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LEARNERS' PERCEPTION OF ENGLISH LANGUAGE LEARNING AT TERTIARY LEVEL EDUCATION IN PAKISTAN

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Abstract
The study investigates English language learning in Pakistan from the perspective of both male and female students enrolled in 4year BS English program of public and private universities of Pakistan. For this purpose, simple random sampling technique is used for the data collection. Survey questionnaires on dichotomous scale were used to collect the data from one thousand students of both genders from ten universities of Pakistan to investigate their perceptions. The survey responses based on descriptive statistics were analyzed quantitatively.

Introduction

The study aims to investigate English Language learning in institutions of higher education in Pakistan from English as a Foreign Language (EFL) perspective. The EFL perspective of English language learning has been documented in the context of learning experience of learners at 4-year BS English classroom of public and private sector universities of Pakistan. Accordingly, the study looks into the EFL learners' perceptions of English language learning; and impediments encountered by EFL learners during learning process at a 4-year BS English classroom of public and private sector universities of Pakistan. The study also aims to present the result of the large-scale survey of English language learners regarding their views about English as a Foreign Language pedagogy in the institutions of higher education in Pakistan.

Situation analysis of ELT in Pakistan shows that English language is being taught from the school level to tertiary level education without any orientation of the trends, techniques and training of language pedagogy. More often, ELT appears to be a replica of the Grammar Translation Method in which the learners are drilling the formula English whereas the applied context of English language is completely missing in the EFL classroom settings (Nawab, 2012). According to Burnaby and Sun (1989) Arana (2025); Anderson (1993); and Jung and Norton (2002), application of Communicative Language Teaching is still controversial in the Asian contexts of EFL. The same is true in the EFL context of Pakistan. As a matter of fact, most of the English language classrooms in Pakistan are reported to be teacher-centered with no or little participation of learners in the language learning activity. In addition to the above, gender-based ELT and teacher-learner interaction in gender-mixed EFL classroom settings also hamper the effectiveness of teach-ability and learn-ability of English language at tertiary level education in Pakistan. As such, the prevalent situation raises serious concerns on the quality and effectiveness of ELT in Pakistan. In Pakistan, learners' English language proficiency is an important part of the educational discourse for the improvement of quality of education in general.

During the last decade of the 20th century, English language has been made a compulsory subject from class 1 in the public schools of Pakistan. Earlier, the learners used to learn it from class 6. Similarly, contents of most of the books at the primary and secondary school levels especially those of science subjects have been converted from Urdu to English language. English language that used to be the language of instructions in technical, medical, law and other institutions of higher education in Pakistan has also been declared as the language of instructions in all the public schools of Pakistan since 2011.

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Now, the learners are bound to learn English language at every level of their education starting from class 1; partly due to the fact that language is a compulsory subject and secondly as government's initiative for the provision of an opportunity to the children of non-elite class to bring them at par with those of elite class (Mahboob, 2002). However, this initiative of the Government of Pakistan could not attain the desired outcomes due to the non-availability of trained ELT teachers in the country, dearth of continuous professional development programs in the field of ELT, teaching of English language through traditional Grammar Translation Method (mostly through the instructions of Urdu as medium) instead of using English as a language of instruction and communication, rote learning entailing memory driven content-based system of examinations and crowded classrooms coupled with acute shortage of resources. By and large, teachers use the traditional methods of ELT, have defective pronunciation and are unaware of the techniques and strategies of ELT. As such, learners hardly find any opportunity conducive to language learning in Pakistan and remain unable to improve language skills properly in EFL classroom settings.

According to Siddiqui (2002), Grammar Translation Method is used by the teachers in most of the schools and majority of the teachers do not have any formal ELT training. Hence, memorization and extensive drills are part of their everyday teaching methodology. At college level, teachers are unable to facilitate learners in the equal development of language skills. Due to this reason, learners depend totally upon the memorization of contents and remain incapable of performing speaking and writing tasks on their own. Rehman (2003) has informed that English language is a compulsory subject at every level of education till the graduation level in Pakistan. Learners study English as EFL for its use in higher education, research, trade and technological advancement. Shamim et al. (2006) has pointed out that due to the lack of qualified and trained ELT resource persons, visiting faculty is hired in the universities of Pakistan for ELT irrespective of a teacher's capacity for designing and teaching a quality module of English language resulting in poor quality of output and use of traditional methodology and assessment tools. Coleman (2010) has stipulated that the major objective of ELT in Pakistan is to prepare the students for examinations preferably which may bolster their future goals of attaining better higher degrees and career openings rather than learning the language function. According to (Shamim, 2008; Aslam et al. 2010; Behlol & Anwar, 2011) as cited in Nawab (2012), the lack of trained and proficient teachers of English language has consistently emerged as a big challenge in Pakistan. According to Alam and Uddin (2013), Pakistani HEIs put emphasis on the evaluation or examination driven learning design which results into the expansion of writing skill only.

Given the background, the study of English language learning from the perspective of EFL learners at tertiary level education in Pakistan emerges as an important area of research. However, there is hardly any study available on record that has taken cognizance of these aspects in the higher education milieu of Pakistan; therefore, the present study fills this gap.

Research Questions

The study attempted to find the answers to the following research questions:

1. How do learners perceive English language learning at tertiary level education in Pakistan?
2. What impediments do the learners encounter during learning process of English language?

