

## **INVESTIGATING TEACHING PRACTICES OF FEMALE ENGLISH LANGUAGE TEACHERS AT ELEMENTARY SCHOOLS IN RURAL AREAS**

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**ABSTRACT:** *The objective of the study was to investigate the teaching practices of female teachers at elementary level in the rural areas of Pakistan. In this study a survey method was opted and data was collected through a structured questionnaire. The results were shown in diagrams. The findings of this study show that the students response about teaching English through stories, communication and picture exhibition was from 20% to 22%, about the pre-reading activities was from 9% to 25%, about writing skill response was from 18% to 23% and about pair grouping, brainstorming was from 19% to 22%. It means that female teachers are not using these techniques in teaching English language and this the main cause high dropout ratio of students at elementary level.*

**Key words:** *Teaching practices, writing skill, pair grouping, brain storming.*

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## **1.INTRODUCTION:**

English is the most spoken language of the world. Its domain is not limited to any country of the world. It is the language of every occupation and profession and mostly the trade of world occurs through this language. All the books of education which are internationally published are in English language. It is the language of foreign offices and diplomats. It is the language of cell phones and internet. Even the people of different countries talk in English on the social media. It is the language of international communication and news channels. According to Umar (2012) after the British withdrawal from Sub-continent English has been the language of offices and law in Pakistan. English is considered as a foreign language in Pakistan. There are a lot of schools in Pakistan where English is the language of communication in the classrooms. The medium of expression in the Universities is in the English. The upper class or the business class speaks in English. In Pakistan society, there is of much importance of English language. If we see the professional communication of medical, then it comes to know that all the books of medical are in English language and lectures are also delivered in English language. Teaching of English in Pakistan is deemed superior than any other language not only in Pakistan but also in world. Teaching of English plays an important role in the society and in education department of Pakistan. In Pakistan, many languages are spoken in society and schools. English has central role at elementary level in Pakistan.

### **1.1 Background of the Study:**

According to Bahauddin (2009) there is deficiency of research in teaching English practices. The linguist Guthrie (1953) highlighted the significance of research in relation to the teaching English practices in such

words. It will be useless to spend on teaching department and on its infrastructure, if we are not aware of the effectiveness of teaching. According to Ikram (2009) there held a 5<sup>th</sup> vice chancellor committee session and the statement of committee was that there is need of quality teaching and the related research was desired. According to Platts and Heidi (1992) in effective teaching there is an expectation from the students that they have to learn and do the activities in the classroom in learning. According to Nunan (2003, cited in British Council review) it is well known fact that language teaching level is better. According to Zein (2015) cited in Australia Journal of Teacher Education) the elementary teachers are not fully equipped with knowledge to meet occupational needs. There is need of special training to elementary teachers according to the curriculum taught in the elementary class.

### **1.2 Problem Statement:**

The proficiency of English language at elementary level in the rural areas is not good. Due to this deficiency of English at elementary level in the rural areas, the overall students are not able to take admission in schools and colleges at higher secondary level. Henceforth, the female teaching and learning at elementary level is not far from satisfactory. The current study is an investigation of teaching English practice of female ELT teachers at elementary schools in rural areas.

### **1.3 Objectives of the Study:**

The objectives of this research paper are outlined in the following: -

1. To investigate the practices of English language teaching of female teachers at elementary level.
2. To get the feedback of the students in relation to the practices of teaching English of female at elementary level.

3. To highlight the deficiencies of students and female teachers in relation to practices of teaching English at elementary level.

#### **1.4 Research Questions:**

The research questions of the study are the following: -

1. What practices female teachers used in teaching English language in the classrooms at elementary level in rural areas of Pakistan?
2. Which type of activities and practices the female teacher use in the classrooms?
3. What are the problems faced by female teachers in teaching English language in the classrooms.

#### **1.5 Significance of the Study:**

The results and recommendations of this research will be fruitful not only for the education department of Punjab. The ELT female teachers of rural areas will be aware of teaching practice of English at elementary school level. The policy makers and educationalist will get fruitful suggestions and insights through this investigation. Its suggestions may be applied to prove the teaching practices of female teachers at elementary level.

