

## RETHINKING PEDAGOGY FOR ENGLISH TEACHER EDUCATORS IN PAKISTAN

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### ABSTRACT

*The linguistic milieu of Pakistan, a multilingual country, is largely dominated by English language, making it one of the most cherished languages to learn for students at all levels of education. Developing sustainable quality in English language education has become a widely acknowledged issue at the national and global level whose quality is directly linked with teacher education and training programs offered at different levels. The current English language teacher education programs offered across Pakistan are highly criticized for multiple reasons which include lack of policy for teacher education, outdated and obsolete teacher education courses, unsatisfactory in-service teacher education programs, and dearth of competent and experienced teacher educators. Being a synchronic study of existing pedagogical structure for English language educators in Pakistan with the help of Situational Analysis, this research explores the factors responsible that are interlinked but are rather subtle and philosophical in nature including the beliefs and perspectives of teachers, their educational qualifications and the nature of content to be taught. The study has important pedagogical implications for educators of English Language teachers and offers recommendations for policy-makers.*

**Keywords:** Pedagogy, English language teaching, teacher educators, policy for teacher education, teacher education courses, beliefs of teachers

### INTRODUCTION

Pedagogy, as pointed out by Lovat (2003:11), “a highly complex blend of theoretical understanding and practical skill”, is the core of the process of teaching and learning. It is a widely used term in educational discourse. Although it is difficult to come up with an exact definition of pedagogy as it is influenced by multifarious factors, Watkins and Mortimer (1999:3) define pedagogy as “any conscious activity by one person designed to enhance the learning of another.” Pedagogy is a mutual, collaborative activity engaging both teachers and learners actively. Leach and Moon (1999:267) highlight this interesting aspect of

pedagogy by saying that “the practice that a teacher, together with a particular group of learners, creates, enacts and experiences.” Alexander (2003:3) further elaborates the definition and says that Pedagogy is the practice of teaching and the discourse that goes along with it. This pertains to the knowledge and abilities required to formulate and defend the various types of decisions that make up teaching.

Quality education for all is declared as a basic human right and has become one of the most desirable aims to achieve throughout the world. It is one of the goals highlighted by the World

Education-Dakar-Framework for Action (2000), which refers to developing “all aspects of quality education” to achieve the desired learning outcomes for students at all levels of education (UNESCO, 2000); and it is one of the 17 sustainable development goals set to be achieved by 2030 (ref.). Although quality education is a complex and intricate blend of various factors including objectives, content, curriculum, assessment, and provision of academic facilities, the role, importance and standing of the teacher cannot be denied or underestimated. The quality, performance and eagerness of teachers in the classroom setting determine the overall standard of an educational system (Javaid & Mahmood, 2023; Javaid et al., 2023). The quality of teachers is largely dependent on their academic qualification and the teacher education they receive before and during their service (Aga Khan Foundation, 1998). Thus, teacher education serves as a strong foundation for quality teaching and the learning outcomes of students (Darling-Hammond & Youngs, 2002; Rivkin, Hanushek, & Kain, 2005). Across the world, the importance of teacher training programs is widely acknowledged (Smith, 2005; Javaid et al., 2024) as quality education is a direct consequence of quality teacher education and training. In an era of globalization and technological advancement, retraining is the norm of the day in every profession and teaching is, undoubtedly, a part of it. An increase teacher training institutes and programs reaffirms that the professional development and growth of teachers is recognized as a continuous, life-long process. Researches conducted globally reveal that teacher education and training is a complex and subtle process which takes into account not only the pedagogical skills and content knowledge but also beliefs, perspectives, level of qualification and motivation of teachers.

It is a bitter reality that Pakistan is among the low-ranking countries in the world in terms of the outcomes, quality and quantity of its educational system and teacher training programs (SPDC, 2003; UNDP, 2003). Pakistan has faced slow growth and development in the education sector mainly because of the lack of government support to initiate and implement successful and viable development programs in education.

