ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

GOVERNMENT SCHOOL TEACHERS' PERCEPTIONS OF CHALLENGES IN TEACHING ENGLISH AT THE PRIMARY LEVEL: A CASE STUDY OF DISTRICT GHOTKI, SINDH

Hassan Bux[1] (Corresponding author)
Department of English Linguistics and Literature, Sindh Madressatul Islam University, Karachi, Pakistan
hassan.gohar41@gmail.com
Zahida Gabol[2]
Virtual University of Pakistan, Pakistan
gabolzahida@gmail.com
Asif Ali Gabol[3]
East China Normal University, Shanghai, China
gabolasifali67@gmail.com
Ayaz Ali[4]
The Islamia University of Bahawalpur, Rahim Yar Khan Campus, Pakistan
ayazali4267@gmail.com

Abstract
This study examines the problems faced by primary school teachers in government schools of District Ghotki in Sindh regarding teaching English in primary schools with a specific focus on their perceptions. Six teachers took part in semi-structured interviews. Thematic analysis of Braun and Clarke (2006) was used to analyse their answers. The results indicate a number of common issues. Teachers reported that the curriculum does not cater to the needs of weak learners, lack of teaching materials, overcrowding in the classroom, lack of infrastructure and lack of technology. Most had never had formal experience in English language instruction, and many indicated that administrative support was lacking, and that they were demoralized as a result. Collectively, these are significant obstacles to providing effective English instruction in this rural district. The findings are of practical importance for policy makers and curriculum designers for enhancements in the outcomes of English teaching in under-resourced areas of Pakistan.

Keywords: challenges, teachers' perceptions, English teaching, primary level, rural Sindh

Introduction

English language is unique in Pakistan. Though the language is the official language of the country, most of the children do not use the language in real life and for them the language is a subject to learn from a book (Rahman, 2002). This gap is greatest in rural areas, as teachers, students and parents are all constrained in ways that are not as prevalent in urban schools. The one of such place is district Ghotki in the north of Sindh. Having an understanding of what it's like to be a teacher in Pakistan can help to explain the low level of achievement in English language proficiency which is pervasive in much of rural Pakistan and can be a direction towards concrete solutions.

Lack of resources and training in government primary schools in rural areas results in poor English instruction in these schools in Sindh. According to Rasool (2019) some of the challenges to the teaching of English as a second language (ESL) include lack of trained teachers, inadequate resources and poor infrastructure. In addition, Mehboob (2017) pointed out that the absence of facilities in the classroom, overcrowding directly affects the quality of teaching. A wider review of rural English teaching was done by Shan & Aziz (2022) whose findings are also similar – the attention to community involvement, allocation of resources and teacher training need to be improved before the outcomes will improve.

Administrative support is critical as well as classroom resources. According to Mughal et al (2020), the head teacher of a school needs to be supported professionally to manage a successful school and Teevno (2011) said that teachers, who are not equipped and trained are

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

unable to manage English lessons at all. Shar (2024) conducted a survey of the schools in the north of Sindh and reported that 50% of the schools surveyed were unable to provide basic facilities such as boundary walls, electricity and clean drinking water. The poor education was blamed by Khoso et al. (2019) due to lack of proper training of the teachers and the absence of subject specialists.

Designing the curriculum is an added challenge. Tabassum et al., (2022) reported that English teachers in Pakistan are rarely offered training to teach English only a syllabus and Mahmood and Zaheer (2023) reported that English teacher in Multan faced the problem of lack of infrastructure and language labs, which made English a memorized subject rather than a skill to use. In a study by Bano et al., (2020), students were tested in the city of Hyderabad and only 11% of students could pass a basic test of English which they attributed to the negative attitude of teachers towards the more active and participative method of teaching and outdated method of teaching.

As far as English language is concerned in Pakistan, it is almost a third language because no one speaks English except when they are in class and when they go home they speak Urdu and regional languages, according to the research of Ayub (2020). Akram et al (2021) has found that the teachers have only 40-45 minutes timeframe to teach English and that they tend to adopt TC approach whereby students only follow teacher's instructions. Ali and Dehraj (2018) have reported that in rural areas of Sindh, the classrooms, which are shared by two to three teachers in the whole school, are without any furniture, white board or other basic teaching aid for children.

Hence it is timely to ask the teachers what they confront on a day day basis. The two questions of this research were: What Administrative and Resource related issues are faced by Primary School Teachers of District Ghotki in the teaching of English? Secondly, what impact do these challenges have on their teaching and on their motivation to teach? The findings should help in having a better understanding of the educational planners and curriculum designers, as to what should be done, if English teaching in the rural Sindh is to be improved.