#### **1.6 Delimitations:**

This research study is delimited to the teaching practices of female English language teachers at elementary schools in rural areas of Jalalpur Peer Wala of District Multan. This study investigates only teaching of English in classroom which is taught only at the elementary level. The special stress is on the pedagogical practices of female teachers only.

## **2. LITERATURE REVIEW:**

This section elaborates the previous research work about the teaching English practices at elementary school level. All the aspects of teaching

English have been discussed in this section besides describing relevant theories.

### **2.1 Pedagogy:**

Oliver and Maslow (2008) states that it is the technique to teach most effectively with in the specific syllabus and for particular environment of a class. These techniques should be selected carefully, so that the effectiveness of suitably. According Webb and Wey (2007) the consideration of teaching practices, on the basis of skill and knowledge is called pedagogy. Knowles (2008) contends that it is the “art and science of teaching children while on the other hand teaching to elder students is andragogy which is the “art and science of teaching to the young students”.

### **2.2 Theoretical Perspective about Language Learning:**

According to Richards and Roger (1995) there are three distinctive theoretical perspectives concerning techniques about ELT. Among those theories three of them are given below:

1. Structural opinion
2. Functional opinion
3. Interactional opinion.

According to first opinion, the language is seen on the basis of structure just as elements of structure like phonological units, lexical items and syntactical units. The second opinion of language learning is about the function of language such as the communicative and semantics parts of language. The third opinion of language learning is about the interaction of communication between personal Richards and Rodgers (1995).

### **2.3 Language Learning Theories:**

Cherrington (2000) has said that before and after the 2<sup>nd</sup> world war, the behavioristic theory was on the peak in the USA. In 1960s, the behavioral approach was developed by the group of linguists and psychologists like Bloomfield, skinner and Watson. According to these linguists the learning of a language is due to the formation of habits. The behavioral theory of language learning can be adopted to apply the teaching methods of language learning. According Gatherer (1980), Noam Chomsky attacked on the behaviorist theory of language learning. Noam Chomsky said that human mind is already framed for the language learning there is no involvement habit formation that is why the Chomskian theory is against the behaviorist theory of language learning. The above mentioned theories of language learning are related to teaching practices of language teaching of English. These theories provide the perspective to the current technique of ELT.

### **2.4 Latest English Language Teaching (ELT) Methods:**

There are different methods of English language teaching which are stated here briefly.

Weihua (2000) said that primary techniques of teaching of foreign language is grammar translation method (GTM). the main focus of this method was to teaches the grammar translation rules and translation of foreign language into native language. Awan and Haraj (2015) said that for the language teaching, the mother language should utilize and there is no need to pay on the listening and speaking skills. They stated that when this method could not have fulfilled the teaching demand in terms of methods then the new method was devised like Direct method (D.M). This method was developed and introduced in Germany and France. This method was based on the

naturalistic approach of learning language. According to Byran (2000) in 1960s, audio lingual method was inaugurated in USA. According to Hammer (2001) another method was devised in the name of CLT (communicative language teaching. This method laid stress in the needs of learner. And its focus on the content, in replacement of language. Another theory was developed with the title of suggestopedia by George Lozanov. Its focus was on the class room learning, which is known as response theory.

## **2.5 Teaching English Practices in Pakistan:**

According to Hammer (2004), at the end of 19<sup>th</sup> century the direct method was developed in the classroom. According to Hassan (2004) after the growth of English medium schools, no method was applied there for English language teaching.

## **2.6 Concept of Practice:**

It is the multidimensional term which is employed in different background e.g. occupation, performance and rehearsal. According to MacIntyre (1985) it is an activity which is an employed in society having different functions. This definition and view of Macintyre is adopted for the ELT.

## **2.7 The Post Method:**

This method highlight relation between the theories and practices. According to Kumaravadiveu (1994), teachers can change the teaching by coherence, systematic, and related method of alternation. This method concentrates in different ways co-related between “the periphery and the center”.

