

**THE CONTEMPORARY ENGLISH LANGUAGE TEACHING TECHNIQUES USED BY  
SECONDARY TEACHERS OF SINDH: CHALLENGES AND SOLUTIONS**Sadaf Azfaar Hussain<sup>\*1</sup>, Muhammad Nawaz<sup>2</sup>, Tarannum Naz Bhatti<sup>3</sup>**Original Article**

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**Abstract**

*The present research study aimed to investigate the challenges faced by English language teachers while using contemporary English teaching techniques to teach English to Secondary level students in Karachi and compile the solutions they proposed to mitigate their problems. Through a mixed-method approach, data were collected from thirty public and private English language teachers, fifteen of each was collected. Previous studies highlighted that Teachers at the secondary level in Sindh, Pakistan, lack subject-specific skills and knowledge, which are essential to employ contemporary English language teaching techniques. The researcher used the concurrent method of research. Closed-ended and open-ended questionnaires were used to collect the data. The majority of the teachers agreed and stressed that many contemporary techniques utilized in English courses are quite efficient in fostering language acquisition. The current study revealed that the students' limited language foundation in English makes it much more difficult for the teacher to deal with the situation. Furthermore, there is no teacher training for English teachers to learn new techniques to improve students' effectiveness and interest in English language instruction. In light of the study's delimitation, the researcher proposed that more research be conducted in a broader and more diverse area. Ideally, in rural areas, there is a need to look into additional elements that influence English language teaching practices. Additionally, the reasons why language teachers continue to use and prefer traditional methods of teaching English.*

**Keywords:** English language, teaching techniques, secondary teachers, challenges, solutions

**Introduction**

As per current researchers' English teachers do not use English during their lectures in class; secondly, the government schools are still following the traditional methods of teaching that are only based on passive rather than active contemporary techniques. English is considered a dwelling stream of world expertise and the most addressed language. In Pakistan, English is a required course. It is especially essential to investigate the phenomenon & passion and their relationship with anxiety. Despite this, the language instruction industry is expanding rapidly. Soomro et al. (2016) studied pedagogical approaches in teaching and learning EFL and discovered that many instructors in the public sector had difficulty implementing new techniques from the center in their classroom with students from diverse linguistic and cultural backgrounds. They also discovered that many instructors were hesitant to try new teaching approaches, and as a result, these teachers failed to establish a productive learning atmosphere.

English is becoming a more widely used language for communication. The use and usefulness of English are expanding daily around the world, whether in a native or ESL country. English is widely regarded as a world language. According to Kannan (2009), studying English improves one's position and offers a wide range of communication chances in practically all disciplines worldwide. The value

of English in foreign countries is comparable to that in native countries. One theory is that most states were influenced by the British, which prompted natives to acquire English.

Since its invasion, English has grown in popularity in ESL and EFL countries in the educational arena. Teachers are now attempting to learn in ESL and EFL environments to better prepare for the impending challenges. Because English is not the learners' native language, teaching English has been a major challenge in ESL and EFL countries. As a result, individuals have trouble using English appropriately in everyday settings and real-life contexts, whether in writing or speaking. Textbooks in English can help, but they cannot cover all of the standard components and circumstances; therefore, a student encounters many obstacles.

Several factors contribute to the ineffectiveness of language acquisition; textbooks in Pakistan are also very inapt, not written and designed correctly. For language or teaching a subject, approaches and methods should be different for teaching a mother language and a second language. It requires specific techniques for the teachers to incorporate language skills among the students (Fulcher, 2012). In Pakistan, language teachers are teaching English as a subject. However, it requires focus and importance as a language. English as a second language has not been taught and incorporated through innovative and contemporary methods by the language teachers in Sindh. These considerations impact the instructors' instructional procedures since they are driven to educate the students using common tactics. Consequently, students, particularly those from rural areas, are not as creative as others.

### Methods

The study was based on a concurrent research method. According to Julie (2020), a concurrent design is an approach when doing quantitative mixed-methods research that requires data to be collected simultaneously or in parallel within the same study. The current study's methodology centered on the systematic collection of data in two steps: obtaining information using a questionnaire and then going on to open-ended questions using a qualitative method.