Literature Review

There are several issues related to English language teaching in rural schools of Pakistan, many of which overlap, such as: Policy bias for Urdu and English language over regional languages, lack of teacher preparation, scarcity of resources and socioeconomic factors not conducive to learning process in classroom. In this section, that research and the theory that contributes to the understanding of that research, is examined.

Curriculum and Policy-Related Challenges

There are dozens of languages in Pakistan but Urdu and English languages have been privileged with the status of a social language since long ago (Rahman, 2008). Although English continued to be the official language of the country, it is still a foreign language, secondary language in most schools and not language of instruction (Rahman, 2002). This policy decision had the effect of rendering regional languages a sideshow and English was not fully incorporated in the classroom (Rahman 1998). Rafique et al. (2018) also found that teachers are not enthusiastic toward the implementation of English language policy as a result of the lack of support from the surrounding system and many students are from the families that lack interest in formal education.

Administrative Challenges

Head teachers play a vital role in the effective operation of a school, however Mughal et al. (2020) found that most of the head teachers lack formal learning and professional development to help their staff. Teaching ESL in rural areas can be a tricky task as teachers are not always trained and may lack adequate classrooms (Teevno, 2011), and parents may not be interested in supporting the language development of English at home (Tariq et al., 2013).

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Teacher Professional Development and Training

There is an obvious contradiction raised by Kausar (2023) which is that although schools say that they teach in English medium, they cannot teach in English at all as teachers are not able to do so. Rasheed et al., (2017) pointed out that it is not a simple task to teach English in a multilingual classroom as many teachers are not able to do so because of the overload of curricular activities. According to both Ansari (2021) and Marzulina et al. (2021), there are instances where teachers do not have pedagogical background for effective learning of the young learners. Rajput et al. (2020) investigated the awareness level of the teachers of Shaheed Benazirabad and concluded that majority of the teachers had a phone, internet but lack the awareness of using the same for teaching.

Lack of Resources

The situation is the same with teachers of rural areas of Sindh as there is no worksheet, no audio-visual materials and in most of the cases, a single free textbook is available for teachers (Rahman & Majumder, 2014). If, as Shamim (2008) suggested, English as a second or foreign language is difficult to teach, then it is even more difficult in the rural classroom where there are no resources for teaching English and it is even more difficult because, in most rural classrooms, the language skills of the teachers are often weak.

Rural and Socioeconomic Challenges

Waqar (2020) pointed out that socioeconomic factors root the type of instruction that can even be offered in a particular classroom, and teachers are blamed when a student is underachieving in English, when in fact the reasons are much more in-depth. There are other places where this is the same. Shahnaz and Gandana (2021) identified a lack of facilities and unsupportive parents as a problem in rural schools in Indonesia, Khan (2021) identified similar issues in rural schools in India and Abdul Halik and Nusrath (2020) identified negative attitudes towards English of parents and children as a problem in rural schools in Kenya. Other than Pakistan, Songbatumis (2017) also pointed out that the shortage of teachers and their lack of proficiency in rural areas of Indonesia is also responsible for the resource gap.

Theoretical Framework

Vygotsky's (1978) sociocultural view of language learning is thus followed, which posits language learning is an interactive process instead of being an isolated process (Lantolf & Pavlenko, 1995). Language and cultural usage influence thinking and learning is driven by social worlds such as school, home and work, Lantolf and Thorne (2006) explained. The idea was applied to rural education by Tsirulnikov (2022) who said that when dealing with community development, it is better to adopt a sociocultural approach than approach only with technology. The context of Ghotki can be seen as the social context of English teaching as English is not heard outside the classroom (Coleman, 2010, Mansoor, 2005) and Sindhi is a language of daily life (Mustafa, 2011).

Constructivist learning theory is the second lens that is helpful. It is based on the premise that knowledge is built upon the learners' experiences, and cannot be passively taken in (John, 2018; Simina & Hamel, 2005). Ahmad et al. (2021) reported that in Pakistan the constructivist approach is not being implemented in the classroom because of many constraints including big classes, where it is impossible to teach grammar on an individual basis, and time constraints which do not allow for interactive grammar lessons with the students. In a related sense, Misra (2020) noted that for the shift from teacher as source of knowledge to teacher as guide, resources and flexibility is needed, and flexibility is not prevalent in rural classrooms.