## **2.8 Effective Teaching:**

Different types of scales have been developed to judge the effectiveness of teaching practices. If the teaching practices are valuable, then the students can give positive response to teachers. The teacher who adopt the method of effective teaching to get their goals, they are successful. According to Barman and Magce (2001) teachers construct the environment of interaction where the learner and teachers both share the ideas. According to carpenter (2008) if the students participate actively in the classroom during lesson delivering, the results become favorable for the learners. According to Umar (2012) when teacher provide the background of knowledge to the students while delivering the lesson and this thing make the students ready to understand the lesson. By adopting different techniques like pre-reading question, the teacher can in succeeded in this method of teaching. Another technique is revising the lecture that was delivered in the last session of class. This revision technique helps the students in learning the lessons effectively. Motivation is the best technique of effective teaching in classroom adopted by best teachers of English language teaching. There are different elements of motivation like pairs, and rewarding. The effective teacher suddenly changes the technique of teaching English according to the situation (Umar, 2012). According Weimer, (2009) students are not the slave in the teaching domains. Making the students like slaves is the traditional method which has been rejected by the students and teachers.

## **2.9 Teaching English in the perspective of Pakistan:**

Bashiruddin (2009) argued that when the teacher changes her teaching method from delivering lectures to group or pair work. And from the strategy of pair it comes to us clear that pair work method is more effective than the



lecture method. According to Hassan (2007) the teacher should reduce the lecture and stress in the learner centered approach. Dr.Hassan suggested some techniques which are given below:

1. Aware of the students about your teaching strategies.
2. Share them the knowledge.
3. Ask them to do activities on the lesson.

While the suggesting the skills Dr Hassan (2007) opined that the pre-reading exercises are greater help to the students. According to Shah (2009) the activity and performance of intermediate level student are in poor condition in Pakistan. Shah, Juani and Khan (2009) revealed that the when the students were asked to write down about new topic then they could not answer (Shah at all, 2009) and Munawar in 2007. Her findings were on the English language skills such as reading writing listening and speaking skill. According to Munawar (2007) the oral skills are more effective than the other skills of English language teaching. Bhatti (2003) suggested that the methodology of group work and pair work are more effective strategies then the lecture method of teaching. Another study while was conducted in 2009 by Uzair and Muhammad, it was found that learning phonology is of much importance in ELT. They also suggested for replacement DM Direct method with GTM. Waseem (2007) that there is lack of awareness about the planning and methodology. The aim and purpose of the study should be reviewed so that ELT could be viewed in the perspective successful teaching English in Pakistan.

### **2.10 Contribution of Effective Teaching Factors:**

Several factors have been studied in different researches which concentrated that management of classroom management pacing feedback

mechanism and the construction of good lesson. There are five parts of effective teaching like variety, clarity, high success rate, engagement in learning and task orientation (Killen, 2003).

### **2.11 Interaction between teaching practices and objectives:**

According to Supovitz and Teylor (2005) for the effective teaching practices in English language teaching there should be a relation between objectives and ELT. A research was carried out to judge this theory of relating the ELT and its objective and it was applied to five districts school. The result obtained from this research was that the relation between ELT and its objective are necessary.

### **2.12 Role of Mother Tongue in ELT:**

There are two views about the L1 and one is in favour of it and other opinion is against it. According to Umar (2002) the people who are in favour of this, claim that there are facilities in the learning process by the help of L1. According to Schmitt (2008), the opponents of this role keeps the idea that *mind groups according* to the system, rules and mechanism of L1 acquisition.

### **2.13 Use of L1 in Pakistan:**

Urdu language is a national language in Pakistan not only it is the national language but also it has importance in the regional languages of Pakistan. When the students are taught two languages like Urdu and English then the speed of English language learn comes to slow in the learning of a foreign language (Umar,2012)

### **2.14 Ability of Teacher to explain material:**

In the effective teaching, it is one of the best elements that the teachers of class should have capability to teach the material of English language in the classroom efficiently. According to Umar (2012) there are two views about

the clarity of teachers, one is verbal clarity and the other is cognitive. The cognitive clarity reveals that what are the activities of teachers in the classroom while the verbal clarity explains, that what the teachers say in the classroom.

### **2.15 Assessment:**

In English language teaching practices, the assessment is an essential element. From this perspective, the feedback provides the positive response. Teachers became aware of the condition of the students in syllabus (Umar, 2012). From the assessment the teachers and students became aware of the results of the lecture and activities happened in the classroom. Assessment is supporting to the teaching of English language and it has positive feedback on teaching (Hughes, 1989). According to Lam (1995) it is the trait of teacher that he should be fair in assessment and it will be helpful in method content administration and scoring. Several activities can be utilized to assess the classroom activities and syllabus.

