**An Investigation to Assess the Effectiveness of ESOL Teaching in Secondary School in Pakistan**

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**CHAPTER 1 : INTRODUCTION**

**1.1 Chapter Introduction**

This research aims to investigate the effectiveness of English for Speakers of Other Languages (ESOL) teaching in secondary schools in Pakistan. English has become the global lingua franca, and in non-native English-speaking countries like Pakistan, the demand for English proficiency is increasing. In secondary schools, where the foundations for future academic and professional success are laid, the teaching of ESOL is critical. However, various challenges hinder the effectiveness of ESOL programs, ranging from teacher competencies, curriculum design, resource availability, and socio-economic factors. This chapter introduces the background of the study, outlines the aims and objectives, and presents the research questions. The chapter concludes with a brief overview of the subsequent chapters in this dissertation.

**1.2 Background**

The education system in Pakistan has been undergoing significant reforms over the past decades, with particular emphasis on the improvement of English language education. English is seen as a tool for upward social mobility and global competitiveness, and its inclusion in school curriculums has been prioritized by policymakers. However, in the context of ESOL education in secondary schools, the effectiveness of these efforts remains unclear. Despite substantial investment in teacher training and curriculum development, students in secondary schools often struggle with proficiency in English.

Several studies have highlighted the gap between the intended outcomes of English education policies and their actual impact on student proficiency (Mahboob, 2015; Coleman, 2010). Teachers, who are often not native English speakers themselves, face challenges in delivering effective lessons, especially when dealing with large class sizes and limited resources (Shamim, 2008). Additionally, the curriculum may not always align with students' linguistic backgrounds or real-world communication needs, leading to ineffective learning experiences.

There is also a social and cultural dimension to consider. English is associated with prestige and social mobility in Pakistan, but at the same time, it may be perceived as a foreign language that undermines local languages and cultures. This duality can impact student motivation and engagement in ESOL classrooms. Furthermore, economic disparities between urban and rural areas exacerbate the inequalities in access to quality English education. Rural schools often lack trained teachers, proper infrastructure, and learning materials, leading to a significant disadvantage for students in these regions (Rahman, 2002).

To address these issues, it is crucial to assess the effectiveness of ESOL teaching strategies in Pakistani secondary schools. This research aims to provide insights into the current state of ESOL education, identify the challenges faced by both teachers and students, and propose recommendations for enhancing the effectiveness of English language instruction.

**1.2.1 Aim**

The aim of this study is to evaluate the impact of teaching ESOL at secondary level schools in Pakistan.

This research seeks to assess how effectively ESOL programs are delivered in secondary schools, identify areas for improvement, and provide insights into the ways teaching methods influence students' language acquisition.

**1.2.2 Objectives**

To achieve the aim of the study, the following objectives have been established;

1. To critically analyse the teaching methods used by ESOL teachers in secondary schools in Pakistan.
2. To assess the effectiveness of learning outcomes for students participating in ESOL programs.
3. To understand and examine the scope and critical review of existing research literature on ESOL teaching methods in the context of secondary education in Pakistan.

These objectives are designed to facilitate a comprehensive evaluation of the pedagogical strategies and the success of ESOL teaching in secondary schools.

**1.2.3 Research Questions**

The following research questions have been formulated to align with the objectives of the study;

1. What common pedagogical strategies are used by teachers in ESOL classrooms in secondary schools in Pakistan?
2. How effective are these strategies in enabling students to achieve learning outcomes in ESOL?
3. In what ways can teacher pedagogy in ESOL classrooms be improved to enhance students’ language acquisition and learning outcomes?

These questions focus on exploring the pedagogical approaches used in ESOL classrooms, their effectiveness in achieving student success, and areas where teaching strategies can be enhanced for better results.

**1.6 Chapter Overview of Subsequent Chapters**

In conclusion, this chapter has provided an introduction to the research study on the effectiveness of ESOL teaching in secondary schools in Pakistan. The background of the study highlighted the significance of English education in Pakistan and the challenges that hinder its effectiveness. The aim and objectives of the research have been outlined, providing a clear direction for the study. The research questions have been formulated to guide the investigation and ensure that the study addresses key issues related to ESOL teaching practices, challenges, and external influences.

