

## Challenges Faced by English Teachers in Pakistan

**Zehara Sultana**

Visiting Lecturer,  
SZABIST, Karachi, Pakistan.  
[zaraiqbal2511@gmail.com](mailto:zaraiqbal2511@gmail.com)

**Muhammad Imran**

PhD Scholar,  
Department of Education,  
SZABIST, Karachi,  
[imran.g5830@gmail.com](mailto:imran.g5830@gmail.com)

### **Abstract**

**Introduction:** This study explores the multifaceted challenges faced by English language teachers in Pakistan, focusing on pedagogical, institutional, socio-economic, policy-related, technological, and cultural barriers. Understanding these challenges is essential for improving English language education across the country.

**Methodology:** The research employs a mixed-methods approach, combining quantitative surveys and qualitative interviews with English teachers from various regions in Pakistan. Data were analyzed using statistical tools and thematic analysis to identify key patterns and insights.

**Results/Findings:** The study found that outdated teaching materials, lack of professional development, inadequate administrative support, socio-economic disparities, and insufficient technological infrastructure are major impediments. Additionally, cultural resistance and policy

*inconsistencies further complicate the teaching landscape. Urban-rural disparities in resource allocation exacerbate these issues.*

**Future Direction:** *To address these challenges, the study recommends curriculum updates, enhanced teacher training, policy reforms, increased infrastructure investment, socio-economic support, and cultural sensitization programs. These measures aim to create a more conducive environment for English language teaching and learning in Pakistan.*

**Keywords:** *English language teaching, Pakistan, pedagogical challenges, institutional barriers, socio-economic constraints, policy reform, technological limitations, cultural hurdles.*

## Introduction

The teaching of the English language in Pakistan has long been a cornerstone of educational policy, recognized for its critical role in facilitating global communication, access to scientific knowledge, and participation in international business. English is often seen as a gateway to better opportunities, yet the journey to achieving proficiency in English is fraught with numerous challenges, especially for educators tasked with teaching the language. This study explores the multifaceted challenges faced by English language teachers in Pakistan, encompassing pedagogical, institutional, socio-economic, and policy-related issues, and examines their impact on the overall efficacy of English language education in the country.

## Pedagogical Challenges

One of the most significant challenges faced by English teachers in Pakistan is the lack of adequate training and professional development opportunities. Many teachers enter the profession without sufficient pedagogical training specifically tailored to the needs of English language instruction. According to Mahmood et al. (2021), the existing teacher training programs in Pakistan often fail to equip educators with contemporary teaching strategies and skills necessary for effective language teaching. This gap is further exacerbated by the limited availability of ongoing professional development programs that could help teachers stay updated with the latest methodologies and technological tools in language teaching.

## Institutional Challenges

At the institutional level, the infrastructure and resources available to English teachers are often inadequate. Many public schools in Pakistan lack basic facilities such as well-stocked libraries, multimedia resources, and language labs, which are essential for a comprehensive English

language learning environment (Azam & Kingdon, 2022). Additionally, large class sizes, often exceeding 40 students per class, make it difficult for teachers to provide individual attention and adopt interactive teaching methods. The overwhelming workload and administrative duties further strain teachers, limiting their capacity to innovate and engage effectively with students.

### **Socio-Economic Challenges**

The socio-economic context in which English language teaching occurs in Pakistan also poses significant barriers. A considerable proportion of students come from low-income families, where access to supplementary educational materials and private tutoring is limited. This economic disparity often translates into varied levels of English proficiency among students, creating a challenging classroom dynamic for teachers who must cater to a wide range of abilities and backgrounds (Rehman et al., 2023). Furthermore, the socio-cultural environment often undervalues the profession of teaching, leading to low salaries and limited career advancement opportunities, which in turn affects teacher motivation and retention.

### **Policy-Related Challenges**

Educational policies in Pakistan have historically been inconsistent and inadequately implemented, contributing to the challenges faced by English teachers. While English is officially recognized as a compulsory subject, the policy execution at the grassroots level is often marred by political instability, lack of funding, and bureaucratic inefficiencies (Ahmed & Khan, 2023). Moreover, the national curriculum is frequently criticized for being outdated and misaligned with the practical needs of students and teachers. The rigid examination system, which emphasizes rote learning over critical thinking and language proficiency, further undermines the effectiveness of English language teaching (Siddiqui, 2022).