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Significance of the Study

Results of this study will help in the provision of better teaching techniques and instructional methodologies to the EFL teachers. Findings of the study will also help the ELT experts and trainers in designing and conducting English language training workshops with informed background of the subject for the effective learning outcomes. Most of all, documentation of the perceptions of EFL learners will facilitate the researchers to further investigate the phenomena of ELT in Pakistan. Results of the study may also be applied for the designing of professional development programs for both male and female EFL practitioners with a view to update their knowledge of English language pedagogy and its practical application in the educational and cultural contexts of Pakistan.

Design of the Research

The study was descriptive with respect to its overall methodology.

The survey responses were coded for statistical analysis by using the statistical tool of SPSS. Descriptive and inferential statistical techniques of ANOVA and Post Hoc Test were employed for the analysis of the data. Conclusions were drawn on the basis of the analysis and interpretation of the data and recommendations were made accordingly.

Research Methodology

There were 180 public and private sector degree awarding HEIs of Pakistan duly recognized by the HEC at the time of the study (see Appendix 3A). Table 3.1 shows the distribution of these HEIs, that is, Universities and Degree Awarding Institutes (DAIs) across Pakistan in terms of charters and respective sectors.

Accordingly, two universities - one each from the public sector and the private sector - from the Federal Territory as well as from all the Provinces of Pakistan except Balochistan were randomly selected to make the findings of the study representative. From Balochistan, both universities were selected from the public sector because the only university in the private sector did not offer a 4-year BS English program. As such, a total of 10 universities from both public as well as private sector were selected as the sample of HEIs of Pakistan. (see appendices). Accordingly, 100 learners (50 male and 50 female) of 4-year BS English undergraduate program from each sample university were selected by using the simple random sampling procedure. As such, a total of 1000 (500 male and 500 female) learners were selected as the sample of learners for the study to administer the research instrument for the collection of data. Table 3.4 shows the detail of the sample of learners. A structured questionnaire was prepared to collect the data from the sample learners through the survey method. The questionnaire consisted of three sections. Section-1was related to the provision of basic and personal information of the learners whereas section-2, comprising items number 1-22, was prepared on a binary scale to gather the perceptions of the learners about English language learning process. Section-3, consisting of items number 23-24, contained the open-ended questions in which the learners were requested to share four problems encountered during English language learning process as well as to give four suggestions for the improvement of English language learning process in EFL classroom settings.

The data were collected from the subjects through the survey questionnaires The questionnaire was distributed in person, where possible, among the subjects, managed through special messengers as well as through mail where required; hence the data was collected and received. All the subjects were given the assurance of ethical considerations, privacy and confidentiality of the provided data / responses. Accordingly, they participated voluntarily and responded to the items of questionnaire during the university hours.

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Analysis of Data

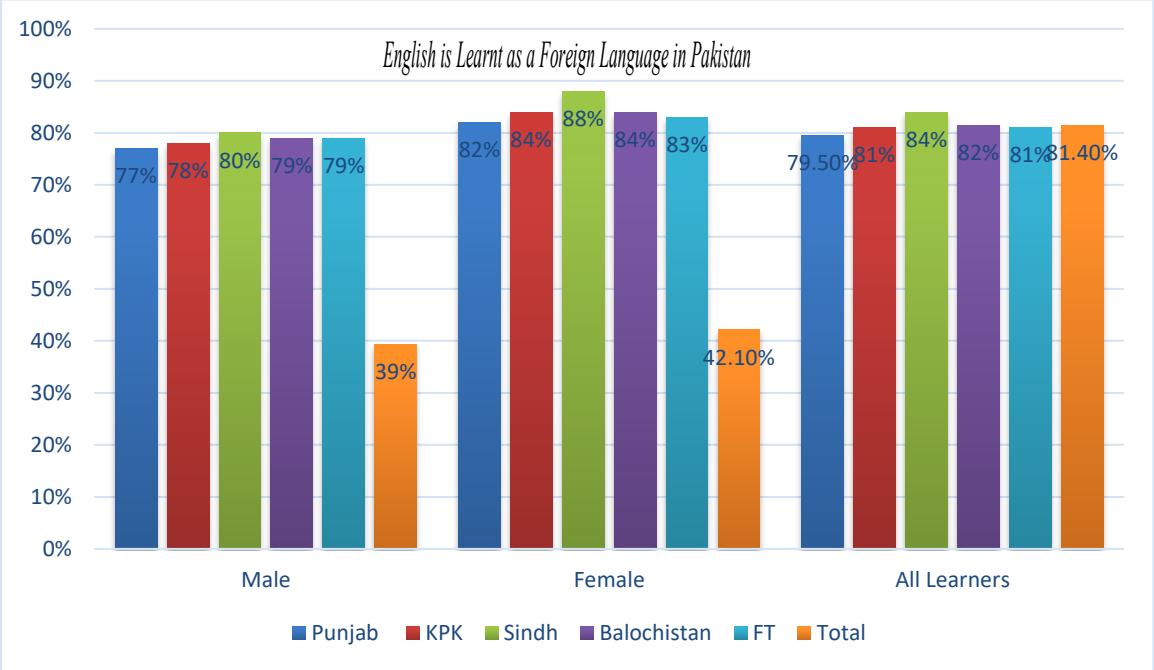
The questionnaire was analyzed by using the descriptive statistics, that is, percentage. Accordingly, the percentage of the responses from the learners was calculated on the selected items. It also contained two open-ended questions in which the respondents were requested to share four problems encountered during English language teaching-learning process as well as four suggestions for the improvement of the pedagogic process.

