

English Language Teaching Approaches, Glitches and Solutions in Pakistan

Shahzad Ayaz

ayazshahzad03@gmail.com

MS Scholar, Department of English, Quaid-e-Awam University of Engineering, Science and Technology,
Nawabshah

Ayoob Hassan Rehmani

ayoobh003@gmail.com

MS Scholar, Department of English, Quaid-e-Awam University of Engineering, Science and Technology,
Nawabshah

Masooma Soomro

masoomasoomro3@gmail.com

MS Scholar, Department of English, Quaid-e-Awam University of Engineering, Science and Technology,
Nawabshah

Corresponding Author: * Shahzad Ayaz ayazshahzad03@gmail.com

Received: 10-01-2026

Revised: 25-01-2026

Accepted: 08-02-2026

Published: 22-02-2026

ABSTRACT

English is a certified language, and Urdu is the national language of Pakistan. People in Pakistan speak different languages like Sindhi, Balochi, Punjabi, Pashto, Siriki and Urdu. In Pakistan, about seventy-four languages are spoken. The study discusses English Language Teaching (ELT) Approaches, Glitches and Solutions in Pakistan. The qualitative helpful method has been employed to collect data. In addition, secondary sources are used, such as research journals, research papers, books, and authentic internet websites. This website highlights the role of women in the development of society. On behalf of the argument from literature, thematic analysis has been employed. Accordingly, the main focus is on English Language Teaching (ELT) Approaches, Glitches and Solutions in Pakistan.

Keywords: English Language, Pakistan, different approaches, qualitative, helpful

INTRODUCTION:

Basically, English is an official language; Urdu is the national language of Pakistan. Besides it people speak different languages, such as Sindhi, Balochi, Punjabi, Siriki and Urdu. There are 74 other languages spoken by people of Pakistan. When Quaid-e-Azam got independence country he declared Urdu is a National language of Pakistan. Along with Urdu, he gave much preference to the English language.

The Role of English in Modern Pakistan:

English is learnt and taught all over the country, from primary school level to higher university level. English as an official language plays an important role in education and the business field. Students from Pakistan wish to go to foreign countries for higher education. To survive in a foreign country, they have to learn and speak English fluently.

English is learned and works as a second language, not the mother language of the Pakistani people. So, they learned English as a second language. They required a lot of effort to learn English as a second language. Children easily learn their mother language without any grammar rules and without any rules for learning their mother tongue. The main source for learning the mother tongue is parent communication with them. However, the significant challenge to learning a second language is parents. If they speak a second language with their children, then the process of second language learning is not

much more difficult. So, second language learning required a tough struggle and was hard to learn and speak for the Pakistani students.

Aim of the Study:

This study aims to provide knowledge for scholars, teachers, and students on functional communication skills, highlighting core ELT approaches, glitches, and solutions to challenges related to ELT in Pakistan.

Objectives

- To examine the different approaches to English language teaching (ELT) in Pakistan.
- To discover the primary glitches that are affecting English language teaching (ELT) in the country.
- To advocate potential solutions to English language teaching (ELT) in Pakistan.

Research Questions:

- What are the various methods used in Pakistan to teach English?
- What are the main problems with English language instruction (ELT) in the nation?
- What are some possible ways to improve English language instruction (ELT) in Pakistan?

Significance:

In Pakistan, English Language Teaching (ELT) is essential in academic institutions such as schools, colleges, and universities. English is also used as the state's official language and as a medium of teaching. Outcomes of the current study will aid in comprehending different strategies, discussing problems, and recommending fixes for the ELT. Hence, the results will produce useful and genuine academic literature for comprehending the ELT scenario in Pakistan.