According to Mansoor (2016), the population is the vast group to which researchers wish to apply their results. The study population comprised all English language teachers at secondary schools in Karachi, Sindh. A criterion sampling technique was used to obtain the sample; there were only 30 English language teachers (from public secondary schools and private secondary school teachers) as participants who had in-depth knowledge about contemporary teaching techniques in Karachi, Sindh.

The Convenient sampling procedure was used to select two (02) towns, i.e., Gulshan and Malir Towns, which are 10% of the whole towns. The population of this research study was male and female teachers teaching secondary English in public and private schools of Gulshan and Malir towns. Therefore, before serving the questionnaire for data collection, the potentialized participants were interviewed to judge whether they met the selection criteria or not. As mentioned:

The criteria fixed for the selection of the teachers were:

1. Teaching English for more than ten years
2. Having professional qualifications along with academic qualification
3. Familiar with contemporary English language teaching techniques.

### Research Instrument

The study's research instrument was a five-point Likert scale questionnaire with open-ended questions to learn more about their detailed perspectives on the problem's challenges and possible solutions. Used mixed method approaches to collect the data, which indirectly enhanced the validity of the data collected for the study, Brown & Rogers (2002).

The technique for constructing survey questionnaires began with a review of conceptual and theoretical literature, after which the researcher constructed the study instrument. The survey

questionnaire was divided into three sections: section one dealt with the respondents' demographic information; part two, on the other hand, dealt with the respondents' awareness and understanding of contemporary English language teaching practices. Additionally, part three was based on open-ended questions.

"In qualitative research, validity and reliability encourage clarity and decrease the potential for researcher bias" (Singh, 2014). According to Haynes et al. (2017), Validity and reliable evidence are required to ensure a measuring tool's integrity and value. The questionnaire was piloted among 08 participants, 04 each. After the pilot study, the data was collected from the teachers.

The collected data was used to check the reliability of the questionnaire; for this purpose, Cronbach's Alpha coefficient was used. The calculated alpha value was 0.76, which means satisfactory and could be used for further research. At the same time, the validity was checked by sharing the questionnaire with supervisor scholars related to the field and the literature reviewed.

When a research instrument tests and tells the exact thing it was designed to check, it is said to be valid for the study, and the degree to which its forecast is accurate is referred to as validity. If every item in an instrument is related to the topic and covers the fundamental research, then the instrument has content validity (khan & Tzortzopoulos, 2016). After the instrument's pilot research, the supervisor and language experts provided feedback on the item's simplicity and use of plain language for construct validity.

Table1.

**Demographic Characteristics of the Respondents**

	Frequency	Percentage%
<b>Gender</b>		
Male	15	50%
Female	15	50%

## Results

A mixed methodology was used to find the teacher's problems/challenges related to contemporary English language teaching techniques; this method was found more appropriate and recommended by the research teacher. This method eventually helped to determine the intended results and outcomes of the topic under study.

The survey indicated that secondary school teachers were unaware of most of the strategies used to teach English. However, they recognize the relevance of modern techniques and are ready to learn them. Teachers stated that they are generally unaware of modern tactics. They went on to say that the concerned school heads and authoritative figures should play a role or hold sessions to learn about the teaching-related hurdles that teachers face. Teachers in public schools cannot exclusively rely on themselves to learn new abilities; they will eventually require assistance from the schools.

Many challenges/issues/facts about the teaching-learning of English have been identified due to the data analysis. Teachers need on-the-job training and refresher courses, particularly in English language teaching. Furthermore, teachers do not receive training in syllabi changes. Most teachers use the Grammar Translation Method; few teachers, as well as students, use English in their classrooms; no development of reading, writing, speaking, or listening skills; and only a few teachers use pair work and group work techniques.