Respondents' Perceptions of English Language Learning in EFL Classroom Settings at Tertiary Level Education in Pakistan

Questionnaire based on 32 items was prepared on the binary answer format (offering a 'yes' and a 'no' option)

The data of the responses to the questionnaire were tabulated and analyzed in terms of frequency counts and reflected by using the descriptive statistics, that is, percentage as follows:

Figure 1. The difference between the total responses from the male and female learners on English is learnt as foreign language



The figure 1 shows the percentage and the difference between the total responses from the male and female learners. Overall 81.40 percent of the respondent learners with 39.30 percent of the male learners and 42.10 percent of the female learners opined that English is learnt as a foreign language in Pakistan. Amongst the male learners, 78.60 percent of the respondents and amongst the female learners, 84.20 percent of the respondents opted for this option.

Hypothesis 2: EFL Learners Perceive that Grammar Translation Method Best Suits English Language Learning Process at Tertiary Level Education in Pakistan

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Figure 2. EFL Learners' Perception in the Favour of GTM in learning English at Tertiary Level Education in Pakistan



Figure 2 shows the responses from male and female learners on the Method that best suits English language learning process. The results showed that overall, 79.60 percent of the respondent learners with 42.30 percent of the male learners and 37.30 percent of the female learners opined that Lecture Method best suits English language learning process in Pakistan. Within the male learners, 84.60 percent of the respondents and within the female learners, 74.60 percent of the respondents selected this option.

Likewise, overall 81.90 percent of the learners with 41.80 percent of the male learners and 40.10 percent of the female learners considered that the Grammar Translation Method best suits English language learning process. Amongst the male learners, 83.60 percent of the respondents and amongst the female learners, 80.20 percent of the respondents opted for this option.

Overall 52.10 percent of the respondent learners with 27 percent of the male learners and 25.10 percent of the female learners opined that Activity-based Interactive Method best suits English language learning process. From the male learners, 54 percent of the respondents and from the female learners, 50.20 percent of the respondents opted for this option.

Overall 69.50 percent of the learners with 37.40 percent of the male learners and 32.10 percent of the female learners considered Teacher's use of a variety of Teaching Methods as the best Method for English language learning. Amongst the male learners, 74.80 percent of the respondents and amongst the female learners, 64.20 percent of the respondents selected this option.

The results further showed that the learners preferred the Grammar Translation Method with 81.90 percent, Lecture Method with 79.60 percent, Teacher's use of a variety

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of Teaching Methods with 69.50 percent and Activity-based Interactive Method with 52.10 percent respectively for the English language learning process in EFL classroom settings.

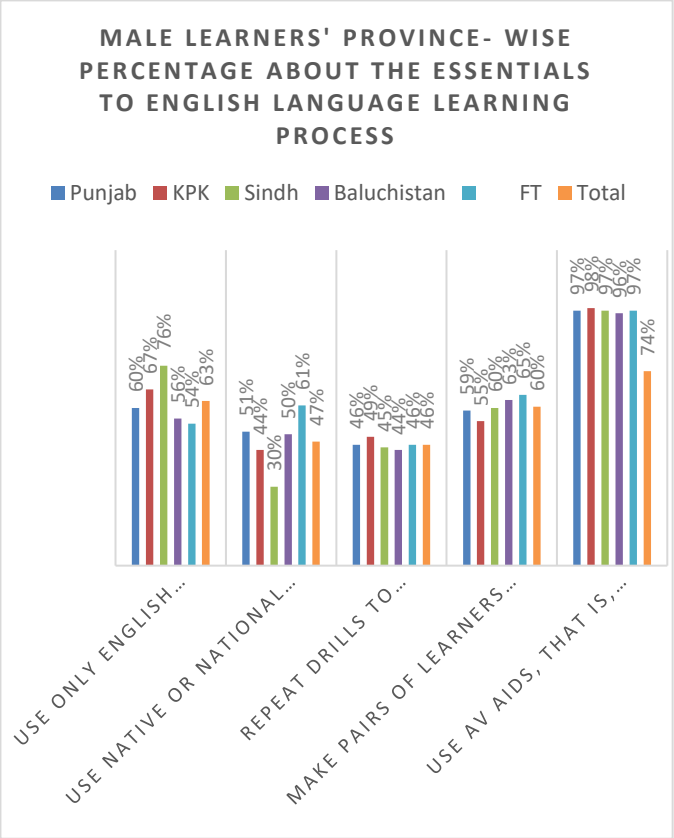
H2 of the study envisaged that EFL learners perceive the Grammar Translation Method best for the English language learning process at tertiary level education in Pakistan. The results showed that the highest percentage, that is, 81.90 percent of the learners considered the Grammar Translation Method best for the English language learning process at tertiary level education in Pakistan; therefore, the hypothesis was accepted.