Conceptual Framework

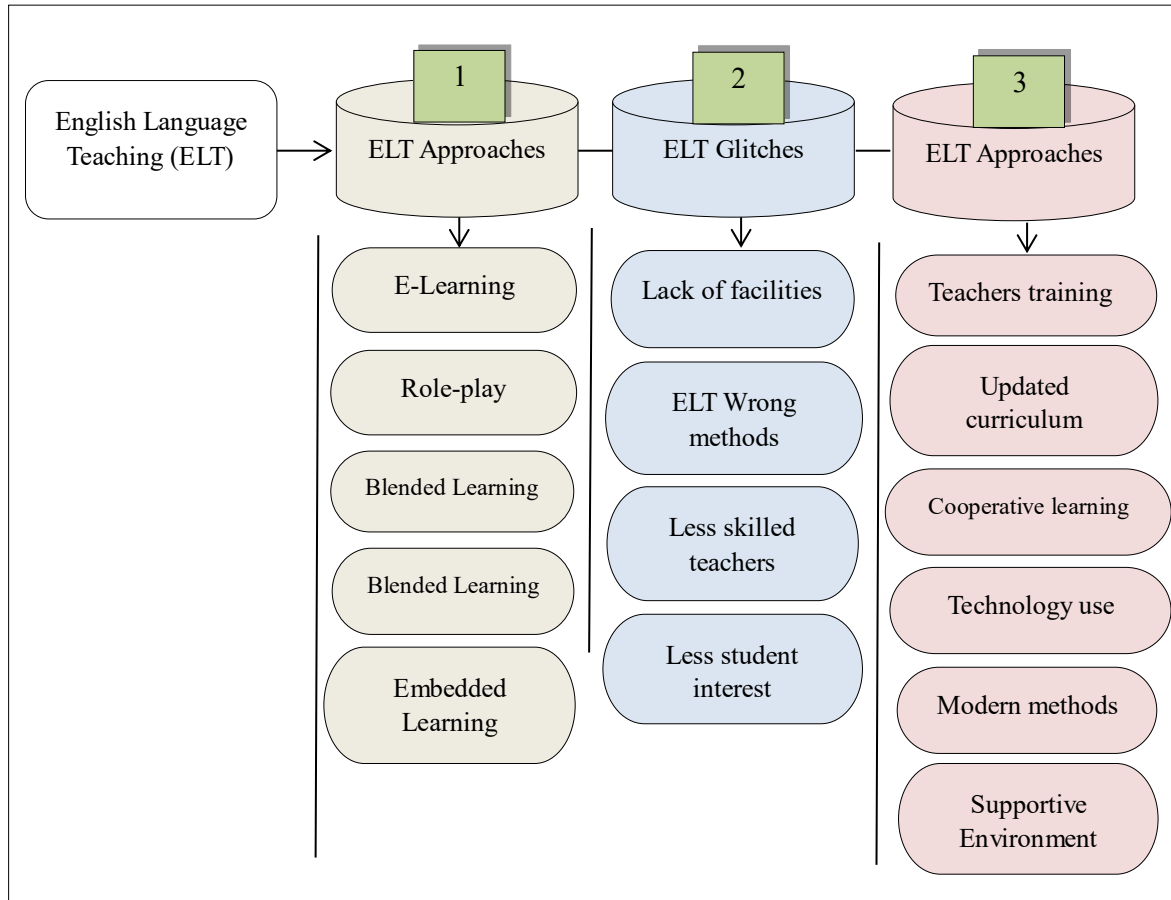


Fig 1: Conceptual Framework of ELT Approaches, Glitches & Solutions

LITERATURE REVIEW

Tran, L.T. (2007) states that the connection between students’ motivation and their identity is the most important topic in second language learning, especially English as a Foreign Language. Further, he examines how learners’ motivation affects them to see themselves as writers and reader in the Vietnamese EFL classroom.

Tran (2007) challenges Asian students with how they depend on beyond learning for the purpose of just passing exams and get a good job to earn. Why don't they work on improving their own English skills? This study shows that Vietnamese students are interested in internal motivation to learn, such as in creativity and writing. It means that they do not only study because they have to study, but they want and like to express themselves. Tran mentions that both motivation and identity are connected, so in the EFL classroom, both must be gained or natural in learners.