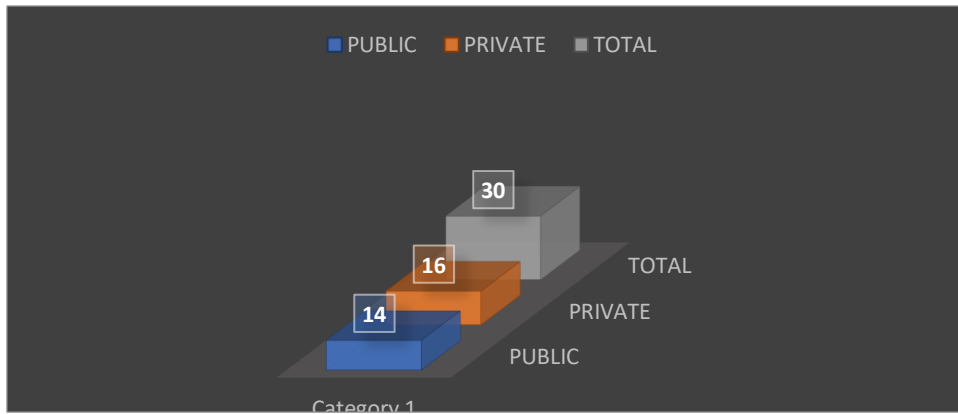
Even though most schools have libraries, none have English newspapers, computers, or audio-visual aids. The classrooms were crammed, and English was taught as a topic rather than a language. Lesson planning, insufficient time allocation, classroom management, changes to the

English curriculum, and an ineffective inspection system were additional obstacles to the growth of the English language in secondary schools. One bright spot in the overall picture was the teachers' ELT teaching experience, as the majority had more than five years.

**DEMOGRAPHIC INFORMATION OF RESPONDENTS**  
**Statistics**

		GENDER OF THE PARTICIPANTS	EDUCATION OF PARTICIPANTS	TEACHING EXPERIENCE OF PARTICIPANTS	PROFESSIONAL QUALIFICATION OF PARTICIPANTS	ANY LANGAUGE TRAININGS ATTENDED BY PARTICIPANTS
N	Valid	30	30	30	30	30
	Missing	0	0	0	0	0

**Table 1.** In the current research there were 15 male teacher participants, and 15 female teachers participated in the study. It was expected that data would be obtained from 120 participants at the outset, but when the researcher went to collect the data, only 30 respondents become eligible as per the set criteria of the research.



**Figure 1. Frequency of Public and Private Institutes**

There were 15 public and 15 private secondary schools in the sample, therefore 30 teachers took part in the study. As per the set criteria.

**ITEM 1: AWARENESS OF TEACHERS REGARDING CONTEMPORARY ENGLISH LANGUAGE TEACHING TECHNIQUES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	16.7	16.7	16.7
	DISAGREE	9	30.0	30.0	46.7
	NOT SURE	1	3.3	3.3	50.0
	AGREE	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

In response to implementing the new techniques, 26.7% of the respondents agreed that they are using new techniques to teach English at the secondary level. Similarly, 16.7% of the respondents strongly agreed with their response. However, 13.3% of the respondents strongly disagreed that they were not using those techniques in their language classes. A few respondents were not sure about it.

#### ITEM 2: IMPLEMENTATION OF NEW TECHNIQUES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	13.3	13.3	13.3
	DISAGREE	7	23.3	23.3	36.7
	NOT SURE	6	20.0	20.0	56.7
	AGREE	8	26.7	26.7	83.3
	STRONGLY AGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

According to the table and graph below, project-based teaching technique was used by 23% of the respondents. However, the same numbers of respondents were undecided about whether or not to use the strategy. Thirty percent of respondents strongly disagreed with their employment of the technique, whereas ten percent disagreed.

#### ITEM 3: USING PROJECT-BASED TECHNIQUE TO TEACH ENGLISH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	10.0	10.0	10.0
	DISAGREE	9	30.0	30.0	40.0
	NOT SURE	7	23.3	23.3	63.3
	AGREE	7	23.3	23.3	86.7
	STRONGLY AGREE	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Following the table and graph study, it was discovered that 33% of respondents agreed that task-based teaching techniques were being used to teach English at the secondary level. 26.7 percent disagreed with the approach's use, and ten percent strongly disagreed, indicating unfamiliarity with the technique. However, 20% of the respondents were unsure, indicating that they were confused about which strategy they were employing at times.

