TEACHERS’ BELIEFS AND PRACTICES ABOUT TEACHING OF ENGLISH AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWADA, PAKISTAN

IZAZ ALI
PhD Scholar
Roll No. 04

A thesis submitted to the Institute of Education & Research, University of Peshawar in partial fulfillment of the requirement for the award of the degree of

DOCTOR OF PHILOSOPHY

IN

EDUCATION

INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF PESHAWAR, PAKISTAN
2017
Title of thesis: Teachers’ Beliefs and Practices about Teaching of English at Secondary Level in Khyber Pakhtunkhwa, Pakistan

Name of Student: IZAZ ALI

Accepted by the Institute of Education and Research, University of Peshawar, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education

VIVA VOCE COMMITTEE

Dean, Faculty of Social Sciences
University of Peshawar

Director
Institute of Education and research,
University of Peshawar

External Examiner

Supervisor

Dated
FORWARDING SHEET

The thesis in title “Teachers’ Beliefs and Practices about Teaching of English at Secondary level in Khyber Pakhtunkhwa, Pakistan” submitted by Izaz Ali, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education has been completed under my guidance and supervision. I am satisfied with the quality of this research work.

Dated:______________

______________________
(Dr. Arshad Ali)
(Supervisor)
DECLARATION

I, Roll No. 04, as student of PhD in the Institute of Education and Research, University of Peshawar, do hereby solemnly declare that the Thesis titled “Teachers’ Beliefs and Practices about Teaching of English at Secondary level in Khyber Pakhtunkhwa, Pakistan” submitted by me in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education, is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by me for obtaining any degree from this or any other university or institution.

Dated:____________________

Izaz Ali
DEDICATION

I dedicate this humble effort

To my Father and Mother,

Who have been Continuous Sources

of Inspiration to me
ACKNOWLEDGEMENTS

All praises and glories to Almighty Allah (SWT), the most Benevolent, ever Merciful, Whose divine power helped me in finalizing this mentally taxing academic labour and His prophet Muhammad (PBUH).

At the outset, I feel obliged to express my profound and very special gratitude to my supervisor professor Dr. Arshad Ali, and currently Director, Institute of Education & Research (IER), University of Peshawar, for his academic guidance and moral support throughout the course of this thesis.

I am gratefully indebted to convey my heartfelt gratitude to Dr. Muhammad Naeem Butt, Assistant Professor in IER, University of Peshawar, who very sincerely provided valuable guidance and encouragement in this work. May Allah bless him in the way of enlightening minds of research scholars through his knowledge and creativity! This special man is divinely gifted with accurate perception, sincere advice, piercing eye, thick-skinned heart and brotherly behavior.

Heartiest thanks go to Dr. Sayyed Munir Ahmad, who continuously motivated me and academically helped me through his unprecedented guidance, courage, cooperation and keen interest in the successful completion of this work.

I am sure; I could have not completed this work if I hadn’t been in the scholarly company Mr. Shah Hussain, whose propelling counseling made this tedious task possible. He always removed my queries about teachers’ beliefs with care and love and encouraged me in a way that I never felt alone.

The researcher has no words to express his deepest sense of gratitude to Dr. Hafiz Inamullah, and Dr. Muhammad Rauf, professors IER, University of Peshawar for their academic support.

I have been fortunate to benefit from the academic support and professional guidance of Dr. Shafqat Parveen, Dr. Parveen Ishaq, and Dr. Uzma Dayan of
IER, University of Peshawar who left no stone unturned in rendering me their utmost services.

I am highly thankful to Dr. Amjad Reba, Dr. Nadeem Khan and Mr. Jalal ud Din, Librarian IER, along with Mr. Ibrar Nadeem Supndt. IER, Mr. Rahim Jan, Mr. Masood Khan, Shakeel Ahmad, Sajad Ahmad, Muhammad Naeem Zahid, Ali Akbar Kaka and Javid Khan for their moral support.

It would be unfair and injustice not to mention Mr. Noushad Ali, Mr. Hidayatullah Khalil, Mr. Siddiquur Rahman, Dr. Shah Tayyeb, Dr. Ismaeel Aamir, Dr. Nawaz Yousafzai, Dr. Alla ud Din, Dr. Shakoor Muhammad, Mr. Islam Muhammad, Dr. Noor ul Haq, Mr. Noor Ali Khan, Mr. Rahman Ud Din, Mr. Saidul Ghani, Dr. Navid Ahmad, Mr. Khaliq Shah Bacha, Mr. Imad Agarwal, Mr. Sajid Khan, Mr. Abdullah, Mr. Niaz Ahmad, Mr. Wazir Feroz, Mr. Amir Ghani, Mr. Bacha Said and Mr. Muhammad Idrees for their cooperation and support.

I am highly grateful to my mother, father, wife, and siblings Mr. Mahmood Ali, Mr. Abdul Ali Khan, Dr. Zahid Anwar, Dr. Khair Zaman, Aafaq & Kashmala and Mufti Khalid Anwar; and my sincere thanks enwrap my sons Mr. Farhan Ali, Muhammad Affan Ali and my cute daughter Salma Izaz who have provided me through moral and emotional support in my life. I am also grateful to my other family members and friends who have supported me along the way.

And finally, last but not the least, I appreciate the services of all those who helped and prayed for me directly or indirectly that ultimately, played a key role in the completion of this work. Thanks for all your encouragement!

(IZAZ ALI AGARWAL)
ABSTRACT

This study aimed at exploring teachers’ beliefs and their practices about Teaching of English at secondary school level in Khyber Pakhtunkhwa, a province in Pakistan. The major objective of the study is to identify teachers’ pedagogical beliefs and practices in Teaching of English and their influence on students’ learning at secondary level in Khyber Pakhtunkhwa. The major objective is further strengthened by the research question and hypothesis: What beliefs do teachers hold and what classroom practices do they apply in teaching of English at secondary level? And there is no relationship between the beliefs and practices of English language teachers about teaching of English at secondary level in Khyber Pakhtunkhwa, respectively.

Population of the study comprised all teachers and students (Male) at secondary level in Khyber Pakhtunkhwa, Pakistan. Khyber Pakhtunkhwa is geographically divided into three main regions: the Northern, the Central and the Southern. One district was selected from each region, and data was collected from 1200 students (male) and 120 teachers (male) in both Govt. and Private sectors, by employing multi-stage cluster stratified sampling technique. The tools used for data collection involved questionnaires, interviews, and observation checklist. The data was interpreted through both qualitative and quantitative techniques. The quantitative data was analyzed using Gamma coefficient correlation, and the qualitative data (interviews) were analyzed with the help of thematic analysis after transcribing and dividing the data under different themes and sub-themes.
The results revealed that teachers of both sectors possessed strong beliefs about teaching of English along with language and its learning, basic language skills, grammar and its rules, students learning, curriculum of English, and students’ assessment of language learning. However, Govt. teachers’ beliefs were not reflected in their actual classroom practices, which resulted in students’ low understanding of English as a subject, and as a language. Contrarily, Private school teachers performed better in their classroom practices that are also reflected from Private school students’ language learning and its functional aspect. The teachers’ classroom practices were also compared with students’ views and their result displayed lack of coordination between teachers’ beliefs and their practices in Teaching of English. Govt. teachers were supposed to be highly skilled as compared to the Private school teachers because of the trainings, refreshers courses, seminars, and workshops offered to them by the governmental and non-governmental agencies; however, the results were contrary to the supposition.

A sizeable number of English language teachers in Pakistan, especially in Khyber Pakhtunkhwa have a little awareness regarding their personal beliefs about teaching of English; therefore, this study provides the Govt. with an insight that how English language teachers’ view and value their professional beliefs to become effective teachers. It is; therefore, recommended that proper English language content-based training may be provided to the teachers with English language background and the present bulk of non-English language teachers may be replaced by English language teachers.
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INTRODUCTION

1.1 Background of the Study

English language is considered as the only indispensable surviving tool of the modern world’s progress. The global economy has gained momentum with the growing demand of English language (Paik, 2008). Over the past few years, the Government of Pakistan in general and Khyber Pakhtunkhwa in particular, has started focusing more on the teaching and learning of English language. Yet, the performance of English language teachers and students academic performance in English has remained below the desired level. Much effort is done in this regard; however, some of the schools still depict a despicable outlook in terms of learners’ progress in English subject. There still exists, gaps between the document and reality as majority of the students are declared in results as incompetent in the acquisition of basic language skills.

Similarly, in terms of policy frameworks and guidelines, a considerable attention has been given to teaching and learning of English at secondary level in Pakistan. In this regard, the dearth of competent English language teachers has emerged as one of the major issues in Pakistan (Aslam, et al. 2010; Behlol and Anwar, 2011; Shamim, 2008). In the context of Khyber Pakhtunkhwa, English as functional language in schools is taught as theory only and not as a language. Most of the courses are outdated and theory is more emphasized than mastering basic skills (Siddiqui, 2010). Although teaching of English begins at
the primary level in Pakistan yet the cognitive development and creative thinking of learners, is not improving. Pakistan is thought of a linguistically deprived nation because English is not taught according to latest pedagogical skills. Teachers who teach English lack adequate knowledge of teaching methodologies. In addition, in English language teaching and learning, efforts have been made to transcend the theory and practice divide.

Teachers’ personal and professional beliefs determine and influence their work behavior and practices (Day, 2008; Tittlema, 2011; Yadav et al, 2011). According to Borg (2006) beliefs are what people think and know. Yet, people enact their beliefs variously and interact in social and professional spheres differently. What teachers do in the classroom is said to be governed by what they believe, and these beliefs often serve to act as a filter through which instructional judgments and decisions are made (Pajares, 1992; Cantu, 2001).

Beliefs of teachers and students play an important role in the teaching and learning process. Much of what goes on in an English language classroom may be shaped, reshaped and conditioned by the very presence of the teacher having particular beliefs about appropriate teaching. More simply, teachers’ role in the classroom and their knowledge about how and what to teach would determine the effectiveness of their teaching. Teachers’ beliefs determine their instructional strategies in the classroom. Mansour (2008) and Richards (1998) assert the importance of teachers’ beliefs as scaffolding in framing their mental set-up about teaching. Such beliefs not only strengthen the system of education but also play an important role in broadening the knowledge and understanding of learners.
Teachers handle all sorts of issues in the light of their beliefs, for coping with the process of learning in a satisfactory way. According to Trappes-Lomax and McGrath (1999), beliefs that are mixed with experiences and the common strategies of learning sharpen the professional identity of teachers and students. It is generally agreed by proponents in the field of teacher training that, teachers’ beliefs about teaching, learning, and schooling are rooted in their life experiences. Research has shown that teachers and students possess beliefs of their own about the process of teaching and learning. Teachers’ beliefs are solid, concrete, appropriately focusing their mental tendencies on classroom practices but sometimes do not give the desired yields (Calderhead 1991, Kagan 1992, Freeman and Richard 1996, Nettle 1998, Roberts 1998, and Borg 2003).

As an ‘insider’ (Dwyer, 2009) – having been a student, school teacher and university academic – I have a ‘feel for the [academic] game’ (Bourdieu, 1990, p. 66) that is deployed and practiced in schools and classrooms regarding English language teaching and learning. Having been a student, I have experienced the Grammar-translation method from nursery up to the secondary level. The English language teachers’ style, way of communication, and teaching strategies in the class scarcely catered to my needs as a learner. Similarly, reading and writing were almost neglected in the teaching of English class; even grammar was taught in a conventional way. As a school teacher, I would try to use simple and effective strategies for teaching English. After going through multiple approaches and methods, I kept on applying them one after the other with many of them falling short of fulfilling learner’s needs.
Only communicative approach proved a blessing in disguise and effective as well because learning occurs only when learners are involved in the process of learning. In the words of Baker and Westrup (2000), “Students are learning when they make mistakes or try to correct other students’ mistakes”.

As a university academic, I prefer involving students to explore their own ways at gaining sufficient mastery over the functional aspects of the language. I encourage and treat them to analyze sentences and explore and infer rules of their own. Such practices are mostly neglected in English language classes as the major focus is laid on the translation of text-books only. Through various activities, I train their learning comprehension which serves an opportunity for them to realize their strengths or weaknesses in the area concerned. Similarly, I like sharing grammatical sentences with certain errors and ask and enquire learners to sort them out for themselves collectively and preferably individually. Due to time constraints along with the continuous adaptation of Grammar-translation method, which is almost outdated in the other parts of the world now, the creative genre of secondary level students in the context of English has been left unattended and further made passive by teachers. Even the stakeholders have not paid the required attention to this drastic concern and as a result, no progress in terms of students’ academic growth has ever been observed at secondary level. It is highly appreciable when teachers take self-initiated tasks to focus on developing and promoting communicative and linguistic competency of learners with respect to get a reasonable command over using and applying English in the real sense. What I believe, English language teachers may teach the subject-matter or content to their students by
allowing them to use critical and rational thinking to the maximum. Such eclectic ways widen learners’ scope of understanding English as a subject and language to a greater extent.

The provisional government of Khyber Pakhtunkhwa is striving hard to address the issues in English language learning by continuously arranging seminars, workshops, refresher courses, and trainings for English teachers. However, the overall results of schools and various Boards of Intermediate and Secondary schools still depict dismal learner’s progress in the subject of English. Keeping in view the same, this study sought to focus on examining the beliefs and classroom practices of secondary school English language teachers in Khyber Pakhtunkhwa in both Govt. and Private sectors with an intent to explore and establish a relationship between teachers’ beliefs and their practices.

1.2 Objectives of the Study

The objectives of this study were to:

1- Identify the pedagogical beliefs of Govt. and Private school English language teachers about teaching of English at secondary level in Khyber Pakhtunkhwa

2- Find out how teacher’s beliefs and practices influence student’s learning

3- Investigate and document the perceptions of learners about teaching and learning of English
4- Explore the ongoing strategies/practices of teachers in teaching of English

1.3 **Research Questions of the Study**

The study sought to explore the following main and subsidiary questions:

1.3.1 **Main Research Question**

1. What beliefs do English language teachers hold and what classroom practices do they apply in teaching of English at secondary level?

1.3.2 **Subsidiary Research Questions**

1- What are the pedagogical beliefs of Govt. and Private school English language teachers about teaching of English at secondary level?

2- How far Govt. and Private teachers’ classroom practices reflect their proposed beliefs?

3- Do teachers’ actual classroom practices affect their beliefs about teaching of English?

4- What challenges do English language teachers face in enacting their pedagogical beliefs into practices?

5- What strategies could help them to enhance their beliefs and practices about teaching of English?
1.4 Hypotheses of the Study

This study encompassed the following research hypotheses:

H₀₁. There is no relationship between the beliefs and practices of English language teachers about teaching of English at secondary level in Khyber Pakhtunkhwa.

H₀₂. There is no relationship between students’ views and teachers’ practice about teaching of English at secondary level.

H₀₃. Private schools teachers’ don’t have higher level of relationship between their teaching beliefs and practices than Govt. schools teachers.

1.5 Conceptual Framework of the Study
1.6 Significance of the Study

Teaching and learning English plays a pivotal role in the overall development of both teachers and students. It has been one of the main concerns of the government to prepare, produce and train teachers of high caliber in order to compete with the global economies. Teaching of English, in this regard, is one of the major issues of our education system. The government is therefore, probing the causes of quality and academic deficiencies of students, especially in the subject of English for the last decade. Some of the researches done indicate that teachers being the main stake-holders can be held responsible for the shallow perceptions of learners in terms of comprehending English. This study is significant for teacher education as it aimed to explore and provide an in-depth understanding of teachers’ beliefs and practices in English language learning and teaching.

Most of the secondary school teachers, teaching English in Pakistan generally and in Khyber Pakhtunkhwa specifically have less awareness of teachers’ beliefs. The study provides the government with an insight into how English teachers view and value their professional reality in the context of their beliefs.

This study also focuses on digging out the students’ beliefs. It thus brings forth the contextual factors affecting both teachers’ beliefs and practices. Such steps empower the teachers to articulate their existing beliefs about teaching-learning process.

In designing curriculum only the development of cognitive aspect of the learners is valued highly. A majority of the teachers seem conservative and
they do not want to welcome or accept any change or innovation in curriculum. Such types of changes create the issue of compatibility in the way they teach. Teachers teaching English go on following their own methods unless and until they are forced and convinced by the heads of the concerned institutions. The medium of instruction is English. However, teachers prefer using Urdu and native languages mostly due to social and cultural traditions of our society. Therefore, the study is also a contribution in terms of filling in the missing dimensions in the cycle of curriculum development which is the basis for pedagogical values and beliefs.

This study is an important endeavor in pedagogical literature. Studying this less explored issue in Pakistan context may help the academic system in the country. This study may therefore, help to develop and create strategies or suggestions on how to address specific weaknesses or strengths of the teaching methodologies employed.

1.7 Delimitations of the Study

The study has been acknowledged with the following delimitations:

i. The study undertakes the process of research only in the Boys secondary schools in both Govt. and Private sectors. The participation of female teachers and students in the current study, in spite of its importance, is deliberately ignored keeping in view the cultural barriers that exist in the context of Khyber Pakhtunkhwa.

ii. It was quite difficult for the researcher to interact with female teachers and students in the province especially in the rural areas. The researcher
did not feel comfortable and could not compromise on the reliability of
the research data by assigning the responsibility of data collection from
questionnaires and interviews to some female teachers or colleagues in
the sampled schools.

iii. The questionnaires for teachers and students solicit the responses on 3-
point Likert’s scale, which might have been restricted the response
options of the respondents and they might not reply up to their entire
satisfaction; however this restriction was encountered by provision of
interviews that accommodated the responses of the teachers to a great
extent.

1.8 Operational Definitions

The terms used in the research have been defined as follow for the specific
understanding in the context of the present study:

**Belief:** In this entire study means the thoughts and ideas teachers hold
about their own teaching in general.

**Practice:** The way teachers incorporate their thoughts and ideas, or what
they actually do in their classroom while teaching.
Chapter-2

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher has constituted a conceptual foundation after thoroughly collecting, going through, reviewing and analyzing the relevant literature for the present study that is focused on exploring teachers’ beliefs and practices about teaching of English at secondary level. This probing and review has helped the researcher in identifying significant gaps that exist and could be the part of teachers’ beliefs and practices. The investigation further helped in paving the researcher’s way for locating his own area of interest in the research project within the domain of English language teaching and learning.

English language has attained a high scope and status in the current world. In the modern context, it would not be an exaggeration if someone abandons the membership of an individual from the global village in case he/she does not communicate in English as English has attained the status of lingua franca and presently, connects the entire world. There are certain countries in the world that educate their nations in their own mother tongue; still they cannot ignore the importance of English as their youth requires this language for local and global connections.

In the context of Khyber Pakhtunkhwa, Pakistan the importance of English language cannot be ignored as it’s not only Pakistan’s official language but also the entire education system rests on it. Since the Pakistani students in
general and the students of Khyber Pakhtunkhwa in particular require mastering the English language to the extent that they could become capable of communicating their thought with their counter parts in the rest of the world easily; their teachers must also need and possess such expertise. To this effect, teachers’ beliefs about teaching of English play a significant role and further augmented with their classroom practices. Absence of either could possibly shamblle the entire purpose and process of teaching of English in the schools. This chapter further explains and builds an argument based on literature by different researchers on teachers’ beliefs and practice about English language.

2.2 Theoretical Framework of the Study

The researcher consulted various studies on teachers’ beliefs and practices in the subject of English. After reviewing various literatures, the researcher selected the following three studies and made them theoretical framework for the current study. The theoretical framework is presented as follow and further explained in the given model:

Beliefs and Practices

- Montclair State University (US), (2009)
  - Curriculum
  - Assessment
  - Language learning and skills
- Uysal and Bardakci (2014)
  - English grammar
  - Curriculum
  - Teachers’ Practices
  - Teachers’ beliefs and practices
  - Students’ learning
  - Pedagogical Knowledge
2.3 Research Context: Teachers’ Beliefs and Practices in English Language Classrooms

Teaching and learning has been interesting and enjoyable; however, in the context of Pakistan, in general, and in the context of Khyber Pakhtunkhwa, in particular, it has been and almost still is tedious and boring for students. The major reason being students’ lack of interest and teachers’ use of old and outdated pedagogy. Unfortunately, the way English is taught in Pakistani schools at secondary level is very far reality while the position that English holds is that of a lingua franca- the language of examination. Despite the massive focus that is given to learning of English for a huge span of time till matriculation, students especially those coming from rural setup can hardly communicate in English at ease (Warsi, 2004). It is an irony of fate that while designing curriculum for English language in Pakistan, no clear cut objectives are set for students of varying grades and levels for communicative proficiency., confess in a report that concepts, events or material that that promote and encourage students’ creative thinking and focus on students’ self-awareness, is not made part of the curriculum rather it focuses on incoherent and obsolete pedagogical practices. Another deteriorating factor in this regard is the inexperienced teachers in rural areas who are playing havoc with the linguistic growth of students.

Chomsky (1957) says that imitation is not an important factor in language learning; still in the context of Khyber Pakhtunkhwa, teachers are using traditional approach like translation method where oral work is completely neglected and students are passively engaged in translating text from English to
Urdu or mother tongue. Similarly, our text-books are not geared towards concentrating on the linguistic requirements of students and above all, no emphasis is given to language learning. According to Butt (2010), the examinations are set, held and marked in purely subjective setting with much focus on assessing the reading and writing skills of learners. Warsi (2004) concludes in his paper that the way English is taught as a language in Pakistan is not fulfilling the requirements and demands of language learning. Teachers themselves lack appropriate knowledge of pedagogy and no language teaching facilities are available. Ahmad (2013) is of the view that teachers should replace Grammar-translation method with communicative approach which he proved better for language learning in his experimental study as a better substitute. He further suggests that teachers should incorporate communicative approach in their classes in order to improve the communicative competence of students.

In a project that intended to investigate the perceptions of Pakistani university students’ willingness to communicate in English with friends, acquaintances and strangers by Mari et al (2011), the findings show that majority of the students felt uneasy and worried to high degree. Students felt easy while communicating with friends. Farooq et al (2012), concludes that multiple factors impeded students’ progress in expressing themselves freely in writing English like limited amount of vocabulary, poor spelling, and lack of understanding grammatical structure. It is amazing that language communities inside Pakistan may be due to linguistic incompetence, take repeated errors of grammar in students’ writings mildly and often ignore it.
Teachers are not in the position to endorse their academic beliefs into classroom practices due certain facts. Though teachers have an appropriate approach and mindset for enacting their personal beliefs into classroom practices but the poor academic background especially in the context of English language is not permitting them to address and overcome it.

Shamim (2008) states in her paper, “Trends, issues and challenges in English language education in Pakistan” that Pakistan has a bifurcated system of education where English as a language, is taught in a varied instructional setting. There is no match in the curriculum and pedagogy of varied schools that have ultimately given birth to a linguistically deprived nation. She concludes that the government while designing and implementing policies, doesn’t consider the linguistic environment of an average Pakistani learner.

In the context of Khyber Pakhtunkhwa, the government is trying her level best to achieve mass literacy level. Due attention is paid to improving the standards of English language and concentrated efforts have been made in this regard however; until now no steps have been taken to address the issue of teachers’ proficiency level in the course of English as a language. English as language has faced considerable resistance from various ethnic groups due to political instability in the region (Mahboob, 2009).

2.4 Conceptualization of Beliefs: Definitions, Nature and Structure

It is not easy to arrive at an agreed definition or understanding about the conception of the term ‘beliefs.’ Owing to its meaning and use in an array of
fields, the term ‘belief’ itself defies coherence and concurrence within scholars and fields of practice. Teachers need a proper framework and mindset for the better understanding of belief, its nature and structure. In the field of theology, for instance, ‘belief’ is akin to the word ‘faith’. Similarly, Clandinin and Connelly (1987) and Pajares (1992) argue that in educational psychology, ‘beliefs’ can have similar meaning and close resemblance of terminology with the following words:

Action strategies, attitudes, axioms, beliefs and principles, conceptions, constructs, dispositions, espoused theories, explicit theories, opinions, principles of practice, personal constructs/theories/epistemologies, ideology, implicit theories, internal mental processes, perceptions, personal knowledge, personal practical knowledge, personal theories, perspective, practical knowledge, practical principles, repertoires of understanding, rules of practice, schemata, social strategies, teachers’ conceptions, teachers' teaching criteria, teachers' understanding, and values

‘Belief’ is the acceptance of someone or something as true and showing trust, faith and confidence in someone or something. It’s a feeling of being sure that someone or something exists or that someone or something is true with or without any empirical evidence, and is good, right, or valuable. It is the state of mind in trust and confidence is placed in some person or thing (Merriam Webster Dictionary). Belief is the mental representation of something in a positive way (Schwitzgebel, 2006). Philosophers and great thinkers use the word ‘belief’ for the showing their personal concepts and attitudes that can and cannot be true. It is an assumed truth, a mental attitude or it’s a type of
disposition. Beliefs are sometimes surrogated as ‘principles’ (Bailey 1996); learning to knowing about instruction (Gatbonton, 1999), and ‘maxims’ (Richards, 1996). Belief is an entity on which the social philosophy, moral values and psychological notions of every person leave their impression.

2.5 The Uses and Functions of Beliefs

Beliefs generally mean to believe something without actively reflecting on it; the mental state of having some stance, opinion or a proposition about the potential state of dealings, or the attitude we have whenever we regard something as true. Belief formation is, thus, one of the significant features of human mind and its very concept plays a very decisive role in the philosophy of mind. The significance of belief is owed to the importance of attitude or behavior because beliefs are directly proportional to one’s attitude or behavior. Anything you do or any stance you take is the instant result of your beliefs you hold about it. In addition to it, your beliefs also help in determining your reaction to other beliefs in contrast.

There has always been a very fundamental role of beliefs in the formation, production and modification of behavior including facial expressions, body language (Butt, et al.; 2011). All your actions and reactions are influenced in one way or the other by your beliefs. Beliefs are the stored facts in ones’ mind that can be easily accessed and recalled whenever it becomes necessary. Its significance can be proved through the fact that even your personal beliefs that you try to keep, limit and exhibit yourself might become an alarm or anxiety
for others around you. The more important the beliefs are, the more difficult it is that they cannot easily be challenged and questioned (Rokeach, 1968).

2.6 Teachers' Beliefs: Towards an Understanding of Teacher Beliefs

Studies conducted on teachers’ beliefs have been found mind-taxing and challenging. The reason is the semantic complexity and terminological profusion, and defining the word ‘belief’ and making it understand for the readers (Andrew, 2003) and thus, beliefs are labeled as a “messy construct” (Pajares, 1992) and have been portrayed as “conceptual ambiguity” (Borg, 2003). Researchers have used the word ‘belief’ in numerous ways like Pajares (1992) made a list words that are very often used in the same connotation and sense such as beliefs, attitudes, opinions, values, ideologies, perceptions, dispositions, conceptual systems, personal theories, and perspectives etc, and as result he further made the term ambiguous. In the same way, teacher belief is another utterance, tough and hard to understand easily which means in the words of (Clark 1988); the fixed ideas or the unspoken theories that teachers hold of their own or something that is far from teachers’ perception or viewpoint (Freeman and Porter 1986).