### **2.16 Reflective Teaching:**

According to Akbari (2007) the opinion and idea of reflection in relation to ELT has been expressed by different linguists. According to Killen (2003) through reflective teaching the teacher can expand the practices of teaching in English. According to Van Manen (2003) there are three types of reflection in relation to teaching English practices those are critical, practical and technical.

## **3. RESEACH METHODOLOGY:**

This research study is exploratory as well as descriptive. The target group of the study were female teachers and students while questionnaires were consisting of close ended questions to collect data. The opinions of the

respondents have been explored through two types of questionnaires: first set of questionnaire is for students and the second set is for the teachers.

### **3.1 Research Design:**

This study has investigated the practices of teaching English of female teachers at elementary schools in rural areas. In this study, the survey technique has been used for collecting the data.

### **3.2 Justification of Survey Method:**

In descriptive study the survey is the best method which is rottenly utilized. According to Gay (2004) for the evaluation of external exams and projects, the survey method is recommended. To save the time of students and teachers and avoiding any time of hazards, survey method is the best method for this type of study.

### **3.3 Population:**

The population of this study is teachers and students of elementary schools of Jalal Pur peer Wala. Particularly the rural areas of Jalal Pur peer Wala have been selected.

### **3.4 Sampling:**

The sample of this research has been taken from the elementary students and teachers of Govt. schools in the rural areas. The sample of the study were female teachers and students. The sample was taken from the rural areas of Govt. elementary schools of Jalal Pur peer Wala. The sample size of the study was 85 teachers and students each of Government elementary schools of Jalalpur Peerwala.

### **3.5 Research Instrument:**

The questionnaire has been designed as the instrument for the study of teaching English practices. Different scales were used for collecting the data.

The opinion of the respondents was asked. Liker scale was used to record the opinion of the students. The questionnaire contains there two sections. First section is about information of teachers the second part of the questionnaire is about the reading and writing skills activities. There are questions about the brainstorming activities.

### **3.6 Procedure:**

Firstly, the meeting was held with the students and teacher of the rural area of Jalalpur Peer Wala. Secondly, it was informed to respondent about the objective of research. Thirdly, the questionnaire was distributed among the students and the data was collected through it. Fourthly, the questionnaire was also distributed among teachers and filled questionnaire were collected personally.

### **3.7. Analytical techniques:**

After collecting data, it was arranged in the table form then it was calculated on the basis of percentage, the demographical representation has been given in the chapter of data analysis. These graphs were made from the excel sheet of Microsoft 2007. At the end the results were presented in diagrams.

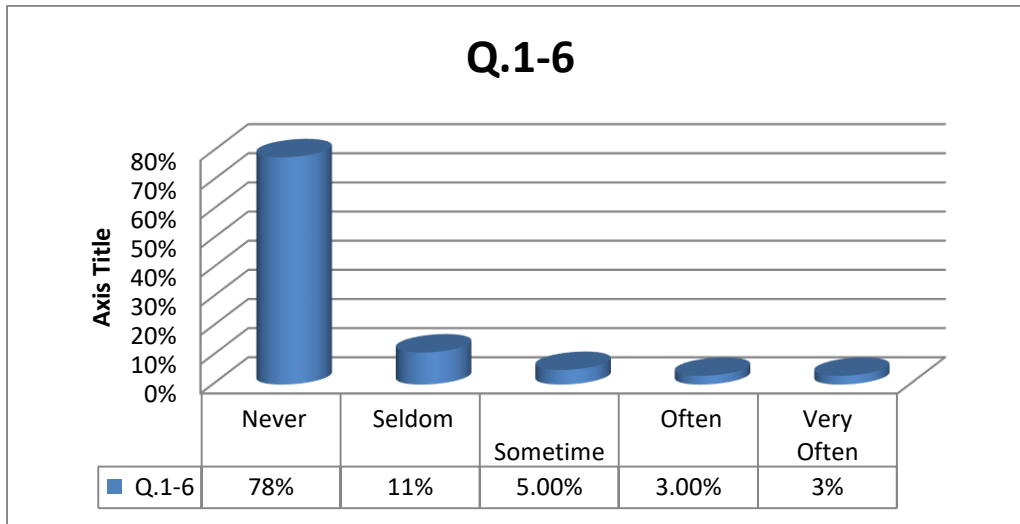
## **4. DATA ANALYSIS:**

There are two types of questionnaire in this study. In the first section there are 25 questions for students. The main objective to design this questionnaire was to investigate the knowledge of English language among the students and practices being used in teaching English. The second set of questionnaire was also constructed to evaluate the female teacher's practices in the classroom.