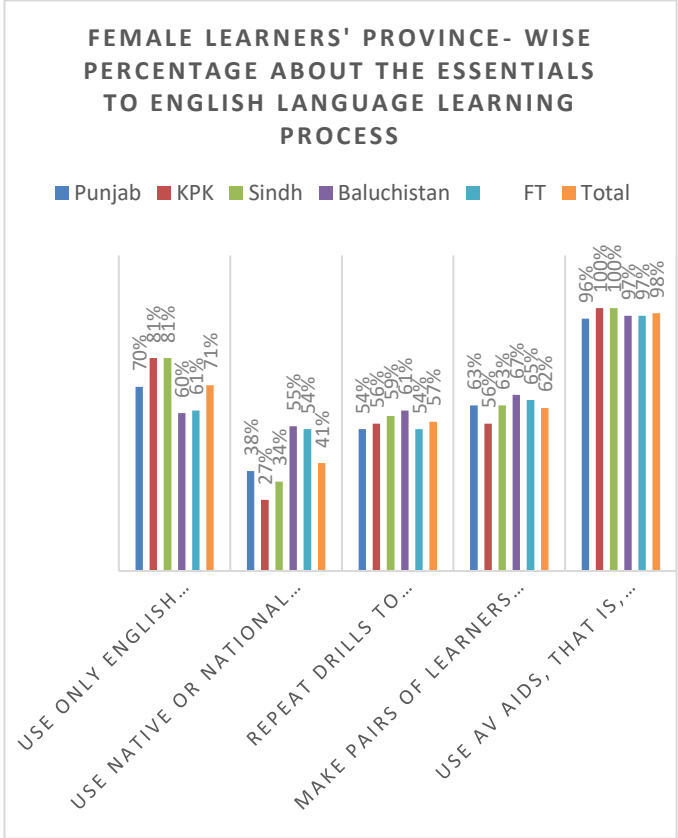
Figure 3. **Learners' Province-wise Percentage about the Essentials to English Language Learning Process**

Figure 3 shows that overall, 66.60 percent of the respondent learners with 31.30 percent of the male learners and 35.30 percent of the female learners opined that it is essential to use only English language in EFL classroom settings. From the male learners, 62.60 percent of the respondents and from the female learners, 70.60 percent of the respondents selected this option.

Likewise, overall 55.60 percent of the learners with 26.40 percent of the male learners and 29.20 percent of the female learners did not endorse the use of native or national language in EFL classroom settings. Amongst the male learners, 52.80 percent of the respondents and amongst the female learners, 58.40 percent of the respondents opted for this option.

Percentage of the responses on repeating drills to enhance learners' language skills





showed that overall, 51.40 percent of the respondent learners with 23 percent of the male learners and 28.40 percent of the female learners considered it essential to repeat drills to enhance learners' language skills in EFL classroom settings. The female learners with 56.80 percent endorsed the repetition of drills whereas the male learners with 54 percent did not deem essential to repeat the drills in EFL classroom settings.

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Responses of question number 8 showed that overall 61.60 percent of the learners with 31.20 percent of the male learners and 31.40 percent of the female learners opined that making pairs of learners for collaborative learning is essential for ELT process. The male learners with 60.40 percent and the female learners with 62.80 percent selected this option.

Overall, 97.50 percent of the learners with 48.50 percent of the male learners and 49 percent of the female learners opined that it is essential to use AV aids, that is, video, audio, songs, movies and multimedia etc. in the ELT process in EFL classroom settings. 97 percent of the male learners and 98 percent of the female learners selected this option.

Hypothesis 3: EFL Learners Perceive that Acquisition of Oral Communicative Competence is the Most Important Outcome of English Language Learning Process at Tertiary Level Education in Pakistan