Due to the interwoven complicacy of the word ‘belief’, Bennett et al. (1977) alluded to the list presented by Pope (1993) that contains more than 20 different terms used in studies. They put together and manifested, by setting in order, a wide range of words having analogy with the word ‘belief’ by mentioning Clandinin and Connelly (1987) who concluded that people who use
different words very often do have commonalities in meaning, and Fenstermacher (1994) who reached at the same finale who asserted that this nomenclature and taxonomy is directed to the same aspect of knowledge. Philosophers, psychologists and anthropologists have a mutual conformity and admit close resemblance and association by defining ‘belief’ as a feeling of being sure that someone or something is there and exists as a true entity, an understanding that is held on psychological grounds, a supposition of surety and confirmation about the world, premises or propositions (Richardson 1996).

On one side, academicians from varied disciplines have shown their unanimity and consensus on the insight of belief and its nature however; there exists a multitude that show the literal opposite evidence and exhibit a complete disagreement towards the understanding, nature, structure and the way they assume and perceive ‘belief’. In a general sense, the semantic use of belief is equivalent and relate to words like concepts, theories and images in its meaning which are normally considered to camouflage beliefs (Richardson, ibid).

Although beliefs have been dealt with and defined by academicians, yet they don’t show any agreement on a unanimous definition which has in turn, covered a cyst of further curiosity on the word. There are many factors responsible like definitions are mostly context-specific whereby people define thing in their own framework. Similarly, the mismatch between the ideas contained by social sciences and material sciences experts is another factor. The definitions presented in the field of social science are often vague, masked in peculiarity, obscure and sometimes in varied in meaning, discipline or context (Pajares, 1992:309). Similar is the case with ‘belief’ in defining it.
Eisenhart, Shrun, Harding, and Cuthbert (1988) sorted out somehow a reasonable solution for defining and understanding beliefs and belief system by arguing that this inconsistency and ambiguity of definition may be solved and decided by referring to studies and researches conducted in the same area. This confusion is actually, due to variation in the context of the studies, cultures and persons. Beliefs normally hang in and are not in harmony with empirical inquiries easily (Pajares 1992). This distinction between belief and knowledge is even another reason that further adds to the complicacy of cognizance about unpeeling belief. For instance, Clandinin and Connelly (1987) ascertained that it could not be accurately decided to ensure that where knowledge end and belief does begin. They suggested that most of the fabrication don’t match in size and shape however, do penetrate the same idea.

2.7 Studying Teacher Beliefs: Socio-cultural, Institutional, and Contextual Considerations

Research into teachers’ beliefs has seen a phenomenal growth concerning diversity and depth. Initially, more focus would be given to teaching aspects such as teachers implementing theoretical and instructional rules and regulations in their teaching practice. Yet, with the passage of time, research foci shifted towards teachers’ personal conceptual understanding of teaching and meta-cognition issues (Fang, 1996; Richards, 1998). In addition, other research areas of teachers’ beliefs included how do teachers get to know about their teaching, knowledge, and thinking and belief patterns when making decisions about what and how they teach (Borg, 2003, p. 81).
Long before, teacher beliefs have been vocalized by researchers. For instance, the roots can easily be traced in early 80’s when teacher beliefs were inviting the attention researchers in the field of teacher effectiveness (Fenstermacher, 1978,). In the same way, Pintrich (1990) argued that beliefs assessment can strengthen and furnish teacher education to a great extent. Such anticipations approve the projections of conducting research on teacher beliefs in the field of education (Calderhead, 1996; Pajares, 1992; Richardson, 1996) and in the domain of language education (Borg, 2006; Freeman, 2002).

Literature has shown that teacher beliefs have close connections and associations with both ontology and epistemology that leads teachers towards understanding the concept of reality and its interpretation as well (Nespor, 1987). Teacher beliefs work in the same way as a sixth sense does which ultimately helps them in sifting new information (Pajares, 1992,), can modify and form teachers’ know how in the teaching of language (Freeman & Richards, 1996); can strengthen the attitude of teachers in their classrooms instead of affecting their pre-service teaching (Kagan, 1990; Richardson, 1996); are context-specific (M. Pajares, 1992); direct instructive proclamations and performance (Burns, 1992; Crawley & Salyer, 1995; Johnson, 1994). Teacher beliefs are context-specific (Pajares, 1992); guide pedagogical decisions and practices (Burns, 1992; Crawley & Salyer, 1995; K. E. Johnson, 1994); have ‘mutually informing’ (Basturkmen et al., 2004, p. 245), ‘symbiotic relationships’ (Foss, Donna & Kleinsasser, 1996, p. 429) with practices, in that beliefs can stimulate teacher actions and actions, in turn, can bring about changes in beliefs (Bandura, 1997; Lumpe et al., 2012; Richardson, 1996); are
‘entrenched with increasing experience’ (Breen et al., 2001, p. 473) and thus may become resistant to change (Phipps & Borg, 2009; Pickering, 2005); or, alternatively, may be transient in nature (Clandinin, 1985).

Owing to the many-sided and all-around diversification among teacher beliefs with both cognitive and affective aspects, researchers have in their mind to elucidate such differences by conducting empirical research. These concerns further aggravate the significance of studies on beliefs that strengthens teachers’ attitude. A wide range of research studies still spotlight its focus on looking into teacher beliefs in multiple contexts of education. For instance, teaching of mathematics (Francis et al., 2015; Stipek et al., 2001); using technology in classroom (Ertmer et al., 2015; Levin & Wadmany, 2006; Palak & Walls, 2009); teachers’ beliefs about social studies (Doppen, 2007; Peck et al., 2015); the convictions teachers hold about science teaching (Chen, Morris, & Mansour, 2015; Tsai, 2002).

In the area of language teaching, research review has divulged and exposed that researchers have shown greater compliance in investigating teacher cognition in the areas of subject-matter and grammar with almost equal interest in foreign language exploration. In this connection, Borg (2006) conducted studies where the main focus was to examine the inner lives of language teachers in order to find out their beliefs in both language and grammar teaching. Studies of such nature have great role in succumbing teachers’ visions about language content and grammar pedagogy (Butt, et al., 2010; Andrews, 2003; Breen et al., 2001; Johnston & Goettsch, 2000); the awareness of teachers towards learning of grammar and vocabulary (Andrews & McNeill, 2005); and teachers’ beliefs
with respect to teaching of grammar instruction (Basturkmen et al., 2004; Burgess & Etherington, 2002; Chia, 2003).

A sufficient number of studies on English language teaching gear their interest towards cultural differences especially between western and oriental nations. Ballard (1996) concludes that most of the academic problems that non-native students confront are not due to their poor language abilities, it’s actually the changed educational system and difference in their culture that impedes their learning. Cleman (1996) argues that making use of a latest method from one culture may not fit and work effectively in other cultures owing to the unique traits and differences cultures have in between. Ellis (1996) found that Vietnamese language students suffered a great deal when the Australian voluntary teachers tried to teach them using communicative approach for language learning. The main reason for the failure of this approach was that the Vietnamese culture was not playing its role in addressing their linguistic needs in communicative English language. Similar are the reports shared by LoCastro (1996) and Cotazzi and Jin (1996) from their studies carried on Japanese and Chinese language learners.

The main reason for the successive failure of communicative language teaching in many countries is that there is a reasonable difference not only in their cultures but also the difference of teaching in other subjects. In a study on Thai learners Giacchino-Baker (2000) argues that it’s not merely the low proficiency level of language learners that impedes, the more important thing is learners’ behavioral patterns. Thai students remained uninvolved and passive most of the time due to their cultural constraints.
The issues that are found in language teacher education programs are also produced by cultural differences. Teachers find it tough to communicate or involve participants in activities easily and the result is failure in fulfilling learners’ expectations. Meier (2001) justified the notion that cultural variability matters in language learning and teaching by studying MA TESOL students from multifarious cultural backgrounds. The study revealed that due to the difference in their cultural norms and values, the researcher faced frequent instructional and sometimes administrative problems.

In the same way, teachers get stuck and can hardly execute their beliefs due to certain institutional constraints. There are certain institutional strategic priorities that directly affect teacher beliefs. For instance, a teacher having bulky and at the same time heavy workload will definitely suffer in the proper execution of his/her beliefs. Similarly, some institutes prefer to run its own system and don’t compromise on adopting any other suggested like students’ evaluation, grading, knowledge transmission, and time management etc. In such a case, if the requirement of the institute is not to use CLT (Communicative Language Teaching) how could a language teacher enact his/her beliefs?

LoCastro (1996) points out that it is compulsory for Japanese students to pass the university entrance exam, similarly, Muchiri (1996) and Newman (1999) view that learning of language in Kenya and Ethiopia is wholly solely meant for passing the examinations. In the context of non-western states, the exceeding number of students in a language learning class put pressure on students. Khan and Khan (2016) concludes in their study that though Pakistani
students are willing to learn English yet they are found reluctant and they hesitate while expressing themselves in English language. The study pinpoints that the biased attitude towards learning of English, behavior of parents and teachers, dearth of efficient language teachers, and the imperfect syllabi and faulty exams are some of the issues that hinder the smooth learning of English as a language in Pakistan. Hassan (2015) found in her study that supremacy of mother tongue, insufficiency of qualified teachers, students’ negative attitude towards speaking in English, and Urdu-oriented media are the factors that have gripped students’ language learning.

In the successful learning of English language, much of the discussion is linked with teachers’ pedagogical skills and very little concentration is focused on the contextual factors involved. Contextual sources comprise social and ethnic background, classroom communication and second language environment. Contextual factors play a significant role particularly, in second language learning because these factors further pave the way through motivation and attitude formation towards the target language (Gardner, 1991; Hamers & Blanc, 2000; Erlenawati, 2005). On occasions in teaching of English class, learners do have an easy access to their English language teacher and there are enough facilities however; they still have a limited exposure to language learning due to certain contextual constraints. Sometimes students don’t achieve native-like expertise in the target language they don’t require it for survival (Tokada, 1999); both teachers and students find communicative methods unnatural and artificial (Scheonberg, 1999).
2.8 The Relationships between Beliefs and Practices

Researchers suggest and conclude that teachers’ beliefs about teaching and learning have inseparable connections with their practices and their ideas and beliefs have a vigorous impact on their practices. Teachers’ beliefs serve as an influential factor in changing or modifying their classroom practices to a reasonable extent. The dichotomy between “belief” and “practice” strengthen the idea that belief is what teachers speculate in their minds while practice has been the real substance of the classroom situation. Butt, et al. (2012) found a strong correlation between teachers’ personal beliefs about the nature of language and its learning and the overall performance of learners. Teachers’ beliefs are directly proportional to students’ performance. This means that the stronger the teachers’ beliefs about language and its learning, the greater the students’ academic performance. Conversely, students can hardly be influenced or motivated if teachers’ beliefs are weak and lack strength and vigor.

Teachers’ beliefs represent propositions about both the process of learning and teaching that teachers normally prove true. Vries et al (2013) in their paper entitled, “Teachers’ beliefs and continuing professional development” conclude that beliefs play a great role on working and learning; teachers’ academic decisions especially about instructions are affected by their beliefs to a reasonable extent. In their study, they have explored that there is a very close relationship between teachers’ beliefs about learning and teaching and they have determined that teachers generally put on display an official support or approval of student.
According to Cain (2012), it’s not necessary that there should always exist a relationship between beliefs and practice. His finding suggests variation in the stated beliefs of learning in the actual classroom. The impact of situation and personal factors also affect the performance of the teachers to replicate their beliefs in the classroom teaching. Nevertheless, the personal factor in some cases enhances the application of beliefs in the classroom. This clearly states that organizational factor works as the obstacle to perform teachers’ beliefs in the actual classroom.

Nishino (2012) concludes in his study that teachers have variation in their beliefs as the nature of their beliefs changes with the change in context and time. The study further represent that teachers’ beliefs alter at times due to their own individual unique nature about teaching and learning and sometimes due the needs and demands of the learners.

Floris (2013) in his study “Exploring teachers’ beliefs on the teaching of English in English language courses in Indonesia” suggests that for the promotion of speaking skills in English in an ideal situation, the participants asked for the provision of native speakers. These teachers will be able to facilitate learners in a perfect and standard way regarding the proper articulation, pronunciation and intonation in speaking. However, in the real and factual setting the participants agreed that domestic teachers having a strong academic background and potent professional skills can serve as back-up. The study further confesses the notions of learners about using mother-tongue continuously for speaking and grammar classes.
The findings of the study show that the existing linguistic gaps and incompetency should immediately be addressed on by supporting their teachers on emergency basis. This could also be done in the form of training local teachers in order to sharpen their proficiency and skills in the relevant area.

Caner, et al (2010) in the study found that students showed a high level of satisfaction from their language teachers who strived hard for arousing students’ interest and motivating towards learning of English. The researcher found visible difference in students’ attitude towards their teachers when they involved them in easy and interesting activities. Teachers concluded that students’ age, level and interest should be considered if they need them to learn in the best possible way. Teachers also concluded that over-crowdedness of students and teachers’ use of inappropriate materials in an inadequate way were the factors that hindered students’ learning. They further recommended that specific trainings programs should be introduced for teaching English in early grades as they confronted certain pedagogical obstacles in teaching of foreign language.

Similarly, Freire (1998) has pointed out in his discussion about the relationship between teachers and students, that if there is no match between what the educators say and what they actually do, is a disaster.

Cephe and Yalcin (2015) in their paper, “Beliefs about Foreign Language Learning” concludes that the success of teaching learning process is directly proportional to the beliefs of both teacher and learner. The findings suggest that beliefs change with the passage of time to some extent; experience being the
major factor in changing ones’ belief. Learners’ beliefs are highly influenced by teachers’ beliefs which show that teachers play a very significant role in modifying learners’ beliefs. The results show that there were significant differences in learners’ beliefs regarding language learning. The findings inform that learners’ beliefs have the tendency to alter with the change in teachers’ beliefs.

Clarvie, et al.,(2013) present the results of their findings that it’s the cry of the day now to learn English in order to align oneself with the modern world. The findings acknowledge the significance of speaking and give worth to learning of speaking especially. Unfortunately, the respondents face hurdles in learning English as they are taught to read and write rather to speak and express. Also, speaking has never been part of their examination system. Therefore, it’s a high time to send their teachers from time to time, for training in order to furnish them with latest and up-to-date methods and approaches and equipped with audio-visual aids and other relevant material for teaching speaking. 

Al-Bakri (2015), says that almost all teachers concentrate, focus and pay due attention to developing the communicative competency of their students. In this regard, a special privilege is given to improving students’ skills of writing the most. In spite of the fact that some teachers hold the belief that only serious and responsible student could take benefit opportunities created for improving their skill of writing. The researcher suggests that opportunities should be provided where teachers can meet with their unions, colleagues, heads and even friends to know about their beliefs and immerse it with their own. In such
an academic environment, teachers can help their students in making them independent and responsible.

Thomas, et al, (2005), in their exploratory case study investigated the stated beliefs and classroom practices of primary level teachers in English grammar teaching. They state that teachers do have a eagerness and passion for using and applying latest methods and approaches for the effective teaching of grammar, but are still facilitating their students with traditional ones. Their findings suggest that teachers possess a set of complex belief system and they enact it most of the time however; on majority of occasions, teachers encounter certain complicated issues where their classroom practices don’t reveal their beliefs unconditionally.

Thomas (2013) made a comparison the beliefs of professionally qualified and professionally unqualified teachers. It is a general conviction that teachers’ beliefs have a greater influence on the way they teach. Mere mastery over the content knowledge and pedagogical skills is not enough; teachers should avoid using or applying teacher-centered approach. Teacher-centered approach has certain restrictions that limit its scope. The findings of the study conclude that both professionally qualified and professionally unqualified teachers had very little acquaintance with student-centered approach in their classes which suggest that teachers especially who teach language subjects should use and possess sufficient knowledge about student-centered approach.
2.9 Beliefs and Behaviour (Theory vs Practice)

A suffice amount of research done on examining how teachers’ beliefs about teaching and learning affect their conduct and behaviour has contributed a lot to scholars’ understanding of the relationship between teachers’ beliefs and their practices. In modern era, theory is considered as irrelevant in the current classroom dealings and teachers are seen more inclined in presenting their role as a guide, facilitator and practitioner. This discussion is further aggravated by some recent scholars like Jiang (2001) divides teaching methods into three different contexts: a) values and beliefs context, where focus is laid on the nature of language and its learning; b) pedagogical standards, where great attention is paid on what and how to impart and inculcate; c) activities, the real phenomenon where both teacher and students are engaged actively in the teaching learning process. Likewise, the effect of teachers’ individualized theories on classroom teaching is argued by Cumming (1989).

This notion is further supported by Pennington (1989) by declaring that beliefs and practices are interlinked and interwoven to the term ‘attitude’ or ‘behaviour’ and that teachers’ attitude is by and far reflected through their overall attitude in the classroom. Beliefs are described as framing or defining tasks Nespor (1987); teachers’ beliefs influence their classroom practices, Richards (1998); that beliefs simulate the behavior of an individual to a greater extent (Abelson, 1979; Bandura, 1986; Brown and Coonley, 1982; Clark and Peterson, 1986; Eisenhar, et al. 1988; Ernest, 1989; Goodman, 1988; Harvey, 1986; Lewis, 1990; Nespor, 1987; Nisbett & Ross, 1980; Tabachnick & Zeichner, 1984; Richards, 1998; Anning, 1988 and Bennet et al. 1997).
Similarly, Shavelson and Stem (1981) argue that teachers behaviours are swayed and administered what they believe and these beliefs are penetrated through their way of teaching and the decisions they make. In the views of, (Akbaba & Kurubacak, 2000; Cuban, 1993; Fullen & Hargreaves, 1992; and Kennedy& Kennedy 1996), teachers’ beliefs have been quite functional in ascertaining the success or failure of any academic novelty or alteration. In general, teachers acknowledge that their belief system have a greater impression on their classroom practices (Cuban, 1983; Fullan & Hargreaves, 1992; Kennedy & Kennedy, 1996; Nespor, 1987; and Newman, 1987). It is also argued by (Armstrong, Yetter-Vassot, College & College 1994) that teachers’ beliefs determine how to teach learners, how they learn and the success or failure of teachers’ pedagogy.

2.10 Role of Mediating Factors

Besides the fact that there has been a very close relationship between teachers’ beliefs and their classroom practices; a great number of teachers feel and experience certain contextual constraints in their daily routine contact hours. The natures of these contextual factors normally fall on a continuum, beginning with personal, physical and environmental and ending on social, cultural and often political factors. In the words of Clark and Peterson (1986), a teacher cannot be nearer to perfection unless and until he/she develops some understanding of constraints that impede in the teaching learning process. The contextual factors have a very redeeming effect on academic measures including abrupt alteration teachers’ beliefs that affect their motives in turn.
Contextual factors usually work in two ways i.e. they sometimes facilitate and aggravate teachers’ overall role while on occasions they stuck in between and impede teachers to enact their beliefs. Though, it is an understood fact that there exists a very abiding and unshakable relationship between teachers’ beliefs and practices (Clark and Peterson, 1986; Munby, 1984 & 1990; Nisbett & Ross, 1980; Shavelson, 1983; Shavelson & Stern, 1981; Leu and Misulis, 1986; Rupley & Logan, 1984; 1989; Johnson, 1992; Medwell, et al., 1998; Johnson, 1994). Some cluster of researchers have contended that certain intrinsic classroom complicacies create hurdles in teachers’ proclamations which affect congruency between their beliefs and practices(Duffy, 1982; Duffy & Ball, 1986; Lampert, 1985; Karavas, 1993). Similarly, Karavas (1993) found in his study that though Greek secondary EFL teachers intended to use communicative learner-centered approach, yet there were some contextual factors that impeded their instructional practices restricting them to use communicative learner-centered approach.

2.11 Teachers' Matrix of Beliefs

Teachers hold a network of beliefs about a lot of things. Their academic beliefs have a massive influence on all other pertinent beliefs they possess. Calderhead (1996) has rightly sorted out some areas where teachers are found to hold firm beliefs. All these areas are interlinked in order to pave the way onwards for teachers’ beliefs to elicit close connections.

Teaching and learning have a reciprocal relationship in between in which teachers’ beliefs have a profound effect on student learning. Similarly,
students’ beliefs, hopes and leaning modes also influence teachers’ pedagogical skills. Wright (1987) segregated language teachers’ beliefs as cultural and social beliefs where major focus on how to behave in social circles, beliefs about the role of knowledge in education, beliefs regarding how we learn, and the overall beliefs about language. Likewise, William and Burden (1997) highlighted teachers’ beliefs in triangular way: beliefs about learning, learners and beliefs about self. As a result, referring to any particular type of belief about language learning will allude to other set of beliefs teachers hold. For instance, teachers’ beliefs about language actually denote their beliefs regarding teaching and learning of that language and their concerns about students’ role and perceptions.

2.11.1 Beliefs about language

On the basis of teachers’ life-long experiences, there has been a continuous flux in their beliefs about teaching and learning of any language. They possess a different set of beliefs about language on individual basis whenever they find the environment varied. It is an understood fact that beliefs of two or more people can hardly match. With the passage of time, the nature and context of their beliefs change. Woods (1996) thus, rightly points out that the perceptions of content in a language class totally different from the one in a history or mathematics class.

Therefore, it is quite necessary to explore teachers’ beliefs about language learning in many contexts. Knowing the views of teachers about language learning, is the basic source that helps in the formulation and growing up of
their belief about language learning and language teaching. Teachers’ beliefs have strong connections with their classroom practices, for example if a teachers’ belief about language is that it is a system of certain grammatical and structural units, he/she will definitely streamline or rationalize his/her teaching style in the light of such conceptions. They will undeniably, sort out or design strategies in order to spell out their such perceptions regarding language learning with much focus on strengthening the grammatical and structural proficiencies of students. Conversely, if a teacher views a language as a means of interaction and mutual communication only, he/she will try to engage and involve learners in order to authorize them in the spontaneous use of the target language with reasonable communicative competency.

According to Calderhead (1996), there exists an enormous variety of teachers’ epistemological beliefs that have close connections in between. The school curriculum shed light on all these subjects each concentrating on what it is about, its nature and why is it important to learn it or to demonstrate effectively the psychomotor skills related to it.

In the context of Pakistan, particularly Khyber Pakhtunkhwa, the importance attached to learning of English is considered vital at secondary level. Even, the school time-table clearly reveal the value and scope of learning English language as a school subject at all levels. There are certain contextual factors that sometimes contribute and on certain occasion impede teachers’ belief system. Some of the Pashtun folk still view English as a language of colonialism and have negative tendency towards learning of it. Richards and
Rodgers (1986) stated that the way teachers normally perceive language learning, is clearly reflected through their pedagogical skills.

Frequently, English as a language is proven quite stereotyped and never mean the same thing to all in multiple contexts. What English denotes for the students of English literature is totally in tussle with what it implies for students of other disciplines. Some adopt English just for instrumental purposes like the tourists and certain employees use it as means of earning only. Similarly, studies that are conducted on beliefs of foreign language teachers have also been in varied environment. For instance, in a study that intended to explore the beliefs and attitudes hold by Hong Kong English language teachers by Richards et al. (1992) concluded that teachers who had Chinese as their L1 found that English language has more grammatical rules as compared to Chinese language. Sometimes, English language teachers’ beliefs stand for unimaginative or metaphysical notions which are not based on realities and directly affect their classroom practices (Richards & Lockhart, 1994). Elbaz (1983) found English as a complex system of certain linguistic rules that needs to be mastered with some other languages.

2.11.2 Beliefs about language teaching

Andrews et al. (1996) noted that teaching is not as easier as it is thought of. It is quite tough, difficult, and complicated for teachers to achieve quality and distinction in teaching. It requires teachers not only to be reliable and authoritative in the context of subject-matter but also they should be experts in imparting and inculcating it to others in an appreciable plus acceptable way.
2.11.3 Beliefs about language learning

Views about language learning cannot be numbered and its origin can be traced when traditional methods like grammar-translation method were used. This debate is still unsolved even majority of the linguists have mutually agreed on following the communicative learner-centered approach.

Beliefs about language learning are very necessary because they help in constructing a firm base for teachers’ academic decisions. Woods (1996) has pointed out some assumptions about language learning:

- Do we learn language firstly through cognizant perceiving and then imparting it to others?
- Is language something we learn through interacting and experiencing, or is it both?
- Is learning of language a deductive or inductive process?
- Does language learning by experience occur through some objectives or through exposure, discussion and communication, or the mixture of all these?

The beliefs someone holds about language in general, are actually the beliefs he/she holds regarding language learning and teaching. Kern (1995) argues that teachers’ personally held notions about language learning have a deep impact on language teaching vocations. Kern made two groups of people in the context of classroom teaching and learning as ‘insiders’ i.e. learners, teachers, teacher-trainers, material developers, researchers, specialized agencies and consultants,
etc, and ‘outsiders’ i.e. learners’ peers and families, administrators, lawmakers, govt. officials, etc. He said that such setting strengthens the process of language learning and teaching by putting together their collective views in order to derive a unique set of beliefs and attitudes.

Teachers’ conceptions about language actually reflect their views about language learning and the way language functions. In the words of Calderhead (1996), teacher beliefs about language learning simulate classroom activities directly. Brindley (1984) argued that teachers and learners share their diversified expectations in their first gathering not only about the process of learning but also about the process of learning and the ultimate result. Freeman (1991) and Johnson (1994) presented almost the same findings in their separate studies where they concluded that teachers’ beliefs were grounded mostly on the patterns of their own language experiences in the past; and hence their almost academically-barren teaching practices were the result of these beliefs.

Teachers’ beliefs play a vital role in the process of language learning. This view is affirmed by Williams & Burden (1997) and hence suggested that teachers should remain aware of their philosophy, theory and beliefs. They further stressed that teachers should consistently reflect their image with such branched out array of beliefs. In the same way, Le Loup (1995) affirmed that teachers’ beliefs should be judged and examined and the untrue and invalid concepts should be replaced with concrete and solid learning theories in the context of language. Woods (1996) highlighted the role of teachers’ beliefs, convictions, and assumptions in refining their decisions and modifying their pedagogy. He further pointed out that teachers’ beliefs, attitude and
experiences mould and boost their classroom practices to a greater degree. Woods (1996) found that by providing two different teachers for the same nature of curriculum will definitely result in the elucidation of the course in a completely different way; due to the fact that the underlying beliefs of both these teachers about the nature of language and its pedagogy never match in between. This sizable amount of conflict between their beliefs about language learning and teaching is found opposed to the anticipated intents. This review justifies that there is a strong influence of teachers’ beliefs on language learning as a whole.