#### 4.1 Analysis of Questions:

The response of the selected respondents are shown in the following Figures: -

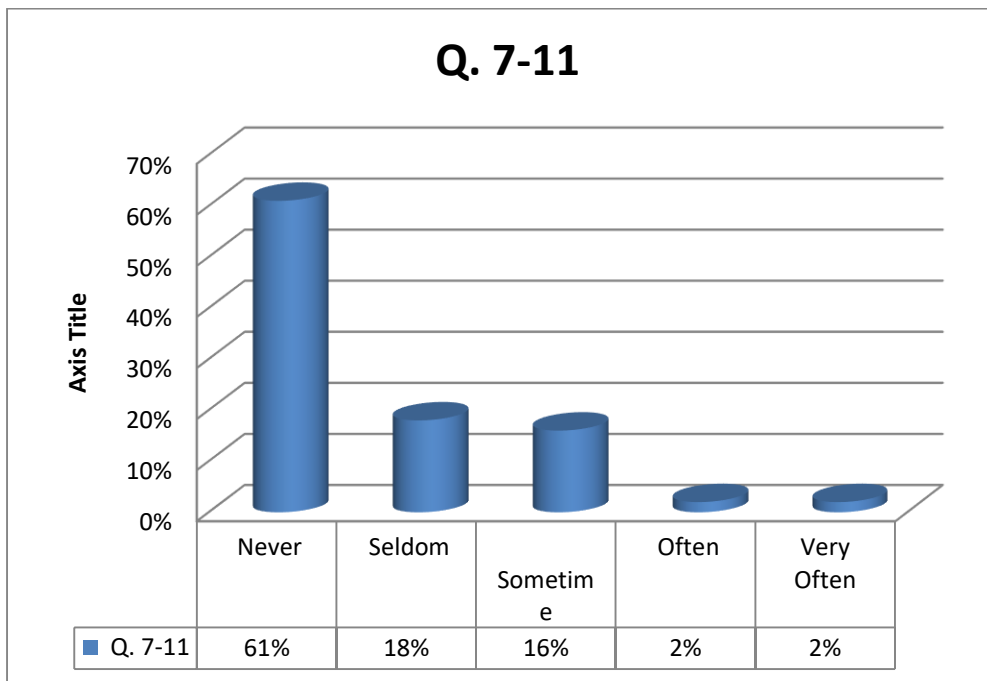
**Figure 1. Teacher activities in Classroom**



#### Discussion:

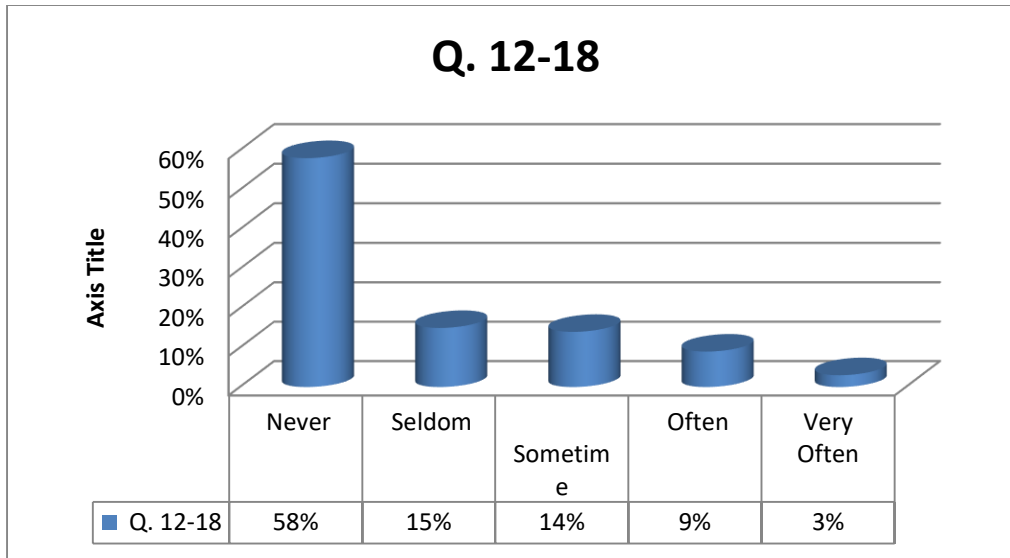
Six questions were asked from the students. Among these questions there is inquiry about the story teaching activities in relation to its characters, picture description, teaching story through multimedia and the communication with students in English language. The data obtained through the questionnaire show that 78% of the students responded that their teacher never taught the story in such manner, 11% of the students responded seldom, 5% of the students responded sometime while 3% of the participants responded often and 3% of the students responded six questions.