Curriculum growth in EFL learners is a basic need because this organizes what learners have to learn and how they learn. Bajrami (2015), one of the most important factors is the curriculum. Because a good curriculum raises the learner’s interest and abilities, if the learner’s basic needs are ignored, it is difficult to teach English as a second or foreign language.

Besides it the role of teacher is also important because teachers are the ones who apply these types of curriculum in the classrooms. Their skills, creativity, teaching styles and abilities make the curriculum effective in the EFL classroom. Though the curriculum is fruitful, teachers are not trained and experienced than it failed. In an EFL classroom, resources and facilities are key factors to work properly. So, schools need proper materials, modern-based technologies, and a learning environment that improves the curriculum becomes success. By avoiding these modern types of facilities and resources, it is hard to achieve learning goals.

Bajrami (2015) states that the role of government and educational policies is also an important factor in learning. Because policies and rules are drawn and given by authorities which affect a lot? It shows what is included in the curriculum, how taught to gain the required result. Assessments and evaluations are another factor. Because the exam and testing system describe what the teacher has focused on in the classroom. If assessments are not well designed, then outcomes of learning will not be measured to decide. Bajrami (2015) states that curriculum development is a difficult process which influenced by many factors, such as students, teachers, classroom environment, resources and government policies.

Saif Ur Rehman (2022) discusses English Language Teaching (ELT) in Pakistan. He asserts that the English language is an official language and is considered important for a good job. But the way of teaching English in schools is not working well among students.

METHODOLOGY

In this qualitative method, data is collected. Though secondary sources are also used, such as research journals, research papers, books, and authentic internet websites. This website highlights the role of women in the development of society. On behalf of the argument from literature, thematic analysis has been employed. Accordingly, the main focus is on English Language Teaching (ELT) Approaches, Glitches and Solutions in Pakistan.

DISCUSSION OF ENGLISH LANGUAGE TEACHING (ELT) APPROACHES, GLITCHES AND SOLUTIONS

Various Methods of English Teaching in Pakistan at Present

In Pakistan, the common bent and route towards change over the years, mainly English learning, has been marked. The strategy of the English second Language (ESL) program supports students and make them ready to learn English as a second language. Schools, colleges and universities apply the term ESL to students whose first language is not English by birth. An English Second Language (ESL) teacher helps the learners in the classroom activities, such as reading, writing, and job-oriented communication skills.

The various methods are trend, tools, techniques and different platforms in the modern world teaching English to learners, particularly in Pakistan. In addition, these pedagogical trends can be created on technology that helps to improve language skills such as speaking, writing, and reading. No doubt that English is a crucial tool for international communication today. Here, we discuss some modern trends in English teaching in the present era. It is Learners' desire to prefer and focus on learning English communication purpose of not to be an innate speaker. Teachers should motivate students to learn English as a subject and English as a language. This will help with the strategy in teaching English as a second language (ESL).

Change in Teaching; content and designing text

Teachers should apply variety in descriptive texts. They prefer English's various accents in text or listening activities, which encourages English learning.

Electronic learning (E-learning)

Teachers/instructors should encourage and introduce the study of e-books because this is a digital era. It will help students to get access to knowledge and to teach ESL easily.

Teaching, Conversation, and Role Play

The teaching method required to be made lots of changes, and student participation. Teachers should assign students proper tasks and engage them in certain conversations and role-play.

Combined Learning

Nowadays, teaching methods have been changing, so modern skills should be applied in teaching. Online teaching is completely mindful, combining teaching and sharing information. Technological teaching is going on trends.

Mobile Learning

These days, mobile apps are very effective in English teaching because they encourage individual and group learning of students in speaking, listening, writing, and reading.