### **Technological Challenges**

The advent of digital learning tools and resources offers potential solutions to many of the challenges faced by English teachers, yet the integration of technology in Pakistani classrooms remains limited. Factors such as inadequate digital infrastructure, lack of teacher training in using technology, and resistance to change hinder the adoption of modern educational technologies (Hussain et al., 2021). During the COVID-19 pandemic, the abrupt shift to online learning highlighted these deficiencies, with many teachers and students struggling to adapt to virtual classrooms due to limited access to reliable internet and digital devices.

### **Cultural and Linguistic Challenges**

In a multicultural and multilingual society like Pakistan, English teachers also navigate cultural and linguistic complexities. The dominance of regional languages and dialects often poses a challenge in achieving uniformity in English language instruction. According to Khan and Farooq (2023), teachers frequently encounter resistance from students and parents who view English as a foreign imposition rather than a valuable skill. This cultural resistance can affect students' motivation and engagement with the language, making the teaching process more arduous.

### **Strategies for Addressing Challenges**

Despite these challenges, several strategies can be employed to improve the situation for English language teachers in Pakistan. Enhancing teacher training programs to include contemporary language teaching methodologies and the use of digital tools is crucial. Institutions need to invest in better infrastructure and resources to support effective language teaching. Policymakers should focus on creating consistent and practical educational policies that address the real needs of teachers and students. Additionally, fostering a supportive socio-economic environment that values the teaching profession can significantly boost teacher morale and effectiveness (Javed et al., 2023).

The challenges faced by English teachers in Pakistan are multifaceted and deeply rooted in pedagogical, institutional, socio-economic, policy-related, technological, and cultural factors. Addressing these challenges requires a comprehensive and collaborative approach involving educators, policymakers, and the community. By recognizing and addressing these barriers, it is possible to enhance the quality of English language education in Pakistan, thereby equipping students with the skills necessary to succeed in a globalized world. The findings of this study aim to contribute to the ongoing dialogue on educational reform in Pakistan and provide actionable insights for stakeholders committed to improving English language teaching and learning in the country.

### **Research Objectives**

1. To analyze how Flannery O'Connor portrays sickness as a transformative element in her short stories.
2. To examine the theological implications of sickness in Flannery O'Connor's work.

### **Research Questions**

1. How does Flannery O'Connor depict sickness in her short stories, and what narrative techniques does she use to highlight its transformative power?
2. What are the theological implications of sickness in Flannery O'Connor's stories, and how do these implications reflect her Catholic faith?

### **Literature Review**

The teaching of English in Pakistan is beset with numerous challenges that stem from various dimensions such as pedagogical issues, institutional inadequacies, socio-economic constraints, policy-related hurdles, technological limitations, and cultural and linguistic barriers. This literature review examines these challenges in detail, drawing on recent studies to provide a comprehensive understanding of the obstacles faced by English teachers in Pakistan.

### **Pedagogical Challenges**

Pedagogical challenges are among the most significant barriers to effective English language teaching in Pakistan. A critical issue is the lack of adequate teacher training. Many English teachers are insufficiently prepared to employ contemporary teaching methods tailored to the needs of language instruction (Ali & Tariq, 2022). Professional development opportunities are also scarce, limiting teachers' ability to stay updated with the latest pedagogical advancements (Mahmood et al., 2021). The gap between pre-service training and the realities of classroom teaching further exacerbates this issue, leaving teachers to rely on outdated methods that do not engage students effectively.

Additionally, the traditional teaching methods prevalent in Pakistani classrooms focus heavily on rote learning rather than developing critical thinking and language skills. This approach is particularly detrimental in language teaching, where interactive and communicative methods are essential for student engagement and language acquisition (Rehman & Baig, 2023).

### **Institutional Challenges**

Institutional challenges significantly impact the effectiveness of English language teaching. Many public schools in Pakistan lack the necessary infrastructure and resources to support English language learning. Schools often do not have well-equipped libraries, multimedia resources, or language labs, which are crucial for providing a rich language learning environment (Azam & Kingdon, 2022). Large class sizes further strain the teaching process, making it difficult for teachers to give individual attention to students and adopt interactive teaching methods (Yaqoob & Zia, 2023).

Moreover, the administrative burden on teachers, including non-teaching duties, detracts from their primary focus on teaching. This overload hampers their ability to innovate and engage effectively with students, leading to suboptimal educational outcomes (Siddiqui, 2022).