Figure 4. learners' perceptions of English language learning outcomes

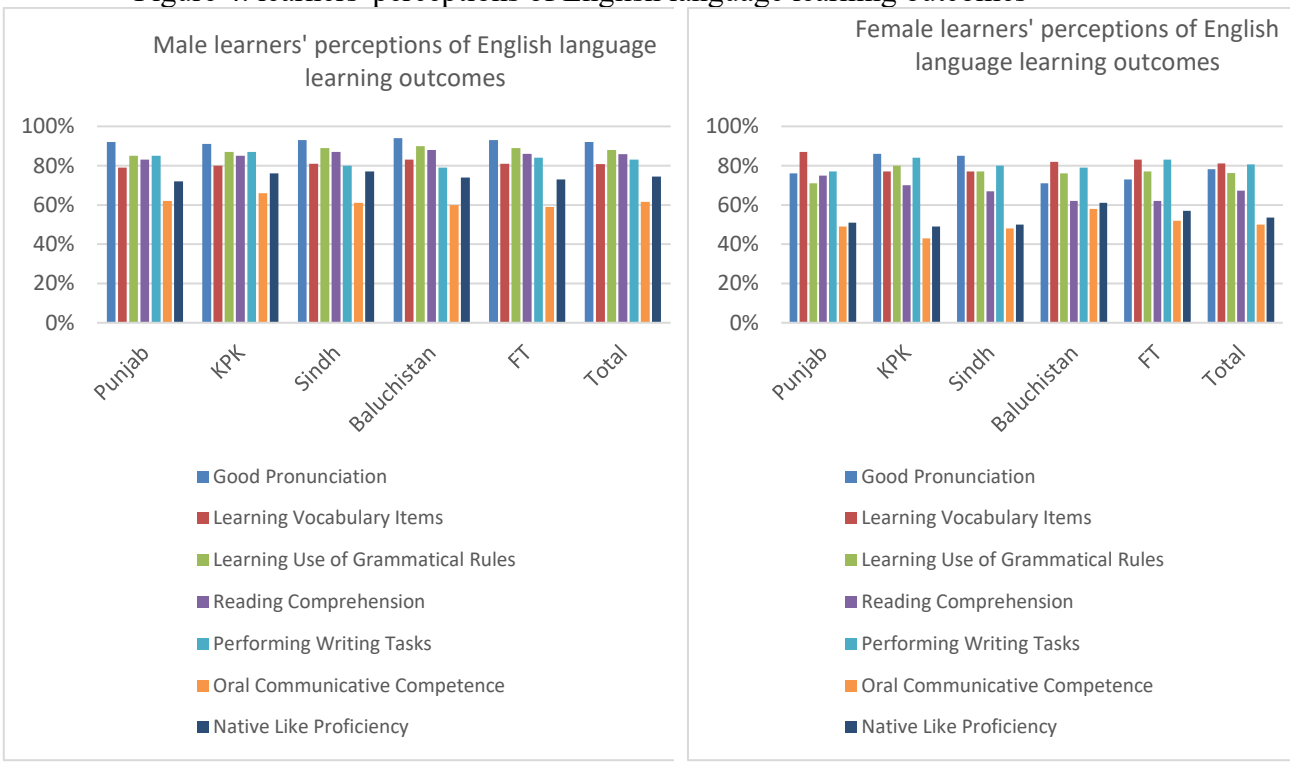


Figure 4. shows that, overall 85.40 percent of the respondent learners with 46.30 percent of the male learners and 39.10 percent of the female learners opined that English language learning results in good pronunciation. Male respondents with 92.60 percent and female respondents with 78.20 opted for this option.

Likewise, overall 81 percent of the learners with 40.40 percent of the male learners and 40.60 percent of the female learners considered that ELT entails learning of vocabulary items. The male learners with 80.80 percent and the female learners with 81.20 percent selected this option.

Overall, 82.10 percent of the respondent learners with 44 percent of the male learners and 38.10 percent of the female learners opined that English language learning results in the learning use of grammatical rules. Amongst the male learners, 88 percent of the respondents and amongst the female learners, 76.20 percent of the respondents opted for this option.

Responses of question number 14 tabulated in Table 4.9 showed that overall, 76.50 percent of the learners with 42.90 percent of the male learners and 33.60 percent of the

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female learners opined that English language learning entails reading comprehension. The male learners with 85.80 percent and the female learners with 67.20 percent selected this option.

Overall, 81.80 percent of the respondent learners with 41.50 percent of the male learners and 40.30 percent of the female learners considered that English language learning results in performing writing tasks. The male learners with 83 percent and the female learners with 80.60 percent opted for this option.

Overall, 55.80 percent of the learners with 30.80 percent of the male learners and 25 percent of the female learners opined that English language learning results in oral communicative competence. Amongst the male learners, 61.60 percent of the respondents and amongst the female learners, 50 percent of the respondents opted for this option. However, female learners with 51 percent, 57 percent and 52 percent respectively from the Punjab, KPK and Sindh did not endorse that English language learning results in oral communicative competence.

Overall, 64 percent of the learners with 37.20 percent of the male learners and 26.80 percent of the female learners opined that English language learning results in native like proficiency. The male learners with 74.40 percent and the female learners with 53.60 percent selected this option. The female learners from the KPK with 51 percent did not agree that English language learning results in native like proficiency whereas the female learners from the Sindh had a 50-50 percent split opinion on the same.

The results further showed that the learners preferred good pronunciation with 85.40 percent, learning use of grammatical rules with 82.10 percent, performing writing tasks with 81.80 percent, learning vocabulary items with 81 percent, reading comprehension with 76.50 percent, native like proficiency with 64 percent and oral communicative competence with 55.80 percent respectively in the sequence of the outcomes of English language learning process.

H3 of the study envisaged that EFL learners perceive the acquisition of oral communicative competence as the most important outcome of English language learning process in Pakistan. However, the results showed that learners considered the acquisition of oral communicative competence as the least important outcome of English language learning process; therefore, the hypothesis was rejected.

