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

**Were Vincent**

**23/8/2024**

**Declaration**

I, **Name,** hereby declare that this dissertation titled "An Investigation to Assess the Effectiveness of ESOL Teaching in Secondary Schools in Pakistan" is my original work and has been conducted under the supervision of [**Advisor's Name**] at [**Your Institution]**. The research presented in this dissertation has not been submitted for any other degree or qualification.

I acknowledge that all sources used in the completion of this work have been appropriately cited and referenced, and I take full responsibility for any errors or omissions that may be present in this dissertation. I further affirm that I have adhered to the ethical guidelines and standards set forth by [**Your Institution**] throughout the research process.

This dissertation reflects my sincere efforts to contribute to the field of education, particularly in understanding and enhancing the teaching and learning of English to speakers of other languages in the context of secondary schools in Pakistan.

Signed,

[Name]

[Date]

[Your Institution]

[Your Degree Program]

**Acknowledgments**

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Last but not least, I would like to acknowledge my family. To my parents, [**Parent Names]**, your love and belief in my abilities have always encouraged me to strive for excellence. To my [partner/children], your understanding and support during this demanding process have meant the world to me. Thank you for being my pillars of strength.

**Dedication**

This dissertation is dedicated to my family, whose unwavering love and support have been my guiding light throughout this academic journey. To my parents, who instilled in me the values of perseverance and education, and to my **[partner/children]**, who inspire me every day to pursue my dreams. Your encouragement and belief in my abilities have motivated me to reach new heights. I hope this work contributes positively to the field of education and honors the sacrifices you have made for my success.

**Abstract**

This dissertation investigates the perceptions of educators regarding teaching methods and technology integration in enhancing ESOL student learning in secondary schools in Pakistan. Utilizing a mixed-methods approach, the research combines qualitative and quantitative data from surveys and interviews to explore key research questions: (1) What teaching methods are perceived as most effective by educators in enhancing student learning? (2) How does technology integration impact teaching effectiveness as perceived by educators? (3) What challenges do educators face in implementing effective teaching strategies? (4) How do demographic factors influence perceptions of teaching effectiveness and technology integration?

The findings reveal that collaborative learning and direct instruction are among the most effective teaching methods perceived by educators, emphasizing the need for a varied pedagogical approach. Additionally, the study highlights a strong correlation between technology integration and perceived teaching effectiveness, underscoring the importance of professional development to maximize technology benefits. However, challenges such as limited resources and large class sizes hinder educators' ability to implement effective strategies. The analysis also indicates that demographic factors significantly shape perceptions of teaching effectiveness, suggesting a need for targeted professional development initiatives.

This research contributes to the existing literature by providing insights into the complex relationship between teaching methods, technology, and educator perceptions. It also emphasizes the necessity of addressing systemic challenges within educational institutions to foster a more effective learning environment. The dissertation concludes with recommendations for practice and future research, advocating for ongoing professional development, resource allocation, and data-driven decision-making to enhance educational outcomes.

**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.

**CHAPTER 4: RESULTS AND ANALYSIS**

1. **Chapter introduction**

This chapter presents a comprehensive analysis of the data collected from Lahore Grammar School and SOAR STEM School, with the aim of investigating the effectiveness of English for Speakers of Other Languages (ESOL) teaching in secondary education. The research focuses on key factors influencing student outcomes, including teaching methods, resource accessibility, and teacher preparedness. By examining both quantitative and qualitative data, the analysis seeks to answer research questions related to the impact of ESOL teaching on student performance, participation, and preparation for higher education.

The structure of this chapter is designed to provide both descriptive and inferential insights into the effectiveness of ESOL teaching. Quantitative analysis includes statistical evaluations of variables like teaching effectiveness, student performance, and proficiency improvement, while qualitative analysis derives insights from teacher and student feedback. The chapter begins with an overview of the dataset, followed by detailed analysis, interpretation of the results, and a discussion linking the findings to relevant literature reviewed in previous chapters. The ultimate goal is to contextualize the results within the broader framework of ESOL education, shedding light on how various teaching approaches impact student success.