### **Socio-Economic Challenges**

The socio-economic context in which English teaching occurs in Pakistan presents significant barriers. A large proportion of students come from low-income families, limiting their access to supplementary educational materials and private tutoring, which can aid in language learning (Iqbal et al., 2023). This economic disparity results in varying levels of English proficiency among students, creating a challenging classroom dynamic for teachers who must cater to a wide range of abilities.

Furthermore, the teaching profession in Pakistan is often undervalued, leading to low salaries and limited career advancement opportunities. This lack of recognition and financial reward affects teacher motivation and retention, further compromising the quality of English language education (Javed et al., 2023).

### **Policy-Related Challenges**

Educational policies in Pakistan have been inconsistent and poorly implemented, contributing to the challenges faced by English teachers. While English is a compulsory subject, the execution of this policy is often hampered by political instability, inadequate funding, and bureaucratic inefficiencies (Ahmed & Khan, 2023). The national curriculum for English is frequently criticized for being outdated and not aligned with the practical needs of students and teachers (Khan & Farooq, 2023).

The rigid examination system, which emphasizes rote learning over language proficiency and critical thinking, further undermines the effectiveness of English language teaching. This system places undue pressure on teachers to focus on exam preparation rather than holistic language development (Siddiqui, 2022).

### **Technological Challenges**

While digital learning tools and resources offer potential solutions to many of the challenges faced by English teachers, the integration of technology in Pakistani classrooms remains limited. Factors such as inadequate digital infrastructure, lack of teacher training in using technology, and resistance to change hinder the adoption of modern educational technologies (Hussain et al., 2021). The COVID-19 pandemic highlighted these deficiencies, as the sudden shift to online learning

exposed the lack of preparedness among teachers and students to adapt to virtual classrooms (Zafar et al., 2022).

### **Cultural and Linguistic Challenges**

Cultural and linguistic diversity in Pakistan adds another layer of complexity to English language teaching. The dominance of regional languages and dialects often poses a challenge in achieving uniformity in English language instruction (Khan & Farooq, 2023). Teachers frequently encounter resistance from students and parents who view English as a foreign imposition rather than a valuable skill. This cultural resistance can affect students' motivation and engagement with the language, making the teaching process more arduous (Rehman & Baig, 2023).

### **Strategies for Addressing Challenges**

Despite these challenges, several strategies can be employed to improve the situation for English language teachers in Pakistan. Enhancing teacher training programs to include contemporary language teaching methodologies and the use of digital tools is crucial (Mahmood et al., 2021). Institutions need to invest in better infrastructure and resources to support effective language teaching (Azam & Kingdon, 2022). Policymakers should focus on creating consistent and practical educational policies that address the real needs of teachers and students (Ahmed & Khan, 2023). Moreover, fostering a supportive socio-economic environment that values the teaching profession can significantly boost teacher morale and effectiveness. Efforts should be made to improve teacher salaries, provide career advancement opportunities, and reduce administrative burdens (Javed et al., 2023). Additionally, promoting a positive cultural attitude towards English and its benefits can help mitigate resistance and enhance student motivation (Khan & Farooq, 2023).

The challenges faced by English teachers in Pakistan are multifaceted and deeply rooted in pedagogical, institutional, socio-economic, policy-related, technological, and cultural factors. Addressing these challenges requires a comprehensive and collaborative approach involving educators, policymakers, and the community. By recognizing and addressing these barriers, it is possible to enhance the quality of English language education in Pakistan, thereby equipping students with the skills necessary to succeed in a globalized world. The findings of this literature review aim to contribute to the ongoing dialogue on educational reform in Pakistan and provide actionable insights for stakeholders committed to improving English language teaching and learning in the country.

### **Methodology**



This study adopts a mixed-methods approach to explore the challenges faced by English teachers in Pakistan, integrating both quantitative and qualitative data collection and analysis techniques. The rationale for employing a mixed-methods approach is to gain a comprehensive understanding of the multifaceted issues that English teachers encounter, allowing for a more nuanced analysis of both measurable outcomes and personal experiences (Creswell & Plano Clark, 2018). In the quantitative phase, a structured survey was administered to a large sample of English teachers across various regions of Pakistan. The survey aimed to gather data on teachers' perceptions of the challenges they face, including pedagogical, institutional, socio-economic, policy-related, technological, and cultural barriers. The survey instrument was developed based on existing literature and was pilot-tested to ensure reliability and validity (Dillman et al., 2014). The final survey included both closed-ended questions, which facilitated statistical analysis, and Likert-scale items, which gauged the severity of various challenges.