2.12 Conclusion

The literature reviewed and discussed simply suggests a strong relationship between teachers' beliefs and their practices; however, this connection is not always visible in the actual setting as multiple factors are involved in strengthening or weakening the bond of teachers’ beliefs and practices. These factors involve culture, contextual variation, and academic time frame. Control over these factors is crucial for the teachers; if they really intend to incorporate or implement their beliefs into practices. Teaching is highly influenced by teachers’ conceptions and the subject they teach. That is why after having a sound and sufficient knowledge about their beliefs; effective teaching could easily be ensured. Teachers, who successfully convert their beliefs into practices, stand tall in the academic environment and play a pivotal role in the academic uplift of the students and institutions.
Chapter-3

METHODOLOGY

3.1 Research Design

The study used a mixed-method research design. According to Creswell (2011) when both quantitative and qualitative methods are used, they result in a better explanation and interpretation of the research problem. The integration of both modes of enquiry in the context of this study, proved successful in yielding a clearer picture of the problem under study. Quantitative research methods are considered to be highly reliable in obtaining knowledge in an objective environment (Neuman, 2006). Similarly, qualitative research method was used for capturing teacher’s insight, their depth of feeling and experience about teaching and learning.

3.2 Population of the Study

Best and Kahn, (2008) state that population is a group of individuals with at least one common characteristic, which distinguishes that group from other individuals. Population of the study comprised all the teachers and students (male) studying in Govt. and Private Schools at secondary level in Khyber Pakhtunkhwa. There are seven divisions in Khyber Pakhtunkhwa, a province of Pakistan i.e. Bannu, D. I. Khan, Hazara, Kohat, Malakand, Mardan, and Peshawar with twenty-five districts. According to EMIS (2015-16) total number of secondary schools in Khyber Pakhtunkhwa is 34921 in which 28178 are public and 6743 are Private sector schools. There are overall 208705
teachers in Khyber Pakhtunkhwa where the number of public high school teachers is 26471 whereas 33864 teachers are teaching in Private high schools. The total enrollment in Khyber Pakhtunkhwa is 5685015 in which 4174369 students are learning at public schools while 1510646 students are learning at Private sector.


### 3.2.1 Research Population

<table>
<thead>
<tr>
<th>Target Population</th>
<th>District Buner</th>
<th>District Peshawar</th>
<th>District Kohat</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Schools</td>
<td>51</td>
<td>85</td>
<td>47</td>
<td>183</td>
</tr>
<tr>
<td>Govt. Schools Teachers</td>
<td>732</td>
<td>1297</td>
<td>731</td>
<td>2760</td>
</tr>
<tr>
<td>Govt. Schools Students</td>
<td>15,959</td>
<td>33,558</td>
<td>15,660</td>
<td>65,177</td>
</tr>
<tr>
<td>Private Schools</td>
<td>36</td>
<td>344</td>
<td>81</td>
<td>461</td>
</tr>
<tr>
<td>Private School Teachers</td>
<td>764</td>
<td>3196</td>
<td>497</td>
<td>4457</td>
</tr>
<tr>
<td>Private Schools Students</td>
<td>12,299</td>
<td>1,01,784</td>
<td>18,357</td>
<td>1,32,440</td>
</tr>
</tbody>
</table>

(Annual Statistical Report 2014-15)
3.3 Sampling of the Study

For selection of the sample an in-depth process of developing clusters and stratum were observed. To this effect multi-stag cluster stratified sampling was employed. The clusters of sample was based on the geographical division of Khyber Pakhtunkhwa (Regions, and districts), whereas, the stratum was based on characteristics of the sample (Public, private, and male gender). Suter (2006) states that researcher quite often find it is easy to select randomly at two or more stages. This plan is explained as two-stage or multi-stage random. According to Johnson and Christensen (2008) in cluster sampling, clusters (schools, universities, households, and city blocks) rather than single unit elements (students, teachers, and parents) are randomly selected. They also explain stratified sampling as type in which population is divided into mutually exclusive groups called strata, and then a simple random sample or s systematic sample is selected from each stratum.

Sample of the study comprised one district from each region of Khyber Pakhtunkhwa and includes Buner, Peshawar, and Kohat. The sample further extracted forty secondary schools (20 Public and 20 Private) from each district (Buner, Peshawar, and kohat). Total number of teachers and students in the target population is mentioned in the following table 3.3.1. In addition, one teacher and 10 students (5 each from classes 9\textsuperscript{th} and 10\textsuperscript{th}) were selected from each school. Thus, the total number of schools, teachers and students in each district is 40, 40, and 400 respectively. Consequently, Sample of the study comprises 120 teachers and 1200 students.
Similarly, for the purpose of conducting interviews, 02 English teachers one each from public and Private schools were selected from each district and interviewed. The total number of interviewees from all the three districts is 06. The interviewees were already part of the sampled teachers and their views furthered strengthened the data process. The entire sampling process is explained in figure 3.3.2.

3.3.1 Sampling-District-wise Schools, Teachers and Students

<table>
<thead>
<tr>
<th>District</th>
<th>Type of Schools</th>
<th>No. of Schools</th>
<th>No. of Teachers</th>
<th>No. of Students in each school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buner</td>
<td>Govt.</td>
<td>20</td>
<td>20</td>
<td>10 (10*20)</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>20</td>
<td>20</td>
<td>10 (10*20)</td>
</tr>
<tr>
<td></td>
<td>400 Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peshawar</td>
<td>Govt.</td>
<td>20</td>
<td>20</td>
<td>10 (10*20)</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>20</td>
<td>20</td>
<td>10 (10*20)</td>
</tr>
<tr>
<td></td>
<td>400 Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kohat</td>
<td>Govt.</td>
<td>20</td>
<td>20</td>
<td>10 (10*20)</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>20</td>
<td>20</td>
<td>10 (10*20)</td>
</tr>
<tr>
<td></td>
<td>400 Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>1200</td>
<td></td>
</tr>
</tbody>
</table>
Stage-1
Selection of Regions from the Province

Stage-2
Selection of Districts from each Region

Stage-3
Selection of Schools from each District

Khyber Pakhtunkhwa

Northern
Central
Southern

Total No. of Districts in all three regions is 26

Northern
Buner

Central
Peshawar

Southern
Kohat

Buner
Govt. 20
Pvt. 20
Total 40

Peshawar
Govt. 20
Pvt. 20
Total 40

Kohat
Govt. 20
Pvt. 20
Total 40

Total No. of Schools in all three Districts is 120
Figure 3.3.2: Multi-stage Cluster Stratified Sampling
3.4 **Instruments and its Construction**

Questionnaires (for English language teachers and secondary level students), observation checklist (for teachers only), and semi-structured interviews of English language teachers (Appendices 1-4) were used for data collection. Two questionnaires were developed one each for teachers and students. Each questionnaire was based on research objectives, and hypotheses of the study; whereas, the questionnaire of teachers and students contained 84 and 42 question items respectively. The questionnaire for teachers was spread on two main categories: teachers’ beliefs and teachers’ practices. Teachers’ beliefs and practices were further divided into seven sub-categories: language learning, basic language skills, pedagogy, and teaching of grammar, students’ learning, curriculum of English, and learners’ assessment. Each sub-category included 06 question items. Questionnaire for students was spread on one category: Views about teachers’ practice in the actual classrooms. This category was also divided into seven sub-categories: language learning, basic language skills, pedagogy, and teaching of grammar, students’ learning, curriculum of English, and learners’ assessment.

Observation checklist was also developed keeping in view the research objectives, questions, and hypotheses. The checklist holds a total of 19 actions and further elaborated in the form of statements. The researcher personally attended 20 selected sampled classrooms from each of the selected districts. The total number of sampled schools for observation checklist was 60 (30 Govt., and 30 Private). The teachers’ practice was marked on Yes/No scale on the given action and elaborated statement in checklist.
In addition, a semi-structured interview was developed in the light of research objectives and questions and conducted on total 06 teachers, 02 (1 Govt. and 1 private) from each district. The semi-structured interview collected the information from teachers on their beliefs and practice about English as a language.

### 3.5 Validation of the Tools (Questionnaires) and Piloting of the Study

Validity of question items in both the questionnaires are of prime importance; hence a draft of teachers’ questionnaire was pre-tested on the experts in the field of education, which involved secondary schools teachers both in Govt. and Private sectors, university teachers, and supervisor. In addition to this, students’ questionnaire was also shared with 20 students (10 Govt. and 10 private) to point-out the difficulties in text, understanding, and comprehension of the question items. Both type of respondents presented various suggestions that included spelling mistakes, grammatical errors, and difficulty in the language as well as syntax of the statements. Ambiguities highlighted by the respondents were either revised or removed, and relevant suggestions were incorporated in the both the questionnaires. Respondents involved in pre-testing of both the questionnaire belong to Peshawar and they were not part of the sample of the study. Initially the question items of teachers and students’ questionnaires were 89 and 45. On the recommendation of the experts two question items were removed from the section of teachers’ beliefs and three question items were removed from the section of teachers’ practices. Likewise three question items were also removed from students’ questionnaire
focused on teachers’ practices. Finally the total number of question items in teachers and students’ questionnaires is 84 and 42 in number.

3.6 Reliability of the Instruments

Inter-consistency among the question items in both the questionnaires was calculated by employing Cronbach Alpha Reliability. The alpha for students’ questionnaire was .71, whereas, the alpha for teachers’ beliefs was .76 and for teachers’ practices were .73. (Appendices 5-7)

3.7 Establishment of Rapport

Before conducting the interviews it was of prime importance to establish rapport with the interviewees. To this effect, the researcher met those teachers who submitted their willingness for the interview, with the prior permission of the concerned principals. The interviewees were explained the purpose of the interview and the research study at length. An informal discussion was carried out with all the interviewees, separately, in which importance of English language in the current scenario was discussed in addition to teachers’ role in promoting English language. Importance of teachers’ beliefs was also shared and various issues related to teachers’ beliefs were pointed out. Upon creating an amicable environment proper interview was conducted and audio-taped with the permission of every interviewee. Each interview spread on the questions pertaining to teachers’ beliefs and their practices, which include language learning, basic language skills, teachers’ pedagogy, change in curriculum, students’ learning and their assessment. Time frame for each interview was up to 30 minutes and that was communicated to every interviewee at the start of
the interview. Interview questions were not shared beforehand with the interviewees in order to have their genuine thoughts about their beliefs and practices.

### 3.8 Data Analysis

The data was interpreted by employing both qualitative and quantitative techniques. The quantitative data was analyzed by employing Gamma coefficient correlation whereas; the interviews were analyzed with the help of thematic analysis. The interview data was first transcribed and then divided under different themes and sub-themes; thereafter there analysis of the interviews was made. According to Kumar (2009) thematic analysis/coding is common form of analysis in qualitative data, which focuses on analysis, probing and examining, and recording of different patterns within data. The data received from observational checklist was analyzed through simple percentage method on Yes/No scale as if how many of the total respondents actually performed their beliefs into stated actions. According to Johnson and Christensen (2008) Observation is defined as the watching of behavioral patterns of people in certain situations to obtain information about the phenomenon of interest.

Adeyemi (2011) discussed about the correlation in non-parametric type and explained its application on two types of ordinal variables and Kendal, spearman, and Gamma are the relevant examples. Gamma correlation is more suitable than others when the data grasp different tied observation and ranges from 1 to -1 wherein, zero is no correlation. In addition to this Gamma is
appropriate when both the variables fall on ordinal scale. Gamma is estimated by employing:

\[ G = \frac{(P - Q)}{(P + Q)} \]

with asymptotic variance:

\[ \text{var} = \frac{16}{(P + Q)^4} \sum_i \sum_j n_{ij} (Q_{A_{ij}} - P_{D_{ij}})^i \]

### 3.9 Ethical Considerations

Informed consent will be properly sought from all the participants, explaining to them the details like title and purpose of the study, research procedures and the possible risks and benefits etc. Complete confidentiality of the data, will be ensured to the research participants and surety to the respondents will be given that they have the right to withdraw any time. The privacy and anonymity of the research data will also be pledged mutually. Pseudo names will be used and no harm to the participants will also be ensured.
Chapter-4

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the collection and interpretation of the data. The collected data is presented in annotated form and further explained and discuss. The data spreads on quantitative and qualitative analyses and circumambient the responses of teachers, and students solicited through questionnaires and by conducting interviews from teachers of the sampled schools. Each questionnaire solicits the question items under various categories.

The analysis of the data has been arranged as under:

Table 4.1 Interpretation of Teachers’ Responses
Table 4.2 Interpretation of Students’ Responses
Table 4.3 Correlation between Teachers’ Beliefs and Practices
Table 4.4 Correlation between Students’ Views and Teachers’ Practices
Table 4.5 Teachers’ Beliefs and Practices about Teaching of English: Comparison between Govt. & Private Schools
Table 4.6 Qualitative Data (Teachers’ Interviews Analysis)
Table 4.7 Analysis of Observation about Teachers’ Classroom Practices through Checklist
4.1 Interpretation of Teachers’ Responses

Section-A: Teachers Beliefs

4.1.1 Teachers’ Beliefs about Language and its Learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning of English has become part of the basic human needs now</td>
<td>108 (90.0)</td>
<td>04 (3.3)</td>
</tr>
<tr>
<td>Languages are learnt through the process of imitation and repetition.</td>
<td>105 (87.5)</td>
<td>04 (3.3)</td>
</tr>
<tr>
<td>Learner’s personal interest and motivation is the key factor in language learning.</td>
<td>115 (95.8)</td>
<td>00 (0.0)</td>
</tr>
<tr>
<td>English Language is mostly learnt through mutual interaction and discussion.</td>
<td>113 (94.2)</td>
<td>00 (0.0)</td>
</tr>
<tr>
<td>Mastery of vocabulary is the basic requirement in language learning.</td>
<td>96 (80.0)</td>
<td>08 (6.7)</td>
</tr>
<tr>
<td>Watching English videos and listening to English audios help a lot in language learning.</td>
<td>105 (87.5)</td>
<td>04 (3.3)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.1 indicates teachers’ beliefs about language and its learning and occurrence of their agreement or disagreement on 6 items.

On all the 06 items, majority of the respondents (80%-95%) exhibited their opinion by selecting “Agree” whereas a very minute number of respondents either disagreed or remained undecided. This reflects a strong belief of the respondents on the importance of language and its learning.
4.1.2 Teachers’ Beliefs about Basic Language Skills

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree (%)</td>
<td>Undecided (%)</td>
</tr>
<tr>
<td>Teachers should lay focus on students’ ear-training in order to prepare them and arouse their interest to listening with an open mind</td>
<td>99</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(82.5)</td>
<td>(10.0)</td>
</tr>
<tr>
<td>Due to time constraints, teachers can’t create opportunities for improving learners’ basic language skills</td>
<td>72</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>(60.0)</td>
<td>(20.8)</td>
</tr>
<tr>
<td>Students are shy, hesitant, and even unwilling to participate in any group discussion openly and willingly</td>
<td>74</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(61.7)</td>
<td>(16.7)</td>
</tr>
<tr>
<td>Teachers should seriously focus on developing learners’ reading comprehension skills</td>
<td>105</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(87.5)</td>
<td>(8.3)</td>
</tr>
<tr>
<td>Teachers hardly encourage students to involve in writing practices</td>
<td>65</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>(54.2)</td>
<td>(23.3)</td>
</tr>
<tr>
<td>Creative writing should be made compulsory at secondary level</td>
<td>95</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(79.2)</td>
<td>(13.3)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.2 shows teachers’ beliefs about basic language skills and occurrence of their agreement or disagreement on 6 items. On all the 06 items, the respondents (54%-87%) exhibited their opinion by selecting “Agree” whereas a very small number of respondents either disagreed or remained undecided. This reflects a strong belief of the respondents on the importance of English as a basic language skill.
### 4.1.3 Teachers’ Pedagogical Beliefs

<table>
<thead>
<tr>
<th>Items</th>
<th>Agree (N=120)</th>
<th>Undecided (%)</th>
<th>Disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be taught purely in English at secondary level</td>
<td>71 (59.2)</td>
<td>17 (14.2)</td>
<td>32 (26.7)</td>
</tr>
<tr>
<td>Majority of the English language teachers don’t teach in a</td>
<td>84 (70.0)</td>
<td>19 (15.8)</td>
<td>17 (14.2)</td>
</tr>
<tr>
<td>communicative way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective pedagogical skills help and</td>
<td>98 (81.7)</td>
<td>21 (17.5)</td>
<td>01 (0.8)</td>
</tr>
<tr>
<td>facilitate learners a lot in learning English as a language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners’ concepts are easily cleared if they are taught in</td>
<td>102 (85.0)</td>
<td>13 (10.8)</td>
<td>05 (4.2)</td>
</tr>
<tr>
<td>mother tongue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers should not focus on translating the text-book only</td>
<td>97 (80.8)</td>
<td>16 (13.3)</td>
<td>07 (5.8)</td>
</tr>
<tr>
<td>Teachers, who lack effective pedagogical skills, are responsible</td>
<td>87 (72.5)</td>
<td>19 (15.8)</td>
<td>14 (11.7)</td>
</tr>
<tr>
<td>for students’ poor performance in English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.3 reflects teachers’ pedagogical beliefs and occurrence of their agreement or disagreement on 6 items. On all the 06 items, (59%-85%) the respondents revealed their opinion by selecting “Agree” whereas a very tiny number of respondents either disagreed or remained undecided. This reflects a strong belief of the respondents on teachers’ pedagogical beliefs.
### 4.1.4 Teachers’ Beliefs about Teaching of Grammar

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree (%)</td>
<td>Undecided (%)</td>
<td>Disagree (%)</td>
</tr>
<tr>
<td>Learning of English grammar is one of the basic components in language learning</td>
<td>108 (90.0)</td>
<td>10 (8.3)</td>
<td>02 (1.7)</td>
</tr>
<tr>
<td>Teaching and explaining grammatical rules is a key factor in the successful learning of English</td>
<td>104 (86.7)</td>
<td>10 (8.3)</td>
<td>06 (5.0)</td>
</tr>
<tr>
<td>Students learn English grammar best if they are involved in a series of regular practices</td>
<td>111 (92.5)</td>
<td>09 (7.5)</td>
<td>00 (0.0)</td>
</tr>
<tr>
<td>Teachers should encourage students to analyze sentences and discover rules for themselves</td>
<td>106 (88.3)</td>
<td>09 (7.5)</td>
<td>05 (4.2)</td>
</tr>
<tr>
<td>Accuracy in writing is more important than fluency in speaking</td>
<td>67 (55.8)</td>
<td>24 (20.0)</td>
<td>29 (24.2)</td>
</tr>
<tr>
<td>Teachers are not satisfied unless they teach tenses, parts of speech, active voice and passive voice, and direct and indirect speech</td>
<td>99 (82.2)</td>
<td>15 (12.5)</td>
<td>06 (5.0)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.4 elicits teachers’ beliefs about teaching of grammar and occurrence of their agreement or disagreement on 6 items. On all the 06 items, most of the respondents (56%-92%) exhibited their opinion by selecting “Agree”; however, a low number is recorded on 5 items among the Agreed category of responses, whereas, a minute number of respondents either disagreed or remained undecided to the given statement. This reflects a strong belief of the respondents on the importance of Teachers’ Beliefs about Teaching of Grammar.
4.1.5 Teachers’ Beliefs about Students’ Learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language teachers should provide clear, relevant, precise, and easy details during teaching of English textbook</td>
<td>114 (95.0)</td>
<td>06 (5.0)</td>
</tr>
<tr>
<td>Students learn best when they are actively engaged</td>
<td>110 (91.7)</td>
<td>08 (6.7)</td>
</tr>
<tr>
<td>Teachers should negotiate tasks and activities with learners before they are applied</td>
<td>95 (79.2)</td>
<td>18 (15.0)</td>
</tr>
<tr>
<td>Teachers should admit and accept students’ mistakes</td>
<td>88 (73.3)</td>
<td>21 (17.5)</td>
</tr>
<tr>
<td>Majority of students don’t understand what they read in their English language class</td>
<td>70 (58.3)</td>
<td>28 (23.3)</td>
</tr>
<tr>
<td>Most of the students derive a meaning of their own from various words in English</td>
<td>59 (49.2)</td>
<td>34 (28.3)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.5 reveals teachers’ beliefs about students’ learning and occurrence of their agreement or disagreement on 6 items. On all the 06 items, a great number of respondents (49%-95%) exhibited their opinion by selecting “Agree”, whereas a very minute number of respondents either disagreed or remained undecided. However, a small number of respondents also remained undecided on the item 06. Overall the data reflects a strong belief of the respondents on the importance of Teachers’ Beliefs about Students’ Learning.
4.1.6 Teachers’ Beliefs about Curriculum of English

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree (%)</td>
<td>Undecided (%)</td>
</tr>
<tr>
<td>The curriculum of English course is not compatible with learners’ needs and mental level</td>
<td>73 (60.8)</td>
<td>23 (19.2)</td>
</tr>
<tr>
<td>The continuous flux/change in English curriculum is responsible for learners’ incompetency in learning English</td>
<td>71 (59.2)</td>
<td>24 (20.0)</td>
</tr>
<tr>
<td>Basic language skills are often ignored in designing curriculum for English subject</td>
<td>74 (61.7)</td>
<td>27 (22.5)</td>
</tr>
<tr>
<td>Completion of course within the prescribed time, is always mandatory for teachers</td>
<td>93 (77.5)</td>
<td>19 (15.8)</td>
</tr>
<tr>
<td>Teachers at secondary level can hardly cope with addressing learners with such a poor background in English communication</td>
<td>87 (72.5)</td>
<td>29 (24.2)</td>
</tr>
<tr>
<td>Change in English course directly affects teachers’ performance and commitment</td>
<td>75 (62.5)</td>
<td>18 (15.0)</td>
</tr>
</tbody>
</table>

The data in table- 4.1.6 presents teachers’ beliefs about curriculum of English, and occurrence of their agreement or disagreement on 6 items. On all the 06 items, many of the respondents (59%-77%) showed their opinion by selecting “Agree”, whereas a very small number of respondents either disagreed or remained undecided. Overall the data reflects a strong belief of the respondents on the importance of Teachers’ Beliefs about curriculum of English.
### 4.1.7 Teachers’ Beliefs about Learners’ Assessment

<table>
<thead>
<tr>
<th>Items</th>
<th>Agree (%)</th>
<th>Responses</th>
<th>N=120</th>
<th>Disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers easily feel the lack of students’ vocabulary during mutual communication in teaching of English class</td>
<td>112 (93.3)</td>
<td>06 (5.0)</td>
<td>02 (1.7)</td>
<td></td>
</tr>
<tr>
<td>There is a very little follow up of the assigned work in English language classes</td>
<td>73 (60.8)</td>
<td>23 (19.2)</td>
<td>24 (20.0)</td>
<td></td>
</tr>
<tr>
<td>English language teachers ask learners to read aloud in order to test their pronunciation and intonations</td>
<td>102 (85.0)</td>
<td>11 (9.2)</td>
<td>07 (5.8)</td>
<td></td>
</tr>
<tr>
<td>English language teachers ask learners to describe a picture in order to test their vocabulary and grammar</td>
<td>92 (76.6)</td>
<td>21 (17.5)</td>
<td>07 (5.8)</td>
<td></td>
</tr>
<tr>
<td>Teachers don’t encourage learners to express themselves freely in English due to lack of time</td>
<td>64 (53.3)</td>
<td>17 (14.2)</td>
<td>39 (32.5)</td>
<td></td>
</tr>
<tr>
<td>Teachers should frequently analyze students’ writing</td>
<td>108 (90.0)</td>
<td>08 (6.7)</td>
<td>04 (3.3)</td>
<td></td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.7 explains teachers’ beliefs about learners’ assessment; and occurrence of their agreement or disagreement on 6 items. On all the 06 items, a substantial number of respondents (53%-93%) exhibited their opinion by selecting “Agree”, whereas a very minute number of respondents either disagreed or remained undecided. Overall the data reflects a strong belief of the respondents on the importance of Teachers’ Beliefs about learners’ assessment.
B. Teachers’ Practices

4.1.8 Teachers’ Practices about Language and its Learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your view, education without learning English language has become impossible now</td>
<td>85 (70.8)</td>
<td>34 (28.3)</td>
</tr>
<tr>
<td>You follow the process of imitation and repetition for language learning</td>
<td>84 (70)</td>
<td>32 (26.7)</td>
</tr>
<tr>
<td>You motivate your students very often for language learning in order to stimulate their interest</td>
<td>106 (88.3)</td>
<td>14 (11.7)</td>
</tr>
<tr>
<td>You create opportunities for mutual interaction in your class and often involve learners in discussion</td>
<td>64 (53.3)</td>
<td>51 (42.5)</td>
</tr>
<tr>
<td>You give special attention to mastery of vocabulary in your class</td>
<td>91 (75.8)</td>
<td>28 (23.3)</td>
</tr>
<tr>
<td>You assist your students in recommending and producing audios and videos for learning English</td>
<td>43 (35.8)</td>
<td>55 (45.8)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.8 elicits teachers’ practices about language and its learning, and occurrence of their agreement or disagreement on 6 items. On items 1, 2, 3, 4, and 5, a substantial number of respondents (53%-88%) exhibited their opinion by selecting “Always”, whereas a sizeable number of respondents selected the option “Sometimes” on items 4, and 6. Overall the data reflects teachers’ practice about language and its learning.
### 4.1.9 Teachers’ Practices about Basic Language Skills

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>You very often ask questions for keeping your class attentive and sharpening students’ listening comprehension skills</td>
<td>98 (81.7)</td>
<td>21 (17.5)</td>
</tr>
<tr>
<td>You try to create opportunities in order to improve learners’ basic language skills</td>
<td>89 (74.2)</td>
<td>29 (24.2)</td>
</tr>
<tr>
<td>You force your students for participating in group discussion in order to remove their shyness and hesitation</td>
<td>68 (56.7)</td>
<td>37 (30.8)</td>
</tr>
<tr>
<td>You pay special attention to develop and promote learners’ reading comprehension skills</td>
<td>96 (80.0)</td>
<td>23 (19.2)</td>
</tr>
<tr>
<td>You often involve your students in different writing competitions</td>
<td>45 (37.5)</td>
<td>66 (55.0)</td>
</tr>
<tr>
<td>You arrange contests for students’ creative writing on monthly basis</td>
<td>45 (37.5)</td>
<td>52 (43.3)</td>
</tr>
</tbody>
</table>

The data in table- 4.1.9 presents teachers’ practices about basic language skills, and occurrence of their agreement or disagreement on 6 items. On items 1, 2, 3, and 4, a substantial number of respondents (57%-80%) exhibited their opinion by selecting “Always”, whereas a sizeable number of respondents selected the option “Sometimes” on items 5, and 6. The data reflects teachers’ practice about basic language skills.
4.1.10 Teachers’ Pedagogical Practices

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>You don’t use mother tongue in your class</td>
<td>14 (11.7)</td>
<td>91 (75.8)</td>
</tr>
<tr>
<td>You prefer teaching your students in a communicative way</td>
<td>88 (73.3)</td>
<td>29 (24.2)</td>
</tr>
<tr>
<td>You happily change your method of teaching when students find it difficult to understand you</td>
<td>94 (78.3)</td>
<td>24 (20.0)</td>
</tr>
<tr>
<td>Students learn easily when you teach in their mother tongue</td>
<td>87 (72.5)</td>
<td>02 (1.7)</td>
</tr>
<tr>
<td>You focus on teaching and translating the text-book only</td>
<td>25 (20.8)</td>
<td>52 (43.3)</td>
</tr>
<tr>
<td>You confess that teachers don’t apply up-to-date and modern pedagogical skills in their class</td>
<td>56 (46.7)</td>
<td>53 (44.2)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.10 describes teachers’ practices about pedagogical practices; the occurrence of their agreement or disagreement on 6 items. On items 2, 3, 4, and 6, a substantial number (46.7%-78.33%) of respondents exhibited their opinion by selecting “Always”, whereas a sizeable number of respondents selected the option “Sometimes” on items 1, 5, and 6, while a high number of respondents opted “Never” on item 5. Overall the data reflects variation among teachers’ practice about language and its learning.
4.1.11 Teachers’ Practices about Teaching of Grammar

