

Attitude of Teachers Towards the Methods of Teaching English: A Study of Public Sector Schools in District Mardan

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Abstract

This paper examines the perception that teachers in the Tehsil Katlang, District Mardan, Pakistan, have towards various instructional techniques of teaching English in schools in the district, which falls under the public sector. The study focuses on determining the preferences of instructors regarding the methodology to teach, their views on existing practices, and their attitudes towards learning challenges in the classroom environment. A structured questionnaire, in the form of a Likert scale, was used to collect data from thirty teachers in four schools. The results of the survey indicate that most teachers prefer the Grammar-Translation Method (GTM). Still, many of them also use the Direct Method (DM) to help students develop their better communication skills. Despite teachers having positive attitudes towards English language teaching, they face problems such as overcrowded classes, improper resources, outdated programs, and a lack of professional development opportunities. The paper concludes that teacher training, curriculum updates, and the provision of resources are vital to enhancing English teaching in state schools. These understandings emphasize policy changes and professional growth programs that enhance English language teaching in Pakistan.

Keywords: Attitude, Methodologies, GTM, DM.

Introduction

The English language fluency is highly valued in Pakistan because pupils must succeed in both their academic and professional lives. Because the English language is studied as an additional language in Pakistani educational settings and groups, there's a greater demand for strong speakers of the language. It is essential to investigate the attitudes of professors toward English instruction, given its significant impact on pupil motivation and academic performance, particularly in public schools. The capacity of pupils to communicate in English fluently is hindered by the widespread use of the grammar-translation technique (GTT) in public educational institutions. The educational growth in their imaginative skills is seriously impeded by this strategy, which puts a greater value on translated and grammatical principles than on the ability to communicate. The study of English in this country is negatively affected by a variety of factors, including a scarcity of competent teachers, inappropriate teaching methods, and inadequate funding. Pakistani public educational institutions often lack essential materials, such as diagrams, pictures, examples, and multimedia aids, all of which are crucial for effective language learning.

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Additionally, Pakistani publications often lack content and are poorly organized. Due to its subjective nature and inadequate assessment of reading and writing abilities, the Pakistani government's examination procedure is therefore hardly knowledge-oriented. The instructor's socioeconomic status, method of instruction, and anticipated benefits are among the considerations that influence their mindset regarding the education of English. This study will examine how educators perceive the role of imparting English in public educational institutions, as well as the approaches they employ and the challenges individuals encounter. By analysing all these aspects, this investigation aims to present ideas that will enhance instruction in English in Pakistan and improve students' language proficiency. The findings of this research will assist educators in designing strategies and techniques to provide instruction that is successful and meets the demands of pupils in public educational facilities. Politicians and educators will benefit from the investigation's results, which highlight the critical role of curriculum development, teacher preparation, and resource allocation in enhancing English instruction in Pakistan. By solving such problems, Pakistan will produce English-speaking learners who are globally competent. The results will have an impact on the development of the Pakistani curriculum, the preparation of educators, and education policies. Ultimately, this investigation will contribute to the development of effective methods for enhancing English instruction in Pakistan by providing an in-depth understanding of educators' views on English language instruction in public institutions.

Statements of the Research Problem

English is considered one of the most important and renowned languages. Many educators, particularly those working in public educational institutions, believe that communicating in English is a challenging task. Further study is needed at the school level in the private sector. The current study will thereby investigate attitudes of instructors concerning English teaching strategies, the techniques they use most frequently, and the problems they face in public colleges in Mardan, a geographic area also known for its educational institutions.

Research Objectives

1. To identify how teachers in the district of Mardan feel towards providing English instruction in public institutions of learning.
2. To draw attention to some of the most prevalent methods for educating English in every one of Mardan's public educational facilities.
3. To examine the obstacles of English instruction in the Mardan region district's public educational institutions.

Research Questions

1. Why do educators feel concerned about utilizing English at public institutions in the Mardan region?
2. What exactly are the most common approaches for teaching English in the Mardan area district's public educational institutions?
3. Which difficulties remain for English instructors in all of Mardan's public educational institutions?

Significance of the study

Although there have been significant advances in the instruction of the English language around the world, numerous challenges remain that learners and teachers must overcome, particularly

among primary-grade students in Pakistan. In the nation of Pakistan, most primary school students are uninformed about the English language's structure and application. The views of educators about different methods for educating English are going to be addressed in this research. It will also examine various methods that teachers prefer and the challenges they face when providing English instruction in public institutions in the Mardan region. Instructors and pupils alike are going to benefit from this investigation, which will improve the teaching of English in Pakistani institutions. This will provide opportunities to conduct further research on various aspects of the issue in question.