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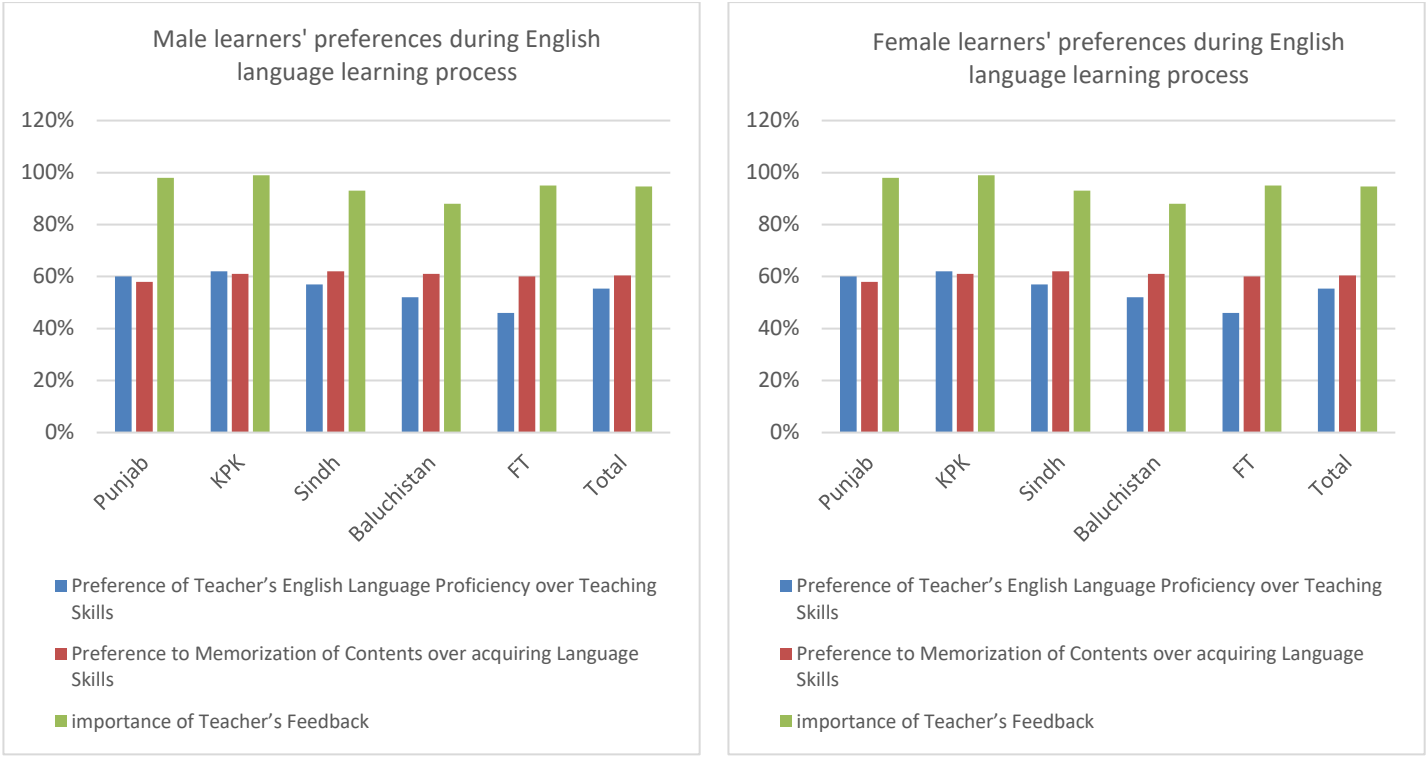


Figure 5. Learners' preferences during English language learning process

Figure 5 shows the percentage and the difference between the total responses from the male and female learners. Overall, 53.10 percent of the learners with 27.70 percent of the male learners and 25.40 percent of the female learners opined that in English language learning process at tertiary level education in Pakistan, language proficiency of a teacher is more important than teaching skills of a teacher. The male learners with 55.40 percent and the female learners with 50.80 percent opted for this option.

Overall, 62.70 percent of the learners with 30.20 percent of the male learners and 32.50 percent of the female learners opined that in English language learning process, memorization of contents is more important than acquisition of language skills. Both male and female learners with 60.40 percent and 65 percent respectively selected this option.

By and large, 90.30 percent of the respondent learners with 47.30 percent of the male learners and 43 percent of the female learners opined that teacher's feedback plays an important role in English language learning process. The male learners with 94.60 percent and the female learners with 86 percent opted for this option.

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Figure 6. The Ultimate Objective of English Language Learning to get Prepared for Examinations

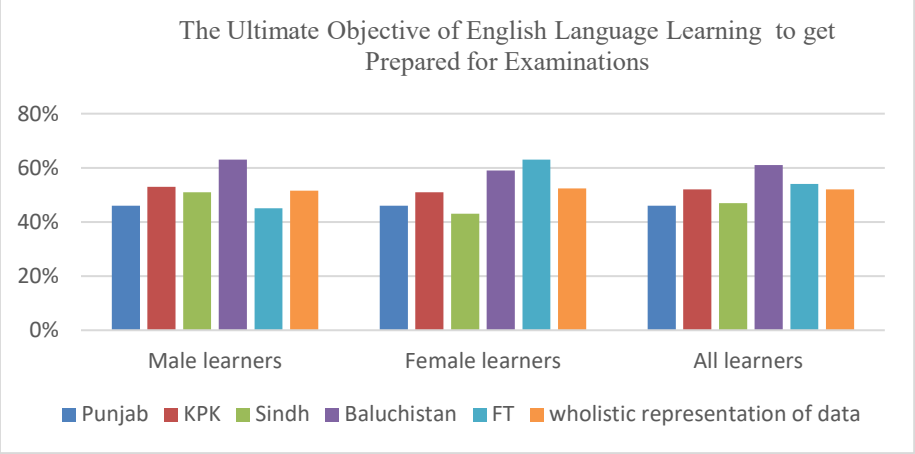


Figure 6 shows that overall, 52 percent of the learners with 25.80 percent of the male learners and 26.20 percent of the female learners opined that the ultimate objective of English language learning is to get prepared for examinations. The male learners with 51.60 percent and the female learners with 52.40 percent selected this option.