Learning as Personal

Personal learning happens with a combination of mind and body collaboration. Learners must have engage themselves in physically, socially, and emotionally activities such as audio, video and stories.

Difficulties of English Language Teaching in Pakistan

Learning and teaching have grown, and paying more attention in the current time, especially English Language Teaching in Pakistan as well as in the world. “The use of English all over the world is for business, communication between two countries, mass entertainment and scientific work” (Rao, 2019). The English language is seen in power in Pakistan; it has an official language position.

As an official language of Pakistan, English faces challenges in teaching and learning. These challenges are a lack of facilities, wrong use of methodologies, a shortage of skilled teachers and students in lack of interest. Further, English faces resistance from individuals and students because they consider it a foreign language, so they don't focus as much on learning or comprehending it. Most students become discouraged as a result of this behaviour. According to research, one of the fundamental components of a person's success in learning a second or foreign language is motivation (Tran, 2007). If the Pakistani government allocates more funds to holding awareness campaigns about the value of the English language for the country, this ignorance could be reduced. Nevertheless, this endeavour might be somewhat successful.

In this regard, old methodologies are still being used by various educational establishments while instructing English language learners. When teaching English, the majority of Pakistani education systems use the grammar-translation approach. They explain the right grammar rules after translating the words into their native language. Although this approach has been widely used for several years, there are certain disadvantages. Memushaj (2019) argued that although the grammar translation method increases students' vocabulary, their speaking skills remain unimproved. Some teachers apply the direct technique in which English words and motions are used to illustrate everything without the need for translation. In this regard, one promising way out to this problem could be the filtration of diverse training approaches and relying on the ones with better consequences for both the tutors and pupils.

Teachers' qualifications and skills are also one of the main challenges in English language teaching. The majority of the language instructors are not well qualified and capable of teaching the English language appropriately. The cause behind it could be the negligible interest of the government of Pakistan in the education organisation, particularly in the field of language education and knowledge. This leads to the decreased efficiency of the language lessons being taught inside the classroom. Bajrami (2015) states that a teacher who aims to help his pupils should not only familiarize various learning strategies but also give them the chance to experience them practically. This problem can be addressed by encouraging more teacher training conferences in Pakistan.

Hence it can be said that the aspects challenging for the learners and teachers, such as the lack of basic facilities, the smaller number of experienced tutors, cultural resistance, and the use of old approaches, can have possible solutions. These potentials may completely assist the process of English language teaching and learning if taken seriously. It is our responsibility as educated people to voice our opinions and question outdated ideas about language education approaches. Since learning and teaching English is essential for international communication, it should be prioritised.

DATA COLLECTION AND DATA ANALYSIS

The following points were highlighted and analysed during the process of data collection and analysis.

Former; Grammar-Translation method

Mostly teachers teach one sentence and translate in to native languages. Their entire focus is on grammar rulers and stress on memorising words, because of this, students cannot be able to talk and use language in real life, though they might do well in memorising rules of grammar.

Lack of Teacher Training

Saif Ur Rehman says that in Pakistan, mostly teachers are neither properly trained nor aware about the actual knowledge of the language. They are still using methods used many decades ago. That's why their teaching is not effective in their classrooms.

Culture and Old Mindset;

Students' mindset is that English is a foreign language or colonial. So, they feel like something strange and aside from modern base English learning. Rehman states that if a student does not have personal engagement with the English language learning, then they are not able to master it well.

Shortage of Resources And Infrastructures

In Pakistan, mostly regions are facing load-shading, and they remain dis-connected with internet. That is the main reason for teachers to bring audio, video clips and internet connection to provide students with the actual way of the English language to speak.

Analysis of Translation

While examining students' translated text, researchers come to know that students have completely relied on the machine;

- 90% of students used the same machine-translated phrase "it's interesting".