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
<td>Sometime</td>
</tr>
<tr>
<td>You think learning of English grammar is the basic component in language learning</td>
<td>95 (79.2)</td>
<td>23 (19.2)</td>
</tr>
<tr>
<td>You teach and explain grammatical rules properly in your class</td>
<td>84 (70.0)</td>
<td>33 (27.5)</td>
</tr>
<tr>
<td>You teach English grammar by involving whole class in a series of regular practices</td>
<td>85 (70.8)</td>
<td>31 (25.8)</td>
</tr>
<tr>
<td>You appreciate and encourage learners for analyzing sentences and discovering rules for themselves</td>
<td>73 (60.8)</td>
<td>43 (35.8)</td>
</tr>
<tr>
<td>You value accuracy in writing more important than fluency in speaking</td>
<td>49 (40.8)</td>
<td>52 (43.3)</td>
</tr>
<tr>
<td>You feel no satisfaction unless you teach tenses, parts of speech, active voice and passive voice, and direct and indirect speech</td>
<td>80 (66.7)</td>
<td>35 (29.2)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.1.11 explicates teachers’ practices about teaching of grammar, and occurrence of their agreement or disagreement on 6 items. On items 1, 2, 3, 4, and 6, a significant number of respondents (60%-79.2%) exhibited their opinion by selecting “Always”, whereas a sizeable number of respondents selected the option “Sometimes” on item5 in particular and all the remaining item in general. Overall the data reflects variation in teachers’ practice about teaching of grammar.
### 4.1.12 Teachers’ Practices about Students’ Learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>You provide very clear, relevant, precise, and easy details while teaching English text-book</td>
<td>100 (83.3)</td>
<td>17 (14.2)</td>
</tr>
<tr>
<td>You most of the time engage students in activities</td>
<td>59 (49.2)</td>
<td>55 (45.8)</td>
</tr>
<tr>
<td>You negotiate tasks and activities with learners before applying them</td>
<td>69 (57.5)</td>
<td>45 (37.5)</td>
</tr>
<tr>
<td>You never mind if students commit mistakes in speaking</td>
<td>69 (57.5)</td>
<td>43 (35.8)</td>
</tr>
<tr>
<td>You are sure that students understand little about what they read inside the class</td>
<td>54 (45.0)</td>
<td>55 (45.8)</td>
</tr>
<tr>
<td>You don’t impose tasks and activities your on students</td>
<td>44 (36.7)</td>
<td>50 (41.7)</td>
</tr>
</tbody>
</table>

The data in table 4.1.12 presents teachers’ practices about students’ learning, and occurrence of their agreement or disagreement on 6 items. On items 1, 2, 3, and 4, a substantial number of respondents (49.2%-83.3%) showed their opinion by selecting “Always”, whereas a sizeable number of respondents selected the option “Sometimes” on items 5, and 6 in particular and remaining item in general. Overall the data reflects variation in teachers’ practice about students’ learning.
4.1.13 Teachers’ Practices about Curriculum of English

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td>You find the English course incompatible with learners’ needs and mental level</td>
<td>Always: 49 (40.8)</td>
<td>Sometime: 54 (45.0)</td>
</tr>
<tr>
<td>The continuous flux/change in English curriculum affects students learning badly</td>
<td>Always: 62 (51.7)</td>
<td>Sometime: 39 (32.5)</td>
</tr>
<tr>
<td>You accept that basic language skills are underestimated while designing curriculum</td>
<td>Always: 60 (50.0)</td>
<td>Sometime: 52 (43.3)</td>
</tr>
<tr>
<td>You focus a lot on the in-time completion of course</td>
<td>Always: 75 (62.2)</td>
<td>Sometime: 39 (32.5)</td>
</tr>
<tr>
<td>You find learners academically very poor in English communication</td>
<td>Always: 78 (65.0)</td>
<td>Sometime: 35 (29.2)</td>
</tr>
<tr>
<td>Change in English course directly affects your teaching performance and commitment</td>
<td>Always: 41 (34.2)</td>
<td>Sometime: 52 (43.3)</td>
</tr>
</tbody>
</table>

The data presented in table-4.1.13 elicits teachers’ practices about curriculum of English, and occurrence of their agreement or disagreement on 6 items. On items 2, 3, 4, and 5, a substantial number of respondents (50.0%-60.2%) exhibited their opinion by selecting “Always”. While a sizeable number of respondents selected the option “Sometimes” on items 1, and 6. Overall the data reflects a slight variation in teachers’ practice about language and its learning.
4.1.14 Teachers’ Practices about Learners’ Assessment

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>You easily notice students’ lack of vocabulary while interacting with them</td>
<td>98 (81.7)</td>
<td>22 (18.3)</td>
</tr>
<tr>
<td>You regularly follow the assigned work</td>
<td>83 (69.2)</td>
<td>36 (30.0)</td>
</tr>
<tr>
<td>You evaluate learners’ pronunciation and intonations by asking them to read aloud</td>
<td>81 (67.5)</td>
<td>36 (30.0)</td>
</tr>
<tr>
<td>You normally test students’ vocabulary and grammar by asking them to describe a picture or chart</td>
<td>39 (32.5)</td>
<td>66 (55.0)</td>
</tr>
<tr>
<td>Lack of time doesn’t allow you to encourage students to express themselves freely in English</td>
<td>67 (55.8)</td>
<td>48 (40.0)</td>
</tr>
<tr>
<td>You frequently analyze students’ writing</td>
<td>73 (60.8)</td>
<td>44 (36.7)</td>
</tr>
</tbody>
</table>

The data in table-4.1.14 presents teachers’ practices about learners’ assessment, and occurrence of their agreement or disagreement on 6 items. On items 1, 2, 3, 5, and 6, a substantial number of respondents (55.8%–81.7%) exhibited their opinion by selecting “Always”, whereas a sizeable number of respondents selected the option “Sometimes” on items 4 in particular. While a small number of respondents selected the category of “Never” on item 4. Overall the data reflects a slight variation in teachers’ practice about language and its learning.
## 4.2 Interpretation of Students’ Responses

### 4.2.1 Students’ perceptions about language and its learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=1200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometimes (%)</td>
</tr>
<tr>
<td>Your teacher acknowledges that education without learning English has become impossible now</td>
<td>794 (66.2)</td>
<td>340 (28.3)</td>
</tr>
<tr>
<td>Your teacher follows the process of imitation and repetition for language learning</td>
<td>728 (60.7)</td>
<td>348 (29.0)</td>
</tr>
<tr>
<td>Your teacher motivates you very often for language learning in order to stimulate your interest</td>
<td>778 (64.8)</td>
<td>368 (30.7)</td>
</tr>
<tr>
<td>Your teacher creates opportunities for mutual interaction in your class and often involves you in discussion</td>
<td>541 (45.1)</td>
<td>458 (38.2)</td>
</tr>
<tr>
<td>Your teacher gives special attention to mastery of vocabulary in your class.</td>
<td>869 (72.4)</td>
<td>273 (22.8)</td>
</tr>
<tr>
<td>Your teacher recommends you listening to audios and watching videos for improving your English</td>
<td>248 (20.7)</td>
<td>333 (27.8)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.2.1 reveals students’ perception about language and its learning and frequency of their agreement or disagreement on 06 items. A significant number of respondents submitted their agreement on the items 1, 2, 3, 4 and 5; whereas, a considerable number of respondents disagreed on item 6. Never the less a substantial number of respondents also opted for “Sometimes” on all the 06 items. It presents a variation between the responses Always and Sometimes.
### Students’ perceptions about Basic Language Skills

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=1200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your teacher continuously asks questions for keeping you attentive and developing your listening comprehension skills</td>
<td>868 (72.3)</td>
<td>286 (23.8)</td>
</tr>
<tr>
<td>Your teacher continuously creates opportunities in order to improve your basic language skills</td>
<td>627 (52.3)</td>
<td>476 (39.7)</td>
</tr>
<tr>
<td>Your teacher forces you to participate in various discussions in order to remove your shyness and hesitation</td>
<td>511 (42.6)</td>
<td>494 (41.2)</td>
</tr>
<tr>
<td>Your teacher pays special attention to developing and promoting your reading comprehension skills</td>
<td>783 (65.3)</td>
<td>332 (27.7)</td>
</tr>
<tr>
<td>Your teacher often involves you in different writing competitions</td>
<td>402 (33.5)</td>
<td>453 (37.8)</td>
</tr>
<tr>
<td>Your teacher regularly arranges contests for modifying your writing skills</td>
<td>419 (34.9)</td>
<td>539 (44.9)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.2.2 indicates students’ perceptions about basic language skills and frequency of their agreement or disagreement on 06 items. On first 04 items the respondents showed their agreement by selecting “Always” whereas a considerable number of respondents selected “Sometimes” on the last 02 items. Besides that a sizeable number of respondents also showed their agreement on the option “Never” on the items 5, and 6.
4.2.3 Students’ perceptions about Pedagogical Practices

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=1200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>Your teacher uses mother tongue in your class</td>
<td>328 (27.2)</td>
<td>592 (49.3)</td>
</tr>
<tr>
<td>Your teacher prefers teaching you in a communicative way</td>
<td>662 (55.2)</td>
<td>446 (37.2)</td>
</tr>
<tr>
<td>Your teacher changes his method of teaching when you find it difficult to understand him</td>
<td>782 (65.2)</td>
<td>312 (26.0)</td>
</tr>
<tr>
<td>You learn best when your teacher teaches you in mother tongue</td>
<td>836 (69.7)</td>
<td>274 (22.8)</td>
</tr>
<tr>
<td>Your teacher focuses on teaching and translating the text-book only</td>
<td>433 (36.1)</td>
<td>437 (36.4)</td>
</tr>
<tr>
<td>Your teacher applies up-to-date and modern pedagogical skills in the class</td>
<td>394 (32.8)</td>
<td>417 (34.8)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.2.3 elicits students’ perceptions about pedagogical practices and occurrence of their agreement or disagreement on 06 items. On items 2, 3, and 4 the respondents showed their agreement by selecting “Always” whereas a sizeable number of respondents selected “Sometimes” on 1, 5, and 6 items. In addition to this a considerable number of respondents also opted for “Never” on items 5, and 6.
### 4.2.4 Students’ perceptions about Learning of Grammar

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=1200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>Your teacher gives priority to teaching of English grammar</td>
<td>732 (61.0)</td>
<td>395 (32.9)</td>
</tr>
<tr>
<td>Your teacher frequently teaches and explains grammatical rules appropriately to your class</td>
<td>684 (57.0)</td>
<td>451 (37.6)</td>
</tr>
<tr>
<td>Your teacher involves the whole class in a series of regular practices while teaching English grammar</td>
<td>706 (58.8)</td>
<td>391 (32.6)</td>
</tr>
<tr>
<td>Your teacher appreciates and encourages you for analyzing sentences and discovering rules for yourselves</td>
<td>722 (60.2)</td>
<td>366 (30.5)</td>
</tr>
<tr>
<td>Your teacher values accuracy in writing more important than fluency in speaking</td>
<td>505 (42.1)</td>
<td>506 (42.2)</td>
</tr>
<tr>
<td>Your teacher isn’t satisfied unless he teaches you tenses, parts of speech, active and passive voice, and direct and indirect speech</td>
<td>635 (52.2)</td>
<td>408 (34.0)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.2.4 shows students’ perceptions about learning of grammar and frequency of their agreement or disagreement on 06 items. On all the 06 items the respondents showed their agreement by selecting “Always”. Never the less a considerable number of respondents also selected “Sometimes” on all the 06 items. The respondents agreed with the items that solicit teachers’ performance about teaching grammar.
### 4.2.5 Students’ perceptions about students’ learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=1200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>Your teacher provides you very clear, relevant, precise, and easy details while teaching English text-book</td>
<td>975 (81.3)</td>
<td>209 (17.4)</td>
</tr>
<tr>
<td>Your teacher most of the time engages you in activities</td>
<td>405 (33.8)</td>
<td>610 (50.8)</td>
</tr>
<tr>
<td>Your teacher shares tasks and activities with you before applying them</td>
<td>574 (47.8)</td>
<td>454 (37.8)</td>
</tr>
<tr>
<td>Your teacher doesn’t mind if you commit mistakes in speaking</td>
<td>647 (53.9)</td>
<td>342 (28.5)</td>
</tr>
<tr>
<td>Your teacher knows that you don’t understand him well</td>
<td>516 (43.0)</td>
<td>437 (36.4)</td>
</tr>
<tr>
<td>Your teacher doesn’t impose tasks and activities on you</td>
<td>451 (37.6)</td>
<td>397 (33.1)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.2.5 suggests students’ perceptions about students’ learning and occurrence of their agreement or disagreement on 06 items. On items 1, 3, 4, 5, and 6 the respondents showed their agreement by submitting their opinion on “Always” whereas a considerable number of respondents selected “Sometimes” on the item 02. In addition to this a sizeable number of respondents also selected “Never” on item 6. This shows variation in the respondents’ responses on the last item.
### 4.2.6 Students’ perceptions about curriculum of English

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=1200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>Your teacher accepts that your English course is not compatible with learners’ needs and mental level</td>
<td>448 (37.3)</td>
<td>429 (35.8)</td>
</tr>
<tr>
<td>Your learning is greatly affected by the continuous flux/change in English curriculum</td>
<td>609 (50.8)</td>
<td>434 (36.2)</td>
</tr>
<tr>
<td>You admit that basic language skills are underestimated while designing curriculum</td>
<td>524 (43.7)</td>
<td>415 (34.6)</td>
</tr>
<tr>
<td>Your teacher focuses a lot on the in-time completion of course</td>
<td>804 (67.0)</td>
<td>301 (25.1)</td>
</tr>
<tr>
<td>You acknowledge that your teacher finds you academically poor in English communication</td>
<td>536 (44.7)</td>
<td>519 (43.3)</td>
</tr>
<tr>
<td>The continuous change in your English course directly affects your learning</td>
<td>688 (57.3)</td>
<td>330 (27.5)</td>
</tr>
</tbody>
</table>

The data presented in table- 4.2.6 suggests students’ perceptions about curriculum of English and rate of their agreement or disagreement on 06 items. On all the 06 items the respondents exhibited their agreement by submitting their opinion on “Always” whereas a considerable number of respondents also selected “Sometimes” on the entire 06 item. Also a sizeable number of respondents also selected “Never” on item 1. This shows variation in the respondents’ responses on the first item.
### 4.2.7 Students’ perceptions about learners’ assessment

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>N=1200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always (%)</td>
<td>Sometime (%)</td>
</tr>
<tr>
<td>Your teacher easily notices your lack of vocabulary while interacting with you</td>
<td>843 (70.3)</td>
<td>299 (24.9)</td>
</tr>
<tr>
<td>Your teacher regularly follows the assigned work</td>
<td>852 (71.0)</td>
<td>300 (25.0)</td>
</tr>
<tr>
<td>Your teacher asks you to read aloud in order to check your pronunciation and intonations</td>
<td>762 (63.5)</td>
<td>374 (31.2)</td>
</tr>
<tr>
<td>Your teacher normally tests your vocabulary and grammar by asking you to describe a picture or chart</td>
<td>316 (26.3)</td>
<td>449 (37.4)</td>
</tr>
<tr>
<td>Lack of time doesn’t allow your teacher to encourage you to express yourselves freely in English</td>
<td>407 (33.9)</td>
<td>565 (47.1)</td>
</tr>
<tr>
<td>Your teacher analyzes your writing and gives you a feedback</td>
<td>733 (61.1)</td>
<td>348 (29.0)</td>
</tr>
</tbody>
</table>

The data presented in table-4.2.7 proposes students’ perceptions about learners’ assessment and occurrence of their agreement or disagreement on 06 items. On items 1, 2, 3, and 6 a great number of respondents disclosed their agreement by submitting their opinion on “Always” whereas a considerable number of respondents also selected “Sometimes” on the item 3, 4, and 5. In addition to this a sizeable number of respondents also selected “Never” on item 4. This shows variation in the respondents’ responses on all items.
4.3 Correlation between Teachers’ Beliefs and Practices

The following hypothesis was tested in the preceding tabulation of this section:

H<sub>0</sub> There is no relationship between the beliefs and practices of English language teachers about teaching of English at secondary level in Khyber Pakhtunkhwa.

The data provided in section 4.3 revealed that H<sub>0</sub> was accepted as there found a very minute relationship between teachers’ beliefs and practices, whereas majority of the question items (93%) did not provide a relationship between teachers’ beliefs and practices.
### 4.3.1 Correlation between Teachers’ Beliefs & Practices about Language and its Learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Beliefs</th>
<th>Practices</th>
<th>Total</th>
<th>Gamma Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significance of learning English language</strong></td>
<td>Always</td>
<td>Never</td>
<td>Sometimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>78</td>
<td>0</td>
<td>30</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>.233</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>.423</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>1</td>
<td>34</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td><strong>Following the process of imitation and repetition in language learning</strong></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
<td>3</td>
<td>26</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>.303</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>.235</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>4</td>
<td>32</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td><strong>Motivation towards learning of English as a language</strong></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>01</td>
<td>14</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-1.000</td>
</tr>
<tr>
<td>Undecided</td>
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<td>0</td>
<td>5</td>
<td>10</td>
<td>.040</td>
</tr>
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<td>06</td>
<td>14</td>
<td>20</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td><strong>Creating opportunities for mutual interaction</strong></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>62</td>
<td>5</td>
<td>46</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
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<td>0</td>
<td>5</td>
<td>7</td>
<td>.161</td>
</tr>
<tr>
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<td>64</td>
<td>5</td>
<td>51</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td><strong>Attention given to mastery of vocabulary</strong></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>76</td>
<td>1</td>
<td>19</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>8</td>
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<tr>
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<td>0</td>
<td>7</td>
<td>16</td>
<td>.109</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>1</td>
<td>28</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td><strong>Recommending audios and videos for learning English</strong></td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>39</td>
<td>19</td>
<td>47</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>.157</td>
</tr>
<tr>
<td>Undecided</td>
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<td>2</td>
<td>5</td>
<td>11</td>
<td>.485</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>22</td>
<td>55</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table- 4.3.1 showcases a comprehensive analysis of 6 question items under the main category of *Teachers’ Beliefs and Practices about Language and its Learning*. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; strong correlation between teachers’ beliefs and their practices is found in question item 3 with significance level of .040. This shows that on the remaining 5 question items teachers do not have agreement on their beliefs and practices. This points out at a very alarming situation among the teachers of English. The aforementioned table clearly indicates the discrepancy between the teachers’ beliefs and practice about English language teaching and learning.
### 4.3.2 Correlation between Teachers’ Beliefs and practices about Basic Language Skills

<table>
<thead>
<tr>
<th>Items</th>
<th>Beliefs</th>
<th>Practices</th>
<th>Total</th>
<th>Gamma Sign. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Always</td>
<td>Never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Asking questions to keep the class attentive</td>
<td>Agree</td>
<td>82</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>7</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>98</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Creating opportunities for improving language skills</td>
<td>Agree</td>
<td>53</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>19</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>17</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>89</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Forcing students to participate in group discussion</td>
<td>Agree</td>
<td>36</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>19</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>17</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>68</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td>Attention on promotion of reading comprehension</td>
<td>Agree</td>
<td>86</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>7</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>96</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Involving students in various writing competitions</td>
<td>Agree</td>
<td>29</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>8</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>8</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>9</td>
<td>66</td>
</tr>
<tr>
<td>Arranging contests for developing students’ creative writing</td>
<td>Agree</td>
<td>35</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>7</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>23</td>
<td>52</td>
</tr>
</tbody>
</table>

The data presented in Table- 4.3.2 displays an inclusive analysis of 6 question items under the main category of Teachers’ Beliefs and Practices about Basic Language Skills. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; strong correlation between teachers’ beliefs and their practices is found in question items 3 and 5 with significance level of .037, and .024 respectively. This shows that on the remaining 4 question items teachers do not have agreement on their beliefs and practices. This again suggests incongruity between the teachers’ beliefs and practice about English language teaching and learning.
4.3.3 Correlation between Teachers’ Pedagogical Beliefs and practices

<table>
<thead>
<tr>
<th>Items</th>
<th>Beliefs</th>
<th>Practices</th>
<th>Total</th>
<th>Gamma Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Always</td>
<td>Never</td>
<td>Sometimes</td>
<td></td>
</tr>
<tr>
<td>Using English language in the class</td>
<td>Agree</td>
<td>10</td>
<td>5</td>
<td>56</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
<td>5</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14</td>
<td>15</td>
<td>91</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>63</td>
<td>1</td>
<td>20</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>13</td>
<td>0</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
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<td>2</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td></td>
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<td>88</td>
<td>3</td>
<td>29</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>80</td>
<td>2</td>
<td>16</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>94</td>
<td>2</td>
<td>24</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>77</td>
<td>2</td>
<td>23</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>9</td>
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<td>87</td>
<td>2</td>
<td>31</td>
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</tr>
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<td>42</td>
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<td>1</td>
<td>8</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>43</td>
<td>52</td>
<td>120</td>
</tr>
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<td></td>
<td>Agreement</td>
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<td>87</td>
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<td>Disagree</td>
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<td>1</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>10</td>
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<td>7</td>
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<td></td>
<td>Total</td>
<td>56</td>
<td>11</td>
<td>53</td>
<td>120</td>
</tr>
</tbody>
</table>

The data presented in Table- 4.3.3 focuses on the overall analysis of 6 question items under the main category of Teachers’ pedagogical beliefs and practices.

The significance value of teachers’ responses is analyzed on 0.05. All the 06 questions items do not elicit any correlation between teachers’ beliefs and practices. This indicates a very strong disagreement of teachers’ beliefs and their practice in classroom regarding English language teaching and learning.
4.3.4 Correlation between Teachers’ Beliefs and practices about Teaching Grammar

<table>
<thead>
<tr>
<th>Items</th>
<th>Beliefs</th>
<th>Practices</th>
<th>Total</th>
<th>Gamma Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using English language in the class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>93</td>
<td>2</td>
<td>13</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>.931</td>
</tr>
<tr>
<td>Undecided</td>
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<td>0</td>
<td>8</td>
<td>10</td>
<td>.001</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>2</td>
<td>23</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Explaining grammatical rules properly</td>
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<td></td>
</tr>
<tr>
<td>Agree</td>
<td>77</td>
<td>3</td>
<td>24</td>
<td>104</td>
<td>.586</td>
</tr>
<tr>
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<td>2</td>
<td>6</td>
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The data presented in Table-4.3.4 centers around the joint analysis of 6 question items under the main category of Teachers’ beliefs and practices about teaching of grammar. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; strong correlation between teachers’ beliefs and their practices is found in question items 1, 2, and 5 with significance level of .001, .027, and .000 respectively while the remaining 3 question items teachers do not have agreement on their beliefs and practices. This suggests incongruity between the teachers’ beliefs and practice about English language teaching and learning.
4.3.5 Correlation between Teachers’ Beliefs and practices about Students’ Learning

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<th>Practices</th>
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<th>Gamma</th>
<th>Sign.</th>
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</thead>
<tbody>
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<td>16</td>
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<td>54</td>
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<td>55</td>
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<td>-.012</td>
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<td>11</td>
<td>55</td>
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<td>16</td>
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</table>

The data presented in Table- 4.3.4 represents the joint analysis of 6 question items under the main category of Teachers’ beliefs and practices about teaching of grammar. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; strong correlation between teachers’ beliefs and their practices is found in question items 2 and 6 with significance level of .008, and .000 respectively. This shows that on the remaining 4 question items teachers do not have agreement on their beliefs and practices. This again suggests a clash between the teachers’ beliefs and practice about English language teaching and learning.
4.3.6 Correlation between Teachers’ Beliefs and practices about Curriculum of English

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<th>Sign.</th>
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<tbody>
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<td>44</td>
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<tr>
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<td>Disagree</td>
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<td>0</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>and needs</td>
<td>Undecided</td>
<td>Sometimes</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Change in curriculum affects</td>
<td>Agree</td>
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<td>49</td>
<td>17</td>
<td>54</td>
</tr>
<tr>
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<td>0</td>
<td>9</td>
<td>10</td>
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<td>2</td>
<td>14</td>
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<td>7</td>
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<td>61</td>
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<td>39</td>
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<tr>
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<td>Undecided</td>
<td>Sometimes</td>
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</table>

The data presented in Table- 4.3.4 shows the joint analysis of 6 question items under the main category of Teachers’ beliefs and practices about teaching of grammar. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; strong correlation between teachers’ beliefs and their practices is found in question items 1 and 2 with significance level of .000, and .000 respectively. This indicates that on the remaining 4 question items teachers do not have agreement on their beliefs and practices. This again displays the strangeness between the teachers’ beliefs and practice about English language teaching and learning.
4.3.7 Correlation between Teachers’ Beliefs and practices about Learners’ Assessment

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<th>Sign.</th>
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<tr>
<td></td>
<td></td>
<td>Always</td>
<td>Never</td>
<td>Sometimes</td>
<td></td>
</tr>
<tr>
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<td>36</td>
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<td>4</td>
<td>58</td>
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<td>66</td>
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<td>2</td>
<td>22</td>
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<tr>
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<td>44</td>
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</table>

The data presented in Table- 4.3.4 showcases the joint analysis of 6 question items under the main category of Teachers’ beliefs and practices about teaching of grammar. The significance value of teachers’ responses is analyzed on 0.05. Out of the 6 questions items; strong correlation between teachers’ beliefs and their practices is found in question items 4 with significance level of .026. It elicits that on the remaining 5 question items teachers do not have agreement on their beliefs and practices. This also suggests a mismatch between the teachers’ beliefs and practice about English language teaching and learning.
4.4 Correlation between Students Views and Teachers’ Practices

This section of the data analysis deals with the correlation between students’ views and teachers’ practices in the actual classroom. The correlation is based on data collected from two questionnaires duly filled-in by both types of respondents: students and teachers. Each questionnaire carries 07 different sections with 06 question items in each section. Both the questionnaires contained almost same question items for both types of respondents. Teachers answered the items from the perspective of their actual teaching in the classroom; whereas students replied to the same answers from their point-of-view that they observed in the actual classroom about the actual teaching of the teachers. Both the responses are compared by employing Gamma correlation and presented in annotated form.

The following hypothesis was tested in the following data analysis of this section:

H₀₂ There is no relationship between the students’ views and teachers’ practices about teaching of English at secondary level.