#### ITEM 4: EMPLOYING TASK-BASED TECHNIQUE IN TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SRONGLY DISAGREE	3	10.0	10.0	10.0
	DISAGREE	8	26.7	26.7	36.7
	NOT SURE	6	20.0	20.0	56.7
	AGREE	10	33.3	33.3	90.0
	STRONGLY AGREE	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

The following table and graph represent that 26% of the respondents disagreed with the technique mentioned in the survey, which means that they are not using it. 36% of respondents said they are unsure, which is the majority because they are unsure about its application in

language teaching. Furthermore, 26% of respondents agreed to use the mentioned technique, 6.7% strongly agreed, and 3.3% strongly disagreed.

<b>ITEM 5: APPLYING COOPERATIVE TECHNIQUE TO TEACH ENGLISH</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	3.3	3.3	3.3
	DISAGREE	8	26.7	26.7	30.0
	NOT SURE	11	36.7	36.7	66.7
	AGREE	8	26.7	26.7	93.3
	STRONGLY AGREE	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

According to the table and graph below, 40% of the respondents stated that they were aware of the technique. In addition, they were utilizing it to teach the students in their class. 13.3% of them said they strongly agreed. However, 20% expressed disagreement, while 23% expressed uncertainty. 3.3 percent strongly disagreed, while 13% strongly agreed.

<b>ITEM 6: UTILIZING PROBLEM-BASED LANGUAGE TEACHING TECHNIQUE</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	3.3	3.3	3.3
	DISAGREE	6	20.0	20.0	23.3
	NOT SURE	7	23.3	23.3	46.7
	AGREE	12	40.0	40.0	86.7
	STRONGLY AGREE	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

After the analysis of the following table, it was found that 13.3% of the participants strongly agreed that they were using a strategy-based language teaching technique. 16.6% disagreed, but 33.3% of the respondents answered that they were unsure about that technique. On the other hand, 13.3% strongly agreed to use the mentioned technique. Similarly, 13.3% of those polled agreed that they use it.

<b>ITEM 7: USING STRATEGY-BASED LANGUAGE TEACHING TECHNIQUE</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	13.3	13.3	13.3
	DISAGREE	5	16.7	16.7	30.0
	NOT SURE	10	33.3	33.3	63.3
	AGREE	7	23.3	23.3	86.7
	STRONGLY AGREE	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

When asked if they used the differentiated language instruction technique, 40% of respondents said they did not. 26.7 percent of respondents, on the other hand, were unsure about the technique. 26.7 percent of respondents said they used the technique in their classes. 3.3 percent of those polled strongly agreed that they used the strategy, while 3.3 percent firmly disagreed.

**ITEM 8: USING DIFFERENTIATED LANGUAGE TEACHING TECHNIQUE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	3.3	3.3	3.3
	DISAGREE	12	40.0	40.0	43.3
	NOT SURE	8	26.7	26.7	70.0
	AGREE	8	26.7	26.7	96.7
	STRONGLY AGREE	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

In response to the question related to the use of collaborative/cooperative learning techniques, 40% of the respondents agreed that they are using collaborative techniques. 20% of those polled disagreed that cooperative/collaborative language teaching techniques are not used. However, 23% of the respondents were not sure about it; similarly, 16.7% of the respondents strongly disagreed.

**ITEM 9: USING COOPERTAIVE/COLLABORATIVE TECHNIQUE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DISAGREE	6	20.0	20.0	20.0
	NOT SURE	7	23.3	23.3	43.3
	AGREE	12	40.0	40.0	83.3
	STRONGLY DISAGREE	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

According to the chart below, 53.3 percent of respondents strongly agreed that modern English language teaching strategies are critical for effective language learning and teaching. 33.3 percent felt that using approaches to include language skills and knowledge is vital. 6.7 percent disagreed and said they did not know whether or not the new strategies would help teach English at the secondary level.