- Many translations are based on repeating word-for-word. Though the result shows grammatical errors in Albanian.
- Confusing translation; like use of capital R which means money or property in Albanian.

Future Directions

The following choices are likely to assist ELT teachers in Pakistani context.

- Active learning : Avoid focusing on translation classes to switch communication based classes. This offers students the opportunity to participate in speaking and concentrate on listening to each other.
- Government Assist: Authorities have to increase the funds of schools to organise training sessions for teachers to make them aware of new, modern technology-based learning methods in classrooms. Like computers, the internet and the lack of load-shading, especially in the education sector.
- Converting Mindset: Society or policymakers have to change the mindset that English is a “threat” to cultures. Awareness of the students to use English as a modern tool to explore and helps Pakistani students to succeed globally.

Machine Translation (MT) tools are very popular nowadays, such as Google translator is very rich in language learning. Students use it by speaking with the machine. They utter something in a regional language to translate into a foreign or desire language to communicate with machines. That is very helpful for learners to do tasks appropriately, communicate and understand new language very easily. Neliada Memushaj and Iris Kolsi (2024) explore that it is beneficial for learners to use machine translation in their Language Learning classes.

This research was taken from 21 undergraduate students who were part of a translation course in Albania. Memushaj and Iris asked students two questions.

- a. What do you think about the benefits of Machine translation?
- b. Translate a short message into English.

They used the computer tool “Antconc” to examine the students’ work. They find the translation pattern, such as words or phrases, taken from Machine Translation.

Benefits from students Views

Several uses of machine translation were encountered which are helpful for students.

- The machine makes easy and required translations.
- It is very useful to be aware of new words.
- It is easily assess difficult text which is not familiar with students.
- It is very reachable; students can use different tools on mobiles or computers.

- It is very supportive of individual learning. As students learn on their own without a teacher or guide.
- It does work in seconds and is less expensive.

The above findings describe that machines help students with their entire task without using their own efforts. This sometimes shows wrong usage without checking.

CONCLUSION

The qualitative analysis reveals that the primary "glitch" in Pakistan's ELT landscape is not a lack of effort, but a misalignment between policy and practice. While global trends have shifted toward Communicative Language Teaching (CLT), the secondary data consistently highlight that Pakistani classrooms remain anchored in the Grammar-Translation Method (GTM) due to examination pressures and systemic constraints. Consequently, the evolution of ELT in Pakistan requires more than just curriculum updates; it demands a radical shift in the educational ecosystem. By addressing the systemic glitches through localised solutions and modernising assessment frameworks, Pakistan can transform English from a 'subject to be passed' into a 'skill for global participation.

REFERENCES

- Memushaj, N., & Klosi, I. (2024). EXPLORING THE BENEFITS OF MACHINE TRANSLATION IN LANGUAGE LEARNING: AN ANALYSIS OF ENGLISH STUDENTS' TRANSLATIONS AND PERCEPTIONS. *KNOWLEDGE-International Journal*, 66(5), 639-643.
- Saif Ur Rehman (March 9, 2022). English Language teaching in Pakistan: problems and possibilities. Retrieved on April 20, 2023 from <https://chitraltimes.com/en/english-language-teaching-in-pakistan-problems-and-possibilities>
- Joan Moser (February 25, 2021). Trends in Teaching English. Retrieved on April 20, 2023 from <https://online.se.edu/articles/education/trends-in-teaching-english>.
- Rao, P. S. (2019). The role of English as a global language. *Research journal of English*, 4(1), 65-79.
- Bajrami, L. (2015). Teacher's new role in language learning and in promoting learner autonomy. *Procedia-Social and Behavioral Sciences*, 199, 423-427.
- Bajrami, L. (2015). *Curriculum Development: Factors that Influence the Curriculum Design and Implementation*.
- Tran, L. T. (2007). Learners' motivation and identity in the Vietnamese EFL writing classroom. *English Teaching: Practice and Critique*, 6(1), 151-163.