The subsequent chapters of this dissertation will be structured as follows;

* ***Chapter 2-*** Literature Review – This chapter will review relevant literature on ESOL teaching strategies, challenges in English language education in Pakistan, and theoretical frameworks that support language acquisition.
* ***Chapter 3-*** Methodology – This chapter will describe the research design, data collection methods, and data analysis techniques used in this study. The rationale for the chosen methods will be explained, along with ethical considerations.
* ***Chapter 4-*** Results and Analysis – This chapter will present the findings of the research based on data collected from secondary schools. It will also include an analysis of the results in relation to the research questions.
* ***Chapter 5-*** Discussion – This chapter will interpret the results and discuss their significance in relation to the literature. The implications of the findings for ESOL teaching in secondary schools will also be explored.
* ***Chapter 6-*** Conclusion and Recommendations – This chapter will summarize the key findings of the study, discuss the limitations, and provide recommendations for improving ESOL teaching practices in secondary schools in Pakistan.

By the end of this dissertation, the study aims to provide a comprehensive understanding of the effectiveness of ESOL teaching in secondary schools in Pakistan and offer practical recommendations for enhancing student outcomes.

**CHAPTER 2: LITERATURE REVIEW**

1. **Chapter Introduction**

The effectiveness of teaching English for Speakers of Other Languages (ESOL) in secondary schools has long been a subject of research and debate, particularly in multilingual and diverse educational environments like Pakistan. With English being a key medium for global communication, education systems have increasingly emphasized English language proficiency. In Pakistan, ESOL teaching in secondary schools aims to equip students with the necessary skills for higher education and employment. However, numerous factors affect the success of ESOL instruction, including pedagogical strategies, teacher training, resources, and sociocultural contexts.

This literature review explores the existing research on ESOL teaching in secondary schools, particularly focusing on the Pakistani context. It critically analyzes various pedagogical approaches, their effectiveness, and the broader issues surrounding ESOL education. The review aims to identify gaps in the literature and provide a foundation for the current study's investigation into the effectiveness of ESOL teaching in secondary schools in Pakistan.

***2.1 Background of ESOL Teaching in Pakistan***

Teaching English in Pakistan, particularly at the secondary school level, is challenging due to the diverse linguistic and socioeconomic backgrounds of students. As highlighted by Ali, Yaqub, and Yasmin (2020), Pakistan’s education system has historically struggled with providing uniform language instruction, often leading to disparities in English proficiency. The country's complex linguistic landscape, which includes Urdu as the national language and numerous regional languages, further complicates the teaching of English.

One of the key issues identified in the literature is the lack of adequately trained ESOL teachers. Irfan et al. (2020) emphasize that many public sector schools in Pakistan face a shortage of teachers who are proficient in both English and modern teaching methodologies. This has a direct impact on the quality of ESOL instruction, as teachers often resort to traditional methods such as rote memorization, which are less effective in promoting language acquisition. Irfan (2021) further highlights the challenges in implementing the Single National Curriculum (SNC), which seeks to standardize education across the country but faces resistance due to resource constraints and the varying levels of teacher competence.

***2.2 Pedagogical Approaches in ESOL Classrooms***

Effective pedagogy is critical to the success of ESOL programs. Cole and Feng (2015) argue that the use of interactive and student-centered teaching strategies can significantly improve language acquisition among ESOL learners. These strategies include group discussions, role-playing, and project-based learning, all of which encourage active student participation and foster a deeper understanding of the language. However, such methods are often underutilized in Pakistani secondary schools due to a lack of training and resources.

The research conducted by Sartaj et al. (2019) provides valuable insights into the effectiveness of classroom-based assessments in ESOL teaching. Their study reveals that assessment strategies, such as formative assessments, can help teachers adjust their teaching methods to better meet the needs of students. However, the effectiveness of these assessments is contingent on teachers’ ability to interpret the results and modify their instructional approaches accordingly. In Pakistan, where standardized testing often dominates the educational landscape, there is a need for a shift towards more formative and diagnostic assessments that support language development rather than simply measuring it.

***2.3 Challenges in ESOL Teaching in Pakistan***

Several challenges impede the effectiveness of ESOL teaching in Pakistan. One major issue is the lack of resources, both in terms of teaching materials and technological infrastructure. According to Irfan et al. (2020), many public schools in Pakistan lack basic teaching aids such as textbooks, audio-visual equipment, and language labs, which are essential for creating an immersive language-learning environment. The absence of such resources forces teachers to rely on outdated and often ineffective methods of instruction.

Another significant challenge is the large class sizes in Pakistani secondary schools. Research by Ali et al. (2020) indicates that overcrowded classrooms make it difficult for teachers to provide individualized attention to students, which is crucial for language learning. In such settings, teachers are often unable to implement interactive and student-centered teaching strategies, further hindering students' language development.

