*
- Overcrowded classrooms and the absence of language labs;*
- No use of pair or group work in the classroom;*



- *Teaching primarily through the conventional Grammar Translation Method (GTM).*

It is recommended that English language teachers undergo in-service training programs. When inducting new English language teachers, preference should be given to candidates with TEFL or ELT qualifications. English should be taught as a skill rather than just a subject.

Introduction

English language teaching (ELT) in Khyber Pakhtunkhwa (KPK), Pakistan, faces significant challenges. Despite its importance for international trade, politics, and diplomacy, English language proficiency remains low.

Background

Previous studies (Khan, 2007; Nicholas, 1998) highlight issues in ELT, including untrained teachers, outdated teaching methods, and inadequate resources. The Grammar Translation Method (GTM) prevails, hindering effective ELT.

Problem Statement

In KPK, students struggle to communicate in English, with poor performance in speaking and listening skills. This indicates problems in the ELT system and teacher methodologies.

Research Objective

1. Investigate English language teachers' academic and professional qualifications and teaching techniques.
2. Evaluate conditions under which English is taught in KPK.
3. Provide a base for improving ELT at SSC level.

Significance

This study investigates teaching methodologies and approaches of English language teachers in Peshawar (KPK) at SSC level, identifying strengths, weaknesses, and areas for improvement.

Research Questions



1. How do English language teachers perceive language teaching in KPK?
2. What methods do English teachers prefer?
3. What problems relate to ELT in government schools?

Methodology

This qualitative case study uses questionnaires to collect data from 50 English language teachers and 50 students from government schools in Peshawar.

Delimitations

This study is limited to district Peshawar, with a random sampling technique.

Literature Review

Importance of English Language

English has become increasingly significant globally, influenced by historical events (Crystal, 1997). Its spread has led to its critical position today, with technological advancements fueling its dominance in international communication.

Language Competence and ELT

Language competence is essential for effective language teaching (Lange, 1990). Teachers require in-depth knowledge of the language to explain concepts and create effective lessons (Reynolds, 1992). The primary aims of teaching English include developing listening, reading, speaking, and writing skills

ELT Approaches

Four recent approaches to ELT are:

1. Structural Approach: Focuses on word arrangement and grammar rules.
2. Situational Approach: Mimics natural language learning, using real-life situations.
3. Communicative Approach: Emphasizes functional language use for communication.



4. Natural Approach: Based on language acquisition theory, emphasizing immersion.

Methods of English Language Teaching

1. Grammar Translation Method: Focuses on reading, writing, and grammar rules.

2. Audio-Lingual Method: Emphasizes listening, speaking, and oral skills.

3. Total Physical Response (TPR): Uses physical actions to learn language.

4. Suggestopedia: Aims for advanced conversational proficiency.

5. Community Language Learning: Focuses on holistic, affective learning.

6. Direct Method: Teaches language through direct association.

Teaching English Language Skills

1. Listening Skill: Essential for language acquisition, requires phonological knowledge.

2. Speaking Skill: Demands vocabulary, grammar, pronunciation, and fluency.

3. Reading Skill: Crucial for interpreting written texts.

4. Writing Skill: Translates thoughts into language.

Roles of an English Language Teacher

1. Resource Provider: Shares instructional materials.

2. Instructional Specialist: Implements effective teaching strategies.

3. Role Model: Embodies good character and language skills.

4. Curriculum Specialist: Ensures consistent curriculum implementation.

5. Classroom Supporter: Assists teachers in implementing new ideas.

6. Learning Facilitator: Fosters professional growth.

7. Mentor: Guides language learners.



8. Data Coach: Analyzes data to improve instruction.

Learner: Continuously improves and models lifelong learning.

Research Methodology

This qualitative case study explores English language teaching practices in Khyber Pakhtunkhwa (KPK), Pakistan.

Research Design

A qualitative case study approach was employed to understand existing English language teaching practices and identify flaws in the system.

Sample Population

The sample consisted of 50 English language teachers from 25 boys' high and higher secondary schools and 50 SSC-level students from 10 schools, selected randomly.

Data Collection Tools

Two questionnaires were developed: one for teachers, focusing on academic and professional qualifications, teaching experience, and methods; and one for students, assessing teacher roles, student participation, motivation, and interests.

Data Collection

Questionnaires were distributed personally or through colleagues. Data was analyzed using percentage method.

Delimitations

This study was limited to 25 government high schools for boys in Peshawar district, focusing on teacher qualifications, methods, and techniques. Examination systems and curriculum evaluation were excluded.



CHAPTER 4: DATA ANALYSIS

This chapter presents the analysis of data collected from 50 English language teachers and 50 SSC-level students from government schools in Peshawar.