Method

Research Design

In the present study qualitative research design has been employed to investigate the problem of English teaching in the eyes of primary school teachers of District Ghotki. This

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

study sought to find teachers' own accounts in their own words, which could be best achieved by qualitative methods like conversation analysis and ethnography, which are now widely used in applied linguistics in the study of teaching strategies and teacher cognition (Pe, 2010).

Participants and Sampling

The subjects of this study were six English teachers of primary schools. All the above mentioned were taught in government schools of Daharki subdivision (tehsil) district Ghotki in Sindh. The selected participants was done by using purposive sampling, where the participants were selected because they have direct experiences in teaching English at primary level. This is because of scope and time restrictions in the study, as explained later in the paper, the size of the sample is limited.

Data Collection

Data collection was done through semi structured interviews to allow the use of open-ended questions, while at the same time keeping the focus on the themes. The items of the interview were designed based on Channa (2014) and content and face checked by three experts on English language teaching. Their feedback resulted in some minor changes prior to the interviews. Four teachers were face-to-face interviewed in a quiet place; two teachers were interviewed over the phone as face-to-face interviews were not possible. All of the interviews were done in a Smartphone.

Data Analysis

The interview data was analysed using thematic analysis (Braun and Clarke, 2006) and the following six phases were followed. The approach to this method consists of three aspects: identifying patterns throughout the data set, examining the patterns and summarising them, and organising the patterns into themes which address the research questions. The themes that came out of this process, representative codes and questions are summarized in Table 1.

Ethical Considerations

They were all included on a voluntary basis and all the teachers gave their verbal consent before the participation of the interviews. At any time, teachers were able to decline and their names are not featured in this report.

Table 1

Description of Themes Emerging from Teacher Interviews

Theme	Illustrative Codes	Summary of Teacher Responses
Curriculum challenges	Difficult curriculum for weak learners	Teachers said the government curriculum does not suit primary students in Ghotki, whose academic background is often weak, and called for simpler, more accessible material.
Lack of teaching resources	No worksheets; textbooks only	Teachers reported receiving only free textbooks, with no worksheets or audio-visual aids provided by the administration.
Challenges with diverse backgrounds	Language barriers; limited exposure	Students speak Balochi, Saraiki, or Sindhi at home, so teachers often switch to Sindhi to explain English content, which slows instruction.
Lack of infrastructure	No classrooms, furniture, or electricity	Teachers described single-room schools with no furniture, electricity, or boundary walls, which makes classroom management and instruction difficult.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Theme	Illustrative Codes	Summary of Teacher Responses
Curriculum quality	Memorization over practice	Teachers felt the curriculum emphasizes rote memorization of rules rather than real-life language use.
Changing teaching methods	Group teaching; less individual attention	Overcrowding and teacher shortages pushed teachers toward group-based, oral instruction instead of individualized teaching.
Lack of technological resources	No computers or projectors	Teachers said they had no access to computers, projectors, or other technology, and relied entirely on traditional lecture-based methods.

Note. Themes were derived through thematic analysis (Braun & Clarke, 2006) of six semi-structured interviews with English teachers in government primary schools in Tehsil Daharki, District Ghotki.

Results and Discussion

The findings from the study are presented theme-wise followed by a discussion on their relevance to the previous studies on English teaching in rural Pakistan and elsewhere.

Qualifications and Certification

6 teachers did not have any specific qualifications/certificates in English language teaching. One replied, "No, not any particular certificate or particular qualification in English language but in general I have done my M.Phil in Political Science" (Teacher 4). This is in line with the research conducted by Shan and Aziz (2022) which revealed that the quality teaching of English in rural areas is not good if they are not specifically trained. The absence of formal training among teachers in Ghotki is expected to affect the learning outcomes of students as Altheyab (2023) and Estaji and Dezfoolian (2018) revealed that teachers who have both subject-matter and pedagogical knowledge produce better outcomes as compared to teachers who lack any formal training.

Curriculum Challenges

The reactions given to the curriculum were mixed, but there was one consistent aspect that the curriculum is not appropriate for the Primary level students at Ghotki. One teacher said: "I think, the English Curriculum is too tough; most of the students are getting confused; it is not much related or relevant for Primary students of our district Ghotki" (Teacher 3). In line with Mubaroq and Qamariah (2024) which state that curriculum designs become more interesting and relatable to students' ability, such as speaking and reading. Some of the other studies provide some guidance. The results of Nasihin and Oktarini (2022) were that curriculum that was aligned with students' real life needs in the communication field produced student motivation in vocational school career education and the results of Prasetya (2021) showed that the application of technology in designing learning with good learning design produced learning outcomes that were better in limited resources conditions.