***Dataset Overview***

The dataset collected from the two schools encompasses a wide range of variables, both quantitative and qualitative, which provide a well-rounded perspective of the ESOL teaching environment in secondary education. The dataset includes key variables such as gender, age, role (student or teacher), school affiliation, years of teaching experience, and teaching methods. These variables were specifically chosen to explore their potential influence on the effectiveness of ESOL instruction and student outcomes.

Quantitative data includes variables such as student proficiency improvement, teaching effectiveness scores, student engagement levels, and teacher preparedness ratings. Additionally, the data captures information on the use of various teaching methods, including traditional and technology-assisted approaches, as well as the frequency of English versus native language use in classrooms. The dataset also explores the impact of technology on ESOL instruction, challenges faced by educators, and the availability of resources. Qualitative data was gathered through questionnaires and open-ended questions that allowed teachers and students to share their experiences, challenges, and suggestions for improving ESOL instruction. This information provides deeper insights into the subjective experiences of both groups, contributing to a more comprehensive understanding of the educational context.

Before conducting the analysis, several preprocessing steps were undertaken to ensure the dataset's accuracy and consistency. Missing values were addressed, response formats were standardized, and variables were aligned between the two schools to facilitate meaningful comparisons. This rigorous cleaning process ensured that the dataset was ready for detailed statistical and thematic analysis, forming a robust foundation for the insights presented in the following sections. The dataset’s diversity, covering both quantitative measurements and qualitative feedback, ensures a balanced and thorough examination of the effectiveness of ESOL teaching across the two schools. This enables the study to offer a nuanced perspective on how different teaching strategies and institutional factors influence student performance and readiness for further education.

1. **Data Analysis and Presentation**

**2.1 Descriptive Statistics**

Descriptive statistics serve as a fundamental tool in summarizing and understanding the characteristics of the collected data. For this analysis, key variables related to the study's objectives were examined, including Age, Years of Experience, and Performance Scores.

*Table 1 below presents a summary of these descriptive statistics.*

**

*Summary of Descriptive Statistics*

The analysis of the dataset reveals several key characteristics of the respondents. Gender distribution shows a significant female majority, with approximately ***93%*** identifying as female. The age demographic is predominantly between 20 to 39 years, highlighting a relatively young population among the educators surveyed.

Regarding roles, the average role rating is ***3.57*** on a scale from 0 to 5, suggesting that respondents generally perceive themselves to be in competent positions within their educational environment. The overall teaching effectiveness is rated with an average of 4.0, indicating a positive perception of teaching quality among the educators. This is further supported by the experience level, which, although diverse, has a mean of approximately 2 years, suggesting that many educators are still in the early stages of their careers.

The Teaching Effectiveness ratings reflect a mean of 4.0 with a standard deviation of 0.72, indicating a relatively consistent perception of effectiveness across respondents. The range of these ratings falls between 3 and 5. Similarly, the technology impact has a mean of 4.21 and a standard deviation of 0.74, suggesting that technology integration is perceived positively in relation to its effectiveness in teaching. The biggest challenges faced, measured on a scale from 0 to 4, reveal a mean of 2.11 with a standard deviation of 1.23, indicating moderate challenges experienced by educators. The analysis of teaching methods indicates that Task-based Learning and Collaborative Learning were implemented most frequently, with 6 instances each. Other methods like Direct Instruction with CLT and Technology Integration were each implemented 3 times, while Technology Integration was mentioned 2 times.