### Literature Review

Programs for teacher education offered in different countries and at different levels are scrutinized and explored (Hoban, 2004). Since the concept of quality is difficult to study in its abstract, vague form, there are a number of factors which determine the effectiveness or low quality of an existing teacher education program. Tom (1997) highlights major negative factors in teacher education programs which are as follows:

- Ambiguous goals, aims and objectives
- Irrelevant and incoherent courses
- Lack of trained teacher educators
- Lack of collaboration among various stakeholders of teacher education

As for the effectiveness of effective teacher education, Scannell (2002) is of the view that the following six characteristics are at the centre of an effective teacher education program:

- A reflection of effective teaching in courses which are taught
- Theory and practice are practically interlinked
- Practical experience of teachers is sequenced with theory
- Sharing of beliefs among various stakeholders
- Assessment is holistic in nature enabling the student to apply the learning in real-life situations
- Coursework is designed in light of the experience of teachers

The above-mentioned factors play a significant role in determining the effectiveness of teacher education programs.

Pakistan's teacher education history began with the country's independence in 1947. Pakistan had just six teacher training colleges and 27 primary teacher training institutions at the time. However, according to Pakistan's National Education Policy 1998–2010, the number of teacher training programs and institutions has increased exponentially in recent years, reaching 87 for primary teachers, 4 for research and education, 2 university-affiliated education departments, and 11 colleges of education that prepare secondary school teachers. There are 275 teacher education institutions in Pakistan total, including ones in Azad Kashmir and the Northern Areas. Of these, 48 are run by the private sector and 227 are run by the government (AED as cited in UNESCO, 2006; PTEPDP, 2005). Table 1 below shows a detailed

distribution of all teacher training institutions province-wise:

**Table 1:** Teacher Training/Education Institutions in Pakistan

S. No.	Province / Region	Government	Private	Total
1.	Punjab	75	7	82
2.	Sindh	56	24	80
3.	Khyber Pakhtunkhwa	39	8	47
4.	Baluchistan	28	2	30
5.	Federal Area	8	2	10
6.	FATA	5	-	5
7.	FANA	3	2	5
8.	AJK	13	3	16
9.	Grand Total	227	48	275

Although government-run institutions such as Colleges of Education, Government Colleges for Elementary Teachers (GCETs), and Departments of Education/ IERs in different public sector universities offer programs in Teacher Education like Bachelor of Education (B.Ed.), Bachelor of Education (B.S.Ed.), Masters in Education (M.Ed.), Masters of Arts in Education (M.A. Education), Masters in Philosophy (M. Phil) and Doctorate in Philosophy (Ph. D.) but, the quality of these training institutions and programs is low and far from satisfactory despite their growing number at the national level. The New Education Policy (2009:42) witnesses that poor quality of teachers in the system in large numbers is owing to the mutations in governance, an obsolete pre-service training structure and a less than adequate training regime (Government of Pakistan, 2009:42). As Tahira et al., (2020) contend, every education policy document since Pakistan's founding has acknowledged the critical role that teacher education plays in raising standards. As a result, several reforms have been introduced from time to time but because these actions were only partially performed (Akram, 2020), they were unable to produce the intended outcomes (Akram & Yang, 2021). Similarly, most teacher training programs do not bring about the desired results because of outdated course content; lack of trainings' evaluation; courses not catering to the needs of teachers and their learners (Akram et al., 2021; 2022).

Teacher education in the country has hence been profusely questioned in the researches conducted over the last three decades which reveal that there are a number of factors which are responsible for the existing plight of teacher education in Pakistan which include lack of government support in providing funds and resources, short training period, emphasis of the technical, organizational and structural aspects of education ignoring the philosophical, conceptual facets, no importance to teachers' needs and perceptions, outdated curriculum and textbooks, concentration on the theoretical aspect with no attention given to its practical application, unskilled teacher trainers and educators, failure in implementing educational reforms, vague aims, objectives and focus, and lack of evaluation, accountability, upgradation and research in teacher education programs (Aly, 2006; Baig, 1996).