**ITEM 10: IMPLEMENTATION OF CONTEMPORARY TECHNIQUES IS IMPORTANT FOR EFFECTIVE LANGUAGE TEACHING**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DISAGREE	2	6.7	6.7	6.7
	NOT SURE	2	6.7	6.7	13.3
	AGREE	10	33.3	33.3	46.7
	STRONGLY AGREE	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

In response to the question "fewer opportunities for professional development for language teachers," 46.7% of the respondents agreed that there are fewer opportunities for professional development. In a similar vein, the majority of respondents agreed that there are not enough opportunities for professional development. However, a minimal number of respondents disagreed, based on 13.3% of the overall respondents.

**ITEM 11: LESS OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DISAGREE	4	13.3	13.3	13.3
	AGREE	12	40.0	40.0	53.3
	STRONGLY AGREE	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

According to the graph and chart below, 50% of the respondents strongly agreed that "teachers do not have enough teaching resources to teach English." 3.3 percent disagreed, while the same percentage was undecided. Similarly, 40% of those polled agreed with the statement.

**ITEM 12: LACK OF TEACHING RESOURCES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	3.3	3.3	3.3
	DISAGREE	1	3.3	3.3	6.7
	NOTSURE	1	3.3	3.3	10.0
	AGREE	12	40.0	40.0	50.0
	STRONGLY AGREE	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

According to the graph and chart below, 50% of the respondents strongly agreed that "teachers do not have enough teaching resources to teach English." 3.3 percent disagreed, while the same percentage was undecided. Similarly, 40% of those who participated agreed with the statement. According to the graph and table below, respondents believed that the students lacked interest in learning English. 10% of the respondents strongly agreed with this.

**ITEM 13: STUDENTS SHOW LACK OF INTEREST TO LEARN ENGLISH**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	10.0	10.0	10.0
	NOT SURE	2	6.7	6.7	16.7
	AGREE	11	36.7	36.7	53.3
	STRONGLY AGREE	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

**Qualitative Data Analysis:****Subject Expertise:**

In response to the first open-ended question, Most of them highlighted that "subject expertise "is one of the main challenges. The lack of subject experts and teachers increases the risk of other challenges. Participant 2 mentioned that "*subject expert teachers do not face any challenge at*

secondary level teaching. *The English language requires expert teachers to overcome all the issues and teach effectively*" in this connection, respondent.

Five replied that the *"biggest challenge is the lack of subject experts. also the relevant higher degrees .those not having relevant degrees facing everyday teaching-related challenges"*. The above statements declare that "subject expertise in English is significant, absence of subject experts can lead to various challenges.

#### **Provision of Model texts /Ready Notes**

One reason for this is that skill-based language teaching is rarely used at the SSC level since teachers and students are more concerned with finishing the syllabus and preparing for board exams than with building abilities (Dar & Khan, 2015, p.122). The study also highlighted teaching techniques, such as providing sample texts and related vocabulary items when teaching writing skills. Secondly, the constant changing and new words being brought into the language. Furthermore, many of the languages students read in writing have been phased out. *"Teachers who still believe in traditional methods are hesitant to learn new techniques. Rather, motivate students to use model texts and ready notes, ultimately they are not striving to adapt innovative ways and making students dependent due to their inabilities,"* said most of the respondents. The above statements prove that the teachers prefer readymade notes to save themselves from the effort and dedication required for teaching."

*"Some people choose to teach because it is a family heritage or because they enjoy the pay and benefits." Then there is the unintentional teacher,"* added most of the respondents, which shows that personal efforts by teachers are more likely to impact student learning.

#### **Learners' Lack of Interest & Anxiety**

The primary issues teachers confront when teaching reading abilities are *"learners' lack of interest in reading, lack of focus, and low reading comprehension skills,"* according to most respondents. The preceding remark demonstrated that teachers are not attempting to improve students' language-related knowledge. As a result, pupils lack interest due to the teachers' lack of motivation. Most of the learners feel shy to participate in the class and respond to the questions asked by the teachers because they are scared that teachers and classmates will make fun of them if they say anything wrong.