**Figure 2: Reading Activities**



**Discussion:**

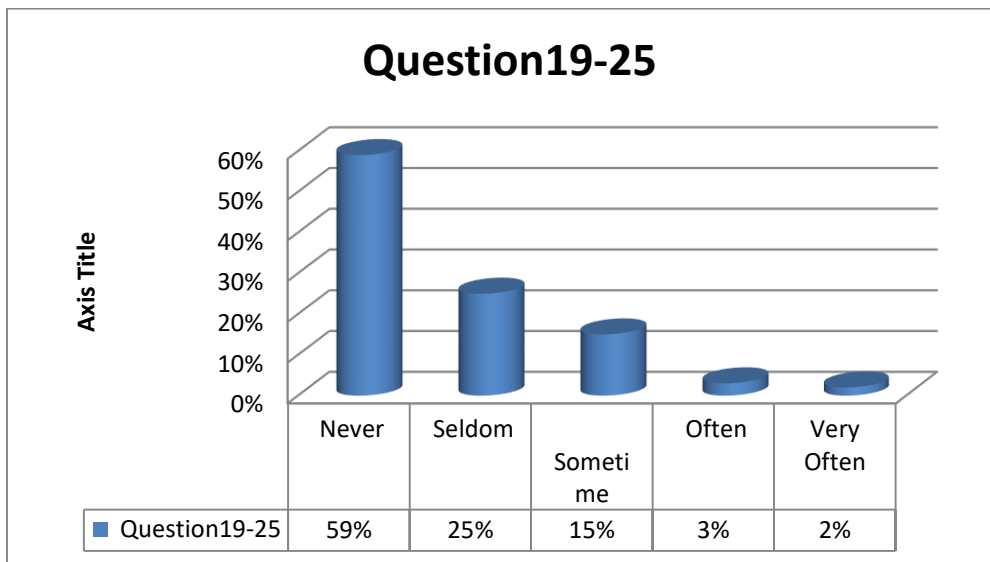
In this part of questionnaire five questions were asked from the students. Among these questions there is inquiry about reading activities in relation to its review of the lesson, scanning, skimming and teaching vocabulary through different techniques. The data obtained through the questionnaire show that 61% of the students responded that their teacher never taught the reading in such manner, 18% of the students responded seldom, 16% of the students responded sometime while 2% of the participants responded negatively.

**Figure 3 Writing Activities****Discussion:**

In this part of questionnaire seven questions were asked from students, who were asked about the writing activities regarding the paraphrase of the paragraphs, application writing, and techniques of letter writing and techniques of report writing, descriptive writing and techniques of narrative writing in the classroom. The data obtained through the questionnaire show that 58% of the students responded that their teacher never taught the writing techniques in such manner, 15% of the students responded seldom, 14% of the students responded sometime while 9% of the participants responded often and 3% stated that their teacher used this technique.