The data provided in section 4.4 revealed that H₀₂ was accepted as there was found a very minute relationship between teachers’ practices as viewed by students, whereas majority of the question items (94%) did not provide a relationship between teachers’ beliefs and practices.
4.4.1 Students’ Views and teachers’ practices about Language and its Learning

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<td>Creating opportunities for mutual interaction</td>
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<td>Attention given to mastery of vocabulary</td>
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<td>Recommending audios and videos for learning English</td>
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</table>

The data presented in Table- 4.4.1 showcases a comprehensive analysis of 6 question items under the main category of Teachers’ Beliefs and Practices about Language and its Learning. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; strong correlation between teachers’ practices and students’ views is found only in question item 01 with significance level of 0.040. This shows that on the remaining 05 question items no significant correlation is found between teachers’ practices and students’ views. The aforementioned table clearly indicates discrepancy between the teachers’ practices and students’ views on teachers’ actual teaching about English language learning.
### 4.4.2 Students’ Views and Teachers’ practices about Basic Language Skills

<table>
<thead>
<tr>
<th>Items</th>
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<th>Teachers’ Practices</th>
<th>Total</th>
<th>Gamma Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Sometimes</td>
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<td>28</td>
<td>14</td>
<td>55</td>
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<td></td>
<td>Total</td>
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<td>65</td>
<td>30</td>
<td>120</td>
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<td>Creating opportunities for improving language skills</td>
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</tr>
<tr>
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<td>29</td>
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<td>Total</td>
<td>61</td>
<td>15</td>
<td>44</td>
<td>120</td>
</tr>
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<td>Forcing students to participate in group discussion</td>
<td>Always</td>
<td>34</td>
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<td>31</td>
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</tr>
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<td>52</td>
<td>7</td>
<td>61</td>
<td>120</td>
</tr>
<tr>
<td>Attention on promotion of reading comprehension</td>
<td>Always</td>
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<td>32</td>
<td>96</td>
</tr>
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<td>23</td>
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<td>Total</td>
<td>71</td>
<td>7</td>
<td>42</td>
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</tr>
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<td>Involving students in various writing competitions</td>
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<td>12</td>
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<td></td>
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<td>35</td>
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<tr>
<td>Arranging contests for developing students’ creative writing</td>
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</table>

The data in Table 4.4.2 elicits a comprehensive analysis of 6 question items under the main category of Teachers’ Beliefs and Practices about basic language skills. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; correlation between teachers’ practices and students’ views is found only in question item 01 with significance level of 0.058. This suggests that on the remaining 05 question items no significant correlation is found between teachers’ practices and students’ views. The data clearly indicates discrepancy between the teachers’ practices and students’ views.
### 4.4.3 Students’ Views and Teachers’ Practices about Pedagogy

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<tr>
<th>Items</th>
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<th>Teachers’ Practices</th>
<th>Total</th>
<th>Gamma Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>Sometimes</td>
<td>Always</td>
<td>Never</td>
</tr>
<tr>
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<td>14</td>
</tr>
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<td>4</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>26</td>
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<td>Total</td>
<td>40</td>
<td>26</td>
<td>54</td>
<td>120</td>
</tr>
<tr>
<td><strong>Teaching students in a communicative way</strong></td>
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<td>8</td>
<td>40</td>
<td>88</td>
</tr>
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<td>Sometimes</td>
<td>14</td>
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<td>Total</td>
<td>54</td>
<td>10</td>
<td>56</td>
<td>120</td>
</tr>
<tr>
<td><strong>Changing of method when students don’t understand</strong></td>
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<td>9</td>
<td>30</td>
<td>94</td>
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<td>Total</td>
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<td>13</td>
<td>40</td>
<td>120</td>
</tr>
<tr>
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<td>19</td>
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</tr>
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<td>Sometimes</td>
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<td>3</td>
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<td>6</td>
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<td>Total</td>
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<td><strong>Application of up-to-date and modern methods</strong></td>
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<td>Total</td>
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<td>39</td>
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</table>

The data presented in Table- 4.4.3 indicates a comprehensive analysis of 6 question items under the main category of Teachers’ pedagogical beliefs and practices. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; strong correlation between teachers’ practices and students’ views is found only in question item 06 with significance level of .010. This shows that on the remaining 05 question items no significant correlation is found between teachers’ practices and students’ views. The aforementioned table clearly indicates discrepancy between the teachers’ practices and students’ views.
4.4.4 Students’ Views and Teachers’ practices about Teaching of Grammar

<table>
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<tr>
<th>Items</th>
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<th>Total</th>
<th>Gamma Value</th>
<th>Sign. Value</th>
</tr>
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<tr>
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<td>Explaining grammatical rules properly</td>
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<td>120</td>
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<td>Teaching grammar by involving the whole class</td>
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<tr>
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<td>120</td>
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<td>Appreciating student’s own sentence analysis</td>
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</table>

The data presented in Table- 4.4.4 reflects a comprehensive analysis of 6 question items under the main category of Teachers’ Beliefs and Practices about teaching of grammar. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; strong correlation between teachers’ practices and students’ views is found only in question item 05 with significance level of .040. This shows that on the remaining 05 question items no significant correlation is found between teachers’ practices and students’ views.
### 4.4.5 Students’ Views and Teachers’ practices about Students’ Learning

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<th>Teachers’ Practices</th>
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<th>Sign.</th>
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<td>18</td>
<td>120</td>
</tr>
<tr>
<td>Engaging students in activities</td>
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<td>10</td>
<td>31</td>
<td>59</td>
</tr>
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<td></td>
<td>Total</td>
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<td>65</td>
<td>120</td>
</tr>
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<td>Imposing tasks and activities on students</td>
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<td>Total</td>
<td>52</td>
<td>31</td>
<td>37</td>
<td>120</td>
</tr>
</tbody>
</table>

The data presented in Table- 4.4.5 reveals a comprehensive analysis of 6 question items under the main category of Teachers’ Beliefs and Practices about students’ Learning. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items; correlation between teachers’ practices and students’ views is found only in question item 01 with significance level of .038. This shows that on the remaining 05 question items no significant correlation is found between teachers’ practices and students’ views. The data clearly shows discrepancy between the teachers’ practices and students’ views.
### 4.4.6 Students’ Views and Teachers’ practices about Curriculum of English

<table>
<thead>
<tr>
<th>Items</th>
<th>Students’ views</th>
<th>Teachers’ Practices</th>
<th>Total</th>
<th>Gamma Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaring English course as incompatible with learner’s mind and needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>21</td>
<td>11</td>
<td>49</td>
<td>.194</td>
<td>.120</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>0</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>15</td>
<td>15</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>26</td>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in curriculum affects student’s learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>21</td>
<td>10</td>
<td>31</td>
<td>.179</td>
<td>.178</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>18</td>
<td>7</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>19</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neglecting basic language skills while designing curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>33</td>
<td>14</td>
<td>13</td>
<td>.173</td>
<td>.203</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>22</td>
<td>14</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>28</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focusing on the in-time completion of course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>48</td>
<td>1</td>
<td>26</td>
<td>.103</td>
<td>.577</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>23</td>
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<td>16</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>1</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding students academically poor in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>48</td>
<td>11</td>
<td>19</td>
<td>.165</td>
<td>.307</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>19</td>
<td>4</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>19</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in curriculum affects your learning and performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>25</td>
<td>5</td>
<td>11</td>
<td>-.057</td>
<td>.660</td>
</tr>
<tr>
<td>Never</td>
<td>12</td>
<td>3</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>34</td>
<td>6</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>14</td>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table- 4.4.6 draws a comprehensive analysis of 6 question items under the main category of *Teachers’ Beliefs and Practices about curriculum of English*. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items no significant correlation is found in any item between teachers’ practices and students’ views. The data in the aforementioned table clearly indicates discrepancy between the teachers’ practices and students’ views on teachers; actual teaching about English language learning.
4.4.7 Students’ Views and Teachers’ practices about Learners’ Assessment

<table>
<thead>
<tr>
<th>Items</th>
<th>Students’ views</th>
<th>Teachers’ Practices</th>
<th>Total</th>
<th>Gamma Value</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily noticing student’s lack of vocabulary</td>
<td>Always</td>
<td>68</td>
<td>6</td>
<td>24</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>14</td>
<td>1</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>82</td>
<td>7</td>
<td>31</td>
<td>120</td>
</tr>
<tr>
<td>Follow-up of the assigned work</td>
<td>Always</td>
<td>50</td>
<td>7</td>
<td>26</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>23</td>
<td>1</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>83</td>
<td>1</td>
<td>36</td>
<td>120</td>
</tr>
<tr>
<td>Evaluating learner’s pronunciation and intonation</td>
<td>Always</td>
<td>62</td>
<td>4</td>
<td>15</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>27</td>
<td>3</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
<td>9</td>
<td>21</td>
<td>120</td>
</tr>
<tr>
<td>Testing Students and vocabulary</td>
<td>Always</td>
<td>5</td>
<td>13</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>10</td>
<td>23</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>Not encouraging students due to lack of time</td>
<td>Always</td>
<td>31</td>
<td>9</td>
<td>27</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>26</td>
<td>5</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>58</td>
<td>15</td>
<td>47</td>
<td>120</td>
</tr>
<tr>
<td>Analyzing student’s writing</td>
<td>Always</td>
<td>41</td>
<td>10</td>
<td>22</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>21</td>
<td>5</td>
<td>18</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>63</td>
<td>15</td>
<td>42</td>
<td>120</td>
</tr>
</tbody>
</table>

The data presented in Table 4.4.7 presents a comprehensive analysis of 6 question items under the main category of Teachers’ Beliefs and Practices about learners’ assessment. The significance value of teachers’ responses is analyzed on 0.05. Out of the 06 questions items no significant correlation is found in any item between teachers’ practices and students’ views. The data clearly suggests discrepancy between the teachers’ practices and students’ views.
4.5 Teachers’ Beliefs and Practices about Teaching of English: Comparison of Govt. Private Schools

The following hypothesis was tested in the preceding tabulation of this section:

H₀₃ Private schools teachers’ do not have higher level of relationship between their teaching beliefs and practices than Govt. school teachers.

The data provided in section 4.5 revealed that H₀₃ was rejected as there found a slight higher relationship between beliefs and practices of private schools teachers than that of Govt. school teachers.

Teachers’ beliefs and practices of both govt. and private schools were compared in the following domains:

4.5.1 Teachers’ Beliefs and Practices about Language and its Learning

4.5.2 Teachers’ Beliefs and Practices about Basic Language Skills

4.5.3 Teachers’ Pedagogical Beliefs and Practices

4.5.4 Teachers’ Beliefs about Teaching Grammar

4.5.5 Teachers’ Beliefs about Students’ Learning

4.5.6 Teachers’ Beliefs about Curriculum of English

4.5.7 Teachers’ Beliefs about Learners’ Assessment
### 4.5.1 Teachers’ Beliefs and Practices about Language and its Learning

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Govt. Schools N=60</th>
<th>Private Schools N=60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Value</td>
<td>Approx Sig.</td>
</tr>
<tr>
<td>Significance of learning English language</td>
<td>.436</td>
<td>.197</td>
</tr>
<tr>
<td>Process of imitation and repetition in language learning</td>
<td>.544</td>
<td>.133</td>
</tr>
<tr>
<td>Motivation towards learning of English as a language</td>
<td>-1.00</td>
<td>.104</td>
</tr>
<tr>
<td>Creating opportunities for mutual interaction</td>
<td>.088</td>
<td>.866</td>
</tr>
<tr>
<td>Giving attention on mastery of vocabulary</td>
<td>.303</td>
<td>.277</td>
</tr>
<tr>
<td>Recommending audios and videos in English</td>
<td>-.264</td>
<td>.338</td>
</tr>
</tbody>
</table>

The data presented in table- 4.5.1 states the results of correlation between the responses of Govt. and Private school teachers of their beliefs and practices about the importance of English language and its learning. The aforementioned tables consists of 06 questions items along with Gamma values and Significance of the responses under the headings of Govt. and Private school teachers. The data elucidates that out of 06 items; strong correlation is found between the beliefs and practice of Private school teachers on only item 6 with the value of .014, which means on the remaining 05 items there found no correlation between the beliefs and practice of Private school teachers. In addition to this no correlation is observed between the beliefs and practices of Govt. school teachers.
### 4.5.2 Teachers’ Beliefs and Practices about Basic Language Skills

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Govt. Schools N=60</th>
<th>Private Schools N=60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Value</td>
<td>Approx Sig.</td>
</tr>
<tr>
<td>Asking questions to keep the class attentive</td>
<td>1.000</td>
<td>.000</td>
</tr>
<tr>
<td>Creating opportunities for improving language skills</td>
<td>.343</td>
<td>.197</td>
</tr>
<tr>
<td>Forcing students to participate in group discussion</td>
<td>-.295</td>
<td>.181</td>
</tr>
<tr>
<td>Attention on promotion of reading comprehension</td>
<td>.343</td>
<td>.482</td>
</tr>
<tr>
<td>Involving students in various writing competitions</td>
<td>.312</td>
<td>.114</td>
</tr>
<tr>
<td>Arranging contests for developing students’ creative writing</td>
<td>-.533</td>
<td>.007</td>
</tr>
</tbody>
</table>

The data presented in table- 4.5.2 elicits the results of correlation between the responses of Govt. and Private school teachers of their beliefs and practices about Basic English language skills. The aforementioned tables consists of 06 questions items along with Gamma values and Significance of the responses under the headings of Govt. and Private school teachers. The data explicates that out of 06 items; strong correlation is found between the beliefs and practice of Govt. school teachers on items 01, and 06 with the value of .000 and .007 respectively, which means on the remaining 04 items there found no correlation between the beliefs and practice of Govt. school teachers. In addition to this no correlation is observed between the beliefs and practices of Private school teachers.
### 4.5.3 Teachers’ Pedagogical Beliefs and Practices

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Govt. Schools N=60</th>
<th>Private Schools N=60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Value Approx Sig.</td>
<td>Value Approx Sig.</td>
</tr>
<tr>
<td>Teacher’s negligence of using mother tongue in the class</td>
<td>.014 .963</td>
<td>-.161 .453</td>
</tr>
<tr>
<td>Preference given to teaching in a communicative way</td>
<td>.244 .371</td>
<td>.008 .976</td>
</tr>
<tr>
<td>Changing method when students don’t understand teacher</td>
<td>.459 .299</td>
<td>.434 .210</td>
</tr>
<tr>
<td>Learning better when teacher teaches in mother tongue</td>
<td>.235 .632</td>
<td>.407 .164</td>
</tr>
<tr>
<td>Focusing on teaching and translating the text-book only</td>
<td>.562 .076</td>
<td>-.206 .353</td>
</tr>
<tr>
<td>Application of up-to-date and modern pedagogical skills</td>
<td>-.330 .225</td>
<td>.146 .491</td>
</tr>
</tbody>
</table>

The data in table- 4.5.3 presents the results of correlation between the responses of Govt. and Private school teachers of their beliefs and practices about teachers’ pedagogical beliefs and practices. The aforementioned tables consists of 06 questions items along with Gamma values and Significance of the responses under the headings of Govt. and Private school teachers. The data clarifies that out of 06 items; strong correlation is found between the beliefs and practice of Govt. school teachers on only item 01 with the value of .014, which means on the remaining 05 items there exists no correlation between the beliefs and practice of Govt. school teachers. In addition to this no correlation is observed between the beliefs and practices of Private school teachers.
### 4.5.4 Teachers’ Beliefs about Teaching Grammar

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Govt. Schools N=60</th>
<th>Private Schools N=60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving priority to teaching of English grammar</td>
<td>1.000</td>
<td>.922</td>
</tr>
<tr>
<td></td>
<td>.011</td>
<td>.016</td>
</tr>
<tr>
<td>Teaching and explaining grammatical rules appropriately</td>
<td>.743</td>
<td>.472</td>
</tr>
<tr>
<td></td>
<td>.077</td>
<td>.176</td>
</tr>
<tr>
<td>Involving the whole class in practice while teaching grammar</td>
<td>.065</td>
<td>.536</td>
</tr>
<tr>
<td></td>
<td>.919</td>
<td>.245</td>
</tr>
<tr>
<td>Appreciating students for analyzing sentences themselves</td>
<td>-.268</td>
<td>.722</td>
</tr>
<tr>
<td></td>
<td>.316</td>
<td>.040</td>
</tr>
<tr>
<td>Valuing accuracy in writing more important than fluency in speaking</td>
<td>.545</td>
<td>.484</td>
</tr>
<tr>
<td></td>
<td>.002</td>
<td>.005</td>
</tr>
<tr>
<td>No satisfaction of teachers unless teaching tenses, parts of speech, active and passive voice, and direct and indirect speech</td>
<td>.342</td>
<td>.405</td>
</tr>
<tr>
<td></td>
<td>.273</td>
<td>.272</td>
</tr>
</tbody>
</table>

The data in table-4.5.4 presents the results of correlation between the responses of Govt. and Private school teachers of their beliefs and practices about teaching grammar. The aforementioned tables contain 06 questions items along with Gamma values and Significance of the responses under the headings of Govt. and Private school teachers. The data explains that out of 06 items; strong correlation is found between the beliefs and practice of Govt. school teachers on items 01 and 05 with the value of .011 and .002 respectively, which means on the remaining 04 items there exists no correlation between the beliefs and practice of Govt. school teachers. In addition to this a strong correlation is also found between the beliefs and practices of Private school teachers on items 01, 04, and 05 with the significance values of .016, .040, and .005 respectively.
### Teachers’ Beliefs about Students’ Learning

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Govt. Schools N=60</th>
<th>Private Schools N=60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving clear, relevant, and easy details while teaching text-book</td>
<td>.333 .640</td>
<td>-1.000 .118</td>
</tr>
<tr>
<td>Engaging students in activities</td>
<td>-.381 .459</td>
<td>-1.000 .005</td>
</tr>
<tr>
<td>Sharing tasks and activities with students before applying them</td>
<td>.498 .136</td>
<td>.138 .570</td>
</tr>
<tr>
<td>Accepting student’s mistakes in speaking</td>
<td>.312 .217</td>
<td>.333 .221</td>
</tr>
<tr>
<td>Teacher knows that you don’t understand him well</td>
<td>.171 .441</td>
<td>-.218 295</td>
</tr>
<tr>
<td>Imposing tasks and activities on students</td>
<td>.501 .002</td>
<td>.522 .002</td>
</tr>
</tbody>
</table>

The data presented in table- 4.5.5 offers the results of correlation between the responses of Govt. and Private school teachers of their beliefs and practices about students’ learning. The aforementioned tables consists of 06 questions items along with Gamma values and Significance of the responses under the headings of Govt. and Private school teachers. The data simplifies that out of 06 items; strong correlation is found between the beliefs and practice of Govt. school teachers on only item 06 with the value of .002, which means on the remaining 05 items there exists no correlation between the beliefs and practice of Govt. school teachers. In addition a strong correlation is also found between the beliefs and practices of Private school teachers on items 02 and 05 with the significance value of .005 and .002 respectively.
### 4.5.6 Teachers’ Beliefs about Curriculum of English

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Govt. Schools N=60</th>
<th>Private Schools N=60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incompatibility of English course with learners’ needs and mental level</td>
<td>.654 .000</td>
<td>.359 .043</td>
</tr>
<tr>
<td>Impact of the continuous flux/change in English curriculum on learning</td>
<td>.551 .007</td>
<td>.239 .185</td>
</tr>
<tr>
<td>Underestimation of basic language skills while designing curriculum</td>
<td>-.129 .557</td>
<td>.514 .004</td>
</tr>
<tr>
<td>Focusing a lot on the in-time completion of course</td>
<td>.352 .277</td>
<td>.216 .421</td>
</tr>
<tr>
<td>Students are academically poor in English communication</td>
<td>.128 .680</td>
<td>.367 .158</td>
</tr>
<tr>
<td>Change in English course directly affects student’s learning</td>
<td>-.093 .627</td>
<td>.060 .740</td>
</tr>
</tbody>
</table>

The data in table- 4.5.6 elicits the results of correlation between the responses of Govt. and Private school teachers of their beliefs and practices about curriculum of English. The aforementioned tables consists of 06 questions items along with Gamma values and Significance of the responses under the headings of Govt. and Private school teachers. The data elucidates that out of 06 items; strong correlation is found between the beliefs and practice of Govt. school teachers on item 01 and 02 with the values of .000 and .007 respectively, which means on the remaining 04 items there exists no correlation between the beliefs and practice of Govt. school teachers. In addition to this strong correlation is observed between the beliefs and practices of Private school teachers on items 01 and 03 with the significance value of .043 and .004 respectively.
### 4.5.7 Teachers’ Beliefs about Learners’ Assessment

<table>
<thead>
<tr>
<th>Question Items</th>
<th>Govt. Schools N=60</th>
<th>Private Schools N=60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Value</td>
<td>Approx Sig.</td>
</tr>
<tr>
<td>Noticing student’s lack of vocabulary during interaction</td>
<td>.289</td>
<td>.672</td>
</tr>
<tr>
<td>Follow-up of the assigned work</td>
<td>.208</td>
<td>.394</td>
</tr>
<tr>
<td>Checking student’s pronunciation and intonations</td>
<td>.070</td>
<td>.823</td>
</tr>
<tr>
<td>Testing student’s vocabulary and grammar</td>
<td>-.468</td>
<td>.006</td>
</tr>
<tr>
<td>Not encouraging students due to lack of time</td>
<td>.361</td>
<td>.094</td>
</tr>
<tr>
<td>Analyzing student’s writing and giving you a feedback</td>
<td>.447</td>
<td>.176</td>
</tr>
</tbody>
</table>

The data presented in table- 4.5.7 describes the results of correlation between the responses of Govt. and Private school teachers of their beliefs and practices about learners’ assessment. The aforementioned tables consists of 06 questions items along with Gamma values and Significance of the responses under the headings of Govt. and Private school teachers. The data clarifies that out of 06 items; strong correlation is found between the beliefs and practice of Govt. school teachers on only item 04 with the value of .006, which means on the remaining 05 items there exists no correlation between the beliefs and practice of Govt. school teachers. In addition to this strong correlation is observed between the beliefs and practices of Private school teachers on item 02 with the value of .011, which means on the reaming items there exists no correlation between the beliefs and practice of Private school teachers.
4.6 Qualitative Analysis: Results of Interviews

For qualitative data, a semi-structured interview schedule was designed keeping in mind all the relevant themes related to the objectives of the study. The researcher personally visited the interviewees who had tendered their consent in the option given in questionnaire and also showed their willingness to be interviewed. The duration of interview ranged from 25 to 30 minutes. This section presents the analysis of the interviews conducted with the total of 06 secondary school teachers (03 Govt., and 03 Private) in order to have an in-depth and profound indication of the English language teachers’ beliefs and practices. The following six school teachers volunteered for the interviews and each school teacher is coded along with the name of school as follow:

i. T1 (Teacher of Govt. Secondary school, District Buner)
ii. T2 (Teacher of Private school, District Buner)
iii. T3 (Teacher of Govt. Secondary school, District Peshawar)
iv. T4 (Teacher of Private school, District Peshawar)
v. T5 (Teacher of Govt. Secondary school, District Kohat)
vi. T6 (Teacher of Private school, District Peshawar)

The analysis of the interviews is based on thematic analysis and the content of the interviews have been divided into 02 major themes and 07 sub-themes. The major themes include teachers’ beliefs and teachers’ practices; where the sub-themes include teachers’ beliefs and practices about language learning, basic language skills, pedagogy, grammar teaching, learners’ comprehension, curriculum and assessment.
The responses of the interviewees have been analyzed under themes and sub-themes and presented in the narrative form under each question asked:

Main Theme: Teachers’ Beliefs and Practices

Sub-theme-1: Nature of Language and its Learning

Q: How do people learn a language, how do you see English and what are your beliefs about the learning of English?

The overall responses showcase that English language teachers had varied perceptions about nature of language and its learning and portrayed language according to their own frame of mind. Like referring to our country, their collective opinion was that generally Pakistan is an underdeveloped country and language learning is a one way to go. There is no uniformed policy or organism hence this confused condition has made our students linguistically deprived especially in the context of Khyber Pakhtunkhwa. The comments of govt. schools teachers seemed very positive for instance, they said that in the past, there were issues but language learning is no more a problem because it is very encouraging as we have a lot of language learning centers on every corner of the village and Private schools are also playing a very great role in this regard. Television and media is highly contributing and there are news papers in English everywhere now. It is an era of English learning now and anyone who lags behind will suffer badly in the long run. Language is basically learnt through social interaction because the psychological behavior we develop in our society helps us a lot in language learning. Like a normal human child, with the passage of time it observes the environment and by looking here and
there, it notices a lot of things like the words spoken by people around and the way they use it, and then the child shows its reaction on all these things and thus learns language. In our context, we learn Pashto without knowing its grammar. Similarly, if we want to learn any target language then its grammar should also be learned otherwise natural environment should be created in the class which I think, is not that much easy. For example, one of the interviewees expressed his beliefs about language learning:

“As for as language learning is concerned, I would like to say that there are many factors involved. Language is learnt through social interaction because the psychological behavior we develop in our society helps us a lot in language learning. Think of human child, with the passage of time it observes the environment and by looking here and there it notices a lot of things like the words spoken by people and the way they use it, and then the child shows its reaction on all these things and thus learns language. Similarly, People acquire any language through self-interest, motivation and practice.”

The Private school teachers viewed language learning as the result of personal interest, willingness and proper practice as due the rapid escalation of English language on media. They also believed that learning of English is the need of the hour now; English is still a mean and medium to lean all other social, physical and biological sciences. It is the only tool now for raising students’ voice and spreading students’ communication internationally. Teachers are the sole agents of transmitting it to variety of students in their own individualized way. English learning is no more a problem because it can now be imparted in a funny and interesting way.

We can learn English through communication via social media. When we immerse to the natural setting, opportunities for learning English increase. As teachers, we should not pressurize or scare our students from speaking English
language as we very often do in our classes. Nothing is difficult or impossible unless we are willing and prepared to do it. Referring to modern context, another interviewee stated:

“Well, learning of English these days, in my view, is at its best. The atmosphere is very changed, English demand is there like the methodology of teaching has changed a lot. Pakistan is an underdeveloped country and language learning is a one way to go. In the past, there were issues but language learning is no more a problem because it is very encouraging as we have a lot of language learning centers on every corner of the village and private schools are also playing a very great role in this regard. Instead of theoretical learning; the focus has shifted towards practical use, which is the key for learning a language. Even internet use has also contributed a lot in this regard like different sites can easily be accessed if you know English. It has become a symbol of status in Pakistan, I think.”

Teachers visualized language learning as a means of communication and sharing of ideas where the contribution of environment and the process of imitation and repetition cannot be denied. Private school teachers declared that English has attained the status of an identity mar because it is now the language of research and technology. They further argued that language learning a very complex phenomenon and declared it as a divine miracle and it’s the language of rulers and has engrossed its worth in the basic needs. Yet, another teacher said that language is learned through social interaction however, without understanding its grammar language learning is almost impossible. English teacher should also be aware of its aims and objectives.
Q: What are your views about basic language skills, its proper order and how do you develop students’ listening and speaking skills?