Moreover, the sociocultural context in Pakistan plays a crucial role in shaping the effectiveness of ESOL teaching. As noted by Sartaj et al. (2019), many students come from rural areas where English is rarely spoken outside of the classroom. This lack of exposure to the language creates a significant barrier to language acquisition, as students have limited opportunities to practice English in real-life situations. Furthermore, the perception of English as a "foreign" language, coupled with the dominance of regional languages, often leads to a lack of motivation among students to learn English.

***2.4 Teacher Training and Professional Development***

The quality of teacher training is a critical factor in the success of ESOL programs. According to Irfan (2021), many teachers in Pakistan, particularly in public schools, receive inadequate training in modern language teaching methodologies. This is compounded by a lack of ongoing professional development opportunities for teachers, which limits their ability to stay updated with the latest teaching techniques and technologies.

Creswell and Plano Clark (2007) emphasize the importance of continuous professional development for ESOL teachers, particularly in the areas of classroom management, curriculum design, and assessment. In Pakistan, however, professional development programs for teachers are often underfunded and poorly structured, leading to a gap between theoretical knowledge and practical application in the classroom. This disconnect is further exacerbated by the lack of support from school administrations, which often prioritize content coverage over pedagogical innovation.

***2.5 The Role of Technology in ESOL Teaching***

The integration of technology into ESOL teaching has been widely recognized as a means of enhancing language acquisition. Cole and Feng (2015) argue that technology can provide students with access to a wealth of language-learning resources, including online courses, interactive language games, and virtual exchanges with native speakers. However, the use of technology in ESOL classrooms in Pakistan remains limited due to several factors, including a lack of infrastructure, insufficient teacher training, and the high cost of technological tools.

Irfan et al. (2020) highlight the potential of blended learning approaches, which combine traditional face-to-face instruction with online learning, in improving ESOL teaching outcomes. However, the successful implementation of blended learning in Pakistan requires significant investment in both technology and teacher training. Without these investments, the digital divide between urban and rural schools will continue to widen, further exacerbating existing inequalities in English language education.

***2.6 Critical Review of Literature***

While the existing literature provides valuable insights into the challenges and opportunities in ESOL teaching in Pakistan, several gaps remain. For instance, there is a lack of research on the specific pedagogical strategies that are most effective in the Pakistani context. Much of the existing research focuses on broad issues such as teacher training and resource availability, but there is little empirical evidence on the effectiveness of specific teaching methods, such as task-based language learning or communicative language teaching, in Pakistani secondary schools.

Additionally, most studies, including those by Ali et al. (2020) and Sartaj et al. (2019), focus on public sector schools, with little attention given to private schools, which often have different resources and challenges. This presents a gap in the literature that the current study seeks to address by including both public and private secondary schools in its analysis.

Furthermore, while technology is increasingly recognized as a critical tool in ESOL education, there is limited research on the specific technological tools that are most effective in the Pakistani context. Cole and Feng (2015) argues that, while online language-learning platforms are widely used in many countries, their effectiveness in Pakistani schools, where internet access is often limited, has not been thoroughly investigated.

Finally, there is a need for more longitudinal studies that track the progress of ESOL students over time. Most existing research provides a snapshot of the current state of ESOL education in Pakistan, but there is little data on how students' language skills develop over the course of their secondary education. Longitudinal studies would provide valuable insights into the long-term effectiveness of different teaching strategies and help identify the factors that contribute to sustained language acquisition.

The teaching of English as a Second Language (ESL) has been a subject of extensive academic inquiry, given its significance in a globalized world where English serves as a lingua franca. Numerous scholars have explored various facets of ESL teaching, such as instructional methodologies, teacher competencies, learning environments, and the socio-cultural factors affecting language acquisition. In the context of Pakistan, the challenges and opportunities surrounding ESL education are particularly compelling due to the country's complex linguistic landscape, with multiple regional languages coexisting alongside English. This literature review will examine previous research on ESL teaching, focusing on the strategies, challenges, and outcomes identified in academic studies. By analyzing both international and Pakistani literature, this review will also evaluate the effectiveness of existing ESL frameworks and identify areas requiring further investigation.

***2.7 Theoretical Frameworks in ESL Education***

The foundation of effective ESL teaching rests on several theoretical frameworks. The most prominent theories include behaviorism, cognitivism, constructivism, and social interactionism. Behaviorism, influenced by B.F. Skinner, emphasizes repetition and reinforcement, viewing language learning as habit formation through stimulus-response mechanisms. This theory has influenced traditional methods such as audiolingualism, which focuses on repetitive drills to teach linguistic structures.