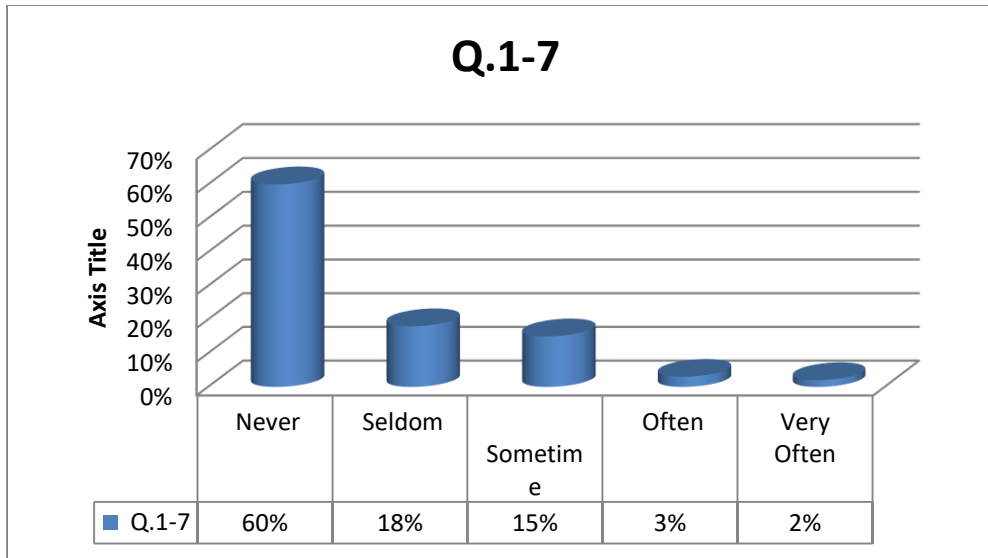


**Figure 4. Brainstorming and Translation activities**



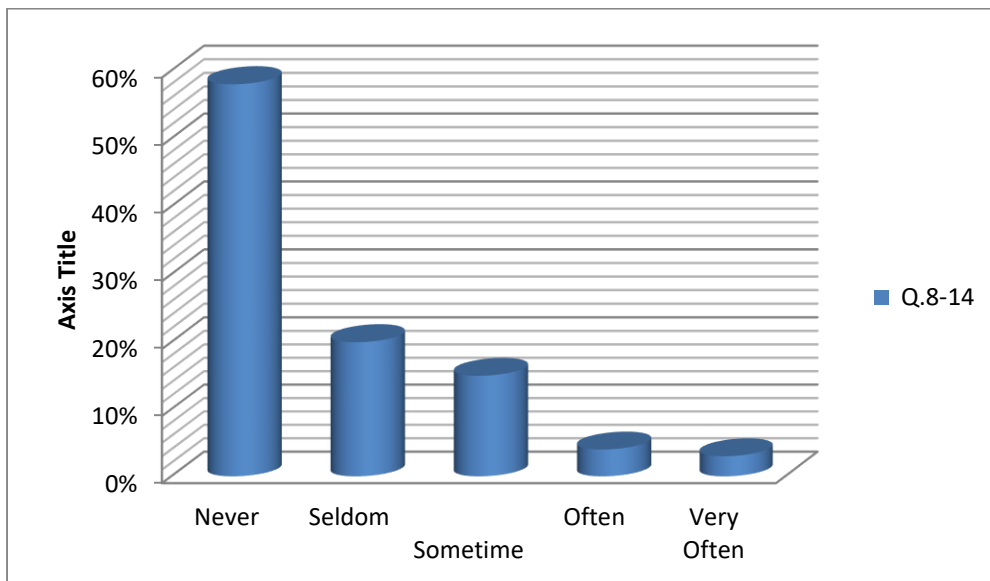
**Discussion:**

In this part of questionnaire seven questions were asked from the students. Among these questions, students were asked about the brainstorming and translation activities in relation to the teaching dialogue through pair group, brainstorming activities, process writing activities, translation activities from English to Urdu, re-translation activities and explanatory teaching activities in the classroom. The data obtained through the questionnaire show that 59% of the students responded that their teacher never involved in the brainstorming and translation techniques in such manner, 25% of the students responded seldom, 15% of the students responded sometime while 3% of the participants responded that this activities were held often..