Lack of Administrative Support and Teaching Motivation

Teachers referred to good administrative support and good teacher motivation. This shows that there are times when teachers feel unmotivated to teach and say, 'Why am I a government teacher?' (Teacher 6) which correlates with Tickle et al (2011) and McMahon et al (2017) who both found that without support for administration work, teachers' job satisfaction and motivation would suffer. Both the researchers developed conflicting conclusions, with Wu et al. (2023) finding a positive association between positive perceptions of administrative support and enthusiastic teaching. This difference may be the cause for the fragility of teacher motivation in Ghotki.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Changing Teaching Methods and Strategies

The majority of the participants indicated that they had changed from individual teacher to group teacher, based on the lack of teachers and the growing number of students. One said, "We have overcrowded classroom, full of students, but we (two or three teachers) are there for their learning, we cannot give attention to students individually so… we make a group of them for their learning" (Teacher 1). The similar kind of adaption was found by Panhwar et al. (2020) in the scenario of ESL teachers in the universities of Pakistan in the context of large class size, teachers adopted group and pair work technique. In the same vein, Ntsala (2021) noted that overcrowding of classrooms in general is not a problem, as long as group activities are maintained.

Lack of Technological Resources

All teachers interviewed indicated that they did not have any access to computers, projectors or other classroom technology. There are no "things related to" it in our hands so our ability as teachers will be changed too if it is allowed to use computer and projector" (Teacher 3). This is in line with the general results obtained from the region and the rest of the world. The absence of technology resources is a challenge in many developing countries (UNESCO 2019) and without technology resources is a disadvantage for teachers and English learners (Hoxha et al. 2020). Abbasi et al. (2021) found that the overall attitude of the ESL teachers in Pakistan towards the utilisation of technology is positive, but the variety of tools and resources as well as training which was mentioned throughout this study is not similar.

Conclusion

There are a number of interwoven issues that the Government Primary school Teachers of District Ghotki are facing. Most (the majority) are not professionally qualified English teachers. Classrooms are overcrowded and poorly equipped, there is lack of technology and the curriculum is not suitable for students with poor academic background. Many teachers feel that the school administration does not support them and the socio-economic situation is a further burden. However, teachers indicated they did their utmost to teach in groups and despite of the limitation.

These results show that there is a need for a coordinated reform and not for a particular solution. Enhanced administrative support, in-service teacher education and curriculum better suited to the needs of the primary level learners in rural Sindh will help resolve the dichotomy faced by policy makers and educationalists between policy and practice.

Limitations

The location of the study was Tehsil Daharki of District Ghotki and the situation of this tehsil may be similar to other rural tehsils in Pakistan, however, the sample (six teachers) was not large enough to extrapolate the findings of this study to other rural areas or to other economic conditions.

Suggestions for Future Research

A longitudinal study which would track such issues over time could be helpful, as well as students' own sense of what was best for them to learn English. Use of qualitative interviews and quantitative measures, in addition to the elementary school teachers in the sample, would also give a more complete picture to be used by policymakers.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

References

Abbasi, W. T., Ibrahim, A. H., & Ali, F. B. (2022). Perceptions about English as second language teachers' technology based English language teaching in Pakistan: Attitudes, uses of technology and challenges. Proceedings of International Conference on Emerging Technologies and Intelligent Systems: ICETIS 2021 (Volume 1).

Abbasi, W., Ibrahim, A., & Ali, F. (2021). Perceptions about English as second language teachers' technology based English language teaching in Pakistan: Attitudes, uses of technology and challenges. Proceedings of International Conference on Emerging Technologies and Intelligent Systems. https://doi.org/10.1007/978-3-030-82616-1_28

Abdul Halik, A., & Rifka Nusrath, G. (2020). Challenges faced by ESL teachers in teaching English to the students in rural schools: A study based on five rural schools in the Kinniya Education Zone, Trincomalee, Sri Lanka. International Journal of Scientific and Research Publications (IJSRP), 10(11), 358-366.

Ahmad, A., Khan, I., Ali, A., Islam, T., & Saeed, N. (2021). Implementation of constructivist approach in teaching English grammar in primary schools. Ilkogretim Online, 20(5).