Kalim & Bibi (2024) contend that in-service Professional Development programs in Pakistan are standardized and do not cater to different competency levels of teachers. They recommend a needs analysis of teachers in order to make the learning process effective for them. In a more holistic investigation, Siddiqui et al., (2021) observes that despite numerous training initiatives launched and carried out throughout Pakistan, the intended results have not yet materialized. This is owing to administrative as well as faculty-related problems with teacher preparation in Pakistan. They assert that the difficulties with planning and policy, a shortage of resources in teacher training

facilities, insufficient teacher induction, lack of motivation in teachers, dual training systems, uneven distribution of experienced educators, and infrequent trainings are the key issues. These problems can be resolved by creating a supportive atmosphere, guaranteeing merit and accountability, supplying the required resources, and systematizing professional training programs and their continuation.

The National Education Policy (1998-2010) describes the prevalent state of teacher education in Pakistan in the following words: “The qualitative dimension of teacher education program has received marginal attention resulting in mass production of teachers with shallow understanding of both the content and methodology of education” (Government of Pakistan, 1998:47). As a result, the professional development and quality of teachers produced in these training institutions and programs is something which is always ignored and compromised.

The importance of English language in today’s world is well established as knowing English language is a key to educational success and economic prosperity of an individual and a country (Ramzan et al., 2023). The global status of English has made it one of the most cherished languages to learn for students across the world (Paik, 2008; Ramzan et al., 2023). The growing demand of English has brought into light English language teacher education programs (ELTEPs) which have captured the attention of various researchers and English language educators globally (Li & Akram, 2023; 2024).

The 1990s decade witnessed faster growth of research in second/foreign language teacher education as compared to other aspects of teacher education (Day, 1991). Various facets of second/foreign language teacher programs have been explored from the lens of teachers, students, course content and the effectiveness of the program especially in Turkey (Aydoğan & Çilsal, 2007; Coşkun, 2008). Different scholars have pointed out different issues related to English language teachers’ training and development (Ramzan et al., 2023). In a microteaching context for example, Abdullah et al., (2023) found that the pre-service teachers’ second teaching lesson does not

significantly improve because they do not self-reflect enough on their performances. Therefore, they recommend that teacher educators should teach ELT pre-service teachers how to reflect on themselves using a rigorous paradigm. Glushko, Labzina, & Pavlova (2024) emphasize the need for consistent professional development like collaborative reading groups for language instructors especially in non-native settings (Ramzan et al., 2023).

The emergence of digital technologies in the field of education and transitioning to online modalities in some sectors and contexts have further necessitated that teachers be equipped with the skills necessary to teach online in an engaging way (Abdelrady & Akram, 2022; Ma et al., 2024; Al-Adwan et al., 2022). Akram and Abdelrady (2024), for example, points out that MOOC descriptions are essential for drawing in and educating potential students on the goals and subject matter of the course and emphasizes the need to train English teachers to effectively attract and engage prospective students in the context of online learning.

Comparing the issues related to the public and private sector teachers’ implementation of a training in English Language Teaching lesson planning, Nazir et al., (2024) found that in the private sector, employee turnover is a concern. Lesson planning implementation by public school teachers was found to be severely lacking since their training was primarily focused on promoting them rather than improving the quality of their instruction, they have a large class size, and they lack the necessary technology and gadgets. Due to the private school teachers’ superior access to contemporary teaching aids and technology, there were notable variations between the two learning environments’ approaches to instruction. They advise the government to raise the standard of instruction provided to teachers both during their initial training and when they are in the classroom. English language is at the top of linguistic hierarchy in Pakistan as well owing to its status and function as the country’s official language (Ramzan & Alahmadi, 2024). It is used as the medium of instruction in many elite and private sector schools and all higher education institutions, and is the symbol of the elite class in society. In the

light of its worldwide significance, the government has declared it as a compulsory subject at all levels of education. Higher Education Commission (HEC) has made it mandatory for students in higher educational institutions to be proficient in English in an attempt to develop a knowledge-based economy. As a result, students are eager to learn English which will, ultimately, enable them to get an access to higher education institutions and lucrative jobs. Thus, the aim of governing federation (what is that) is to improve the quality of English language teaching and learning in Pakistan (Chen & Ramzan, 2024).

In this backdrop of the widely acknowledged significance of English language learning, Jimenez and Rose (2010: 411) are of the view that without a “sustained and systematic effort”, there is very little chance that students learning English will gain the sorts and quantities of intellectual, social, and cultural capital required to advance into further education or fulfilling employment (Ramzan et al., 2021).