**Figure 5. Questionnaire for Female Teachers****Discussion:**

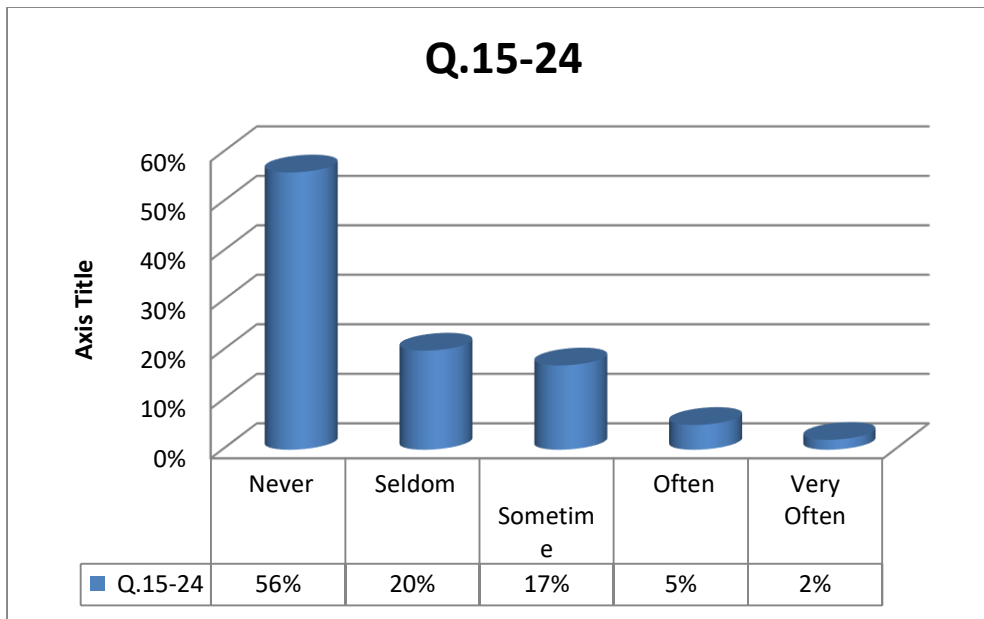
In this part of questionnaire six questions were asked from students about teaching practices of female teachers. They were asked about the story teaching activities in relation to its characters, picture description, teaching story through multimedia and communication with students in English language. The data obtained through the questionnaire show that 60% of the students responded that their teacher never taught the story in such manner, 18% of the students responded seldom, 15% of the students responded sometime while 3% of the participants responded often and 2% of the students responded that this technique was used often.

**Figure 6: Preference of Teachers in Teaching**



**Discussion:**

Five questions were asked from students. Among these questions there is inquiry about the teaching reading activities in relation to its review of the lesson, scanning, skimming and teaching vocabulary through different techniques. The data obtained through the questionnaire show that 58% of the students responded that their teacher never taught the reading in such manner, 20% of the students responded seldom, 15% of the students responded sometime while 4% of the participants responded often and 3% of the students responded very often.

**Figure 7: Writing Techniques****Discussion:**

The data in Figure above show that 56% of the students responded that their teacher never taught writing techniques to them in such manner, 20% of the students responded seldom, 17% of the students responded sometime while 5% of the participants responded often and 2% of the students responded very often.

**5.CONCLUSION:**

The results of this study show that the student's response about teaching English through stories, communication and picture description was between 20% to 22%, pre-reading activities was from 9% to 25%, writing skill was from 18% to 23%. The results about pair grouping, brainstorming were from 19% to 22%. The findings of the research also show that teachers are not teaching English with the help of stories, characters description,

comprehension and communication which are necessary elements in the classroom. The results also teachers are not teaching English with the help of pre-reading activities, skimming, scanning, vocabulary building and MCQS, which are necessary elements of communicating ideas. The results further reveal that teachers are not teaching English with the help of application of writing, letter writing, report writing, descriptive, situation writing, motivation, using of four skill method and feedback which is necessary element in the classroom. We conclude from the above results that mostly teachers teaching English language at elementary level in Pakistan are not using necessary techniques of communication of ideas, skill and knowledge to the students and this the main reason of the failure of students in the examinations and high ratio of drop out ration of students at elementary level.

## **6. RECCOMENDATIONS FOR FURTHER STUDIES:**

We would like to make recommendations on the basis of the result of this study: -

1. The govt. department of education should start practices programs for teachers at elementary level.
2. The qualification of teachers should be fixed at least M.Phil in all subjects..
3. The latest technical equipment should be provided in the schools situated in the rural areas to enable the teachers to use them in the classrooms.
4. The students should be motivated to learn English at elementary level.

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