Ahmed, I. (2023, September 27). Education system of Pakistan. Daily Times. https://dailytimes.com.pk/1135553/education-system-of-pakistan-2/

Ahmed, Q. W., Rönkä, A., & Perälä-Littunen, S. (2022). Rural children's perceptions of parental involvement in their education in Pakistan. Education Sciences, 12(5), 323.

Akram, M., Ahmad, S., Ishaq, G., & Javed, M. (2021). The impact of ESL teachers' use of demotivational language on students' learning: A study of ESL learners at secondary level in Pakistan. Communication and Linguistics Studies, 7(3), 44.

Al-Ali, H., & Mann, K. (2019). Challenges in teaching English to young learners in primary stage: A case study on the primary schools in the State of Kuwait. Research Journal of Education.

Al-Mahrooqi, R., Denman, C., Al-Siyabi, J., & Al-Maamari, F. (2015). Characteristics of a good EFL teacher. SAGE Open, 5(2). https://doi.org/10.1177/2158244015584782

Ali, M., Yaqub, H., & Yasmin, T. (2020). Convolutions in teaching English to ESL learners in Pakistan. Pakistan Social Sciences Review, 4(1), 357-366.

Altheyab, A. H. (2023). Secondary school teachers' perceptions of the qualities of effective EFL teachers in Saudi Arabia. Online Submission, 2(3), 28-39.

Ameri, M. (2020). Criticism of the sociocultural theory.

Ansari, M. (2021). Exploring challenges in implementation of learner-centered approach in Pakistani EFL classrooms. Journal of Literature, Languages and Linguistics.

Antoninis, M., Alcott, B., Al Hadheri, S., April, D., Fouad Barakat, B., Barrios Rivera, M., … Weill, E. (2023). Global education monitoring report 2023: Technology in education: A tool on whose terms?

Asghe, T., Ali, P., & Fatima, N. (2021). Linguistic inadequacy and financial literacy: A survey of the ATM users in suburban areas of Sindh, Pakistan. Ilkogretim Online, 20(5).

Ayub, S. (2020). Sociocultural factors involved in the oral competency of ESL students at graduate level. Journal of Communication and Cultural Trends, Spring.

Bano, N., Munshi, P., & Lakiaree, Q. S. (2020). An evaluative study of English language teaching methodology at primary level in public sector schools of Hyderabad District. Sindh Journal of Educational Studies and Research, 3(4), 305-313.

Behraam, S., Mehmood-ul-Hassan, Perveen, S., & Nadeem, M. W. (2015). Difficulties of teaching English at primary level in rural areas of Pakistan.

Bhurgri, S. B., Sattar, A., Sultana, S., & Zehri, W. (2020). Problems in learning English language in rural areas of Sindh, Pakistan. Journal of Education and Humanities Research (JEHR), University of Balochistan, Quetta, 10(2), 82-90.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101.

Channa, L. A., & Panezai, S. G. (2019). Top-down English policy and bottom-up teacher take: An interview-based insight from the Balochistan Province of Pakistan. The Qualitative Report.

Chaudhary, N. (2024). Constructivist pedagogy and ESL learning in Nepal. Journal for Research Scholars and Professionals of English Language Teaching.

Cheema, R. (2016, March 22). Pakistan: Why not invest in multigrade teaching? Global South Development Magazine. https://www.gsdmagazine.org/pakistan-not-invest-multigrade-teaching/

Chen, J. (2012). Favorable and unfavorable characteristics of EFL teachers perceived by university students of Thailand. International Journal of English Linguistics, 2(1). https://doi.org/10.5539/ijel.v2n1p213

Coleman, H. (2010). Teaching and learning in Pakistan: The role of language in education. The British Council.

Delgado, L., Padilla, B., Muñoz, G., & Delgado, J. (2023). The interrelationship between the administrative work of teachers and the effective development of classes: Implications and strategies for a comprehensive educational management. Centro Sur. https://doi.org/10.37955/cs.v7i3.320

Erin, E., & Maharani, A. (2018). Persepsi mahasiswa pendidikan matematika terhadap persepsi.

Estaji, M., & Dezfoolian, S. (2018). EFL teacher's pedagogical knowledge base as a predictor of teacher's reflectivity: Comparing different components and perceptions. International Journal of Instruction, 11(3), 491-510.

Goldhaber, D. (2011). Licensure: Exploring the value of this gateway to the teacher workforce. In Handbook of the Economics of Education (Vol. 3, pp. 315-339). Elsevier.

Hashemi, A., & Kew, S. N. (2021). The barriers to the use of ICT in English language teaching: A systematic literature review. Bilgi ve İletişim Teknolojileri Dergisi, 3(1), 77-88.