The analysis in this section reveals that basic language skills are the only scaffolding which is supporting it firmly. Most of the Private schools teachers said that language itself is the combination of these fundamental skills and on most occasions, teachers pay attention only to reading and writing and ignore speaking and listening which very often hold up students communicative skills. Some govt. teacher viewed that these four skills actually, are the alternatives of the natural mechanism of language learning however, teachers in schools have restricted themselves only to a little reading and exposition of difficult words meaning on the writing board. With reference to develop students’ listening and speaking skills, a govt. school teacher said:

“There is a very huge gap still between teachers and students in communicative skills. Students in our culture cannot dare to talk to teachers in an idealized way. The way I develop the speaking skills of my students is by practicing and having discussions while they improve on their mistakes. Discussions can be on describing pictures, having debate or presenting on a topic. Language is actually is the mixture of all these skills and these skills have very great role in language learning. Even in a normal life, we adopt and use the same kind of experience like we first listen then speak and we go to school and read and write and slowly and gradually we learn English. Our teachers in schools also apply language skills in the same way”.

Most of the Private school teachers concluded that actually language is the integration of these four skills which make students a good listener, a bold speaker, an extensive readers and a creative writer so as to be able to
communicate effectively and efficiently. In order to make students feel independent in English, teachers should now and then encourage them to do presentations, involve them in group discussions, and practice them in role plays. One govt. teacher expressed his views like this; basic language skills are like the backbone in learning English as a language. All these skills are related to each other like the pearls of the beads. Unfortunately, we have restricted learners to the level of reading only in our schools. Language is basically speaking but we face a lot of problems in our communication even after graduation. This all drastic view is actually the result of teachers’ ignoring the basic language skills.

While answering a question about how do you train your students for developing their listening and speaking skills, teachers viewed that; in order to remove students’ shyness, they encourage them to present at least 5 jokes in English of their own. Through poetry teachers can develop the listening and speaking skills of their students when they assign them the responsibility to share Pashto or Urdu poetry in pure English with their class, there are also many other strategies too.

Main Theme: Teachers’ Beliefs and Practices

Sub-theme-3: Teachers’ Pedagogical Skills

Q: How many methods do you know about, what is your own method of teaching, why do students have poor communicative skills and which method do you recommend for teaching English effectively?
While recording private teachers’ views about having knowledge about teaching methods, they acknowledged their inefficiency and worthlessness; and shared that majority of teachers lacked appropriate pedagogical skills. Most of teachers taught using grammar-translation method and a very few used direct method for teaching. The performance of the govt. school teachers however, was very encouraging and positive in the context of pedagogy. For instance, a schools teacher expressed his views as:

“I myself know about some 4-5 different teaching methods like GTM, DM, ALM, structural approach and Communicative approach, and I think Direct Method is the best option for English teaching, because everything will be taught in English so that the student can learn. As for as my teaching is concerned, I use an eclectic way for teaching to my students in which, I combine most of the methods and facilitate my students accordingly. However, my students want me to use grammar-translation method and sometimes direct approach where most of the communication is done in English. But there is confusing result like all the time is wasted and no progress is seen because most of the students do not know English speaking and writing. Other methods that are commonly used in our schools are Grammar-translations approach where students are easy and little progress in shown in their communication.”

It is not necessary to use and follow a single method of teaching all the time because teaching with the same single method is not teaching at all. There is an atmosphere of fear and terror prevalent in our schools and teachers only teach in a one-way direction while education is a two-way process so the speaking and writing of both teachers and students are not up to the mark. Teachers don’t escort students along in teaching. In order to make education a two-way process and facilitate students in language, a govt. school teacher stated his views about following a uniformed democratic approach in teaching by saying that; democratic method should be followed at secondary level where all students should be equally treated without any caste system that this is the son
of Doctor saib, Engeneer saib, Malak saib, Khan saib, DSP saib and so on. Each and every student should be given individual attention and valued fairly in the process of learning. Teachers should be broad-minded, sincere and honest in giving maximum opportunity to the students to unearth their hidden potentials because students are their real asset.

English teachers possess comprehensive knowledge about pedagogy in govt. sector as compared to private; however the actual academic background of secondary students is below expectations. With such a low standard, it is useless for a teacher using Audio-lingual method, Structural approach or Communicative language teaching as a method. An interviewee while sharing his views about the reasons for students’ poor communicative skills said:

“The main reason for students being poor in speaking and writing is because these skills require the students to practice. If they are not given the environment to speak and write from their own mind, then those skills will remain poor. Teachers also beat them mostly and punishment in my view, stops learning. Students also take no interest and are busy all the time in Facebook, Whatsapp and other things like IMO’s and waste their time. Similarly, there is a huge gap between what teachers do and what they say and there is no communicative relationship between teacher and students.”

Similarly, the existing curriculum doesn’t focus on listening and speaking and neither teacher can involve such poor students in activities; teachers teach English for 12-15 minutes only reading from the text and then writing meanings on board. Even very little communicative strategies are followed in the class so the main focus should be given to strengthening the very base of students at primary classes. Another teacher sorted out the weakness of students in learning English like this; there are many other factors involved regarding students’ weakness in English language like that of our Pakhtun
(People who speak Pashto as their mother tongue) culture especially the role of ‘Mullahs’ (Muslim religious prayers heads), where there is a predetermined factitious rivalry against English learning. Another responsible factor is lack of competent teachers in the field of English at secondary level. Similarly, English is not our first language and without practicing it we cannot speak it fluently and in an intonated way. On the other hand majority of the students not serious and shirk work. In such an environment, teachers should motivate and encourage students to develop the habit of learning in a communicative way and they should create a cooperative and friendly environment for them. There should be a democratic way of treating, dealing and coping with students. No harsh treatment should be done and even punishment should be allowed to a reasonable extent. Teachers should also consider the mental level of their students and they should not over-burden them with education. A Govt. teacher said:

“I recommend strongly that every student should be given individual attention and value in the process of learning. We should be broad-minded and sincere and honest in giving maximum opportunity to the students to unearth their hidden potentials. They are our real asset.”

Main Theme: Teachers’ Beliefs and Practices

Sub-theme-4: Teaching of Grammar

Q: What is your point of view about teaching of grammar, how do you teach it yourself and which method/approach do you recommend for grammar teaching?
This section centers on both Govt. and Private teachers’ beliefs and practices about teaching of grammar and the way they teach it. The merging and integration of grammar in language learning has been a very debatable issue in the context of English language. There is, has been and might be (in future) discrepancy and difference of opinion among teachers about inclusion of grammar in English language. Some teachers in the interviews viewed its relationship as that a mind and soul while some expressed their views against it. Teachers viewed that teaching of English grammar is very necessary for both the verbal and written competency of a learner because it enables the learners to know about the structure, rules and regulations and language from beyond the fact that students find it quite boring and difficult. One of the interviewee said:

“Teaching of grammar is as important as is the very structure and skeleton for human body. It is the main thing in any language. It has been the major issue in our country. Teachers pay more value to grammar and even a person who knows about grammar is thought of as authority on English. Govt. should solve this issue and the confusion of students should be removed. Basic English grammar should be taught to every student while the complex grammar lesson should be avoided as majority of teachers do and some teachers only do tenses, active passive and direct indirect and it will have more harm than good.”

The govt. teachers ranked grammar very high like describing it as the very anatomy of language, the practical analysis of language, the very map of a language and even the soul of a language. They pay extra value teaching of grammar and have arranged separate classes in the school time table for it. Govt. teachers shared in their interviews that they have their own style and way of teaching grammar which somehow resembles inductive approach. For instance, they explain the rules first and require learners to memorize it and
then apply accordingly. However, there overall point was that students don’t like grammar because they feel fed up and satiated with the repetition of the same counted things like tenses, parts of speech, active passive, direct and indirect in almost every class. Whereas, the Private school teachers said that they prefer teaching grammar in a deductive way where they help students to explore and derive rules of their own from the sentence structure and then apply it for better understanding.

While answering the question the third part of the question, both the govt. and Private teachers showed indications of agreement that there should never be used a one-way method for the teaching of grammar. It should be taught combining almost all the methods, techniques or strategies, a teacher knows and that grammar explanations should be done in a friendly and cooperating way. Teachers should directly explain the rules while writing them and provide as much examples as possible to the students because in our system of education, students’ linguistic competence is highly measured as compared to their communicative competence. Another interviewee expressed hir views like this:

“I give preference to textbook most because the principal reminds me regularly to finish the course in time. I also come from a remote area and am the form-master of class 9th, so I often come 10 to 15 minutes late because of traffic and road problem. So, I avoid it but want to teach basic grammar to every student so that they do not make common mistakes and do not teach complex grammar unless necessary. But when I have time, I teach grammar through lecture demonstration method and most of the time through group discussion.”

Grammar as a whole should be taught through games and interesting activities as grammar is found boring for the students. Teachers favored following
exploratory method as the best option for teaching English grammar which require students to derive grammatical rules of their own.

Main Theme: Teachers’ Beliefs and Practices

Sub-theme-5: Students’ Learning

Q: How do students learn better, how would you describe the performance and competence of your students, and how do you find their communicative competency?

In this section, a detailed analysis of the teachers’ beliefs and practices about students’ learning is presented. Learning is a complex action because it cannot be sorted out with certainty that whether it is really taking place or students are nodding their heads as a usual habit. The first theme deals with teachers’ views pertained to their general understanding about students’ learning. Most of teachers expressed their views about students’ learning when they involve them using pure communicative approach. They frequently motivate them to speak and express themselves in simple English. Learners will easily understand when teachers own them and utilize their energies to the maximum. What teachers actually do in their teaching of English class is that they concentrate all their preference on the teaching of text. They don’t guide their students to read outside the classroom. Now-a-days, there are a lot of opportunities like internet and Google are much better than teachers but unfortunately, students are not motivated towards these areas.
Most of the teachers from both govt. and Private schools admitted that their students are very good and cooperative with good communicative skills and show much obedience however; their intelligence is relative. T6 sorted out that Students’ learning is fun and hence it should be done in a totally care-free environment. If students commit mistakes they should not be shouted at, and a very friendly setting should be created. Similarly, understanding something is also something very difficult, teachers use all their energies to make their students understand by using democratic and autocratic methods which may be sometimes work and facilitate students but sometimes prove a complete failure. T3 shared that if not possible on daily basis, weekly programs should be arranged for students in which speaking in English should be mandatory and individual attention should be paid to them. Groups should be constructed as per students’ mental efficiency and tasks should be equally assigned to them repeatedly where participation for every student should be made compulsory.

T4 said that due to the school busy time table and fear to finish the course in time, very little contact is there with students. I don’t know why but students will not answer you even if you ask them a question in English. However, they are very good in their communication when it comes to expressing themselves on paper. I would say that most of my students have successful communicative skills like how to talk to others, how to deal with others, especially using mobile and sharing text messages in a communicative way. T1 was of the view that as an efficient teacher, I think we should be very regular and honest and performing our duties then it is not a problem at all but we are not interested ourselves. Teacher is a great role model and is the agent through which you can
make or break this whole world. If they consider their students as their own property then what is teaching?

T5 stated about the role and competence of their students as that they cannot be bad as he pointed out that:

“I proclaim it with assertion that students are not bad (taking a sigh of relief) it is we that we have made them bad. They are in our hands but unfortunately we don’t handle them well. Listen to me, if a student anywhere, is good and educated and competent, it is because of the teacher because they are in our hands. If they are not good then definitely we are responsible it and God will also ask us that you got this much money for it and still you cheated. And you know that the government’s directives are to pass the poor students as well in order to increase the literacy rate so (laughing!), My class is combination of average, genius and dull and satisfactory students so it is not easy to say that they are good or bad.”

Main Theme: Teachers’ Beliefs and Practices

Sub-theme -6: Curriculum of English

Q: What are your views about English curriculum, does the change in curriculum affect yours and your students’ performance?

This sub-theme confirms the detailed analysis of govt. and Private school teachers’ beliefs and practices regarding English curriculum, the continuous flux or change in English course at short intervals and the impact of this curriculum fluctuation on teachers’ teaching mechanism and students’ overall learning. The role of English in Pakistan has been controversial since long. There is no uniformed curriculum in all academic institutions and the curriculum of government schools is not according to the modern needs of
students. It doesn’t develop the overall competencies of students. Another problem is that in government schools, the medium of instruction is Urdu.

T1 presented a common evidence of modern ways of English teaching and learning by comparing it to the past efforts done in this regard. He said:

“People in the past had a better mechanism and planning as compared to what the modern world claims. In the past quality was the main thing and there was no compromise over it. Now, everything is changed and you see, people are reckoning to the ever-fast overall development yet the result is only in documents. Minds are empty and files are weighed more these days. The main reason is that our education system is in a series of experimental processes. Not only English course but other courses are also very badly designed and expert teachers’ views are intentionally not incorporated. If we are given a unanimous curriculum, I assure you sir! We will progress but the problem is our curriculum is in a rapid change for since the dawn of 2000. In my view, the current curriculum of English is inappropriate to the mental level of the students because as a teacher, I myself find it tough and difficult. There are some sentences and expressions that cannot be translated into mother tongue. The vocabulary is very difficult and throughout my career which is 25 plus years, I have never confronted such words as are in the 9th and 10th class English text-book.”

Regarding the second portion of the question asked in the interview, T3, T4 and T6 affirmed that the change in course affect them badly. They said that when the government doesn’t consider and incorporate the expert opinion of teachers, then it is not easy to achieve the objectives. It is playing with the future of our coming generation. It seems not but may be a planned conspiracy to discontinue the increasing rate of literacy. There is an already lack of professional teachers and when he course gets changed, the textbook is not available for 2-3 years. Is it not amazing? I myself have faced this issue, the govt. could not send us English textbooks and through continuous follow up and demand, we could not receive books. Similarly, we cannot use the old
books because the course is changed. You will be amazed that teachers taught the old course for the whole year to 9th class due to this issue.

While designing curriculum for a country like Pakistan, the geographical and social factors should be kept in mind and easy and simple lessons should be included. The present curriculum is very tough and there are certain expressions that are quite difficult to translate and after sharing it with our colleagues in the staff room, we cannot infer a satisfactory meaning out of it because they are written by native-English speakers. Even the poetry is very tough and boring and let me confess it openly that not only I but other teachers also leave it and only teach prose. Regarding the academic impact of course change on students and teachers, T4 said that there is a rotation system of subject teaching in our schools. For instance, the subject I teach this year is assigned to another teacher next year so if we give full attention to any course that is offered and clarify our concept about it but next time it changes so obviously it affects our performance and commitment. Teachers usually, do not welcome the new course and sometimes the head teaches but due to some official responsibilities the head order me or other teacher to continue it. So it has been very problematic. For the modern curriculum teachers should have to be well prepared or the teachers have to first read and understand the text for themselves after he can go in a classroom and teach to students. On the other hand the teacher does not have a separate time to study the books to teach to students effectively.

According T5, the current curriculum of English is inappropriate to the mental level of the students because as a teacher, I myself find it tough and difficult.
Although it improves some the aspects of our teaching method but it also have some negative impact for us; especially for the senior-most teachers like at the age of 50 or above. We cannot teach it in the light of the demands of the present times.

**Main Theme: Teachers’ Beliefs and Practices**

**Sub-theme-7: Students’ Assessment**

_Q: How do you assess your students in English course, what criterion of assessment do you follow, and how do you judge the speaking and written skills of your students?_

This section brings forth teachers’ beliefs and practices about their students’ assessment in English language. Assessment has been the very crux of an educational system and the real success or failure of students is directly proportional to its criteria of their assessment. T1 presented his views that there are very little opportunities due to the tough routine of our school. On some special occasions, when teachers are on leave, I prefer taking test from my students instead taking extra class of some other teacher. I check it on the spot with students’ collective effort. This mechanism helps me in knowing about the writing skills of my students and the way they share their knowledge. Also through Diagnostic assessment sometimes I assess my class. Referring to the strategies teachers use for assessing their students T2 said that I normally ask my students to read a paragraph for themselves and make questions on it and share it with your peers and then compare the answers in between. It helps to widen students’ range of comprehension and points out what type of content
they want to read. I also encourage my class to read even if they do not understand it. Similarly, I’ll give more emphasis on reading an English newspaper or novels etc. newspapers and novels like things build the reading and understanding skills of a student because our examination system also focus on judging students’ comprehension skills.

While sharing his views on the third component of the question asked, T3 stated:

“Writing is the most ignored skill in basic skills because in our class students just dictate what the teachers write on blackboard in the form of difficult words. In the case of writing I’ll like to follow the same as I do for the reading; I’ll assign the students to write whatever things come in their mind. After writing I’ll check and recover their mistakes so they can easily build their writing skills. I will also suggest that in order to improve students’ writing, teachers should advise their class to write whatever comes in their minds and also write diaries on daily basis. For speaking skills I show a picture of anything and then ask to students to discuss about it and everyone will speak about it.”

Referring to poor assessment criteria of students, T4 presented his views like the total duration of an English class is 40 minutes in almost all secondary schools and it continues for six days a week. So there is no extra time of contact hours in our class for assessment. Sometimes, students’ performance is judged in basic language skills through oral or written tests and discussion where the main focus is laid on their listening and speaking skills and the way they articulate and pronounce English. He further said, I also give them a reading assignment and ask about it the other day and hence I assess their reading comprehension.
T5 said that the techniques or strategies he normally used for assessing students’ strengths and weaknesses in reading comprehension is through reading assignments. But normally, teachers neglect these things most of the time and students don’t understand well however; if teachers use it continuously, it may yield very positive results. I also apply comprehension strategy where the instruction is organized into a three-part framework, with specific activities used before, during, and after reading but that is a little bit tough and students don’t like it the most. T6 discussed his expertise about assessing students’ communicative skills explicitly by proclaiming that speaking revolves around verbal expressions so while analyzing speaking, I involve my students in group discussion and sit aside with a piece of paper noticing the mistakes they do and then share it in an expert way. And for writings, teachers have variety of activities to assess their students. For instance, students have learned the basics of simple and complex sentences. Now teachers can easily assess whether students can use both types of these sentences in their own writing correctly or not.
In order to witness the real-time relationship between English language teachers’ beliefs and their classroom practices, two checklists were developed keeping in view the objectives and hypotheses of the study. The checklists circumambient various actions, mentioned under the heading of Items, of the teachers in the actual classroom. The researcher personally visited the classrooms of selected Govt. and Private schools with the approval of Head of schools and observed teachers’ classroom practices as non-participant observer. Teachers’ classroom practices were recorded on the checklists and further interpreted and presented in the following tables for Govt. and Private school teachers separately.
### 4.7.1 Observation Checklist for Government Secondary Schools

<table>
<thead>
<tr>
<th>Items</th>
<th>Teachers’ Practices</th>
<th>N = 30 Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes (%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No (%)</td>
</tr>
<tr>
<td>Objectives</td>
<td>Teacher informs students clearly about their learning objectives</td>
<td>09 (30)</td>
</tr>
<tr>
<td></td>
<td>Students’ sitting arrangement reflects their zeal for learning</td>
<td>21 (70)</td>
</tr>
<tr>
<td>Posture</td>
<td>Teacher asks questions for testing students’ previous knowledge</td>
<td>14 (14.6)</td>
</tr>
<tr>
<td></td>
<td>Teacher’s voice is well mounted and clearly audible</td>
<td>19 (63.3)</td>
</tr>
<tr>
<td>Preparations</td>
<td>Students’ sitting arrangement reflects their zeal for learning</td>
<td>27 (90)</td>
</tr>
<tr>
<td></td>
<td>Teacher asks questions for testing students’ previous knowledge</td>
<td>03 (10)</td>
</tr>
<tr>
<td>Voice/Audibility</td>
<td>Teacher’s voice is well mounted and clearly audible</td>
<td>19 (63.3)</td>
</tr>
<tr>
<td></td>
<td>Teacher talks in English most of the time</td>
<td>05 (16.6)</td>
</tr>
<tr>
<td>Attitude</td>
<td>Teacher’s attitude is friendly and cooperating</td>
<td>13 (43.3)</td>
</tr>
<tr>
<td>Style</td>
<td>Teacher imparts the lesson in a disciplined and democratic way</td>
<td>26 (86.6)</td>
</tr>
<tr>
<td></td>
<td>Teacher talks in English most of the time</td>
<td>12 (40)</td>
</tr>
<tr>
<td></td>
<td>Teacher encourages the whole class for new learning</td>
<td>24 (80)</td>
</tr>
<tr>
<td></td>
<td>18 (60)</td>
<td>06 (20)</td>
</tr>
<tr>
<td>Presentation</td>
<td>Teacher presents the material clearly and logically</td>
<td>18 (60)</td>
</tr>
<tr>
<td></td>
<td>Teacher talks in English most of the time</td>
<td>05 (16.6)</td>
</tr>
<tr>
<td></td>
<td>25 (83.3)</td>
<td>12 (40)</td>
</tr>
<tr>
<td>Motivation</td>
<td>Teacher presents the material clearly and logically</td>
<td>24 (80)</td>
</tr>
<tr>
<td></td>
<td>Teacher talks in English most of the time</td>
<td>05 (16.6)</td>
</tr>
<tr>
<td></td>
<td>25 (83.3)</td>
<td>12 (40)</td>
</tr>
<tr>
<td>Communication</td>
<td>Teacher is cooperative and shows genuine concern to students</td>
<td>17 (56.6)</td>
</tr>
<tr>
<td></td>
<td>Teacher talks in English most of the time</td>
<td>25 (83.3)</td>
</tr>
<tr>
<td></td>
<td>16 (53.3)</td>
<td>07 (23.3)</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>Teacher is cooperative and shows genuine concern to students</td>
<td>26 (86.6)</td>
</tr>
<tr>
<td>Commitment</td>
<td>Teacher is successful in managing the time appropriately</td>
<td>22 (73.3)</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Teacher has sufficient command of the subject material</td>
<td>23 (76.6)</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Teacher talks in English most of the time</td>
<td>14 (46.6)</td>
</tr>
<tr>
<td></td>
<td>Teacher is willing to teach and strives for excellence</td>
<td>07 (23.3)</td>
</tr>
<tr>
<td></td>
<td>Teacher talks in English most of the time</td>
<td>14 (46.6)</td>
</tr>
<tr>
<td></td>
<td>07 (23.3)</td>
<td>13 (43.3)</td>
</tr>
<tr>
<td>Writing</td>
<td>Teacher writes about instructional message on board clearly</td>
<td>29 (96.6)</td>
</tr>
<tr>
<td></td>
<td>Teacher is successful in managing the time appropriately</td>
<td>01 (3.3)</td>
</tr>
<tr>
<td>Time management</td>
<td>Teacher writes about instructional message on board clearly</td>
<td>01 (3.3)</td>
</tr>
<tr>
<td></td>
<td>Teacher is successful in managing the time appropriately</td>
<td>01 (3.3)</td>
</tr>
<tr>
<td>AV aids</td>
<td>Teacher uses audio-visual aids effectively</td>
<td>14 (46.6)</td>
</tr>
<tr>
<td>Activity</td>
<td>Teacher involves the class in activities after teaching</td>
<td>05 (16.6)</td>
</tr>
<tr>
<td>Student’s Feedback</td>
<td>Teacher involves the class in activities after teaching</td>
<td>03 (10)</td>
</tr>
<tr>
<td></td>
<td>Students provide meaningful and adequate feedback</td>
<td>27 (90)</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Teachers answers rightly and welcome the students’ questions</td>
<td>05 (16.6)</td>
</tr>
<tr>
<td></td>
<td>Students provide meaningful and adequate feedback</td>
<td>25 (83.3)</td>
</tr>
<tr>
<td></td>
<td>Teachers answers rightly and welcome the students’ questions</td>
<td>03 (10)</td>
</tr>
<tr>
<td></td>
<td>21 (70)</td>
<td>13 (43.3)</td>
</tr>
</tbody>
</table>

The data in Table 4.6.1 presented Govt. schools teachers’ classroom practices that are marked on 19 actions mentioned under the category of Items. Out of the total 19 actions, teachers’ actual practices based on their proposed beliefs were found high on teachers’ posture, style motivation, commitment, knowledge, writing, and conclusions.
### Observation Checklist for Private Secondary Schools

<table>
<thead>
<tr>
<th>Items</th>
<th>Teachers’ Practices</th>
<th>N = 30 Observation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes (%)</td>
<td>No (%)</td>
</tr>
<tr>
<td>Objectives</td>
<td>Teacher informs students clearly about their learning objectives</td>
<td>13 (43.3)</td>
<td>17 (65.6)</td>
</tr>
<tr>
<td>Posture</td>
<td>Students’ sitting arrangement reflects their zeal for learning</td>
<td>30 (100)</td>
<td>00 (0)</td>
</tr>
<tr>
<td>Preparation</td>
<td>Teacher asks questions for testing students’ previous knowledge</td>
<td>26 (86.6)</td>
<td>04 (13.3)</td>
</tr>
<tr>
<td>Voice/Audibility</td>
<td>Teacher’s voice is well mounted and clearly audible</td>
<td>28 (93.3)</td>
<td>02 (6.6)</td>
</tr>
<tr>
<td>Attitude</td>
<td>Teacher’s attitude is friendly and cooperating</td>
<td>30 (100)</td>
<td>00 (0)</td>
</tr>
<tr>
<td>Style</td>
<td>Teacher imparts the lesson in a disciplined and democratic way</td>
<td>28 (93.3)</td>
<td>02 (6.6)</td>
</tr>
<tr>
<td>Presentation</td>
<td>Teacher presents the material clearly and logically</td>
<td>25 (83.3)</td>
<td>05 (16.6)</td>
</tr>
<tr>
<td>Motivation</td>
<td>Teacher encourages the whole class for new learning</td>
<td>21 (70)</td>
<td>09 (30)</td>
</tr>
<tr>
<td>Communication</td>
<td>Teacher talks in English most of the time</td>
<td>19 (63.3)</td>
<td>11 (36.6)</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>Teacher is responsive to and shows genuine concern to students</td>
<td>23 (76.6)</td>
<td>07 (23.3)</td>
</tr>
<tr>
<td>Commitment</td>
<td>Teacher is willing to teach and strives for excellence</td>
<td>30 (100)</td>
<td>00 (0)</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Teacher has sufficient command of the subject material</td>
<td>20 (66.6)</td>
<td>10 (33.3)</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Teacher makes the subject interesting by using variety of teaching methods</td>
<td>27 (90)</td>
<td>03 (10)</td>
</tr>
<tr>
<td>Writing</td>
<td>Teacher writes about instructional message on board clearly</td>
<td>28 (86.6)</td>
<td>02 (6.6)</td>
</tr>
<tr>
<td>Time management</td>
<td>Teacher is successful in managing the time appropriately</td>
<td>28 (86.6)</td>
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<td>Teacher uses audio-visual aids effectively</td>
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<td>Students provide meaningful and adequate feedback</td>
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<td>Conclusion</td>
<td>Teachers answers rightly and welcome the students’ questions</td>
<td>29 (96.6)</td>
<td>01 (3.3)</td>
</tr>
</tbody>
</table>

The data in Table 4.6.2 presented Private schools teachers’ classroom practices that are marked on 19 actions mentioned under the category of Items. Out of the total 19 actions, teachers’ actual practices based on their proposed beliefs were found high on teachers’ posture, preparation, voice/audibility, attitude, style, presentation, motivation, responsiveness, commitment, knowledge, pedagogy, writing, time-management, activity, students’ feedback and conclusions.
FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Based on data collection and interpretation, the following findings are drawn and presented under different categories:

5.1 Findings

Teachers Beliefs and Practices

1. A considerable number of teachers with 90% responses agreed that learning of English language has become part of our daily life and its efficiency can be increased with using proper imitation, repetition, interaction discussion and watching English language videos.