Another critical issue was the anxiety factor among students in a multilingual classroom. According to the answers, students with no English language background are more prone to act as passive listeners in class and do not participate actively in classroom discussions or activities. One of the respondents added, *"When speaking English, students lack confidence and experience fear and hesitancy."*

#### **Traditional Approach to Teach English**

Teachers do not teach English as a second language in novel ways or styles. *"Teachers at the secondary level are not implementing or adapting innovative approaches to teaching English,"* most respondents noted. *"Traditional approaches are still popular; also, teachers arrive in the classroom unprepared; translating the text into the learners' first language is difficult for students to acquire English,"* says the author. Secondary school teachers are not adopting creative strategies that can provide excellent results and help students study more effectively.

#### **Class Strength and shortage of Time**

Sixteen respondents believed they take a short time *to teach the students and have to complete the syllabus*. So, it is tough for them to teach the English language, *which requires more time daily than other subjects. Most students lack basic understanding, so individual focus and attention, which is very important, are unfortunately not possible*. So, this statement showed the challenge related to time duration and the number of students in class. *"In situations where teachers are pressed for*

*time, the learners' perceptions are frequently overlooked.*"The students in these classrooms are usually silent or uninterested and rarely respond to the lecturers. Furthermore, most of the lessons supplied in the books are not written according to the Pakistani context. According to most respondents, there are needless exercises, and no creative-writing tasks are included in the textbooks.

### **Role of School Heads**

In response to the question related to solutions to the challenges, most of the respondents replied that *"school heads and management should play a role in this regard, sometimes we need technological resources, support from the management is critical.* 20 respondents added that *"sometimes school management and their behavior is too harsh, we are not getting any leave if we plan to attend any workshop, conferences, Seminars related to the English language.* Similarly, most respondents said that *"English language subject teachers should ensure that they are updating their existing knowledge. Especially the use of teaching methods and techniques should be revised keeping in view the latest trends and learnings needs of the students."*

Additionally, the response also emphasized that *"concerned authorities should play their role to revise the curriculum which is very old and since many decades there is no modification in the curriculum. Ultimately the teachers take advantage of this situation and use guides and notes, even they (teachers) promote rote memorization of the notes and guides, which kills the students' learning abilities."*

Teachers have also suggested that *"there should be a standard class size, so the teachers would be able to give equal attention to the students."*

Most respondents believed that *"trained and qualified subject teachers should be hired, most importantly, the recruitment at public schools should be based on merit system as well as expertise in the subject area. Suppose teachers have been working for more than five years. In that case, they should be trained during their service time because teachers with more than 5 and 10 years of experience rarely use the latest techniques and are unaware of its implementations"*.

### **Lesson Planning & Resources**

To effectively teach English as a second language (or any subject), you must first engage your pupils, determine what interests them, and then tailor your lectures to those interests. Teachers need to plan effectively according to the study's findings. *"Lesson planning is essential to save time because we have limited time to teach the language. However, it requires more time to teach the students from different backgrounds and knowledge."* English language teachers are not given proper resources, i.e., audio-visual aids, projectors, and digital labs. P11: her original words are, *"The resources which are being used globally for effective language teaching are missing in our educational system."*

### **Lack of opportunities for the professional development of language teachers**

The study's findings revealed that the themes revealed that government school English teachers were never allowed to attend any training based on English language pedagogy. Even though they have been teaching English for a few years at their schools, all respondents agreed that they had not attended any training or refresher courses.

Teachers who have been professionally taught and groomed can manage multilingual classrooms considerably better than teachers who have not been trained.

The teachers also proposed that English language teachers receive additional training to improve the effectiveness and efficiency of the learning process in a multilingual classroom. Many obstacles can be reduced if the teacher manages the class with tact.