Hein, G. E. (1991). Constructivist learning theory. Institute for Inquiry.

Iftakhar, S. (2015). Rethinking English teaching through CLT in government primary schools of Bangladesh. DIU Journal of Humanities and Social Science.

Imran, M., Almusharraf, N. M., Sayed Abdellatif, M., & Ghaffar, A. (2024). Teachers' perspectives on effective English language teaching practices at the elementary level: A phenomenological study. Heliyon, 10.

Indeed Editorial Team. (2024, August 14). What is educational administration? (And why it's important). Indeed Career Guide.

Jean-Francois, T., Shuya, Y., Mustafa, R., Mara, M., Mary Kate, C., Ian, K., Yiqi, Z., Sohail, M., & Parul, B. (2023). Teachers' perspective on accountability: A comparative case study in primary rural schools of Afghanistan and Pakistan. Research in Comparative and International Education, 18(4), 569-599.

John, P. (2018). Constructivism: Its implications for language teaching and second-language acquisition.

Kachru, B. B. (1994). English in South Asia.

Kauar, N. (2023, January 10). Teaching English the wrong way. Dawn. https://www.dawn.com/news/1730899

Kayshap, D. (n.d.). Educational administration: Meaning, nature and other details. Your Article Library.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Khan, A. (2016). A narrative ethnography of primary school teachers' language perceptions, preferences and practices in rural Pakistan \[Doctoral dissertation, University of Auckland\].

Khan, D. (2024, January 13). Improving the basics of English. Dawn. https://www.dawn.com/news/1805390

Khan, F. (2021). Teaching English in rural Indian classrooms: Difficulties and solutions. Research Journal of English Language and Literature, 9(1), 136-142.

Khoso, Z. A., Siddiqui, M. A., Tagar, A. A., & Tagar, H. K. (2019). An evaluation of Sindh schools education system: Problems and possibilities. Advances in Social Sciences Research Journal, 6(3).

Kiatkheeree, P. (2018). Insights into teacher education curriculum in Thailand. In Proceedings of the 4th International Conference on Frontiers of Educational Technologies (pp. 5-9).

Koonj, N., Memon, S., & Shah, S. W. A. (2020). English language teaching in multilingual classrooms: A study of L2 teachers' strategies to manage many languages. English Language Teaching, 64, 10-15.

Lantolf, J. P., & Pavlenko, A. (1995). Sociocultural theory and second language acquisition. Annual Review of Applied Linguistics, 15, 108-124.

Lantolf, J. P., & Thorne, S. L. (2006). Sociocultural theory and second language learning.

Lantolf, J. P., Poehner, M. E., & Thorne, S. L. (2020). Sociocultural theory and L2 development.

Mahboob, A. (2020). Has English medium instruction failed in Pakistan? In Functional variations in English: Theoretical considerations and practical challenges (pp. 261-276).

Mahmood, J., & Zaheer, M. A. (2023). Challenges of English teaching at the primary level in public schools of Multan. Insights of Pakistan, Iran and the Caucasus Studies, 2(1), 31-44.

Manzoor, R., Tabassum, R., Ahmed, V., Rauf, A., & Zahid, J. (2024). Gender analysis of education budgets in Pakistan: Case studies of Punjab and Sindh. Journal of Education, 204(2), 380-391.

Marzulina, L., Harto, K., Erlina, D., Holandyah, M., Desvitasari, D., Arnilawati, A., Fridiyanto, F., & Mukminin, A. (2021). Challenges in teaching English for EFL learners at pesantren: Teachers' voices. Theory and Practice in Language Studies.

McMahon, S., Reaves, S., McConnell, E., Peist, E., Ruiz, L., Espelage, D., Reddy, L., Anderman, E., Lane, K., Reynolds, C., Jones, A., & Brown, V. (2017). The ecology of teachers' experiences with violence and lack of administrative support. American Journal of Community Psychology, 60, 502-515. https://doi.org/10.1002/ajcp.12202

Mehdiyev, E. (2019). English teachers' expectations and perceptions of support for English teaching. Bartın University Journal of Faculty of Education. https://doi.org/10.14686/BUEFAD.515656

Meksophawannagul, M. (2015). Teacher and learner views on effective English teaching in the Thai context: The case of engineering students. English Language Teaching, 8(11), 99. https://doi.org/10.5539/elt.v8n11p99

Misra, V., & Pandey, K. (2020). Implications of constructivist approaches in the classrooms: The role of the teachers. Asian Journal of Education and Social Studies, 7(4), 17-25.