Cognitivism, on the other hand, sees language learning as a mental process. Influential theorists like Jean Piaget argue that learners actively construct meaning based on their experiences. In ESL, this theory has contributed to the development of communicative language teaching (CLT), which encourages learners to use language for meaningful communication rather than rote memorization of rules. Social interactionism, informed by Lev Vygotsky’s work, highlights the role of interaction and social context in language acquisition. In ESL classrooms, this translates into group work, discussions, and peer interactions, which help learners practice language in authentic contexts. These theories underpin many instructional approaches in ESL education, each contributing unique insights into how language is acquired and should be taught.

***2.8 Instructional Strategies in ESL Classrooms***

Instructional strategies form a core part of effective ESL teaching. Many researchers agree that there is no one-size-fits-all approach, but a blend of various strategies can significantly improve outcomes. According to Cole and Feng (2015), differentiated instruction—tailoring lessons to the varied proficiency levels of students—has proven effective in ESL classrooms. Teachers who employ scaffolding techniques, where they gradually reduce support as learners become more competent, also see positive results.

The communicative language teaching (CLT) approach is one of the most popular in modern ESL pedagogy. CLT emphasizes interaction and communication as both the means and ultimate goal of language learning. Its use of authentic materials, such as newspapers, videos, and real-life conversations, helps bridge the gap between classroom learning and real-world language use. However, scholars such as Irfan et al. (2020) argue that while CLT has been widely adopted, its implementation in Pakistani classrooms has been inconsistent due to factors such as large class sizes and limited teacher training.

In contrast, traditional approaches like the grammar-translation method, still prevalent in many parts of the world, focus on rote learning of grammar rules and vocabulary. While these methods have the advantage of structure and predictability, they often fall short in fostering conversational fluency. Sartaj et al. (2019) found that a reliance on grammar-translation in Pakistan led to a disconnect between students’ theoretical knowledge of English and their practical communication skills.

***2.9 Teacher Competencies and Professional Development***

The role of the teacher is crucial in shaping the effectiveness of ESL instruction. Teachers must possess not only linguistic proficiency but also pedagogical skills to accommodate diverse learners. Research highlights the importance of continuous professional development (CPD) to help teachers stay updated with the latest educational practices. Ali et al. (2020) argue that inadequate teacher training is one of the primary challenges facing ESL education in Pakistan. Many teachers, especially in public schools, lack access to CPD opportunities, limiting their ability to employ modern, student-centered teaching strategies.

A study by Creswell and Plano Clark (2007) underscores the importance of reflective teaching practices, where educators assess their own methods and outcomes. Teachers who engage in self-evaluation and peer review are more likely to adopt innovative techniques that enhance student engagement and learning. Irfan (2021) emphasizes that in Pakistan, despite the introduction of the Single National Curriculum (SNC) aiming to standardize teaching methods, there is still significant room for improving teacher training programs, particularly for those handling ESL learners.

***3.0 Socio-Cultural Challenges in ESL Learning***

Language acquisition does not occur in a vacuum; it is deeply influenced by socio-cultural factors. In Pakistan, English is often seen as the language of the elite, creating a divide between those who have access to quality English education and those who do not. Bourdieu’s concept of linguistic capital can be applied to understand this dynamic, as proficiency in English often correlates with higher social and economic status. Many Pakistani students come from homes where English is not spoken, and their exposure to the language is limited to classroom settings. This lack of immersion in an English-speaking environment creates challenges for both teachers and learners. Furthermore, cultural factors such as gender norms and societal expectations can influence ESL education. In rural areas, for instance, girls may face restrictions on their education, limiting their exposure to and practice of English.

Irfan et al. (2020) suggest that one way to address these socio-cultural challenges is by incorporating culturally relevant teaching materials. By contextualizing English lessons within students' cultural frameworks, teachers can make learning more relatable and accessible. This strategy also helps to reduce the perception of English as a foreign or elitist language.

***3.1 Technological Integration in ESL Teaching***

With the rapid advancement of educational technology, there has been a growing interest in integrating technology into ESL classrooms. Bouchrika (2022) discusses how digital tools like language learning apps, interactive whiteboards, and online resources have transformed ESL instruction by offering learners more dynamic, interactive, and personalized learning experiences. In Pakistan, however, the digital divide presents a significant barrier to effective technological integration. While some urban schools have access to computers and the internet, many rural schools lack the necessary infrastructure. As a result, the potential benefits of technology in ESL education are not evenly distributed. Ali et al. (2020) highlight that even when technology is available, teachers often lack the training to use it effectively, limiting its impact on learning outcomes.