P.5: *"There are no training or seminars for English language teachers; the government should conduct training," said one of the attendees.*"

All fifteen female English instructors agreed that specific teacher training for English teachers is needed to help them deal with the issues of multilingual classrooms. According to those who took part:

*"Our English teachers are not well qualified to teach English in a multilingual school," P: 2 says. Professional development courses and training for English teachers should be provided.*"

### **Outdated syllabus**

The respondents stated that they have limited time to cover the course, making it more difficult when the class is multilingual. The children do not heed the teacher's instructions. As a result, teachers must complete the curriculum on time, so they do not have to repeat the session. Eventually, there is a need to revise the curriculum according to the learners' current needs and demands, keeping in view language learning. Female English teachers advised that *"the curriculum be tailored to the student's needs and interests.*

### **Discussion**

The government has recently taken many steps to improve the quality of English in the country. However, it is believed that progress in enhancing the English language is insufficient. In this regard, a study was done in one of Sindh Pakistan's districts to determine why English teaching and learning are not improving. Language experts have suggested a few solutions to overcome language-related teaching challenges in this connection.

Teachers must undergo extensive training in order to teach in today's classroom. Secondary English language teachers must improve their teaching talents and topic knowledge to meet the demands of teaching and learning in the language classroom. All of the government-sponsored training is insufficient to match the problems of language teaching, and as a result, teachers who teach English lack the necessary expertise to do so.

There is a pressing need to provide training for public school teachers, while private-school instructors have several opportunities to attend professional development workshops, conferences, and other events. Because language teachers are inept, they rely on prepared notes and encourage students to memorize them.

Due to a lack of teaching resources/audio-visual aids, most teachers find it difficult to apply any new technique and integrate it into the classroom. In order to help teachers, modern classrooms should be built around technological tools. Teachers and students are more likely to employ technological tools and teaching aids in the classroom if they are motivated.

Language teachers have noted that most of the time, during regular lessons, language teachers use Urdu/or native languages to offer directions to the pupils. It is seen as a disadvantage and a contributing factor in Sindh's decline in English language proficiency at the secondary level. It is the task and responsibility of school administration to establish such an environment and to make it essential for language teachers to use English during lectures so that students would be motivated to learn the language. Teachers have been observed purposely using their native language to comprehend English better; nevertheless, this interferes with target language learning, which should be avoided.

Secondary students are likelier to use guess papers, prepared notes, and other comparable materials. It is because of inept teachers who do not strive to encourage students to study English as a language rather than a topic. Students and professors believe that because this is the first time the students have taken an external examination, they should do well to pass it. Students and teachers frequently employ guess papers, prepared notes, and guides at the secondary level. However, it eventually interferes with pupils' learning and critical thinking capabilities. Teachers and students rely entirely on these notes in most public sector institutes.

Concerned authorities should take action to prevent pupils from using guides and guess sheets. It is clear that the secondary school curriculum is inadequate, and the responsible authorities are making little attempt to improve it. If the curriculum is constantly revised and modified to meet the needs of students as well as worldwide expectations, English language, and subject teachers will be equipped with the most up-to-date approaches and abilities essential for efficient teaching. It is the most effective way to eliminate the use of guides and notes, and teachers will see that they must now work hard and offer their all.

### Conclusion

The study aimed to explore the contemporary English language teaching techniques used by secondary English language teachers in Sindh. According to the participants' perspectives and classroom observations, teaching English in Sindh is primarily mixed in nature. However, secondary teachers who participated in the study used contemporary English teaching techniques.

Unfortunately, in Pakistani classrooms, most teachers use traditional English teaching methods. It was suggested and emphasized that English language learning and teaching would be more effective through contemporary teaching techniques.

The conventional "chalk and talk" teaching technique, which has been effective for hundreds of years, is no longer as effective as it once was. Current revolutionary teaching approaches are now required in the present era. Educators, teachers, and those in higher education are continually looking for innovative methods to improve the quality of learning experiences for students of all ages. Secondary teachers and English language subject experts claim that contemporary teaching techniques can play a significant role in teaching language.

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