It is a widely acknowledged fact that it is the language which is at the core of learning process, thus (Zeegers, 2005) has declared “failure in learning” equal to “language failure.” Thus, teaching English language has become a lot more complex for English language teachers and practitioners as it is not just a mere transmission of grammatical, structural rules of English; rather, the aim is to enable the students to be fluent in speaking, listening, reading and writing in English which will facilitate their learning in other disciplines as well (Patil, 2008), English being the medium of instruction (Ramzan Khan, 2019) . Since there are two main streams of education in Pakistan namely the private and the public/government-led educational institutions, a common observation in Pakistan reveals that most of the students from the public/government school mainstream struggle with language skills even after graduating as teachers are not trained in a teaching methodology which aims at a holistic and balanced training and improvement of all the skills of English language. Thus, the current situation demands an extensive investigation of English language teacher education programs offered in Pakistan. Cross (2003, p.41 as quoted in Karakas,

2012) propounds four kinds of pre-requisites for being an ideal TEFL/TESL teacher i.e.,

General level of education,

Subject competence (level of English required),

Professional competence (e.g. planning, management)

Positive attitudes and beliefs

It is imperative to mention that these characteristics are more towards the philosophical aspect of language teacher education as compared to the technical. However, it is a matter of concern that these philosophical underpinnings are taken for granted in English language teacher education programs offered in Pakistan.

Although the educational institutions in Pakistan are divided into a number of categories and levels starting from Pre-Primary to Universities offering higher education (Pakistan Education Statistics, 2010-11), this research aims at exploring the pedagogical practices of English language teachers serving in Degree Colleges.

According to Pakistan Education Statistics (2010-11), Degree Colleges in Pakistan refer to Grade XI-XIV after which a student gets his/her first tertiary degree. There are 1,558 degree colleges in Pakistan, with 1,154 (74%) in the public sector and 404 (26%) in the private. 36,349 instructors are employed at the degree college level overall, with 30,995 (85%) working in the public sector and 5,354 (15%) in the private sector. When considering the Degree Colleges from the standpoint of gender, the number of teachers is 20,168 (or 55%) male and 16,181 (or 45%) female. It is generally believed that the young teachers who join the teaching profession at the Degree College Level are not prepared for their profession. They are thought to be in dire need of extensive professional training for the improvement of their pedagogical practices. Wood and Yackel (1990) are of the opinion that professional training programs greatly impact the teaching practices of teachers within and outside the classroom context in terms of classroom management, curriculum, and teaching methodologies. Since professional training has a big impact on teachers' academic, technical, and personal lives, there is a delicate relationship between teachers' beliefs and the training they receive. To redress these issues and inform policy, there is a need for

a holistic situational analysis to point out the issues and problem areas in this context. Hence, we chose situational analysis as a method of investigation for this study.

Clarke (2021), the initiator of situational analysis, describing her study on RU486 writes how she started the project as an ethnographic attempt to follow the FDA approval process "in practice." Several years later, Clarke and Montini (1993) "ended up" undertaking a discourse analysis since the FDA approval was very slow and the local element had completely vanished. The research was conducted using an incipient form that depended on social worlds/arenas analysis rather than an explicit use of situational analysis. They looked at the discursive constructions of RU486 advanced by the majority of significant social worlds (as well as a few subworlds) that had made a commitment to take action in relation to this abortion method. They mostly concentrated on the United States, with a focus on scientists working in the field of reproduction and other related fields, organizations working on birth control and population control, pharmaceutical companies, medical groups, pro-choice and anti-abortion organizations, politicians, the U.S. Congress, and the FDA. They also looked at the literature that was available on topics. These ladies concerned were seen by the researchers as "implicated actors". This was a multi-site study with a novel abortion technology as the nonhuman object of interest. Publications, key player interviews, papers from participating organizations, and observations of some—but not all—of the major events were among the sources of information they used.