The sample was selected using stratified random sampling to ensure representation from urban and rural areas, public and private schools, and different provinces. This stratification was crucial to capture the diversity of experiences among English teachers in Pakistan. A total of 500 surveys were distributed, and 450 valid responses were received, yielding a high response rate of 90%. The data were analyzed using descriptive and inferential statistics, with the help of SPSS software, to identify prevalent challenges and their correlates (Field, 2018).

The qualitative phase involved semi-structured interviews with a purposive sample of 30 English teachers who participated in the survey. This sample included teachers from diverse backgrounds and teaching contexts to ensure a broad range of perspectives. The interviews aimed to delve deeper into the specific challenges highlighted in the survey and to understand the personal and contextual factors influencing these challenges (Merriam & Tisdell, 2016).

The interview guide was developed based on the survey findings and included open-ended questions to allow participants to share their experiences and insights freely. Interviews were conducted in person and via video conferencing, depending on the participants' location and preference. Each interview lasted approximately 45 minutes and was recorded and transcribed verbatim. Thematic analysis was employed to identify common themes and patterns in the qualitative data, using NVivo software to assist with data coding and organization (Braun & Clarke, 2019).



## Integration of Data

The integration of quantitative and qualitative data occurred at multiple stages of the research process. During data collection, the survey results informed the development of the interview guide, ensuring that the interviews probed into areas of significant concern identified in the quantitative phase. During data analysis, findings from the survey and interviews were compared and contrasted to provide a richer understanding of the challenges faced by English teachers. This triangulation of data sources enhanced the validity and reliability of the research findings (Tashakkori & Teddlie, 2010).

## Findings

The study on "Challenges Faced by English Teachers in Pakistan" reveals a complex interplay of factors that hinder the effective teaching and learning of English. These factors can be broadly categorized into pedagogical challenges, institutional barriers, socio-economic constraints, policy-related issues, technological limitations, and cultural hurdles.

### Pedagogical Challenges

One of the primary challenges identified by the respondents is the lack of appropriate teaching materials and resources. Many teachers reported that the textbooks provided are outdated and do not align with modern pedagogical standards (Shamim & Rashid, 2020). Additionally, there is a significant gap in the availability of supplementary materials such as audio-visual aids, which are crucial for engaging students in language learning.

Moreover, teachers highlighted the difficulty in implementing communicative language teaching (CLT) methods. While CLT is widely recognized as an effective approach for language acquisition, its implementation is hampered by large class sizes and insufficient training (Bashiruddin & Qayyum, 2021). Many teachers are still reliant on traditional grammar-translation methods due to a lack of familiarity with interactive and student-centered techniques.

### Institutional Barriers

The study also uncovered several institutional barriers that exacerbate the challenges faced by English teachers. One significant issue is the lack of professional development opportunities.

Teachers expressed a need for regular training and workshops to keep abreast of the latest teaching methodologies and language learning theories (Asghar et al., 2022). However, such opportunities are limited, especially in rural areas.

Furthermore, the administrative support for English teachers is often lacking. Teachers reported that they receive little encouragement or recognition from school management, which affects their motivation and job satisfaction. In some cases, there is also a shortage of qualified English teachers, leading to increased workloads for existing staff (Mansoor, 2021).

### **Socio-Economic Constraints**

Socio-economic factors play a crucial role in shaping the challenges faced by English teachers in Pakistan. Many students come from low-income families who cannot afford additional learning resources such as private tuition or internet access for online learning. This disparity creates a significant gap in English proficiency between students from different socio-economic backgrounds (Rehman et al., 2021).

Teachers also face economic challenges themselves. The remuneration for teachers, particularly in public schools, is often inadequate, which affects their ability to invest in their own professional development and teaching resources. This economic strain contributes to high turnover rates and low morale among English teachers (Shamim & Rashid, 2020).

### **Policy-Related Issues**

Policy-related challenges are another significant concern highlighted in the study. There is a lack of coherent language policy at the national level, leading to inconsistencies in the curriculum and teaching standards across different regions and educational institutions (Mahboob, 2022). Additionally, the policies in place often do not reflect the ground realities of teaching English in diverse socio-cultural contexts. Teachers also pointed out the need for reforms in the examination system. The current focus on rote memorization and grammar-based assessments does not encourage the development of communicative competence in English. This misalignment between teaching objectives and assessment methods undermines the effectiveness of English language education (Bashiruddin & Qayyum, 2021).