Despite these challenges, technology holds promise for improving ESL education, particularly in terms of access to resources and exposure to native English speakers through videos and language exchange programs. Online platforms like Duolingo and EnglishCentral provide students with opportunities to practice English outside the classroom, enhancing their learning experience.

***3.2 Assessment Practices in ESL***

Assessment is a key component of the teaching-learning process, providing both teachers and students with feedback on language proficiency and progress. Formative assessments, such as quizzes and class discussions, allow for ongoing feedback, enabling teachers to adjust their instruction to better meet students’ needs. Summative assessments, on the other hand, such as final exams, measure students’ cumulative knowledge at the end of a course.

Sartaj et al. (2019) argue that assessment practices in Pakistani ESL classrooms are often limited to written exams that focus on grammar and vocabulary, neglecting the assessment of speaking and listening skills. As a result, students may excel in reading and writing but struggle with oral communication. To address this gap, educators advocate for more balanced assessment methods that evaluate all four language skills—reading, writing, speaking, and listening.

Classroom-based assessment (CBA) has been identified as an effective strategy for improving language learning outcomes. By embedding assessment within the teaching process, teachers can provide immediate feedback and support to students. However, Irfan (2021) notes that while CBA is gaining traction in Pakistani schools, its implementation is still limited due to a lack of teacher training and resources.

***3.3 Challenges in ESL Education in Pakistan***

The challenges facing ESL education in Pakistan are multifaceted. Ali et al. (2020) identify several key issues, including insufficient teacher training, a lack of resources, large class sizes, and socio-cultural barriers. In rural areas, the situation is even more challenging, with many schools lacking basic infrastructure such as textbooks, let alone access to technology or qualified teachers.

Furthermore, the socio-economic divide between private and public schools exacerbates inequalities in ESL education. While students in private schools often receive high-quality English instruction, those in public schools are often taught by underqualified teachers with limited resources. Irfan et al. (2020) highlight that this disparity in educational quality is one of the major obstacles to achieving equitable ESL education in Pakistan.

***3.4 Emerging Trends and Future Directions in ESL***

Despite these challenges, there are emerging trends that hold promise for the future of ESL education in Pakistan. The introduction of the Single National Curriculum (SNC) aims to standardize education across the country, including ESL instruction. However, as Irfan (2021) points out, its success will depend on how effectively it is implemented, particularly in terms of teacher training and resource allocation.

Another emerging trend is the increasing use of blended learning, where traditional classroom teaching is supplemented with online resources and activities. This approach offers a flexible and interactive learning environment that can help bridge the gap between urban and rural education. However, as noted earlier, the digital divide remains a significant barrier to its widespread adoption.

Moreover, the global shift towards more communicative and learner-centered approaches to language teaching is likely to influence ESL pedagogy in Pakistan. By moving away from rote learning and grammar-translation methods, educators can foster more meaningful language use and better prepare students for real-world communication.

In sum, this literature review has critically examined the existing research on ESOL teaching in secondary schools, with a particular focus on the Pakistani context. The review has highlighted several key themes, including the challenges posed by inadequate teacher training, limited resources, and large class sizes. It has also emphasized the potential of technology to enhance language learning and the need for more research on the specific pedagogical strategies that are most effective in the Pakistani context. In addition, this literature review has provided an overview of the key issues and trends in ESL education, with a particular focus on the context of Pakistan. While there are significant challenges, including insufficient teacher training, socio-cultural barriers, and a lack of resources, there are also promising developments, such as the introduction of the Single National Curriculum and the increasing use of technology in education.

The gaps identified in the literature provide a strong rationale for the current study, which seeks to evaluate the effectiveness of ESOL teaching in secondary schools in Pakistan. By addressing these gaps, the study aims to contribute to the development of more effective ESOL programs that better meet the needs of students and teachers in Pakistan.

**CHAPTER 3: METHODOLOGY**

**Chapter Introduction**

This chapter outlines the methodology for investigating the effectiveness of ESOL teaching in secondary schools in Pakistan. It provides a detailed account of the research framework, including the researcher's positionality, the chosen methodological approach, and the specific research design and methods employed. The chapter starts with an exploration of the researcher's ontological and epistemological stances, which underpin the selection of a mixed-methods approach. By combining qualitative and quantitative methods, the research aims to provide a comprehensive analysis of the ESOL teaching environment and its impacts.