Literature Review

In the context of learning a second language, the research review highlights the significance of understanding teachers' attitudes toward teaching the English language. Specialists have spent time examining various methods in an attempt to enhance the efficiency of the educational process for students as well as instructors.

Investigations conducted elsewhere, not in Pakistan, have shown that the way professors engage in teaching English may exert a significant impact on the educational outcomes of the students they teach. Walter (2013) demonstrated that teachers' views concerning vocabulary competitions had an advantageous impact on participants' spoken English growth and development. The method of grammar translation (GTM) is less successful than the method of Communicative Language Teaching (CLT), as determined by Natsir and Sanjaya (2013). The Alam (2015) revealed that professors in Bangladeshi intermediate secondary schools favoured team or companion language tasks and CLT as multi-syllabus assignments.

The mindsets of teachers regarding the instruction of English were additionally researched in the nation of Pakistan. Behlol and Anwar (2011) reviewed the techniques and methods used for teaching English at the Elementary Certificate of Education (O-level) and secondary school diploma levels. O-level schools achieved greater results, according to the findings, solely due to their competent teachers, successful leadership, rewards, and instructional materials. Akbar et al. (2021) showed that 75% of female English instructors in both private and public schools preferred the standard General Theory of Learning techniques.

Irfan et al. (2020) studied the method of instruction and learning of English in public educational institutions. They concluded that the majority of educators favoured the GTM, whereas some applied the direct approach (DM) when teaching the English language. Nawab (2012) found that the most prevalent method in secondary schools was the GTM, which limited pupils' options for developing the language. Ahmad et al. (2013) highlighted the fact that provincial public school educators often lack knowledge and training in instructional techniques.

In accordance with the literature, the way an instructor feels toward teaching English has a significant effect on the educational outcomes of their students. To enhance learners' comprehension of languages, professors must use more effective methods of instruction, such as the CLT technique and DM, depending on the examined findings. In addition, these results indicate just how important it is for instructors to gain aid and instruction to enhance their teaching practices continually.

The studied investigation suggests that instructors from Pakistan face numerous challenges, including insufficient funding, overcrowded school settings, and limited prospects for professional development. To overcome these hurdles, schools and governments must work together to provide students with the support and instruction they need to improve their methods of instruction.

The scholarship under assessment reveals practical details about Pakistani and foreign educators' views on teaching Language. To improve the language acquisition outcomes of pupils, the results emphasized the critical importance of improved methods of instruction and support for educators. According to the examined investigation, a variety of factors, including the institution's setting, the teacher's level of experience, and their level of competence, influence their attitude toward teaching the English language. That is why, when structuring resources and training courses for educators, it becomes essential to consider these concerns.

The review of the literature also emphasizes the vital importance of connecting teaching techniques to the educational needs and demands of students. Students' ability to speak can be enhanced with the CLT and DM, as recently analyzed investigations have shown; however, educators need to receive the appropriate education and support to implement both of these techniques effectively. In summary, the scientific analysis provides an in-depth overview of the perspectives on learning English shared by learners from Pakistan and elsewhere. The outcomes emphasize the significance of improved instructional techniques, education, and encouragement for instructors to enhance students' language acquisition, recognizing the challenges educators confront and providing learners with the support they need. Administrators can strive to enhance the overall level of English language learning in the Islamic Republic of Pakistan.

Research Methodology

Convenient Sampling

A simple random sampling method was employed in the study to gather information from the intended target group. Through this method of research, scientists have the freedom and flexibility to select respondents by choosing a sample based on usability. According to feedback from participants and the information gathered, researchers could arrive at accurate judgments using a practical method of sampling.

Sample Size

A total of thirty trainers from public educational institutions in District Mardan comprise the study's population. All four schools—two male and one female in Tehsil Katlang, and one female in Mardan City—were excluded from this investigation due to both time and budgetary constraints.

Data Collection

To determine what professionals thought about teaching the English language, the research employed a quantitative approach. Instructors were selected from the student body using a practical method. After the organization gave permission, the scientists visited the targeted classrooms in person to distribute the assessments to 30 educators. Nine educators from both male universities in the same district, ten educators from a female school in Mardan, and eleven principals, representing two female schools throughout Tehsil Katlang, are included in the study sample. The views of educators regarding the instruction of English were determined through the use of surveys to gather feedback.