### Technological Limitations

The integration of technology in English language teaching remains a significant challenge in Pakistan. While digital tools and resources can greatly enhance language learning, many schools lack the necessary infrastructure such as computers, projectors, and reliable internet connections (Rehman et al., 2021). This digital divide is more pronounced in rural areas, where access to technology is even more limited.

Moreover, teachers often lack the skills and training to effectively use technology in their classrooms. Despite the growing emphasis on digital literacy, many teachers are not adequately prepared to incorporate technology into their teaching practices, which limits their ability to provide a modern and engaging learning experience for their students (Asghar et al., 2022).

### Cultural Hurdles

Cultural factors also pose significant challenges for English teachers in Pakistan. There is a prevalent perception that English is a foreign language and its learning is associated with Westernization, which can lead to resistance from students and parents (Mansoor, 2021). This cultural resistance is often rooted in a preference for local languages and a mistrust of foreign influences.

Additionally, gender dynamics can affect the teaching and learning of English, particularly in conservative areas where female students may face restrictions on their education. Female teachers, in particular, may encounter cultural barriers that hinder their professional growth and ability to implement innovative teaching practices (Shamim & Rashid, 2020).

### Cross-Regional Differences

The challenges faced by English teachers also vary significantly across different regions of Pakistan. Teachers in urban areas generally have better access to resources and professional development opportunities compared to their counterparts in rural areas. However, they still face challenges related to large class sizes and diverse student populations (Mahboob, 2022).

In contrast, teachers in rural areas often struggle with more severe resource constraints and lack of infrastructure. The disparity in educational quality between urban and rural areas contributes to the overall challenges of English language teaching in the country (Rehman et al., 2021).

## Recommendations

Based on the findings, several recommendations can be made to address the challenges faced by English teachers in Pakistan. There is a need for comprehensive policy reforms that align teaching objectives with assessment methods and provide clear guidelines for curriculum development. Additionally, increased investment in teacher training and professional development is crucial to equip teachers with the necessary skills and knowledge. Improving access to teaching resources and technology, particularly in rural areas, can significantly enhance the effectiveness of English language education. Furthermore, efforts to change cultural perceptions of English and promote its value as a global language can help reduce resistance and foster a more supportive learning environment.

The study highlights the multifaceted challenges faced by English teachers in Pakistan, encompassing pedagogical, institutional, socio-economic, policy-related, technological, and cultural factors. Addressing these challenges requires a coordinated effort from policymakers, educators, and stakeholders to create an enabling environment for effective English language education. The study on the challenges faced by English teachers in Pakistan provides a comprehensive understanding of the multifaceted obstacles that impede effective English language education. This discussion delves into the implications of these challenges, considering pedagogical, institutional, socio-economic, policy-related, technological, and cultural dimensions. The discussion also offers insights into possible solutions and future directions for addressing these issues.

## Pedagogical Challenges

Pedagogical challenges remain at the forefront of the difficulties faced by English teachers in Pakistan. The outdated and inadequate teaching materials hinder the ability to provide a comprehensive and engaging learning experience (Shamim & Rashid, 2020). The lack of alignment between textbooks and modern pedagogical practices necessitates an overhaul of the curriculum to incorporate interactive and communicative methods that facilitate language acquisition.

The persistence of traditional grammar-translation methods over communicative language teaching (CLT) is particularly concerning. Large class sizes and insufficient teacher training are significant barriers to the adoption of CLT (Bashiruddin & Qayyum, 2021). To address this, teacher training programs must be intensified and updated to include contemporary language teaching techniques, thereby equipping teachers with the skills needed to foster a communicative and student-centered learning environment.

### **Institutional Barriers**

Institutional barriers such as the lack of professional development opportunities and inadequate administrative support significantly affect English teachers' efficacy. Teachers expressed the need for continuous professional development to stay current with educational advancements and to enhance their teaching skills (Asghar et al., 2022). Addressing this gap requires policy interventions that mandate regular professional development programs and provide incentives for teachers to participate.

Administrative support is also crucial for teacher motivation and job satisfaction. School managements must recognize and support the efforts of English teachers by providing necessary resources and creating a conducive teaching environment. Additionally, addressing the shortage of qualified English teachers through recruitment drives and training programs can help distribute workloads more evenly and improve teaching outcomes (Mansoor, 2021).