This demonstrates the value of the analyst's personal situational knowledge as well as the acceptability of applying it "up front" in situational analysis (Clarke, 2021). The analyst doesn't sit about silently waiting for data to speak on its own—rather, they use their expertise to assist in designing data collecting. Theorizing is produced by alternating between more abstract methods of thinking about the facts and the specific details of the actual evidence (Clarke, 2021). According to Atkinson, Coffey, & Delamont (2003), p. 149, this back-and-forth

tacking is 'abductive' reasoning... a sort of 'third way' between inductive reasoning and deductive logic.

### **Research Methodology**

Situational analysis (SA) is considered ideal for this research as its methodology. The current research is a synchronic study of existing pedagogical structure for English language teachers in Pakistan taking an overview through situational analysis. This research focuses on exploring the current scenario and aims to signpost the way to rectify it using situational analysis as a methodological approach. Situational analysis, pioneered by Clarke (2003), is introduced as an extension of Grounded Theory (GT). In the words of Clarke, situational analysis can be employed on its own in investigations focusing on the analysis and interpretation of situations (Clarke et al., 2018: xxvi).

Clarke (2005:12) believes, "In SA, the situation of inquiry itself broadly conceived becomes the key unit of analysis." It is used to raise awareness about different problems aiming at bringing the truth to light. SA's analytical stance aims to record and share the multiplicities and complexities of social life resulting in in-depth critical analysis which "take(s) into account the full array of elements in the situation—human, nonhuman and discursive" (Clarke et al., 2018: xxv). As a research methodology, situational analysis seeks to "(a) reveal subjugated knowledge and marginalized perspectives, (b) illustrate the complexities found within and surrounding social situations as they change, become stable, and create patterns and positions, and (c) empirically decenter "the knowing subject" (Clarke, 2005: xxix; Foucault, 1979 as quoted in Perez and Cannella (2013).

Discussing how SA differs from grounded theory, Clarke (2021) states that it offers a change in methodology from grounded theory's emphasis on human behaviour to using the larger context as the analytical unit. In addition to people, the scenario also involves "nonhuman actors," such as physical objects (including dogs, technology, viruses, and buildings) as well as discourses, visual imagery, and other elements. Clarke (2021) contends that in order to make relevant materialities and discourses obvious right away, the analyst

should identify the nonhuman parts of the situation and how they are created in discourses when creating the initial situational maps.

In SA, “the situation itself becomes the fundamental unit of analysis” (Clarke, 2005, esp. pp. 21–23, 71–73). So, the unit of analysis in our study is the condition of English language teacher education and training and related issues. The main goal of situational maps is to clarify the essential components, discourses, structures, and circumstances of possibility that define the scenario under investigation. Research initiatives can therefore be thoroughly situated individually, collectively, socially, institutionally, chronologically, historically, geographically, discursively, materially, culturally, visually, and symbolically through the use of situational analysis.

The primary human, nonhuman, symbolic, discursive, cultural, historical, political, and other aspects in the research setting of interest are mapped out in the first situational maps created in SA, which also encourage investigation of the relationships between them. These maps are meant to represent the situation's complicated relationships and permutations, with all of its messy intricacies. They purposefully challenge the standard simplifications that are so prevalent in scientific research (Star 1983), especially in postmodern ways.

Clarke (2021) considers situational maps as “excellent research design tools”. According to her, there is no one “right” map because these are meant to be completed and redone several times during the course of a research endeavor. You can remove or choose to ignore whatever you put on it later if it turns out not to be important. When creating a situational map, the researcher's objective is to map whatever they believe could be interesting to look at in terms of data gathering, plan what information to obtain about it, and incorporate these plans into their study design. As their study's directions become clearer, they add and remove items from the situational map over time.