2. Teachers also consider incorporating most of the aforementioned components of language learning; however, seldom they ignore those components due to lack of facilities including audios and videos for language learning.

3. A significant number of teachers with 85 % responses agreed that all the four skills are very important in the language learning and development; however, they stressed on the importance of developing reading skills in addition to the listening skills.
4. Respondents also believed that students’ interest plays an important role in language development; hence they better be given opportunities for interaction with their peer. Contrarily, teachers do not properly offer provision of group discussion and academic writing and/or essay writing competition to the students. Often they arrange such academic activities which otherwise be organized on regular basis.

5. A considerable number of teachers with 90% responses believed that students must be taught through communicative approach; English as a language does not bring the required outcomes if taught through translation method.

6. Teachers believed that teachers with ineffective pedagogical skills also impede the process of language learning. On the other hand, teachers quite often use their mother tongue during their teaching-learning process, which itself is very dangerous as the main focus of teachers are on translation than language development.

7. A sizeable number of teachers with 85 % responses believed that grammar is the basic aspect of language learning and if grammar rules and exercises are not taught properly to students; it hinders the process of language learning.

8. Teachers agreed to the statement that students must also be introduced to grammar activities on regular basis. Having said that teachers also lack the attitude of placing all the grammatically activities and exercises
in their classroom teaching and teachers at time value writing ability over speech.

9. Students might be vulnerable to incorrect understanding of course contents taught in English; therefore, it is pertinent for teachers to establish the understanding of tasks before engaging them to practical English exercises and activities. Nevertheless, teachers try to engage the students in those activities which have already been discussed and shared with them but at times they fall short of this and try to finish the activities due to lack of time.

10. In learning English language curriculum plays a pivotal role; hence change in curriculum of English with regular intervals affect the efficiency and execution of teachers during their teaching. Besides that, basic English language skills development is also ignored in the curriculum of English mentioned by a considerable number of respondents. In such case teachers find the curriculum incompatible with the current trends and they mostly encounter those students who are academically poor and English language learning is a big task in their academic pursuits.

11. The contents in English textbook have very limited assessment activities to offer and mostly teachers rely only on loud reading for correcting their pronunciation and intonation. In addition to that, teachers do not involve entire class in discussion and encourage them to
share their experiences with their peers. However, teachers believed that regular assessment of the students’ language proficiency is a must.

*Students’ Views about Teachers’ Performance*

12. Students viewed their teachers a motivating force for learning English and also follow the rule of imitation, repetition, and mastery of vocabulary in their teaching and often involve the students in communication activities. However, they also believed that teachers seldom tell them to use audios and videos for improving their language skills.

13. Students hold the opinion that teachers regularly engaged them in question to keep them attentive and help them to develop their listening skill. In addition, teachers also pay heed to various activities that enhance students reading skills.

14. Teachers also involve the students in different language activities to remove the shyness of the students; however, teachers do not arrange activities and do not create avenues for students that enhance their writing skill.

15. Students have mix views about teachers using mother tongue in their classes and some believe that teachers also use communicative approach of teaching English. Though, students viewed teaching through mother tongue make the contents easier for the students to understand.
16. A considerable number of students believe that teachers translate the text in their mother tongue instead of teaching in English. A sizeable number of students also believe that teachers do not use up-to-date pedagogical skills in the class.

17. Students also believed that teachers value the learning of grammar a lot and their teaching activities involved the exercises of grammar. Teachers also pay focus on learning of grammar and its rules; hence involve the students to study and understand the grammar lesson. In the same connection teachers value the fluency in writing than speech and focus more on teaching of tenses, passive and active voices, and direct and indirect sentences.

18. Students have the understanding that teachers engage them in the activities within the textbook, which are precise, clear, relevant, and easy to comprehend.

19. A sizeable number of Students believed that teachers do not understand their feelings of not taking interest and try to impose their tasks and activities on them. They do not even introduce them with the activities they are going to administer in the class.

20. Students have the opinion that curriculum of English plays a pivotal role in learning English. Unfortunately, the textbooks of English do not offer the courses that are compatible with the mental level of the students; hence students face a lot of difficulties to digest the English as language.
21. Teachers also focus on completion of course contents than students understanding on language and its development. Besides that, continuous change and addition in the textbook of English create problems and that directly affect the performance of the students.

22. Students mentioned that teachers regularly check their home assignments evaluate their work; however, they do not follow the assessment of their understanding during the class by asking questions on regular basis and by allowing them to describe charts and pictures in the class.

23. However, students believed that teachers involve their students in loud and silent reading activities. A fraction of respondents also believed that teachers do not allow them to express themselves openly and freely in the classroom.

Correlation

24. The overall data of teachers’ beliefs and practices revealed a very gloomy picture as their beliefs and practices did not correlate with each other in most of the statements. Teachers’ beliefs and practices are divided into 07 sections each, and every section carries 06 question items. Out of total 42 question items, a small number of 11 question items presented correlation between teachers’ beliefs and practices.

25. Teachers’ classroom practices were also compared with students’ views about teachers’ classroom practices. Teachers’ practices and students’
views are divided into 07 sections each, and every section carries 06 question items. Out of total 42 question items, a very small number of 04 question items elicited correlation between teachers’ practices and students’ views. This reflects a low level of students’ satisfaction regarding teachers’ classroom teaching.

26. Teachers of both Govt. and Private sectors lack in their classroom practices when compared to the beliefs they hold about English language; however, results show that Private school English teachers had a very slight edge over the Govt. school English teachers. The same is also reflected from students’ views of both types of schools.

Interviews

27. Both Govt. and Private school teachers had varied beliefs about the nature of language and its learning. The comments of Govt. school teachers appeared very positive as compared to those of Private school teachers regarding the existing issues in language learning. Similarly, the Govt. school teachers appreciated the contribution of Private sector in the promotion of language.

28. The Private school teachers viewed language learning as the result of personal interest, willingness and proper practice as due the rapid growth of English language on media. They further believed that learning of English is the need of the hour and English is still a means to learn all other social, physical and biological sciences. It is the only
tool now for raising students’ voice and spreading students’ communication internationally.

29. The Govt. school teachers viewed that basic language skills are actually the alternatives of the natural language learning mechanism. These skills are the very backbone of learning English and are related to each other like the pearls of beads. The Private school teachers in response declared that Language is basically speaking but we face a lot of problems in our communication even after graduation. This all drastic view is actually the result of teachers’ ignoring the basic language skills.

30. The Govt. school teachers acknowledged their expertise about various teaching methods while majority of Private school teachers accepted lack of pedagogical skills; however, they believed that they had the capability of teaching English in more effective ways than using traditional methods of teaching English.

31. Both Govt. and Private school teachers concluded that it is not necessary to use or follow a single method of teaching most of the time because teaching with the only one method makes the teaching-learning process boring and monotonous

32. In Govt. schools, teachers don’t escort students along in the process of teaching and only teach in a one-way direction, while education is a two-way process; however, the actual academic background of Private schools in this regard, is very encouraging and above expectations.
33. Teachers of both Govt. and Private schools agreed that due to students’ low standard of understanding, they could hardly benefit from traditional method. It is; therefore, useless for teachers to use Audio-lingual method, Structural approach or Communicative language teaching as a method.

34. Govt. school teachers shared that lack of competent teachers in the field of English at secondary level and the rigid Pakhtun (People Pashto language as their mother tongue) culture especially the role of ‘Mullahs’ (Religious persons who lead prayers in mosques), who have a predetermined factitious rivalry against English learning, are some of the responsible factors.

35. Teachers of Govt. school exclaimed with assertion that majority of their students are not serious in the process of learning and shirk work very often. In such an environment, teachers should motivate and encourage students to develop the habit of learning in a communicative way and they should create a cooperative and friendly environment for them. No harsh treatment should be done and even punishment should be allowed to a reasonable extent.

36. Teachers of both Govt. and Private schools viewed that teaching of English grammar is very necessary for both the linguistic and communicative competency of learners because it enables them to know about basic sentence structure, rules and regulations and language form though students find it quite boring and difficult.
37. The Govt. teachers ranked grammar very high as compared to Private school teachers, like they described it as the very anatomy of language, the practical analysis of language, the very map of a language and even the soul of a language. They paid extra value to teaching of grammar as they had already arranged separate classes in the school time-table for it.

38. The Private school teachers said that they preferred teaching grammar in a deductive way where they help students to explore and derive rules of their own from the sentence structures they were taught.

39. Both Govt. and Private teachers showed clues of agreement that teachers should never use a one-way method for the teaching of grammar. They should grammar by combining almost all the methods, techniques or strategies they know, and that grammar explanations should be done in a democratic, friendly and cooperating way.

40. Learning is a complex action because it cannot be sorted out with certainty that whether it is really taking place or students are nodding their heads as a usual habit however, they felt sure that students learn best when they are involved using communicative approach.

41. Most of the teachers from both govt. and Private schools admitted that their students are very good and cooperative with good communicative skills and show much obedience however; their intelligence was relative.
42. Both Govt. and Private sector teachers approved seriously that if not possible on daily basis, weekly programs should be arranged for students to talking in English and individual attention should be paid to them. Groups should be constructed as per students’ mental efficiency and tasks should be equally assigned to them in which participation for every student should be made compulsory.

43. Teachers of both Govt. and Private sector agreed that there is no uniformed curriculum in all academic institutions and the present curriculum is not according to the required mental needs of students. It doesn’t develop the overall competencies of students because the medium of instruction is still a very controversial and undecided.

44. Teachers held serious concerns about the fact that when government doesn’t consider and incorporate the expert opinion of teachers, then it is not easy to achieve the desired objectives. It is playing with the academic future of our coming generation. They guessed that it might be a planned conspiracy to discontinue the rapidly increasing literacy rate.

45. Both Govt. and Private teachers pointed out that while designing curriculum for a country like Pakistan, the religious, geographical and social factors should be kept in mind and easy and simple lessons should be devised. The present curriculum is very tough and there are certain expressions that are quite difficult to be translated. Teachers
cannot infer satisfactory meaning out of it even after sharing it with colleagues because they are mostly written by native-English writers.

46. Referring to the strategies teachers used for assessing their students, the Private sector teachers said that they normally asked students to read a paragraph for themselves and prepare questions on it and then shared it with their peers, and in the last compared the answers in between. It could help students to widen their range of reading comprehension.

47. The Govt. teachers stated that writing is the most ignored skill among the basic language skills because teachers only write meanings of the new words on writing board. Similarly, applications and essays are also dictated on board in written form and students are not involved in the process of creative writing ever.

48. Regarding the assessment of linguistic and communicative competency, both Govt. and Private teachers shared unanimous ideas by declaring that they involved their students in group discussion while sitting aside themselves holding a piece of paper and noticing their mistakes. In the case of writings, teachers applied variety of activities to assess their students. For instance, students were asked to convert Urdu or Pashto poetry into English, or shown some pictures and were asked to write on it using simple and short sentences.
5.2 Discussion

The study in hand aimed at exploring teachers’ beliefs and practice in teaching of English at secondary school level at both Govt. and Private sectors in Khyber Pakhtunkhwa, Pakistan. Major focus was laid on investigating patterns of teachers’ expressed beliefs and their actual classroom practices in order to arrive at some factors that resulted in harmony by displaying unanimity and/or factors that caused lack of agreement between teachers’ stated beliefs and practices. Similarly, the beliefs of teachers were also tested and made authentic by comparing them to the views expressed by students in their questionnaire. The research overall procedure comprised questionnaires (120 for teachers and 1200 for students); classroom observation focusing on teachers’ practices. Similarly, the interview sample consisted of six teachers, three from govt. schools and three from private schools.

The beliefs of teachers play a significant role in their classroom practices — weak beliefs of teacher reflected in poor classroom teaching. Likewise, the beliefs of English language teachers are very pertinent to their actual classroom practices. The key findings of this study that matched somehow the findings of other studies in the literature are therefore, presented in this section. Teachers’ beliefs and knowledge about their practices drawn from the students’ questionnaires generally elicited weak correlation in between. Language learning as a whole was viewed as an active process in which participation of learners was more essential than creating an environment that is conducive to language learning only. In reality teachers’ practices were contrary to their stated beliefs. The same findings of this study overlap the conclusions drawn
from model of a language teacher belief system by (Richards’ & Lockharts; 1994). The success of language learning is possible by developing and getting command over the communicative skills of the target language, which is highly endorsed (85%) by teachers in the present study. The situation is adverse in the context of Khyber Pakhtunkhwa, which Warsi (2004) very rightfully pointed out in his study by concluding that the way English is taught in our schools, is not fulfilling the requirements and needs of students who seek to learn that language.

Since province of Khyber Pakhtunkhwa lacks in the field of education and also holds English as its medium of instruction in Govt. and Private schools; it is therefore, very critical to follow communication in teaching of English class in the target language. Due to over crowdedness in our schools the classrooms are not generally study-oriented and teachers find difficulties in communicating their stated beliefs into practices. In addition teachers primarily focused on traditional use of textbook teaching with major focus on grammatical rules and set aside the modern pedagogical approaches. Similarly, the same issue was highlighted by (Farooq et al., 2012) and concluded that teacher’s poor pedagogical skills and certain other factors impeded the progress of students’ communicative competency. Reciprocating teachers’ views; students in an English language class had to be active, prepared and motivated in their class and willing to embrace communication both inside and outside their classroom. The same views were part of the study by (Hassan; 2015) who established the argument that teachers on the whole were not satisfied with the communicative competencies and motivation level of their students. Teachers were also
supposed to encourage and motivate students in order to remove their fear and reluctance in classroom learning engagement both in speech and writing. This concept matches the finding of (Khan and Khan, 2016; Bulm, 1994; and Freire, 1998) who pleaded for involving students in multiple learning activities including speech, role-play, peer discussion, and presentations.

Further analysis of the present study confirmed that correlation between teachers’ beliefs and practices was found as teachers perceived both linguistic and communicative skills extremely important however, as the findings show, teachers diversified approaches corresponded closely to general approaches teachers used in their classrooms. The same is endorsed in the articles by (Butt, et al. 2012; Siebrich de Vries, et al. 2013; Cain, 2012; Nishino, 2013) who also placed strong emphasis on the functional and communicative use of language during interaction. The study also concluded that teachers with interesting English language exercises and activities in the classroom succeed to attract students’ attention and motivation than those teachers who don’t. The same result is supported by the studies of (Kagan, 1991; and Connelly and Clandinin, 1991).

The findings also highlighted cultural diversity in the selected three regions of Khyber Pakhtunkhwa and its relationship with teachers’ beliefs about English language. It is worth to mention here that teacher’s beliefs and practices vary with the cultural diversity and the same position was endorsed in the study by (Meier, 2001).

Whereas teachers interest, in Govt. sector, long for administrative positions weakens the reflection of their beliefs into classroom practices as they are
motivated towards managerial position than teaching. Teachers of Private schools work hard to reflect their beliefs about teaching of English into their actual classroom practices due to several reasons and firing from job is one of them.

5.3 Conclusions

Based on data interpretation and findings of the study, it is concluded that English language teachers’ beliefs play a significant role in teaching of English. Incase teachers’ beliefs are strong; they are the predictors of producing sound results. Lack of beliefs would definitely hinder the practical aspect of teaching, and teachers will then teach English not as a language but as course content only. Understanding of English language and its associated characteristics are very critical for a teacher of English and its absence could deem as deplorable waste of teaching-learning process. Teachers with beliefs of teaching English as a language can really make a difference in their teaching however, beliefs alone cannot make a pertinent difference until practiced with classroom teaching. Combination of both brings a desirable change in teaching-learning process of English language. Following are some of the major conclusions of the study:

Teachers had strong beliefs about teaching of English along with language and its learning, basic language skills, grammar and its rules, students learning, curriculum of English, and students’ assessment of language learning. However, teachers’ beliefs were not replicated in their classroom practices, which resulted in students’ low understanding of English as a subject as well as
a language. The teachers’ classroom practices were also compared with student views and their result also displayed lack of coordination between teachers’ beliefs and their practices of English language.

It was further concluded that Govt. and Private schools’ teachers had a strong set of beliefs about teaching of English as a language; however, they failed to properly reflect those beliefs in their classroom teaching. Nevertheless, Private school teachers had performed better in their classroom practices, which are also reflected from Private school students’ language learning and its functional aspect. Govt. teachers were supposed to be highly skilled as compared to the Private school teachers because of the trainings, refresher courses, seminars, and workshops offered to them by the governmental and non-governmental agencies. In spite of that, teachers of Private schools believed that their skills of teaching English are higher than teachers of Govt. schools. They understood the anatomy of English language better than Govt. school teachers.

Job security and/or satisfaction created a sense of relaxation among the teachers of Govt. schools towards their teaching duties as compared to Private school teachers. Private school teachers kept on working and working hard to survive in the service and were afraid of firing from their jobs, which ultimately resulted in hard-working behavior and extended dividends to students of English language learning. In addition to this, Govt. school teachers received promotions, which quite often make them eligible to work in the administration cadre, and this attraction also pulled them back from teaching with their established beliefs. In comparison private school teachers did not
have any provision other than teaching; hence the entire focus was on teaching-learning process.

It was also concluded that average class size in private schools was a lot better than that of Govt. schools. The difference of the class size is calculated as 25-35 and 80-100 in Private and Govt. schools respectively. It was also concluded that due to cultural difference in the study area, the beliefs of the teachers also varied from one another and also reflected in their practices. The cultural aspect was also reflected on students’ performance as students showed relatively higher degree of obedience to their teachers by not answering the questions teachers posed; whereas students had the capabilities of responding to the question, which has been the constituent core element of Pakhtun culture.

The contextual factors were considered indicators that changed the entire face of teachers’ beliefs, while enacting them into their practice. At times teachers wanted to reflect their stated beliefs in practice but the present scenario and context of the school, and classroom fid not allow them to perform so.
5.4 Recommendations

‘What teachers say’ and ‘what they do’ has been the beauty of education process. The entire edifice of education is laid on the foundation of equal blend of teachers’ beliefs and their practices. Wilson (1990) describes the sphere of teachers’ beliefs as ‘the secret garden of teacher education’. After thoroughly exploring and then analyzing the relationship between teachers’ beliefs and their classroom practices, the following remedial measures are recommended:

1. The findings of the study put on view a heterogeneous outlook of teachers’ beliefs and practices about teaching of English. This diversity among teacher beliefs gives an academic outlet to their varied teaching dogmas in multiple forms. As a result, students’ learning capabilities are detracted, and they cannot concentrate properly on a uniformed way of learning. It is, therefore, recommended that English language learning may be made easier for teachers by promoting localized text and context in the English textbooks as the existing textbooks are the creation of a small representation of teachers and/or experts.

2. Students have realized the significance of learning English as a language and they are found willing to strive hard for developing both their linguistic and communicative competencies to the maximum however, the continuous use and follow up of traditional methods in schools, is clipping their wings. It is therefore, recommended that proper English language content-based training may be provided to the teachers with English language background and the present bulk of
non-English language teachers may be replaced by English language teachers.

3. In theory, almost all teachers have acknowledged the significance of basic language skills by calling it four pillars of the edifice of language learning; however, in practice teachers neglected its utility. They confined themselves only to text-book reading and writing the meanings of difficult words on writing board which in turn caused the linguistic retardation on the part of students. It is therefore, recommended that teachers ensure the application of all four language skills with greater emphasis on listening and speaking in their classroom practices.

4. The study found that most of the secondary level teachers didn’t show interest in teaching of grammar. They held dormant views and ideas in this regard, which indirectly indicated their poor concern about teaching of grammar. They regarded teaching of tenses, voice, narration, and parts of speech the entire grammar. The fact is that teachers found no time in order to engage students in grammar and value textbook the most; therefore, it is recommended that the component of teaching of grammar may be made mandatory in their refresher courses both in Private and Govt. schools, and Govt. may hire such master trainers who make teachers to teach English grammar with inductive approach, and avoid teaching grammar out of the context, give time to students to discover grammar for themselves, use games to teach and reinforce grammar points, give students the opportunity to practice grammar in a
meaningful way, avoid rule-giving teaching or more interesting methods and to further ensure students’ linguistic success through structural linguistics.

5. Teaching learning is a two-way traffic and modern psychology has valued learner highly by restricting the role of teacher to a guide or facilitator only. Teachers may not be anymore authoritative therefore; it is recommended that students may be made independent in the field of learning. Govt. may arrange frequent seminars and conferences that should focus on motivating learners to develop the habit of self-learning because most of the material is uploaded on internet that help in broadening the understanding of students to a greater extent.

6. As the findings indicated that the current curriculum is not compatible with the mental level of secondary students and that the continuous flux in the course has paralyzed the academic pace of learners in receiving higher education therefore, it is very strongly recommended that the Govt. may design a uniform and stable curriculum for secondary students keeping in view their cognitive efficiency.

7. Evaluation has been the very essence and crux in any academic setting. Unfortunately in the context of Pakistan, the assessment criteria have been in doldrums and still depict a very clumsy outlook in terms of students’ academic honesty. It is therefore, vigorously recommended that Govt. may devise fair and reliable system of taking examination. There may be a permanent ban on cheating and Govt. may document
job termination for teachers and rehabilitation for student guilty of cheating in exam with heavy amount of fine.

8. Students openly acknowledged and appreciated the commitment and performance of their teachers in saying but felt sorry that they couldn’t put into practice. At the same time, they covertly criticized the teachers who shirked work and kept on dodging them. This shows that too, have a very prominent role in teaching learning process. It is therefore recommended that teachers may arrange a separate class for verbal and non-verbal interaction and exchange of ideas with students on weekly basis.
REFERENCES


APPENDICES

Appendix-A

TEACHERS’ QUESTIONNAIRE

Dear Colleague,

The researcher intends to explore the Beliefs and Practices of Secondary Schools Teachers who teach English as a subject, in connection to his PhD thesis in Khyber Pakhtunkhwa, Pakistan. This study is not intended to prove English language teachers’ beliefs and practices as right or wrong, or that some beliefs and practices are better than the others. It only focuses on what beliefs do English language teachers hold about teaching of English in general?

This questionnaire is expected to ascertain English language teachers beliefs they hold about teaching of English. In this regard, the researcher is looking forward towards your honest and sincere feedback. All your information will be kept confidential and will be used for research purpose only.

The researcher would feel highly obliged and thankful for your in-time co-operation and support.

Izaz Ali
IER, University of Peshawar
PhD Scholar

Teacher’s Background Profile

Teacher’s Name: ------------------School’s Name: ---------------------
School Type: Government Private
Area/Locality: Rural Urban Post: -------------------------
General Qualification: ------------- Professional Qualification: --------------
District: -------------------------
The researcher might need your availability for conducting an interview in order to record your beliefs, views and convictions about teaching of English in detail. Please give your consent by clicking “Yes” otherwise “No”.

Yes                           No

The researcher contacts:
Cell number: 0333 9700616       E-mail: (izaz616@yahoo.com)
Your contact number is -----------       E-mail (--------------------------)

Thanks for your time and consideration.

Please respond to each of the following statements with a tick (✓) on the provided Three-point Likert’s scale to show your degree of Agreement as “A”, Undecided as “U” or Disagreement as “D” to the following statements.