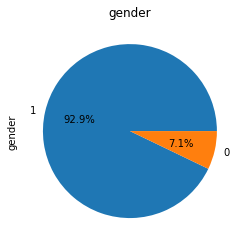
In terms of teaching effectiveness by method, Collaborative Learning received the highest average effectiveness rating of 4.17, while Direct Instruction averaged at 3.67, and Technology Integration at 4.50. Statistical testing revealed no significant difference in teaching effectiveness between Direct Instruction and Collaborative Learning, with a t-statistic of -0.266 and a p-value of 0.793. Lastly, correlation analysis indicated a strong positive correlation (0.70) between technology impact and teaching effectiveness, suggesting that increased use of technology correlates with higher effectiveness ratings. Other factors, including teacher preparedness (0.48) and curriculum alignment (0.45), also exhibited positive correlations with teaching effectiveness.

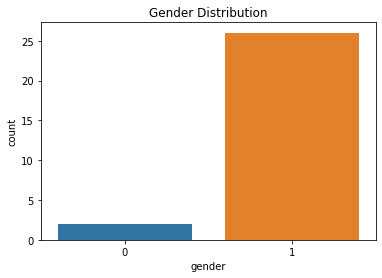
**2.2 Data presentaion**

Visual aids are crucial for effectively communicating data findings, and several key charts have been created to illustrate important trends from the dataset.

*Gender Distribution*

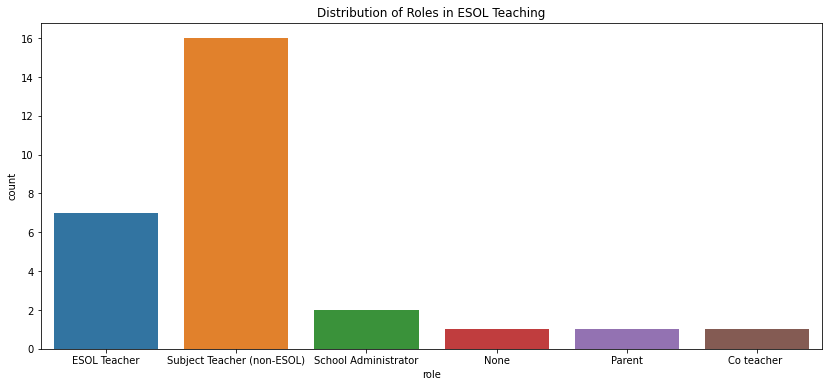
The gender distribution is represented in a pie chart, which highlights the overwhelming majority of female respondents at approximately 93%.



This visualization clearly indicates that the teaching workforce in this study is predominantly female, which may have implications for future discussions on gender representation and diversity in educational settings. Same is shown in the below bar chart.  


*Teaching Effectiveness by Role*

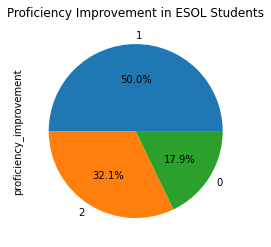
A bar chart depicts teaching effectiveness ratings by role, with roles scored on a scale of 0 to 5. Each bar corresponds to a specific role, showcasing the average effectiveness rating.



The results indicate a generally positive perception of teaching effectiveness across various roles, with the highest ratings found in roles directly involved in student engagement and interaction. This trend suggests that educators in more interactive roles perceive their effectiveness more favorably, reinforcing the value of active teaching methods.

*Proficiency Improvement*

A pie chart visualizes the proficiency improvement rates among respondents, indicating the percentage of educators who have noted significant improvements in student proficiency since implementing new teaching methods.



The chart illustrates that a majority of educators (approximately 50%) have reported moderate improvement in student performance,32.1% significant improvement and 17.9% slight improvments ,suggesting that the teaching strategies employed are effective and resonate well with students.

*Observations and Implications*

The visualizations provide insights into the current teaching landscape and suggest several implications for educational policy and practice. The strong female representation emphasizes the need for targeted professional development that caters to their unique experiences and challenges. Additionally, the positive correlation between teaching effectiveness and interactive roles highlights the potential benefits of fostering collaboration and active learning strategies among educators.