The methodology section further details the research design, including the use of semi-structured interviews, questionnaires and surveys to gather in-depth insights and empirical data especially to two schools (SOAR STEM school and Lahore grammar school). Ethical considerations are thoroughly addressed, ensuring the protection of participants' rights and the integrity of the research process. Finally, the chapter discusses the criteria for judging the quality and rigor of the study, emphasizing validity, reliability, and trustworthiness. This approach aims to deliver a robust and nuanced understanding of ESOL teaching effectiveness, contributing valuable insights to the field of education in Pakistan.

1. **Researcher Positionality**

* **Ontology**

Ontology pertains to the nature of reality and existence. In this study, I adopt a constructivist ontological position, which posits that reality is socially constructed and subjective. According to this view, there are multiple realities shaped by individual experiences and perceptions. This stance recognizes that different individuals may experience and interpret online teaching during the COVID-19 pandemic in diverse ways based on their unique contexts, experiences, and perspectives. Thus, the research aims to explore these varied realities to provide a nuanced understanding of the phenomenon under investigation.

* **Epistemology**

Epistemology concerns the nature and scope of knowledge and how it can be acquired. Given the constructivist ontology, the epistemological stance of this research is interpretivist. This perspective emphasizes the importance of understanding the meanings and interpretations individuals attach to their experiences. Interpretivism acknowledges that knowledge is constructed through social interactions and is context-dependent. Therefore, the research seeks to explore and interpret the lived experiences of educators and students during the pandemic to gain insights into their perspectives and challenges.

1. **Reflexivity**

Reflexivity involves examining one's own beliefs, judgments, and practices during the research process and considering how these may influence the research. As a researcher, my background in education and my experiences with online teaching have shaped my perspective on the subject matter. I am aware that my pre-existing beliefs about the efficacy of online teaching and my experiences during the pandemic could influence my interpretation of the data. To mitigate potential biases, I have maintained a reflexive journal throughout the research process, documenting my thoughts and reflections. This practice has helped me critically examine my assumptions and ensure that they do not unduly affect the research findings.

Reflexivity is an essential aspect of qualitative and mixed-method research, requiring the researcher to critically reflect on their own positionality, biases, and influence on the research process. In this study, I, as the researcher, recognize my dual role as both an investigator and an individual with personal experiences and assumptions regarding ESOL teaching in Pakistan. My background in education, familiarity with the Pakistani context, and prior knowledge of language learning may have shaped my expectations, interactions with participants, and interpretations of data. Being conscious of these biases throughout the research process is crucial to maintaining the objectivity and integrity of the study.

I acknowledge that my perspectives on ESOL teaching are influenced by my educational and cultural background, which may differ from those of the participants in this study, particularly teachers and students in Pakistani secondary schools. To address this, I adopted a reflexive stance, regularly evaluating how my own beliefs, judgments, and experiences might have affected my understanding of the research questions and the data collected. I aimed to remain open to different interpretations and perspectives, engaging with participants' views authentically rather than imposing my own preconceptions.

Moreover, my role as a researcher could have impacted the power dynamics during interviews and data collection. Participants might have felt pressured to provide socially acceptable answers or to align their responses with what they perceived as my expectations. To minimize these influences, I strived to create an environment that encouraged honest and open responses by ensuring confidentiality, building rapport, and emphasizing the non-judgmental nature of the research. I also made sure to present myself as a neutral investigator, whose primary aim was to understand the participants' genuine experiences and perspectives.

Reflexivity also involved a continuous process of revisiting my assumptions and data interpretations. For example, after conducting interviews, I revisited the transcripts and recordings multiple times to ensure that I accurately captured participants' voices and did not selectively interpret responses based on my preconceived ideas. I kept a research journal where I noted my thoughts, reflections, and any potential biases throughout the study, which allowed me to remain self-aware and critically engaged with the research process.

By maintaining a high level of reflexivity, I was able to critically engage with the data and my role as a researcher, ensuring that the study was conducted with rigor and transparency. Reflexivity also helped me recognize the value of the participants' diverse perspectives, which ultimately enriched the study’s findings.

1. **Research Design**

The research design for this study integrates both qualitative and quantitative approaches, employing a concurrent mixed-methods design. This design allows for the simultaneous collection and analysis of qualitative and quantitative data, providing a comprehensive understanding of the research problem.