Figure 7. *ELT Examinations should Test the Content Comprehension of Learners than Testing the Linguistic Skills of Learners*

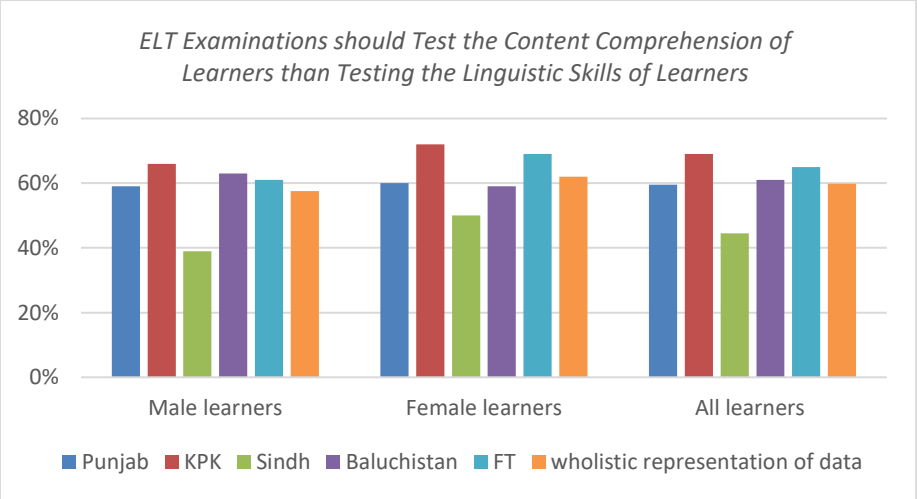


Figure 7. shows the percentage and the difference between the total responses from the male and female learners. Overall, 59.80 percent of the respondent learners with 28.80 percent of the male learners and 31 percent of the female learners opined that ELT examinations should test the content comprehension of learners than testing the linguistic skills of learners. The male learners with 57.60 percent and the female learners with 62 percent selected this option.

The questionnaire also contained two open-ended questions in which the learners were requested to share four problems encountered during the ELT process as well as four suggestions for the improvement of ELT process. Accordingly, the responses from the the learners were tabulated in graphs shown in figures 1, 2, 3, 4 by calculating the percentage of the respondents who gave each response.

Discussion

The questionnaire investigated the perceptions of the learners about English language teaching and learning process in EFL classroom settings at tertiary level education in Pakistan. Results of the study showed that 81.40 percent of the learners considered that

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English is being taught and learnt as a foreign language in Pakistan. These results are in line with the stipulations of a research report of British Council (2016) that affirm that the status of English language in Pakistan is that of a foreign language like other countries where English is not the native language.

The trend analysis shows that 81.90 percent learners considered that Grammar Translation Method best suits English language learning process in EFL classroom settings of Pakistan similar to the Baniadam et al. (2018) findings relating to the learners' affirmative approach towards Grammar Translation Method in Iranian context.

The trend analysis of the male and female learners about various teaching methods indicated that the male learners preferred Lecture Method with 84.60 percent, Grammar Translation Method with 83.60 percent. Contrary to this, the female learners preferred Grammar Translation Method with 80.20 percent, Lecture Method with 74.60 percent, Ismail et al. (2014) had also stipulated the similar findings that specified the lecture-based teaching as the most desirable method of ESL learners in Malaysian context.

Non-preference to Activity-based Interactive Method by 47.90 percent of the learners relates to their experience of orthodox tradition of ELT in Pakistan whereby they were conventionally conditioned to the Lecture Method and / or Grammar Translation Method at their primary and secondary level of education with least emphasis on the Communicative Method of teaching as supported by Siddiqui (2002) in section 2.2.1. Due to this reason, 81.90 percent of the learners preferred the Grammar Translation Method for the learning of English language even at the tertiary level of education.

The results showed that the learners with 61.60 percent considered that making pairs of learners is essential for the collaborative learning in EFL classroom settings. It assimilates with the findings of the study of Baleghizadeh and Farhesh (2014) that learners feel less controlled when they tend to do some pair activities; therefore, they are found motivated to participate in a language class. The 97.50 percent learners endorsed the use of AV aids in the learning process of English language in the EFL context. The learners with 55.60 percent did not endorse the use of native or national language in EFL classroom settings. However, the male learners from the Punjab with 51 percent, the male and female learners from the Baluchistan with 50 percent and 55 percent respectively and the male and female learners from the FT with 61 percent and 54 percent respectively opined that it is essential to use the native or national language in EFL classroom settings to facilitate the learning process. Needless to mention that the use of native or national language in the second language learning process is the key feature of the Grammar Translation Method. Learners' desire for the use of L1 in the EFL classroom settings indicates that they have weaker communicative abilities due to their grammar-based English learning background. Likewise, 51.40 percent of the learners considered that repetition of the drills is essential for enhancing their language skills. It is important to note that the drilling technique was a major characteristic of Audio-Lingual Method of ELT and could not remain in vogue due to its being less creative, monotonous and controlled activity.

The learners with 55.80 percent placed the acquisition of oral communicative competence towards the least preferred outcome of English language learning process by giving preference to good pronunciation with 85.40 percent and learning use of grammatical rules with 82.10 percent.