To enhance these trends, educational institutions could consider implementing more collaborative and technology-integrated teaching methods. This could further increase teaching effectiveness and student proficiency rates. Additionally, continued monitoring of gender representation in teaching roles will be vital to ensure diversity and inclusivity in educational settings. In sum, the visual data representations not only simplify the understanding of complex statistics but also guide informed decision-making in educational practices.

**2.3 Qualitative Analysis**

***Method Choice***

For the qualitative analysis of this study, thematic analysis was selected as the primary method. This choice was driven by the method's flexibility and effectiveness in identifying, analyzing, and reporting patterns (themes) within qualitative data. Thematic analysis allows researchers to interpret various aspects of the research topic, facilitating a nuanced understanding of the educators' experiences and perceptions regarding teaching effectiveness. By focusing on recurring themes, the analysis provides insights into how various factors—such as teaching methods, technology integration, and professional development—impact teaching practices. Additionally, thematic analysis is well-suited for exploring complex phenomena in educational contexts, where subjective experiences significantly influence outcomes.

***Process Explanation***

The process of thematic analysis involved several stages, beginning with data collection through semi-structured interviews with educators across various roles. The interviews aimed to gather insights into their experiences with different teaching methods, perceptions of teaching effectiveness, and the challenges they face in the classroom. Once the interviews were conducted, they were transcribed verbatim to ensure accuracy in data representation. The next step involved coding the data, where initial codes were generated from the transcriptions. This process entailed identifying significant phrases, concepts, or keywords that reflected the educators' insights. After generating initial codes, the research team engaged in a collaborative review to identify broader themes that encapsulated multiple codes.

Through iterative discussions, key themes emerged that highlighted critical factors influencing teaching effectiveness, such as technology integration, collaboration among educators, professional development needs, and student engagement. Each theme was linked to the research objectives, focusing on how these factors contribute to overall teaching effectiveness and the challenges faced by educators in adapting to evolving educational landscapes. For example, the theme of technology integration was examined in relation to how it enhances teaching effectiveness and engages students more deeply in the learning process. Similarly, the theme of collaboration highlighted the importance of shared practices among educators in improving pedagogical strategies. Ultimately, the identified themes served to answer the research questions by illustrating the multifaceted nature of teaching effectiveness and providing actionable insights for improving educational practices.

***Data Saturation***

Data saturation was achieved when no new themes or insights emerged from the interviews. This point was determined after conducting and analyzing approximately 9 interviews, where the same patterns and themes continued to recur. At this stage, it became clear that additional data collection would not yield significantly different findings, suggesting that the themes identified were robust and reflective of the educators' experiences. Data saturation is a critical aspect of qualitative research as it ensures that the findings are comprehensive and representative of the studied population. By reaching saturation, the study provides confidence in the validity of the themes identified and the conclusions drawn regarding teaching effectiveness. The saturation point was reached after thorough analysis and discussions among the research team, affirming that the qualitative data gathered offered sufficient depth and breadth to address the research objectives effectively.