* *Qualitative Component-* The qualitative aspect of the study employs a phenomenological approach. Phenomenology focuses on exploring and describing the essence of lived experiences. In this context, the phenomenological approach is used to understand the experiences of educators and students with online teaching during the pandemic. Data is collected through in-depth semi-structured interviews to two secondary schools (SOAR STEM school and Lahore grammar school), which allow participants to share their experiences and perspectives in detail.
* *Quantitative Component-* The quantitative aspect of the study utilizes a survey research design. Surveys are employed to gather empirical data on the prevalence and impact of various challenges and opportunities related to online teaching. The survey includes closed-ended questions that measure specific aspects of online teaching, such as technological issues, pedagogical challenges, and student engagement.

In sum, this research design of this study was guided by the mixed-methods approach, combining qualitative and quantitative methods to provide a comprehensive understanding of the effectiveness of ESOL teaching in Pakistani secondary schools.

**Case Study Design**

A multiple-case study design was adopted to explore the teaching practices and outcomes in two different secondary schools in Pakistan (SOAR STEM school and Lahore grammar school). Each school was treated as an individual case, providing the opportunity to examine how ESOL teaching was implemented across different contexts. The use of multiple cases allowed for cross-case comparisons, enabling the identification of commonalities and differences in ESOL pedagogy, which contributed to a richer understanding of the research problem.

The multiple-case study design was selected because it aligns well with the study's mixed-methods approach, allowing for both in-depth qualitative exploration and the collection of quantitative data across different sites. Each case provided insights into the unique challenges and opportunities faced by teachers and students in their specific ESOL teaching environment, while also contributing to the broader understanding of ESOL effectiveness across the secondary school system in Pakistan.

1. **Research Methodology**

Methodologically, this research employs a mixed-methods approach. This approach combines both qualitative and quantitative methods to provide a comprehensive analysis of the research problem. The mixed-methods methodology aligns with the constructivist ontology and interpretivist epistemology by allowing for the exploration of subjective experiences through qualitative methods while also providing empirical evidence through quantitative analysis. The use of mixed methods enables triangulation, which enhances the robustness and validity of the research findings.

* **Triangulation**

Triangulation is an essential aspect of the mixed-methods approach, as it enhances the reliability and validity of the research findings. In this study, triangulation was achieved by collecting data from multiple sources (teachers and students), using different methods (interviews, questionnaires and surveys), and employing both qualitative and quantitative techniques. By comparing and cross-verifying the data from these different sources and methods, I was able to strengthen the robustness of the research conclusions.

For example, the findings from the teacher interviews were compared with the survey data to determine whether the teachers' reported practices aligned with the students' perceptions of those practices. Similarly, the effectiveness of specific teaching strategies, as reported in the interviews, was cross-checked with the learning outcomes data obtained from the student surveys. This triangulation process helped to identify discrepancies, reinforce consistencies, and provide a more reliable understanding of the ESOL teaching practices in Pakistan.

* **Mixed Methods Approach**

The mixed-methods approach was particularly suited to this research because it allowed for the integration of quantitative and qualitative data, providing a fuller picture of the ESOL teaching landscape in Pakistan. By combining the strengths of both approaches, the study was able to generate rich, detailed insights into the pedagogical strategies employed in ESOL classrooms and how these strategies influenced learning outcomes. The mixed-methods design also facilitated the examination of complex interactions between teaching practices, student engagement, and learning achievements.

The qualitative component of the study involved semi-structured interviews with teachers and students in secondary schools. These interviews were designed to explore participants' experiences, perceptions, and challenges regarding ESOL teaching. The open-ended nature of the interviews allowed for the emergence of themes that were not initially considered, providing deeper insights into the effectiveness of the pedagogical strategies used.

The quantitative component involved questionnaires/surveys administered to a larger sample of students and teachers. These surveys included both closed and open-ended questions, designed to capture data on ESOL teaching methods, student engagement, and learning outcomes. The survey data were analyzed statistically to identify patterns and relationships between variables, such as the frequency of specific teaching practices and their impact on student performance.

The mixed-methods design allowed for the triangulation of data, which enhanced the validity of the findings and provided a more nuanced view of the research problem. This approach was deemed most appropriate because the study sought to examine both the teaching practices and learning outcomes in ESOL classrooms, as well as the subjective experiences and perspectives of teachers and students.

**Research Methods**

* **Qualitative Method- Semi-Structured Interviews**

Semi-structured interviews are conducted with educators and students to gather in-depth insights into their experiences with online teaching from the two secondary schools (SOAR STEM school and Lahore grammar school). The interviews are guided by a set of open-ended questions that allow participants to elaborate on their experiences and perspectives. The semi-structured format provides flexibility, enabling interviewers to explore emerging themes and issues that may arise during the interview process. The interviews are audio-recorded, transcribed, and analyzed thematically to identify key patterns and themes.