Overall, the male learners preferred good pronunciation with 92.60 percent, learning use of grammatical rules with 88 percent, reading comprehension with 85.80 percent, performing writing tasks with 83 percent, learning vocabulary items with 80.80 percent, native like proficiency with 74.40 percent and acquisition of oral communicative competence with 61.60 percent respectively. On the other hand, the female learners

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preferred learning vocabulary items with 81.20 percent, performing writing tasks 80.60 percent, good pronunciation with 78.20 percent, learning use of grammatical rules with 76.20 percent, reading comprehension with 67.20 percent, native like proficiency with 53.60 percent and acquisition of oral communicative competence with 50 percent respectively in the sequence of the outcomes of English language learning process in EFL settings.

The learners' preference for the learning of grammatical rules could be related to their want of accuracy than fluency to get through the writing-based examinations in an error free manner. Content-based teaching approach and grammar-ridden written examinations usually entail rote learning among the learners with the least emphasis on nurturing the language skills of the learners equally. It could be inferred from the results that the learners considered that learning vocabulary items, pronunciation, reading comprehension, grammatical rules and performing writing tasks could entail oral communicative competence automatically.

Overall, 90.30 percent of the learners endorsed that teacher's feedback plays an important role in English language learning process. 62.70 percent of the learners preferred memorization of contents to acquisition of language skills. Learners hardly find any relevance to foster the language skills for the content-based examination system; therefore, they deem appropriate to get through the examinations with good grades by memorizing the contents of a lesson. In Pakistan, EFL teachers are usually proficient in theoretical linguistics and literary criticism rather than being the experts of TEFL. A fundamental reason for this state of affairs is that most universities of Pakistan offer courses on English Linguistics and English Literature and there are hardly any courses available on English education. Contrary to this, the learners' preference for EFL teachers' language proficiency over their teaching skills also poses a fundamental question, that is, what should be the benchmark of target language proficiency for EFL teachers to accommodate the proficiency level of learners in EFL settings? So far, no such standard has been set at least in the EFL context of Pakistan that may substantiate the optimal level of English language proficiency for EFL teachers before or after their induction for the pedagogical pursuits.

Overall 52 percent of the learners opined that the ultimate objective of English language teaching and learning in Pakistan is to prepare the learners for the examinations. Coleman (2010) and Nawab (2012) had also concluded the same in their studies. The opinion within learners on the ultimate objective of English language teaching and learning indicates the need for a thorough review of the objectives of ELT in Pakistan for the informed participation of the teachers and the learners in English language pedagogic process. Likewise, 59.80 percent of the learners opined that ELT examinations should test the content comprehension of the learners than testing the linguistic skills of the learners. The results also indicate the need for assessment reforms at the tertiary level education in Pakistan so that the learners can participate in the learning process with an informed objective of fostering the language skills instead of the ill-founded belief of getting through the content-based examinations.

The results on the problems faced by the learners during English language learning process in EFL classroom settings. The learners considered lack of the use of AV aids, lack of motivation for language learning among the learners, lack of practice at the part of the learners for the improvement of language skills, poor English language background of the learners, intervention of L1 in the acquisition of L2, content-based approach in EFL classroom settings, defective system of examinations and discriminatory attitude of the teachers as major hurdles amongst others during the pedagogic process in EFL settings. It stipulated a comprehensive repertoire of the self-reflection process of the learners. The

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learners were able to identify almost all psychological, social, educational and situational barriers that they encountered during their English language learning process. Identification of the problems by the learners is tantamount to the need analysis for the provision of improved and out-come oriented learning environment to the learners in the EFL context of Pakistan.

The findings suggested the improvement of English language pedagogic process. Amongst others, it was suggested that only target language should be used for all the purposes in EFL classroom settings with the emphasis on the use of AV aids, group work, mandatory professional trainings of teachers, establishment of language labs, allocation of more time for the holistic development of language skills of the learners and non-discriminatory attitude of the teachers towards the learners. The sets of suggestions by the learners indicate that they are aware of their academic needs for bridging the gap between English language teaching and learning process at the tertiary level education in Pakistan to make it more collaborative, effective and result-oriented.

Conclusion

The present study has investigated English Language Teaching in the institutions of higher education in Pakistan through the survey questionnaires from the perspective of English as a Foreign Language *inter alia* perceptions of and the learners about English language learning, and impediments encountered by the learners during English language learning process at 4-year BS English classroom of public and private sector universities of Pakistan. The results have accepted the H2, that is, EFL learners perceive that the Grammar Translation Method best suits English language learning process at tertiary level education in Pakistan. The learners' preference for the Grammar Translation Method was expected due to their experience of English language learning at the primary and secondary level of education. The results have also rejected the H3, that is, EFL learners perceive that acquisition of oral communicative competence is the most important outcome of English language learning process at tertiary level education in Pakistan. Instead of the oral communicative competence, the EFL learners preferred good pronunciation and learning use of grammatical rules for the want of accuracy than fluency to successfully get through the writing-base examinations. The results of the study are tantamount to region-wise situational and needs-analysis for the researchers as well as language planners and policy makers. The study has also documented the various barriers that EFL learners encounter during their studies at the tertiary level; which were not precisely addressed in the former studies. The study recommends to EFL practitioners to devise EFL instructional strategies according to the learning needs of the learners to bridge the perceptual gap between the teachers and the learners on English as a Foreign Language pedagogy in the HEIs of Pakistan, *inter alia,* choice of ELT method, outcomes of ELT process and gender-based teacher-learner interaction in EFL classroom settings.

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