Part “A”

**English Language Teachers’ Beliefs**

1. Teachers’ Beliefs about Language and its Learning

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Learning of English has become part of the basic human needs now.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Languages are learnt through the process of imitation and repetition.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Learner’s personal interest and motivation is the key factor in language learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>English Language is mostly learnt through mutual interaction and discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Mastery of vocabulary is the basic requirement in language learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Watching English videos and listening to English audios help a lot in language learning.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. Teachers’ Beliefs about Basic Language Skills

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Teachers should lay focus on students’ ear-training in order to prepare them and arouse their interest to listening with an open mind.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Due to time constraints, teachers can’t create opportunities for improving learners’ basic language skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Students are shy, hesitant, and even unwilling to participate in any group discussion openly and willingly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Teachers should seriously focus on developing learners’ reading comprehension skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Teachers hardly encourage students to involve in writing practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Creative writing should be made compulsory at secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. Teachers’ Pedagogical Beliefs

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Students should be taught purely in English at secondary level.</td>
</tr>
<tr>
<td>3.2</td>
<td>Majority of the English language teachers don’t teach in a communicative way.</td>
</tr>
<tr>
<td>3.3</td>
<td>Effective pedagogical skills help and facilitate learners a lot in learning English as a language.</td>
</tr>
<tr>
<td>3.4</td>
<td>Learners’ concepts are easily cleared if they are taught in mother tongue.</td>
</tr>
<tr>
<td>3.5</td>
<td>Teachers should not focus on translating the text-book only.</td>
</tr>
<tr>
<td>3.6</td>
<td>Teachers, who lack effective pedagogical skills, are responsible for students’ poor performance in English.</td>
</tr>
</tbody>
</table>

### 4. Teachers’ Beliefs about Teaching Grammar

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Learning of English grammar is one of the basic components in language learning.</td>
</tr>
<tr>
<td>4.2</td>
<td>Teaching and explaining grammatical rules is a key factor in the successful learning of English.</td>
</tr>
<tr>
<td>4.3</td>
<td>Students learn English grammar best if they are involved in a series of regular practices.</td>
</tr>
<tr>
<td>4.4</td>
<td>Teachers should encourage students to analyze sentences and discover rules for themselves.</td>
</tr>
<tr>
<td>4.5</td>
<td>Accuracy in writing is more important than fluency in speaking.</td>
</tr>
<tr>
<td>4.6</td>
<td>Teachers are not satisfied unless they teach tenses, parts of speech, active voice and passive voice, and direct and indirect speech</td>
</tr>
</tbody>
</table>

### 5. Teachers’ Beliefs about Students’ Learning

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>English language teachers should provide clear, relevant, precise, and easy details during teaching of English text-book.</td>
</tr>
<tr>
<td>5.2</td>
<td>Students learn best when they are actively engaged.</td>
</tr>
<tr>
<td>5.3</td>
<td>Teachers should negotiate tasks and activities with learners before they are applied.</td>
</tr>
<tr>
<td>5.4</td>
<td>Teachers should admit and accept students’ mistakes.</td>
</tr>
<tr>
<td>5.5</td>
<td>Majority of students don’t understand what they read in their English language class.</td>
</tr>
<tr>
<td>5.6</td>
<td>Most of the students derive a meaning of their own from various words in English.</td>
</tr>
</tbody>
</table>

### 6. Teachers’ Beliefs about Curriculum of English
<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>The curriculum of English course is not compatible with learners’ needs and mental level.</td>
</tr>
<tr>
<td>6.2</td>
<td>The continuous flux/change in English curriculum is responsible for learners’ incompetency in learning English.</td>
</tr>
<tr>
<td>6.3</td>
<td>Basic language skills are often ignored in designing curriculum for English subject.</td>
</tr>
<tr>
<td>6.4</td>
<td>Completion of course within the prescribed time, is always mandatory for teachers.</td>
</tr>
<tr>
<td>6.5</td>
<td>Teachers at secondary level can hardly cope with addressing learners with such a poor background in English communication.</td>
</tr>
<tr>
<td>6.6</td>
<td>Change in English course directly affects teachers’ performance and commitment.</td>
</tr>
</tbody>
</table>
### 7. Teachers’ Beliefs about Learners’ Assessment

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>A</th>
<th>U</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Teachers easily feel the lack of students’ vocabulary during mutual communication in teaching of English class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>There is a very little follow up of the assigned work in English language classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>English language teachers ask learners to read aloud in order to test their pronunciation and intonations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td>English language teachers ask learners to describe a picture in order to test their vocabulary and grammar</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.5</td>
<td>Teachers don’t encourage learners to express themselves freely in English due to lack of time</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.6</td>
<td>Teachers should frequently analyze students’ writing</td>
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</tbody>
</table>

### Part “B”

**English Language Teachers’ Practices**

Please respond to each of the following statements with a tick (✓) on the provided Three-point Likert’s scale to show your level of response. Your response should be one of the statements given here: **Always, Sometimes or Never**

### 1. Teachers’ Practices about Language and its Learning

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>To better equip learners with education, you intentionally engage them in learning of English language</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.2</td>
<td>You follow the process of imitation and repetition for language learning</td>
<td></td>
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</tr>
<tr>
<td>1.3</td>
<td>You motivate your students for language learning in order to stimulate their interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>You create opportunities for mutual interaction in your class and involve learners in discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>You give special attention to mastery of vocabulary in your teaching of English class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>You assist your students in recommending and producing audios and videos for learning English</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## 2. Teachers’ Practices about Basic Language Skills

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>You ask questions for keeping your class attentive and sharpening students’ listening comprehension skills</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.2</td>
<td>You create opportunities for improving learners’ basic language skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Your force your students to participate in group discussion for removing their shyness and hesitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>You pay special attention to develop and promote learners’ reading comprehension skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>You often involve your students in different writing competitions</td>
<td></td>
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<tr>
<td>2.6</td>
<td>You arrange contests for students’ creative writing on monthly basis</td>
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</tbody>
</table>

## 3. Teachers’ Pedagogical Practices

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>You don’t use mother tongue in your class</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.2</td>
<td>You prefer teaching your students in a communicative way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>You happily change your method of teaching when students find you difficult to understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Students learn easily when you teach them in their mother tongue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>You focus on teaching and translating the text-book only</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.6</td>
<td>You confess that teachers are not up-to-date and apply modern pedagogical skills in their class</td>
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</tr>
</tbody>
</table>

## 4. Teachers’ Practices about Teaching Grammar

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>You think learning of English grammar is the basic component in language learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>You teach and explain all grammatical rules properly in your English class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>You teach English grammar by involving the whole class in a series of regular practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>You appreciate learners for analyzing sentences themselves and discovering rules of their own</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>You value accuracy in writing more important than fluency in speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>You are satisfied when you teach tenses, parts of speech, active and passive voice, and direct and indirect speech</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Teachers’ Practices about Students’ Learning

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>You provide very clear, relevant, precise, and easy details while teaching English text-book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>You most of the time engage students in activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.3</td>
<td>You negotiate tasks and activities with learners before applying them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>You never mind if students commit mistakes in speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>You are sure that students understand very little about what they read inside the class</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.6</td>
<td>You impose tasks and activities your on students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Teachers’ Practices about Curriculum of English

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>You find the English course incompatible with learners’ needs and mental level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>The continuous flux/change in English curriculum affects students learning badly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>You accept that basic language skills are underestimated while designing curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4</td>
<td>You focus a lot on the in-time completion of course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>You find learners academically very poor in English communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.6</td>
<td>Change in English curriculum directly affects your teaching performance and commitment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Teachers’ Practices about Learners’ Assessment

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>You easily notice students’ lack of vocabulary when you interact with them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>You regularly follow the assigned work of your class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>You evaluate learners’ pronunciation and intonations by asking them to read aloud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td>You normally test students’ vocabulary and grammar by asking them to describe a picture or explain chart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5</td>
<td>Lack of time doesn’t allow you to encourage students to express themselves freely in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6</td>
<td>You frequently analyze students’ writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENTS’ QUESTIONNAIRE

Dear Student,

The researcher intends to explore the Beliefs and Practices of Secondary Schools Teachers who teach English as a subject, in connection to his PhD in Khyber Pakhtunkhwa, Pakistan. This study is not intended to prove English language teachers’ beliefs and practices as right or wrong, or that some beliefs and practices are better than the others. It only focuses on what beliefs do English language teachers hold about teaching of English in general?

This questionnaire is expected to ascertain English language teachers beliefs that they hold about teaching of English. In this regard, the researcher is looking forward towards your honest and sincere concern. All your information will be kept confidential and will be used for research purpose only.

The researcher would feel highly obliged and thankful for your in-time cooperation and support.

Izaz Ali
IER, University of Peshawar
PhD Scholar
Student’s Background Profile

Name ____________________________________________________________

School’s Name __________________________________________________

School Type  Government □  Private □

Class  9th □  10th □

District Name __________________________________________________

Please respond to each of the following statements with a tick (✔) on the provided Three-point Likert’s scale to show your responses. Your response should be one of the statements given here: Always, Sometimes or Never

1. Students’ Perceptions about Language and its Learning

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Your teacher acknowledges that education without learning English has become impossible now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Your teacher follows the process of imitation and repetition for language learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Your teacher motivates you very often for language learning in order to stimulate your interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Your teacher creates opportunities for mutual interaction in your class and often involves you in discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Your teacher gives special attention to mastery of vocabulary in your class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Your teacher recommends you listening to audios and watching videos for improving your English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Students’ Perceptions about Basic Language Skills

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Your teacher continuously asks questions for keeping you attentive and developing your listening comprehension skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Your teacher continuously creates opportunities in order to improve your basic language skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Your teacher forces you to participate in various discussions in order to remove your shyness and hesitation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Your teacher pays special attention to developing and promoting your reading comprehension skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Your teacher often involves you in different writing competitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Your teacher regularly arranges contests for modifying your writing skills</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
3. Students’ Perceptions about Pedagogical Practices

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Your teacher doesn’t use mother tongue in your class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Your teacher prefers teaching you in a communicative way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Your teacher changes his method of teaching when you find it difficult to understand him</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>You learn best when your teacher teaches you in mother tongue</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.5</td>
<td>Your teacher focuses on teaching and translating the text-book only</td>
<td></td>
<td></td>
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<tr>
<td>3.6</td>
<td>Your teacher doesn’t apply up-to-date and modern pedagogical skills in the class</td>
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</table>

4. Students’ Perceptions about Learning Grammar

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Your teacher gives priority to teaching of English grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Your teacher frequently teaches and explains grammatical rules appropriately to your class</td>
<td></td>
<td></td>
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<tr>
<td>4.3</td>
<td>Your teacher involves the whole class in a series of regular practices while teaching English grammar</td>
<td></td>
<td></td>
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<tr>
<td>4.4</td>
<td>Your teacher appreciates and encourages you for analyzing sentences and discovering rules for yourselves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Your teacher values accuracy in writing more important than fluency in speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>Your teacher isn’t satisfied unless he teaches you tenses, parts of speech, active and passive voice, and direct and indirect speech</td>
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</table>

5. Students’ Perceptions about Students’ Learning

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Your teacher provides you very clear, relevant, precise, and easy details while teaching English text-book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Your teacher most of the time engages you in activities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.3</td>
<td>Your teacher shares tasks and activities with you before applying them</td>
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<td></td>
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<tr>
<td>5.4</td>
<td>Your teacher doesn’t mind if you commit mistakes in speaking</td>
<td></td>
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<tr>
<td>5.5</td>
<td>Your teacher knows that you don’t understand him well</td>
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</tr>
<tr>
<td>5.6</td>
<td>Your teacher doesn’t impose tasks and activities on you</td>
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</table>
### 6. Students’ Perceptions about Curriculum of English

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Your teacher accepts that your English course in not compatible with learners’ needs and mental level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Your learning is greatly affected by the continuous flux/change in English curriculum</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.3</td>
<td>You admit that basic language skills are underestimated while designing curriculum</td>
<td></td>
<td></td>
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<tr>
<td>6.4</td>
<td>Your teacher focuses a lot on the in-time completion of course</td>
<td></td>
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<tr>
<td>6.5</td>
<td>You acknowledge that your teacher finds you academically poor in English communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.6</td>
<td>The continuous change in your English course directly affects your learning</td>
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</table>

### 7. Students’ Perceptions about Learners’ Assessment

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items/Likely Questions</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Your teacher easily notices your lack of vocabulary while interacting with you</td>
<td></td>
<td></td>
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<tr>
<td>7.2</td>
<td>Your teacher regularly follows the assigned work</td>
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<tr>
<td>7.3</td>
<td>Your teacher asks you to read aloud in order to check your pronunciation and intonations</td>
<td></td>
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<tr>
<td>7.4</td>
<td>Your teacher normally tests your vocabulary and grammar by asking you to describe a picture or chart</td>
<td></td>
<td></td>
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<tr>
<td>7.5</td>
<td>Lack of time doesn’t allow your teacher to encourage you to express yourselves freely in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6</td>
<td>Your teacher analyzes your writing and gives you feedback</td>
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</tbody>
</table>
Appendix-C

TEACHERS’ INTERVIEWS

The researcher intends to explore the Beliefs and Practices of Secondary Schools Teachers who teach English as a subject, in connection to his PhD thesis in Khyber Pakhtunkhwa, Pakistan. In this connection, the following interview is scheduled:

**Semi-structured Interview for Teachers**

<table>
<thead>
<tr>
<th>Areas to explore</th>
<th>Items/Likely Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers’ Beliefs and Practices about Language and its Learning</td>
<td>1. In your view, how do people learn a language in general?</td>
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<td></td>
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<td></td>
<td>2. How do you see learning of English in modern context?</td>
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<td></td>
<td>3. What are your beliefs, as a teacher, about learning of English?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Teachers’ Beliefs and Practices about Basic Language Skills</td>
<td>1. Describe your views about the role and significance of basic language skills in language learning.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. How would you arrange the basic language skills into a proper order?</td>
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<td></td>
<td>3. How do you train your students for developing their listening and speaking skills?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. What techniques or strategy do you use for improving your students’ reading and writing?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teachers’ Beliefs and Practices about Pedagogy</td>
<td>1. How many methods of teaching do you know about, and which method do you use in your teaching of English class?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Why is it so that majority of students are poor in speaking or writing English?</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>3. What kind of instructional method do you recommend for other teachers for the effective teaching of English?</td>
</tr>
</tbody>
</table>

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### 4. Teachers’ Beliefs and Practices about Teaching Grammar

1. What is your point of view about teaching of English grammar?
   
2. How do you teach English grammar yourself?

3. Which method or approach do you recommend for the effective teaching of English grammar?

### 5. Teachers’ Beliefs and Practices about Students’ Learning

1. What strategies or techniques do you use or recommend for the better understanding of learners in English language?

2. How do you see the role, competence and performance of your students in your class?

3. How do you find your students in their communicative skills? Share your views about your ideal students?

### 6. Teachers’ Beliefs and Practices about Curriculum of English

1. Express your views about the curriculum of English in detail, please.

2. Do you think the continuous flux/change in English curriculum is responsible for learners’ incompetency in learning English?

3. How does the change in English course affect your performance and commitment?

### 7. Teachers’ Beliefs and Practices about Learners’ Assessment

1. How do you assess your students’ basic language skills in general?

2. What approaches or strategies do you follow for evaluating students’ comprehension skills in reading?

3. How and when do you analyze your students’ speaking and writing?
OBSERVATION CHECKLIST FOR TEACHERS

This Observation Checklist for govt. and Private secondary English language teachers is designed to be completed by the researcher as a participant observer in order to determine the relationship between Teachers’ beliefs and classroom practices about teaching of English. It can also be used as a guidance document when designing or revising teachers’ beliefs and practices. This checklist focuses on observing and checking 19 items of English language teachers while they are teaching.

Background Information

School: --------------------- Teacher: ---------------------
District: --------------------- Subject: ---------------------
Topic: --------------------- Date: ---------------------

<table>
<thead>
<tr>
<th>Items</th>
<th>Teachers’ Practices</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Teacher informs students clearly about their learning objectives</td>
<td>Yes</td>
</tr>
<tr>
<td>Posture</td>
<td>Students’ sitting arrangement reflects their zeal for learning</td>
<td>Yes</td>
</tr>
<tr>
<td>Preparation</td>
<td>Teacher asks questions for testing students’ previous knowledge</td>
<td>Yes</td>
</tr>
<tr>
<td>Voice/Audibility</td>
<td>Teacher’s voice is well mounted and clearly audible</td>
<td>Yes</td>
</tr>
<tr>
<td>Attitude</td>
<td>Teacher’s attitude is friendly and cooperating</td>
<td>Yes</td>
</tr>
<tr>
<td>Style</td>
<td>Teacher imparts the lesson in a disciplined and democratic way</td>
<td>Yes</td>
</tr>
<tr>
<td>Presentation</td>
<td>Teacher presents the material clearly and logically</td>
<td>Yes</td>
</tr>
<tr>
<td>Motivation</td>
<td>Teacher encourages the whole class for new learning</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Communication  Teacher talks in English most of the time

Responsiveness Teacher is responsive to and shows genuine concern to students

Commitment  Teacher is willing to teach and strives for excellence

Knowledge  Teacher has sufficient command of the subject material

Pedagogy  Teacher makes subject interesting by using variety of teaching methods

Writing  Teacher writes about instructional message on board clearly

Time management  Teacher is successful in managing the time appropriately

AV aids  Teacher uses audio-visual aids effectively

Activity  Teacher involves the class in activities after teaching

Student’s Feedback  Students provide meaningful and adequate feedback

Conclusion  Teachers answers rightly and welcome the students’ questions
### STATISTICAL TESTS

#### Reliability Statistics of Students’ Questionnaire

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>No. of Items</th>
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<tbody>
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<td>.71</td>
<td>42</td>
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</tbody>
</table>

#### Reliability Statistics of Teachers’ Beliefs Questionnaire

<table>
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<tr>
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<th>No. of Items</th>
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<tbody>
<tr>
<td>.76</td>
<td>42</td>
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#### Reliability Statistics of Students’ Questionnaire

<table>
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<tr>
<th>Cronbach’s Alpha</th>
<th>No. of Items</th>
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<tr>
<td>.73</td>
<td>42</td>
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Appendix-F

SAMPLE INTERVIEW

Semi-structured Interview Questions For English Language Teachers

A total number of six teachers were interviewed and their analysis has already been presented in chapter 4. Among the six interviews, randomly the following interviews has been selected and produced mutatis mutandis.

1. Teachers’ beliefs about language and its learning

Interviewer: In your view, how do people learn a language in general?

Interviewee: Thanks for giving me an opportunity to share my poor thoughts and views with you, sir. Bismillah e Rahman e Rahim!

As for as language learning is concerned, I would like to say that there are many factors involved. Language is learnt through social interaction because the psychological behavior we develop in our society helps us a lot in language learning. Think of human child, with the passage of time it observes the environment and by looking here and there it notices a lot of things like the words spoken by people and the way they use it, and then the child shows its reaction on all these things and thus learns language. Similarly, People acquire any language through self-interest, motivation and practice. It can also be self-study at times like taking a class or meeting someone who is already fluent in that language and you practice with them. For someone to acquire a language, they must use the language as much as possible. One cannot learn English by speaking Pashto.

How do you see learning of English in modern context?

Interviewee: Well, learning of English these days, in my view, is at its best. The atmosphere is very changed, English demand is there like the methodology of teaching has changed a lot. Pakistan is an underdeveloped country and language learning is a one way to go. In the past, there were issues but language learning is no more a problem because it is very encouraging as we have a lot of language learning centers on every corner of the village and private schools are also playing a very great role in this regard. Instead of theoretical learning; the focus has shifted towards practical use, which is the key for learning a language. Even internet use has also contributed a lot in this regard like different sites can easily be accessed if you know English. It has become a symbol of status in Pakistan, I think.

Interviewer: What are your beliefs, as a teacher, about learning of English?

Interviewee: I don’t have my own beliefs in this regard but I think, English can be learnt through fun while learning and practicing which is
not that much done in our schools. Environment must be set for the class/group and everyone must speak in English. Teachers should encourage and motivate learners for expressing themselves. And very very friendly environment must be created because our students are always scared and frustrated when it comes to speaking English. Through proper language, improvement can be seen vastly. English is still a mean and medium to lean all other social, physical and biological sciences. It is the only tool now for raising students’ voice and spreading students’ communication internationally.

2. Teachers’ beliefs about basic language skills

Interviewer: Describe your view about the significance of basic language skills in language learning.

Interviewee: The basic language skills are four, reading writing and listening and speaking but in our schools, in learning any language, main focus should be paid to these four elements like listening, speaking, reading and writing as these skills constitute the very structure of a language. However, I am sorry to say that there is only reading and a little bit writing and you see the result. Language is actually is the mixture of all these skills and these skills have very great role in language learning. Even in a normal life, we adopt and use the same kind of experience like we first listen then speak and we go to school and read and write and slowly and gradually we learn English. Our teachers in schools also apply language skills in the same way

Interviewer: How would you arrange the basic language skills in a proper order?

Interviewee: Listening, Speaking, Reading and Writing.

Interviewer: How do you train your students for developing their listening and speaking skills?

Interviewee: There is a gap still between teachers and students in communicative skills. Students in our culture cannot dare to talk to teachers in an idealized way. The way I develop the speaking skills of my students is by practicing and having discussions while they improve on their mistakes. Discussions can be on describing pictures, having debate or presenting on a topic.

The way I develop the listening skills of my students is by giving them movies to watch, podcasts to listen to and stories to listen to and then share all of the explanations in the class so that we can evaluate their listening skill.

Interviewer: What techniques or strategy do you use for improving your students’ reading and writing?

Interviewee: We tell students to read the news paper and inform them to write their thoughts, whatever they are, on a piece of paper and read it for themselves and even share it with class fellows and other teachers and thus they will know about their shortcomings.
3. Teachers’ pedagogical beliefs

Interviewer: How many methods of teaching do you have knowledge of, and which method do you use in your teaching of English class?

Interviewee: I myself know about some 4-5 different teaching methods like GTM, DM, ALM, structural approach and Communicative approach, and I think Direct Method is the best option for English teaching, because everything will be taught in English so that the student can learn. As for as my teaching is concerned, I use an eclectic way for teaching to my students where I combine most of the methods and facilitate my students accordingly. However, my students want me to use grammar-translation method and sometimes direct approach where most of the communication is done in English. But there is confusing result like all the time is wasted and no progress is seen because most of the students do not know English speaking and writing. Other methods that are commonly used in our schools are Grammar-translations approach where students are easy and little progress in shown in their communication.

Interviewer: Why is it so that majority of students are poor in speaking or writing English?

Interviewee: The main reason for students being poor in speaking and writing is because these skills require the students to practice. If they are not given the environment to speak and write from their own mind, then those skills will remain poor. Teachers also beat them mostly and punishment in my view, stops learning. Students also take no interest and are busy all the time in facebook, whatsapp and other things like imo’s and waste their time. Similarly, there is a huge gap between what teachers do and what they say and there is no communicative relationship between teacher and students.

Interviewer: What kind of instructional method do you recommend for other teachers for the effective teaching of English?

Interviewee: We are following very old and outdated methods for learning English and that is why no signs of progress are there. Teachers don’t know about new methods and if they know then students don’t know it. English class is upto 15 to 20 minutes in all schools and students read it aloud and aloud and then write the meanings in copies. I think, Teachers should adopt communicative strategies and focus on practical learning rather than theoretical learning as it forces the students to use their mind but still I am not sure whether it will work or not. I recommend Democratic method for all teachers to use, where all students should be equally treated without any caste system that this is the son of doctor saib, Malak saib, Khan saib, DSP saib and so on. I recommend strongly that every student should be given individual attention and value in the process of
learning. We should be broad-minded and sincere and honest in giving maximum opportunity to the students to unearth their hidden potentials. They are our real asset.

4. Teachers’ beliefs about teaching of grammar

Interviewer: What is your point of view about teaching of English grammar?

Interviewee: This has been the major issue in our country. Teachers pay more value to grammar and even a person who knows about grammar is thought of as authority on English. Govt. should solve this issue and the confusion of students should be removed. Basic English grammar should be taught to every student while the complex grammar lesson should be avoided as majority of teachers do and some teachers only do tenses, active passive and direct indirect and it will have more harm than good. If some students are interested in grammar, the teacher should provide material for them to study and the teacher should assist. Teaching of grammar is as important as is the very structure and skeleton for human body. It is the main thing in any language; I give you a very simple example that today people are translating our religious book Quran in a wrong way because they don’t understand Arabic grammar. Are these mullahs mad when they spend 8 years in madaris to learn Arabic grammar?

Interviewer: How do you teach English grammar yourself?

Interviewer: I give preference to textbook most because the principal reminds me regularly to finish the course in time. I also come from a remote area and am the form-master of class 9th, so I often come 10 to 15 minutes late because of traffic and road problem. So, I avoid it but want to teach basic grammar to every student so that they do not make common mistakes and do not teach complex grammar unless necessary. But when I have time, I teach grammar through lecture demonstration method and most of the time through group discussion.

Interviewer: Which method or approach do you recommend for the effective teaching of English grammar?

Interviewee: In the past, I used to teach grammar in my own way, from books and involving students and explaining various rule by writing them in Urdu and told students to learn these rules by heart. Grammar should be learnt through interesting activities as grammar can be boring for the students so implementing interesting activities will make them have interest while learning but in actual field it looks very difficult because we also don’t know grammar well ourselves, to be true and honest.
5. Teachers’ beliefs about students’ learning

Interviewer: What strategies or techniques do you use or recommend for the better understanding of learners in English language?

Interviewee: As a teacher, I think we should be very regular and honest and performing our duties then it is not a problem at all but you see, we are not interested ourselves. Teacher is a great thing and teacher is the agent through which you can make or break this whole world. If they consider their students as their own property then what is teaching? Language learning is fun and hence it should be done in a totally care-free environment. If students commit mistakes they should not be shouted at, and a very friendly setting should be created. Therefore, I suggest that a play-way method should be used and the interest and motivation of the learners should be maintained all the time.

Interviewer: How do you see the role, competence and performance of your students in your class?

Interviewee: Students are not bad............ it is we that we have made them bad. They are in our hands but unfortunately we don’t handle them well. Listen to me, if a student anywhere, is good and educated and competent, it is because of the teacher because they are in our hands. If they are not good then definitely we are responsible it and God will also ask us that you got this much money for it and still you cheated. And you know that the government’s directives are to pass the poor students as well in order to increase the literacy rate so hahahahah! My class is combination of average, genius and dull and satisfactory students so it is not easy to say that they are good or bad.

Interviewer: How do you find your students in their communicative skills? Share your views about your ideal students.

Interviewee: They are very good in their communicative skills because they can speak it and even write it correctly. I am fully satisfied from them. There are some errors in their writing and they also commit mistakes in their speaking but we should not mind it because slowly and gradually they will overcome these mistakes. Anyway my students are good..... very good and I pray God to improve them further.

6. Teachers’ beliefs about curriculum of English

Interviewer: Express your views about the curriculum of English in detail, please.

Interviewee: People in the past had a better mechanism and planning as compared to what the modern world claims. In the past quality was the main thing and there was no compromise over it. Now, everything is changed and you see, people are reckoning to the ever-fast overall development yet the result is only in
documents. Minds are empty and files are weighed more these days. The main reason is that our education system is in a series of experimental processes. Not only English course but other courses are also very badly designed and expert teachers’ views are intentionally not incorporated. If we are given a unanimous curriculum, I assure you sir! We will progress but the problem is our curriculum is in a rapid change for since the dawn of 2000. In my view, the current curriculum of English is inappropriate to the mental level of the students because as a teacher, I myself find it tough and difficult. There are some sentences and expressions that cannot be translated into mother tongue. The vocabulary is very difficult and throughout my career which is 25 plus years, I have never confronted such words as are in the 9th and 10th class English text-book.

Interviewer: Do you think that the continuous flux/change in English curriculum is responsible for learners’ incompetency in learning English?

Interviewee: Yes, there is no doubt in it. You show me any progress of all this experimentation anywhere although you are a prominent educationist? When the government doesn’t consider the expert opinion of teachers and accepts its value, then it is not easy to achieve the objectives. To me, it is playing with the future of our coming generation. It seems not but is a planned conspiracy. We are people with conservative mind and act upon things that are permanent. The present hide and see of change in curriculum is having a very negative impact on teachers as well because it shows that there no uniformity in our policies and no stability in our outlook. Things are done in an experimental way and the students are the affectees in the long run.

Interviewer: How does the change in English course affect your performance and commitment?

Interviewee: Teachers are facing the problem of shortage in core subjects like maths, English, physics, chemistry etc in all schools. If another teacher is willing to teach the course voluntarily and the curriculum changes then? There is an already lack of professional teachers and the course is changed and another important thing, when he course changes the textbook is not available upto two three years. Is it not amazing? I myself have faced this issue the govt. could not send us English textbooks and through continuous follow up and demand we could not and that we cannot use the old books because the course is changed. You will be amazed that I taught the old course for the whole year to 9th class due to this issue. Although the new course focus on improving many aspects of our teaching and learning but it also have some negative impact for us; especially for the senior-most teachers like at the age of 50 or above. We cannot teach it in the light of the demands of the present times. The new books
have nothing about the past in them and completely encompass latest trends and issues. That is why we request the principal to utilize the energy of young blood and spare us if you intend to promote quality.

7. Teachers’ beliefs about learners’ assessment

Interviewer: How do you assess your students’ basic language skills in general?

Interviewee: I ask them about whatever I teach on regular basis. Besides all these obstacles, I try my best to facilitate my students and I am very serious about it. Some students have benefited a lot and have achieved good positions you know. I judge my students’ performance in basic language skills through oral or written tests and discussion where my main focus is on their listening and speaking skill and the way they say and pronounce English. I also give them a reading assignment and ask about it the other day and hence I assess their reading comprehension.

I judge the reading and speaking of my students and focus on their pronunciation and vocabulary a lot. I also encourage them to take part in competitions.

Interviewer: What approaches or strategies do you follow for evaluating students’ comprehension skills in reading?

Interviewee: Not that much specific but I normally apply comprehension strategy where the instruction is organized into a three-part framework, with specific activities used before, during, and after reading but that is a little bit tough and students don’t like it the most. I regularly do the follow up about what I teach today regularly and thus I evaluate them.

Interviewer: How and when do you analyze your students’ speaking and writing?

Interviewee: As you know that speaking revolves around verbal expressions so for speaking I analyze my students during their conversation and speaking with others. And for writings point of view, we can do a variety of activities to assess our students. Let's say our students have learned the basics of simple and complex sentences. Now we have to assess whether our students can use both types in their own writing or not. During all assessments, I try to involve my students using a specific writing concept in their own writing. In day to day class and also I tell them to write the answers of the short questions at the end of each lesson and check it on weekly basis and sometimes earlier when the lesson is short. Thanks