Teacher Questionnaire Analysis

The teacher questionnaire consisted of 30 questions.

Academic Qualification of English Language Teachers

| Qualification | Number of Teachers | Percentage |

| --- | --- | --- |

| FA | 3 | 6% |

| BA | 29 | 58% |

| MA | 18 | 36% |

The majority of English language teachers hold a BA degree.

Professional Qualification of English Language Teachers

| Qualification | Number of Teachers | Percentage |

| --- | --- | --- |

| CT | 3 | 6% |

| B.Ed | 28 | 56% |

| M.Ed | 10 | 20% |

| Other | 9 | 18% |

Most teachers possess a B.Ed degree.

Linguistic Qualification of English Language Teachers



Only 12% of teachers reported having linguistic training.

Service Duration of English Language Teachers

| Service Duration | Number of Teachers | Percentage |

| --- | --- | --- |

| < 5 years | 7 | 14% |

| 5-10 years | 9 | 18% |

| > 10 years | 34 | 68% |

The majority of teachers have more than 10 years of service experience.

Teaching Hours

| Teaching Hours | Number of Teachers | Percentage |

| --- | --- | --- |

| < 10 hours/week | 20 | 40% |

| 10-15 hours/week | 8 | 16% |

| 15-20 hours/week | 15 | 30% |

| > 20 hours/week | 7 | 14% |

Classroom Conditions

| Class Size | Number of Teachers | Percentage |

| --- | --- | --- |

| < 35 students | 6 | 12% |

| ≥ 35 students | 44 | 88% |

Most classes have 35 or more students.



Teaching Methods

66% of teachers use the Grammar Translation Method.

Student Participation

Only 12% of teachers reported that students participate actively in class.

Student Questionnaire Analysis

The student questionnaire consisted of 5 questions.

Students' Perception of English Language Difficulty

| Response | Number of Students | Percentage |

| --- | --- | --- |

| Yes | 39 | 78% |

| No | 11 | 22% |

Most students consider English a difficult subject.

Students' Motivation to Learn English

| Response | Number of Students | Percentage |

| --- | --- | --- |

| Yes | 29 | 58% |

| No | 21 | 42% |

Students' Satisfaction with English Language Teaching

| Response | Number of Students | Percentage |

| --- | --- | --- |

| Satisfied | 20 | 40% |



| Dissatisfied | 30 | 60% |

The majority of students are dissatisfied with English language teaching.

Data analysis Conclusion

The findings suggest that:

- Majority of teachers are well-educated but lack linguistic training.
- Classes are overcrowded, and teachers have heavy workloads.
- Students consider English difficult and are dissatisfied with teaching.
- Teachers rely on traditional methods, with limited use of AV aids and activities.

Findings

The study revealed the following key findings:

1. Majority of English language teachers (58% BA, 36% MA) are academically qualified.
2. Most teachers (56% B.Ed, 20% M.Ed) possess professional qualifications.
3. Only 12% of teachers have linguistic training.
4. 68% of teachers have more than 10 years of service experience.
5. Classrooms are overcrowded (88% have 35 or more students).
6. Teachers' working hours vary (40% teach 10 hours/week, 16% teach 15 hours/week).
7. Individual differences are not observed by teachers.
8. Majority of teachers emphasize content (40%) and grammar (36%).
9. Only 24% of teachers design their own material.
10. Majority of teachers do not make lesson plans.



Conclusion

The study concludes that:

- English language teachers at SSC level in Peshawar are academically and professionally qualified but lack linguistic training.
- Overcrowded classrooms and heavy workloads hinder effective teaching.
- Teachers rely on traditional methods, neglecting modern AV aids and activities.
- Students consider English difficult and are dissatisfied with teaching.
- Teachers prioritize writing skills due to examination constraints.

Recommendations

To improve English language teaching at SSC level in Peshawar:

1. Linguistically trained teachers: Select teachers with ELT, TEFL, TOESL, or CELTA qualifications.
2. In-service training: Provide regular training and workshops to update teachers' skills.
3. Curriculum and methodology: Revise curriculum to emphasize English as a skill, incorporating practices and exercises.
4. Examination system: Evaluate all language skills, not just writing.
5. Language laboratories and AV aids: Establish language labs and utilize modern AV aids.
6. Library and resources: Provide up-to-date books, educational journals, and teaching materials.
7. Conferences and workshops: Organize regional and provincial conferences for teachers.
8. Class size reduction: Limit class sizes to allow individual attention.
9. Extracurricular activities: Encourage debates, speech competitions, and reward students.



10. Modern teaching methods: Adopt Direct Method, emphasizing practices and authentic material.

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