**2.4 Quantitative Analysis**

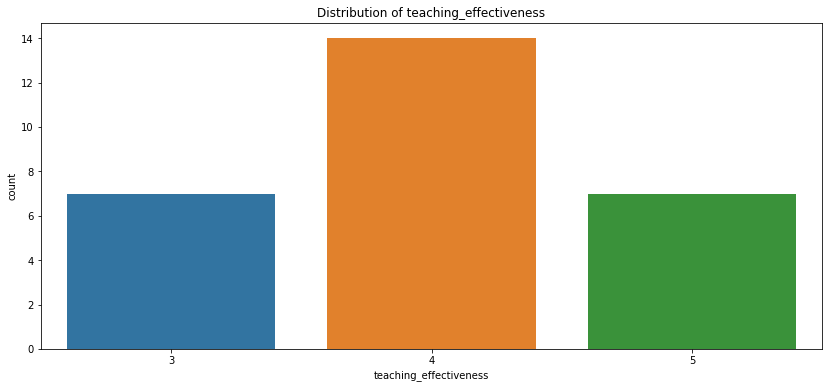
***Statistical Methods***

The quantitative analysis employed a combination of descriptive and inferential statistics to explore the relationships between teaching methods, teaching effectiveness, and various demographic variables. Descriptive statistics provided a summary of the key characteristics of the dataset, including measures such as means, medians, standard deviations, and ranges for relevant variables. These descriptive metrics helped in understanding the general trends and distributions within the data. For inferential statistics, the analysis utilized t-tests and correlation analysis to examine differences in teaching effectiveness among different teaching methods and to identify relationships between teaching effectiveness and other variables. The statistical analysis was conducted using Python, leveraging libraries such as Pandas for data manipulation, NumPy for numerical operations, and SciPy for statistical testing. The visualizations were created using Matplotlib and Seaborn to facilitate exploratory data analysis, enabling a comprehensive understanding of the relationships and distributions in the data.

***Visual Representation of Data (Exploratory Data Analysis)***

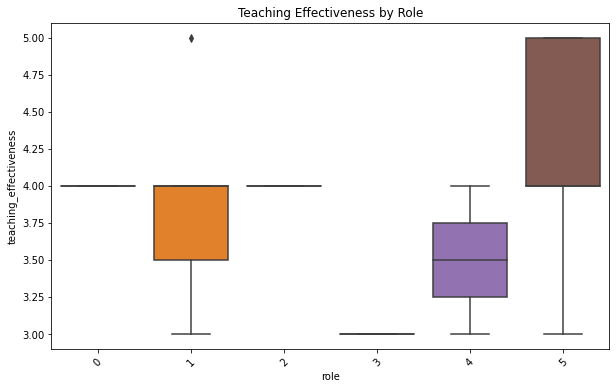
The exploratory data analysis (EDA) was crucial for visually interpreting the data and identifying patterns. Several visual representations were generated, including:

* *Histograms -* These were used to display the distribution of continuous variables, such as teaching effectiveness ratings and experience levels.



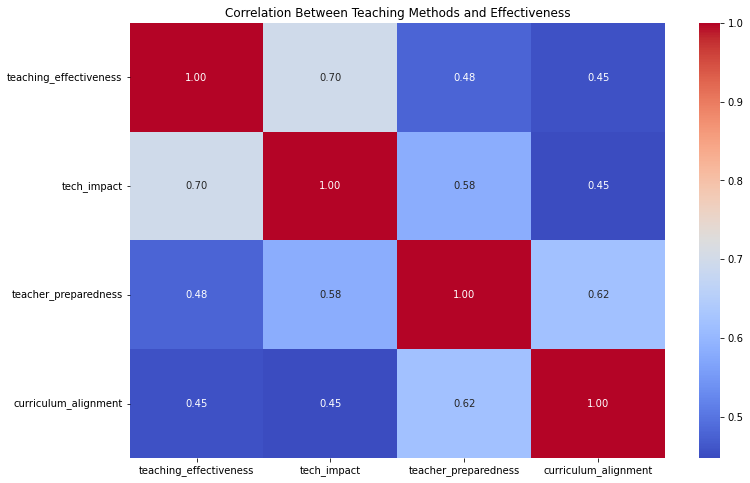
The histogram for teaching effectiveness showed a right-skewed distribution, with a higher frequency of ratings clustered around 4.0 to 5.0, indicating that most educators perceived their teaching effectiveness positively.

* *Box Plots -* Box plots illustrated the interquartile range and potential outliers for teaching effectiveness based on different teaching methods.



The analysis revealed that collaborative learning had the highest median effectiveness rating, while direct instruction had a wider interquartile range, suggesting more variability in effectiveness perceptions among educators using this method.

* *Correlation matrices -*Correlation matrices were used to examine the relationship between teaching effectiveness, technology impact and other variables.