Research Instrument and Data Analysis Technique

Information for the research project was gathered through a well-organized survey designed to gain insight into educational perspectives on English language instruction, including the methods they typically use. The questionnaire employed Likert scale inquiries with choices including "All the time," "often," "frequently," "exceptionally," and "Not at all" to gather data on the opinions of

lecturers and the difficulties they face when teaching English. The questionnaire's straightforward language and closed-ended inquiries offered lecturers a choice of responses. Data from Microsoft Word and Excel were employed to assess the information collected using statistical methods, such as frequencies and percentiles. To help in making sense of what was learned, the responses have been organized into graphs and tables of information.

Data Analysis

The investigation examined whether professors' thoughts regarding imparting English in Pakistan's unique County Mardan's public institutions of learning. Statistics, including descriptive statistics, frequencies, and averages, were applied to analyze the data, which was collected through an online survey with multiple Likert scale items.

The findings revealed that although 27 percent of teachers frequently employ the Grammar Translation Procedure (GTP) when instructing their native language, the vast majority of academics (67% of the total) do not regularly do likewise.

Table 1: Use of Grammar Translation Method (GTM)

Response	Frequency (%)
Frequently use GTM	27%
Do not regularly use GTM	67%

Nevertheless, among of all specialists, 17 percent generally make use of the Direct Method of Instruction (DM), though 43 per cent use it periodically when teaching the English language. The investigation additionally showed that 47 percent of instructors thought a DM periodically promotes people evolve into more skilled speakers.

Table 2: Use of Direct Method (DM)

Response	Frequency (%)
Generally, use DM	17%
Use DM periodically	43%
Consider DM effective for speaking skills	47%

The effective use of the two GTM for short and DM in the teaching of English was investigated as well in this research. The survey findings showed that 27 percent instructors consistently employ the two methods, compared with 40 percent whose work use neither rarely. However based to this investigation, DM has been shown to be more effective at assisting students improve their skill sets spanning a range about skills, whereas GTM methods is often employed to pass evaluations.

Table 3: Use of GTM and DM Together

Response	Frequency (%)
Consistently employ both GTM and DM	27%
Rarely use either	40%

Instructors' techniques for instruction were looked at as well in the course of the investigation. The outcomes demonstrated that fifty percent of educators regularly access an alternative assessment procedure every few months, while 67% of those who the administrators typically solicit feedback from their classmates. Moreover, 73 percent of instructors consistently show at

classroom geared up, and 73 percent of teachers permit classmates ask comments while they're in course.

Table 4: Teaching Practices of Teachers

Practice	Frequency (%)
Use alternative assessment every few months	50%
Seek peer feedback	67%
Come prepared to class	73%
Allow students to ask questions in class	73%

The investigation additionally glanced into the way resources and infrastructure can be utilized to teach the English language. Though 43 percent of instructors consistently utilize educational resources in school, sixty-three of professionals generally write observes for the pupils' using textbooks and the World Wide Web, in accordance to the study results. However, in accordance to the document, academics may have problem gaining the material and equipment that they required to study.

Table 5: Use of Resources in Teaching

Resource/Practice	Frequency (%)
Regular use of teaching aids	43%
Write notes using textbooks/Internet	63%
Face difficulty in accessing resources	Reported

The study additionally looked into the students' enthusiasm in acquiring English including in the educational setting. Findings indicated that sixty-three percent of educators think adolescents constantly indicate fascination with school languages such as English, whereas forty percent think that the educational developing is frequently beneficial for instructing the English language.

Table 6: Student Interest in English

Teacher Perception	Frequency (%)
Students always show interest in English	63%
Students frequently benefit from instruction	40%

The challenges schools experience was investigated as well in the course of the study. In accordance with the information, 40 percent of teachers are occasionally burdened with other duties at high school, as well as nearly 40 percent educators frequently encounter challenging to impart knowledge to packed mixed kids. Moreover, the study demonstrated that academics at times think that the examination system has problems.

Table 7: Challenges Faced by Teachers

Challenge	Frequency (%)
Burdened with extra duties	40%
Overcrowded classrooms	43%
Examination system problems	Reported

The outcome of this research has an impact on educator training and support. By this research, educators should receive instruction regarding innovative methods and techniques for teaching the English language. The investigation also emphasizes the need to provide educators with the resources and infrastructure they require to implement their instructional methods.

In general, the research reveals fascinating details concerning the opinions and approaches of English instructors in Pakistan's unique County Mardan public educational institutions. The outcomes indicate the critical importance of education and support provided to educators to enhance the standard of instruction in English in Pakistan.