### **Analysis**

Following Clarke (2003); and Salazar Pérez & Cannella (2013), we used situational analysis

mapping for an in-depth analysis. It helps to bring to salience the hidden aspects of a situation by gathering the major human and non-human components of a milieu (Clarke, 2003). We made a “messy” situational map (Figure 1) to highlight the central components deemed important to consider while planning English language teachers’ education. We focused on the practices regarding the training of English Language Educators employed in degree colleges of Pakistan. The related non-human elements were the courses of TEFL/TESOL and how they are taught, the curriculum and its focus, extant research related to English language teachers’ professional development and training and related issues and gaps. We also looked at the scant literature that was available on topics like narrative discourse and research on English language teacher training. The way a teacher teaches and their students are taught is also a reflection of the teacher training they carry along. Observations of the teaching methodologies were also taken into account for the situational analysis. Publications, discussions with main key players, documents from relevant organizations and the Government of Pakistan, and the researchers’ informed observations were among the sources of information we utilized for creating our messy situational map (Figure 1).

A critical review of current teacher education in TEFL/TESL in Pakistan, which has existed for several years, offers the following insights regarding the focus of most of the English language teacher education and training programs at the moment:

Organizational aspect

Teaching methodology

Emphasis on theory

Increasing the number of teacher training programs

At present, teacher training in TEFL/TESL lacks in the following dimensions which are strongly emphasized at the international level in the realm of quality English language teacher education:

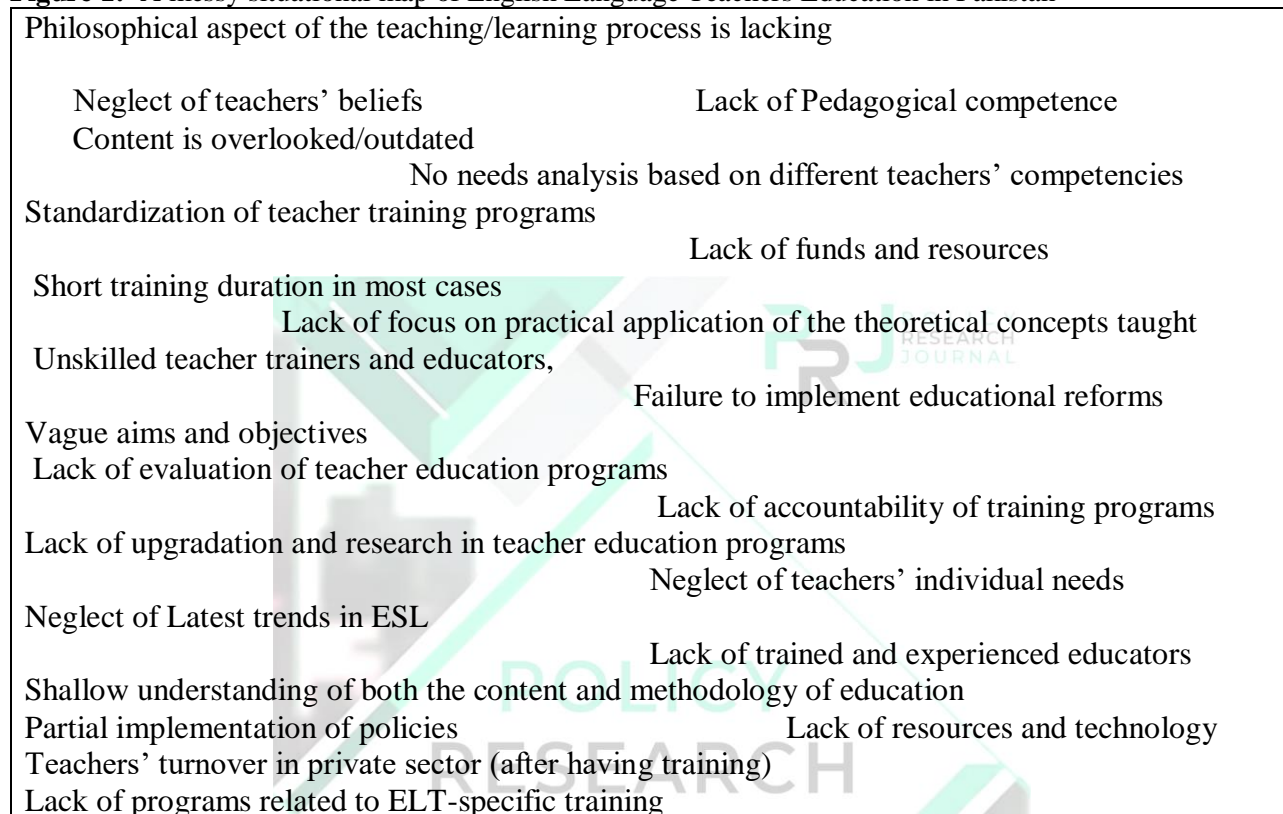
Philosophical aspect of the teaching/learning process