Mohammed, H., Ogunode, N. J., & Yahaya, D. M. (2021). Challenges facing administrators of public secondary schools in Nigeria and the way forward. Middle European Scientific Bulletin, 19(58), 58-67.

Mubaroq, S., & Qamariah, Z. (2024). Curriculum approaches in English language teaching in Indonesia. Jurnal Ilmu Pendidikan Nasional (JIPNAS), 2(1), 1-6.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Mughal, S., Ahmed, G., & Devi, S. (2020). Perceptions of government primary school head teachers about challenges and issues in making schools effective in District Sukkur. Pakistan Social Sciences Review, 4, 1190-1201.

Mukhtar, A. A., Sahito, Z., & Siddiqui, A. (2021). Teachers' perception about English as a medium of instructions: Evidence from the government higher secondary schools of Sindh, Pakistan. Theory and Practice in Language Studies, 11(4), 362-371.

Nasihin, A., & Oktarini. (2022). The impact of using English curriculum design based on industry needs in English teaching on vocational school to improve students' English skill for industry standard working communication. Education Quarterly Reviews, 5(1).

Nasir, T. (2022, March 9). English language teaching in Pakistan: Problems and possibilities. Chitral Times.

Ntsala, S. (2021). Promoting meaningful assessment in an overcrowded English First Additional Language intermediate phase classroom. Per Linguam. https://doi.org/10.5785/37-1-946

Panhwar, A., Barich, S., & Shahzad, S. (2020). Analysing the situation of ESL teaching and learning in large university classes in Pakistan. International Journal of English Linguistics, 10, 250. https://doi.org/10.5539/ijel.v10n5p250

Pascual-Leone, J. (2017). Piaget as a pioneer of dialectical constructivism: Seeking dynamic processes for human science.

Pe, Z. (2010). Recent development in qualitative research in applied linguistics. Journal of Tianjin Normal University.

Perception. (n.d.). In Longman Dictionary of Contemporary English. Retrieved 2024, from https://www.ldoceonline.com/dictionary/perception

Perception. (n.d.). In Oxford Advanced American Dictionary. Retrieved 2024, from https://www.oxfordlearnersdictionaries.com/definition/american_english/perception

Pramesty, N. S., Maghfiroh, A., & Mustikawati, D. A. (2022). Teachers' challenges in teaching English to young learners in rural area. Al-Ishlah: Jurnal Pendidikan, 14(4), 5283-5292.

Prasetya, R. E. (2021). Effectiveness of teaching English for specific purposes in LMS Moodle: Lecturers' perspective. Journal of English Language Teaching and Linguistics, 6(1), 93-109.

Rafique, N., Sultan, B., Ahmad, S., & Imran, M. (2018). Teachers' role in implementation of English language teaching policies in public primary schools of rural area in Punjab, Pakistan. Language in India, 18(4), 252-260.

Rahman, S., & Majumder, M. A. A. (2014). Is it assessment of learning or assessment for learning? South East Asia Journal of Public Health, 4(1), 72-74.

Rahman, T. (1998). Language-teaching policies in Pakistan. Sustainable Development Policy Institute.

Rahman, T. (2002). Language, ideology and power: Language-learning among the Muslims of Pakistan and North India. Oxford University Press.

Rahman, T. (2006). Language policy, multilingualism and language vitality in Pakistan. Trends in Linguistics Studies and Monographs, 175, 73.

Rahman, T. (2008). Language policy and education in Pakistan. In Encyclopedia of Language and Education (Vol. 1, pp. 383-392).

Rajput, N. H., Bukhari, S. M. A., Noonari, N., Solangi, G. M., Soomro, M. A., & Dahri, A. W. (2020). From perspective to practice: Gauging the awareness and integration level of ICT in teaching process at secondary level in District Shaheed Benazirabad, Pakistan. Modern Applied Science, 14(8), 23-34.

Rasheed, S., Zeeshan, M., & Zaidi, N. A. (2017). Challenges of teaching English language in a multilingual setting: An investigation at government girls secondary schools of

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

Quetta, Baluchistan, Pakistan. International Journal of English Linguistics, 7(4), 149-157.