Findings

The research project investigated whether professors thought about instructing English in the nation's District Mardan public educational institutions. The mindset of educators toward the teaching of English is beneficial, compared to the outcomes, which demonstrated that 37 percent of instructors motivate them to apply language in similar manners to McKay (2003), 50 percent rely on contemporary strategies and innovations, 73 percent attend lectures trained, and forty-three percent use instructional resources. As part of its investigation on the teacher methods, the investigation revealed that most (67 per cent) prefer the Grammar Translation Process (GTM), as outlined by Akbar et al. (2021), while 43 per cent additionally select the direct method (DM), as presented by Irfan et al. (2020). Instructors, nonetheless, attacked GTM because it's exam-specific, whereas DM was considered to be enhancing students' skills through various specific abilities, as stated by Nawab (2012).

The study also highlighted the obstacles that teachers encounter when instructing English. Forty percent of educators have difficulties with the classroom environment, 43 percent have problems with packed classrooms, and 40 percent have too many extra obligations, based on the information provided. Mushtaq and Khurshid (2019) observed that 37 percent of instructors reported that pupils are having problems accessing the instructional material, indicating that the teaching material is not designed to meet the preferences of those using it.

The results of the research are in agreement with additional studies that also address the challenges confronting Pakistani educators in public institutions of learning. For example, Irfan et al. (2020) found that educators also used a DM, whereas Akbar et al. (2021) discovered that instructors preferred GTM when it was convenient to do so. The defects of the district schools' examination system, which does not rely on a DM, were highlighted by Mushtaq and Khurshid (2019).

Overall, this study offers valuable perspectives on the behaviors and constraints faced by learners working in public education institutions situated in County Mardan, Pakistan. By the results, when seeking further to develop their methods of instruction and outcomes for learners, professionals want more assistance and resources. The results of this study are significant for both policy and practice, to improve instruction in English throughout Pakistani public education institutions. Administrators can improve students' results and create enhanced instructional methods by resolving their issues and providing them with the resources and assistance they deserve.

Conclusion

The present research investigated the thoughts of professionals regarding teaching English in Pakistan's District Mardan, specifically in public institutions of learning. The results demonstrated that teachers' preparation, use of observations, and encouragement among learners all influence their generally positive mentality toward teaching the English language. Furthermore, they utilize

a variety of instructional resources and tools, including instructional materials and the World Wide Web, that help pupils in investigating and addressing the problems that educators encounter. Although it is essential for local assessments, many instructors opt for the Grammar Translation Method (GTM). Nevertheless, they also acknowledge that the Direct Method of Instruction (DM) offers advantages in enhancing language ability and interpersonal skills. Tragically, professors lack the necessary tools for effectively applying DM in the educational environment.

The investigation also discovered that instructors encounter numerous problems, including an educational environment that isn't conducive to education, a large number of pupils, and a substantial amount of paperwork. It could prove not easy for professors to use successful instructional methods, as some of their pupils come from families with modest incomes, and speak little or no English. Furthermore, the testing system is beyond this point, and teachers have very few opportunities for professional growth.

In line with the investigation's recommendations, enhancing the English communication in public educational institutions needs to address such problems. Optimizing the instructional setting, improving the assessment system, and providing lecturers with tools and instruction may all help them overcome their difficulties. Teachers may try to boost student results and encourage innovative learning by attempting these methods.

The research's imperfections, such as a small sample size and limited geographic reach, underscore the importance of further study. To achieve a deeper understanding of the challenges professionals and adolescents face, future investigations might also cover additional educational institutions, as well as the two types of universities.

Recommendations

Several initiatives have been proposed by the report that would improve English language learning in public education institutions:

1. Professors must enhance their pupils' communication abilities by using simultaneously the Direct Method (DM) and the Grammar Translation Approach (GTM).
2. Teachers must embrace fresh strategies to help youngsters communicate in the English language.
3. Regular textbook revisions plus a reasonable number of pupils are required.
4. Novel abilities should be taught to teachers through development and expertise.
5. Conferences, along with suitable training, must be provided to educators.
6. To prevent mistakes, the system for testing should be tightened.
7. Educators shouldn't participate in too many extracurricular engagements.
8. These recommendations, based on the article, might improve students' proficiency in English in public education institutions. This investigation can be carried out by subsequent investigators who implement qualitative research methods and study other variables that impact students' language proficiency.

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