Beliefs of teachers

Pedagogical competence

Content

**Figure 1:** A messy situational map of English Language Teachers Education in Pakistan



### Teachers' Beliefs and Their Pedagogical Practices

Although difficult to define, the term beliefs refers to aspects which are related with the overall teaching and learning process, curriculum, and the aims and objectives of teaching (Ghaith, 2004). The beliefs serve as a guideline for teachers in their decisions about teaching methodology, classroom activities, and the process of assessment (Noor et al., 2021). The relationship, whether consistent or inconsistent, between the pedagogical practices and beliefs of teachers, has been established through research as beliefs play a significant role in the construction and reconstruction of teachers' pedagogical practices (Akram & Li, 2024; Mansour, 2008; Speer, 2005, 2008). Speer (2005) and Thompson (1985) belong to the school of thought which have discovered consistencies between the beliefs of teachers and their pedagogical practices in classroom context; while, Thompson (1984) and Cohen (1990), have brought to light the inconsistencies between beliefs and practices.

According to Richardson (1996), teachers' beliefs emerge from the following sources:

- Personal experiences of the teacher in teaching
- Teacher's experience as a student
- The teacher's knowledge of the courses to be taught

Beliefs are a major source of bringing a change in the current situation of any educational system as Dwyer et al. (1991:52) points out that "instructional change can only proceed with a corresponding change in beliefs about instruction and learning." However, it is still to determine how the beliefs and pedagogical practices are related as Anderson and Helms (2001:13) contend that although it is evident that shifting teachers' values and beliefs is essential to reform, little is known about the specifics of these shifts or how best for teachers to reevaluate their own values and beliefs. It is noteworthy that teachers' beliefs are not acknowledged at any level of education in Pakistan. A lot of researches have been conducted in the past where the teachers and researchers have raised their voice against different loopholes in the



education system. Teachers in our colleges do not have access to recent literature on pedagogy and English language learning and teaching which makes them unaware of the latest emerging trends in the field of TEFL/TESL (Warsi, 2004). The young teachers are expected to rely on their own resources for professional development. Professional development courses are randomly held which are mostly not designed in view of the needs and requirements of the teachers (Jumani, 2007).

Most of the teachers at the college level lack technological expertise in terms of using the internet, multimedia, utilization of audiovisual aids in class (Abbas & Asif, 2012) and readiness to teach online (Aziz & Anjum). On the whole, the teachers are not satisfied with the curriculum, textbooks, and tools of assessment which are not in line with the needs and requirements of students. Most of the teachers believe in the revision of curriculum as it should be more practical rather than theoretical in nature keeping in view their students' needs. It is encouraging to highlight that the majority of teachers, mostly young, hold a positive belief regarding the academic and social importance of English language and they are willing to improve their competence in English and English teaching skills if they are provided with the necessary training and resources for it (PEELI, 2013). However, a wide gap exists between the teaching practices of English language teachers in Pakistan and the modern trends in ESL.

### **Academic Qualification of Teachers and Their Teaching Practices**

Among various components, the level of qualification and competence of teachers is an important component of an effective teaching process (World Bank, "ICR Second Punjab Credit" 2006). Formal academic qualification is considered to be the first prerequisite in determining the level of knowledge and suitability of a teacher for the task of teaching a particular subject/language. In the words of Giertz (2003:94)

Pedagogical competence can be described as the ability and the will to regularly apply the attitude, knowledge and skills that promote the learning of the teacher's students. This shall take place in accordance with the goals that are being aimed at

and the existing framework and presupposes continuous development of the teacher's own competence and course design.