Reynolds, B., Yu, M., & Ha, X. (2022). Administrative staff learning and using English to communicate with international students. Innovation in Language Learning and Teaching, 17, 424-439. https://doi.org/10.1080/17501229.2022.2058513

Sadia Suleman Khan, S. B., & Baloch, S. M. (2023). The study to examine the difficulties of students in learning English as a second language in government high schools District Jaffarabad, Sohbatpur and Naseerabad. Pakistan Journal of Educational Research.

Saleem, M., Iqbal, H. S., & Akbar, R. A. (2020). A qualitative study on issues of English curriculum implementation at higher secondary level schools in Pakistan.

Shahnaz, M., & Gandana, I. S. S. (2021). Teaching English in a rural school. Thirteenth Conference on Applied Linguistics (CONAPLIN 2020).

Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. Asia Pacific Journal of Education, 28(3), 235-249.

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. In Dreams and Realities: Developing Countries and the English Language (Vol. 14, No. 1, pp. 291-310).

Shan, L. W., & Aziz, A. A. (2022). A systematic review of teaching English in rural settings: Challenges and solutions. International Journal of Academic Research in Business and Social Sciences, 12(6), 1956-1977.

Shar, N. H. (2024). Global citizenship education in government secondary schools: A case study of government secondary schools in northern Sindh \[Doctoral dissertation, University College London\].

Sharipova, S., & Xalimova, F. (2024). Actual problems of teaching a language in the classroom and their solutions. Conference Proceedings: Fostering Your Research Spirit.

Simina, V., & Hamel, M.-J. (2005). CASLA through a social constructivist perspective: WebQuest in project-driven language learning. ReCALL, 17, 217-228.

Solikhah, N. A. (2023). The impact of technology in teaching and learning English as a foreign language: TESOL context. Journal Corner of Education, Linguistics, and Literature, 3(1), 83-91.

Songbatumis, A. M. (2017). Challenges in teaching English faced by English teachers at MTsN Taliwang, Indonesia. Journal of Foreign Language Teaching and Learning, 2(2), 54-67.

Tabassum, S., Zafar, N., & Saira. (2022). Challenges faced by English language teachers at primary level in public sector schools: A case study. Propel Journal of Academic Research.

Tariq, A. R., Bilal, H. A., Sandhu, M. A., Iqbal, A., & Hayat, U. (2013). Difficulties in learning English as a second language in rural areas of Pakistan. Academic Research International, 4(6), 103.

Teevno, R. A. (2011). Challenges in teaching and learning of English at secondary school level-Class X. Journal of Educational Research, 14(1).

Tickle, B., Chang, M., & Kim, S. (2011). Administrative support and its mediating effect on US public school teachers. Teaching and Teacher Education, 27, 342-349. https://doi.org/10.1016/j.tate.2010.09.002

Tondeur, J. (2020). Teachers' pedagogical beliefs and technology use. In Encyclopedia of Teacher Education. Springer. https://doi.org/10.1007/978-981-13-1179-6_111-1

Tsirulnikov, A. M. (2022). Socio-cultural approach to the development of education in rural areas. Pedagogy of Rural School.

Ullah, F., Haydar, B., & Arslan, M. F. (2024). Bridging theory and practice: AI applications in learning and teaching in Pakistan's education system. Jahan-e-Tahqeeq, 7(3), 180-204.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.04 No.01 (2026)

UNESCO. (2019). Global education monitoring report: Migration, displacement and education.

UNESCO. (2023). Global education monitoring report 2023: Technology in education.

Waqar, K. (2020, May 14). The English in our classrooms.

Widiastuti, I. A. M. S., Mukminatien, N., Prayogo, J. A., & Irawati, E. (2020). Dissonances between teachers' beliefs and practices of formative assessment in EFL classes. International Journal of Instruction, 13(1), 71-84.

Wu, C., Kuo, P., Yang, C., Chang, Y., & Chen, T. (2023). Importance-performance analysis (IPA) in analyzing the satisfaction of administrative support in teaching practice research programs. Sustainability. https://doi.org/10.3390/su15031943

Yasmin, P. F., Memon, I., & Baluch, N. (n.d.). Challenges faced by learners in ESL: A case study of Institute of English Language and Literature, University of Sindh, Jamshoro, Pakistan.

Zafar, S. (2016). Who is responsible for unemployment in Pakistan, education or the education system? Soapboxie. https://soapboxie.com/social-issues/education-system-is-responsiblefor-unemployment-in-pakistan

Zakar, M. Z., Qureshi, S., Ullah, R., Zakar, R., Aqil, N., & Manawar, R. (2020). Universal primary education in Pakistan: Constraints and challenges. South Asian Studies, 28(2).