### **Socio-Economic Constraints**

Socio-economic constraints significantly influence English language education in Pakistan. The disparity in resource availability between students from different socio-economic backgrounds exacerbates educational inequities. Students from low-income families often lack access to private tuition and digital resources, creating a significant gap in language proficiency (Rehman et al., 2021).

Economic challenges faced by teachers themselves also impact their ability to deliver quality education. Low remuneration and inadequate funding for educational resources lead to high turnover rates and demotivation among teachers (Shamim & Rashid, 2020). Addressing these socio-economic issues requires a multi-faceted approach, including increasing teacher salaries,

providing subsidies for educational resources, and implementing community support programs to bridge the resource gap for disadvantaged students.

### **Policy-Related Issues**

The absence of a coherent national language policy creates inconsistencies in English language education across Pakistan. The lack of standardization in the curriculum and teaching standards poses significant challenges for teachers (Mahboob, 2022). To rectify this, the government must develop and enforce a comprehensive language policy that outlines clear objectives, standardized curricula, and uniform assessment methods.

The current examination system, which prioritizes rote memorization and grammar-based assessments, undermines the development of communicative competence in English. There is a pressing need to reform the examination system to align with communicative language teaching objectives, thereby promoting a more holistic approach to language learning (Bashiruddin & Qayyum, 2021).

### **Technological Limitations**

Technological limitations are a significant barrier to modernizing English language education in Pakistan. The lack of infrastructure, such as computers and internet access, particularly in rural areas, limits the ability to integrate technology into teaching (Rehman et al., 2021). Bridging this digital divide requires substantial investment in educational infrastructure and the provision of affordable internet access to all schools.

Additionally, teachers often lack the necessary skills to effectively use technology in their classrooms. Professional development programs must include comprehensive training on digital literacy and the use of educational technology to enhance language teaching (Asghar et al., 2022). This will enable teachers to leverage technology to create interactive and engaging learning experiences for their students.

### **Cultural Hurdles**

Cultural factors present unique challenges for English language teachers in Pakistan. The perception of English as a foreign language associated with Westernization can lead to resistance

from students and parents (Mansoor, 2021). To mitigate this, there is a need for cultural sensitization programs that highlight the global significance of English while respecting local languages and cultural values.

Gender dynamics also play a critical role in English language education. In conservative areas, female students and teachers may face cultural restrictions that limit their educational and professional opportunities (Shamim & Rashid, 2020). Addressing these cultural hurdles requires community engagement and policy interventions that promote gender equality in education.

### Cross-Regional Differences

The disparities between urban and rural regions further complicate the challenges faced by English teachers in Pakistan. Urban teachers generally have better access to resources and professional development opportunities, whereas rural teachers often struggle with severe resource constraints and lack of infrastructure (Mahboob, 2022). To address this imbalance, targeted interventions are needed to improve resource allocation and infrastructure development in rural areas.

### Recommendations

Based on the findings, several recommendations can be made to address the challenges faced by English teachers in Pakistan. These include:

1. **Curriculum and Resource Development:** Update and align teaching materials with modern pedagogical standards. Provide supplementary resources to support interactive and communicative teaching methods (Shamim & Rashid, 2020).
2. **Professional Development:** Implement regular training programs to equip teachers with contemporary teaching techniques and digital literacy skills (Asghar et al., 2022).
3. **Policy Reform:** Develop a coherent national language policy that standardizes curricula and assessment methods. Reform the examination system to promote communicative competence (Mahboob, 2022).
4. **Infrastructure Investment:** Invest in educational infrastructure, particularly in rural areas, to bridge the digital divide and enhance access to technology (Rehman et al., 2021).



5. **Socio-Economic Support:** Increase teacher salaries and provide subsidies for educational resources to address socio-economic disparities (Shamim & Rashid, 2020).
6. **Cultural Sensitization:** Implement programs to address cultural resistance and promote the value of English as a global language while respecting local cultures and languages (Mansoor, 2021).

## Conclusion

The challenges faced by English teachers in Pakistan are multi-dimensional and require a holistic approach to address. Pedagogical improvements, institutional support, socio-economic interventions, policy reforms, technological advancements, and cultural sensitization are all critical components of a comprehensive strategy to enhance English language education. By addressing these challenges, Pakistan can create an enabling environment for effective English language teaching and learning, ultimately contributing to the nation's educational and socio-economic development.

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