It has been noticed that most of the English language teachers hold a Bachelor's or Master's Degree in English. According to Pakistan Education Statistics 2010-2011, the academic qualification of most of the teachers is up to Masters Level as 21,492 teachers hold Masters Degree. In addition, the majority of the teachers, that is, 6692 and 5930 respectively, have the professional qualification of M.Ed. and B.Ed., but, they do not have a degree/specialization in teaching English as a second or foreign language. Some of them hold a diploma in English language teaching which, as a matter of fact, does not fulfill the requirement for effective teaching of English. There is a dearth of highly qualified teachers having M. Phil/Ph. D degrees despite the efforts of the government to increase their number in the country.

Apart from fulfilling the required, though minimum level of qualification, most of the teachers struggle when it comes to speaking or writing a grammatically correct sentence in English language. Most of the teachers are hired because they are seemingly better than the other huge lot where teachers themselves lack the appropriate knowledge and skills of English as a language. Most of them do not have the knowledge, skill and expertise to justify their degree which, in such cases, is reduced to a mere piece of paper. Most of them are not capable of holding a discussion in English language. They do not possess adequate written or speaking skills in English which becomes evident in their pedagogical practices. Thus, there is a wide gap between the level and type of qualification required to become effective English language teachers and what the teachers actually have.

### **Content Knowledge of Teachers and Its Pedagogical Implications**

Content knowledge refers to the teachers' subject knowledge. Generally speaking, it includes the knowledge, comprehension, and skills which the teacher brings to the profession. The competence of teachers relies heavily on their knowledge and the quality of education they receive before and

after joining the teaching profession. Content knowledge is explored at two parallel, but at times contrary, levels:

The content that the teachers studied when they were students

The content which they are supposed to teach when they become teachers

It is pertinent to mention that most English language teaching in Pakistan is teacher centered where the teacher passes on his/her knowledge to the students. The content knowledge of teachers is outdated in nature as it is limited to what they learned when they were students. The training offered in teacher education programs lacks innovation and the teachers are exposed to the traditional methods and techniques of teaching English. The apparent discrepancy between these two levels creates ambiguity for teachers which ultimately leads to unsatisfactory pedagogical practices because most of the time, the teachers themselves have not studied what they are supposed to teach. Their lack of knowledge is reflected in their flawed classroom practices where the students are the ones who suffer. As a result, the teachers are not equipped with the correct and latest knowledge, skills, methods and techniques which are required for successful English language teaching. Wilkins (1976) asserts that:

It should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in speaking the language, his teaching is not going to succeed in giving his pupils a command of spoken English

(cited in Pahuja, 1995:21).

Having a deep insight into the current situation reveals that teachers are not the only ones to be blamed as they are the product of a flawed education system that is corrupt and outdated. Similarly, teacher training programs need extensive revision in order to meet the needs of the teachers of modern times.

### **Conclusion**

The current situation calls for a massive reformation and restructuring in the field of English language teacher education and training in Pakistan. In addition to the technical aspects of pedagogy, the personal, social, conceptual and

philosophical facets of teacher education and training in the local context should be emphasized for uplifting the quality of English language teacher education in particular and the standard of education in general. Pre-service and in-service training sessions need to be made compulsory for English language teachers and to train them, educators need to be highly qualified in the tools and techniques of teaching English as a Second Language along with having an awareness of the individual needs and beliefs of teachers and their learners so they can inculcate among the trainees the right kinds of skills and characteristics to be effective teachers ready to impart all skills effectively to their learners. Policymakers can train a pool of educators in a standard format who can further train the teachers of English so as to make an overall change in the situation.

The ever-evolving nature of teaching profession also demands a continuous upgradation of the knowledge and skills necessary to teach the new generations of learners so refresher courses for trainees and well as educators need to be introduced. Educators need to be holistic so as to prepare them for the multifaceted nature of their task. As Moon, Mayes, and Hutchinson (2004) posit, teacher educators have control over three key aspects that affect prospective teachers' achievement: the professional qualities of the classroom, the teaching skills of the instructor, and the classroom climate, these should be the focus of any training of teachers. Any teacher education program should have as its objectives the development of the teachers' competencies in content preparation, lesson preparation, pedagogy, classroom management, assessment necessary for meeting life standards, and documenting specified student work-related accomplishments as these are the prerequisites of being a teacher according to Moore (2012).

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