* **Quantitative Method- Surveys/questionnaires**

Surveys are administered to a larger sample of educators and students to collect quantitative data on their experiences with online teaching. The survey includes both closed-ended questions and Likert-scale items to assess various aspects of online teaching, such as the effectiveness of instructional methods, technological challenges, and student satisfaction. The survey data is analyzed using statistical methods to identify trends and correlations.

**Ethical considerations**

Ethical considerations are paramount in conducting research involving human participants. This study adheres to the following ethical guidelines:

* *BERA Guidelines-* The research complies with the British Educational Research Association (BERA) guidelines, ensuring that the study meets ethical standards in educational research. This includes obtaining informed consent, ensuring confidentiality, and respecting participants' rights.
* *University Ethics Guidelines-* The research follows the ethics guidelines established by the university. Approval from the university's ethics review board has been obtained prior to data collection.
* *Data Protection/Storage and Destruction-* Data collected during the study is stored securely in password-protected files and is accessible only to the research team. Personal identifiers are removed from the data to ensure confidentiality. Data will be retained for a specified period and then securely destroyed in accordance with university guidelines.
* *Confidentiality and Anonymity-* Participants' confidentiality and anonymity are protected throughout the research process. Personal information is not disclosed, and participants are assigned pseudonyms to ensure their identities remain confidential.
* *Participant Consent-* Informed consent is obtained from all participants before data collection. Participants are provided with detailed information about the study's purpose, procedures, and potential risks. They are informed that their participation is voluntary and that they may withdraw at any time without consequence.
* *Participant Information-* Participants receive information about their rights and the study's procedures, including details on how the data will be used and the measures taken to protect their privacy.

Ethical considerations were paramount in this research. All participants were informed of the study's purpose and were assured that their participation was voluntary. Informed consent was obtained, and participants were guaranteed confidentiality and anonymity. The research adhered to the ethical guidelines set by BERA and the university, ensuring that data protection and privacy were maintained throughout the study. Data were securely stored and will be destroyed after the research project concludes, in line with data protection regulations.

The ethical review process also involved obtaining clearance from the University’s ethics committee, ensuring that all potential risks to participants were minimized and addressed appropriately. Ethical issues related to the potential power dynamics between the researcher and participants were carefully considered, with measures taken to mitigate any undue influence or coercion during the data collection process.

In conclusion, the research design and methods employed in this study were carefully selected to ensure the validity, reliability, and ethical integrity of the research. By adopting a mixed-methods approach, triangulating data, and employing multiple case studies, this research provides a comprehensive and nuanced understanding of the effectiveness of ESOL teaching in secondary schools in Pakistan.

**Judging Quality and Rigour**

* *Quantitative Study-* For the quantitative component, the quality and rigor of the research are assessed based on validity and reliability. Validity refers to the accuracy of the measurement instruments and the extent to which they measure what they are intended to measure. Reliability refers to the consistency of the measurement results. The survey instruments are pre-tested and refined to ensure their validity and reliability. Statistical analyses are conducted to verify the robustness of the findings.
* *Qualitative Study-* For the qualitative component, the quality and rigor of the research are evaluated based on the trustworthiness criteria of Lincoln and Guba. These criteria include credibility, transferability, dependability, and confirmability.
* *Credibility-* The accuracy of the findings is ensured through techniques such as member checking, where participants review and validate the transcribed data and interpretations.
* *Transferability -*The findings are described in detail to allow readers to assess the applicability of the results to other contexts.
* *Dependability-* The research process is documented transparently to allow for an audit trail, enabling others to follow the research steps and assess the consistency of the findings.
* *Confirmability* -Efforts are made to minimize researcher bias by maintaining a reflexive journal and employing triangulation to cross-verify results.

In sum, this chapter has detailed the methodological framework forinvestigating to assess the Effectiveness of ESOL Teaching in Secondary School in Pakistan**.** The research adopts a constructivist ontological position and interpretivist epistemology, employing a mixed-methods approach to provide a comprehensive analysis of the research problem. The study utilizes a concurrent mixed-methods design, incorporating semi-structured interviews and surveys to collect qualitative and quantitative data. Ethical considerations are rigorously observed, ensuring the protection of participants' rights and confidentiality. The quality and rigor of the research are assessed based on validity, reliability, and trustworthiness criteria. This methodological approach aims to provide a nuanced understanding of online teaching experiences and contribute valuable insights to the field of education.

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