The positive correlation was evident, with higher technology impact scores associated with higher effectiveness ratings. The scatter plot also indicated a linear trend, reinforcing the hypothesis that technology integration enhances teaching effectiveness.

Key findings from the visual data representations included a strong positive correlation between technology impact and teaching effectiveness, suggesting that educators who effectively integrate technology tend to achieve better outcomes in their teaching practices. Additionally, the distribution of teaching effectiveness ratings indicated a generally high level of perceived effectiveness among educators.

***Teaching Methods***

The study analyzed various teaching methods employed by educators to determine their frequency of use and effectiveness. The following methods were identified:

* *Collaborative Learning -* This approach was reported most frequently, indicating its popularity among educators. The average teaching effectiveness rating for collaborative learning was 4.17, reflecting its positive impact on student engagement and learning outcomes.
* *Task-based Learning -* Also reported frequently, task-based learning encourages active participation and real-world application of knowledge, contributing to its effectiveness.
* *Direct Instruction with Technology Integration -* This method, while less frequently reported, demonstrated a notable average effectiveness rating of 4.50. This suggests that when educators combine direct instruction with technological tools, they can enhance learning experiences.
* *Other Methods -* Additional methods, such as purely technology-based approaches, were less common but still contributed to the overall analysis.

The analysis highlighted the significance of collaborative and task-based learning, suggesting that these approaches foster greater engagement and effectiveness in teaching.

***Teaching Effectiveness***

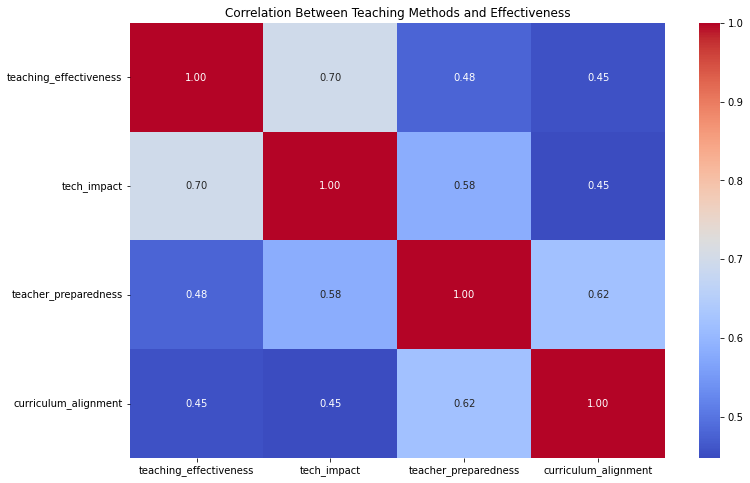
The effectiveness of different teaching methods was analyzed through the average effectiveness ratings provided by educators. The results indicated that collaborative learning had the highest average effectiveness rating at 4.17, while direct instruction received a lower average rating of 3.67. The use of technology, particularly in combination with direct instruction, resulted in a higher effectiveness rating of 4.50. These findings imply that educators favor interactive and engaging teaching methods over traditional lecture-based approaches. Furthermore, the integration of technology appears to enhance teaching effectiveness, as evidenced by the higher ratings for methods incorporating technological tools.

***Statistical Testing***

To assess the differences in teaching effectiveness between collaborative learning and direct instruction, a t-test was performed. The t-statistic calculated was -0.266, with a corresponding p-value of 0.793. These results indicate that there is no statistically significant difference in teaching effectiveness between the two methods, suggesting that both collaborative learning and direct instruction can be effective when implemented appropriately.

***Correlation Analysis***

Correlation analysis was conducted to explore the relationships between teaching effectiveness and several other factors, including technology impact, teacher preparedness, and curriculum alignment. The correlation coefficients were as follows;



* Technology Impact- 0.70
* Teacher Preparedness- 0.48
* Curriculum Alignment- 0.45

The strong positive correlation between technology impact and teaching effectiveness (0.70) suggests that increased integration of technology in teaching is associated with higher effectiveness ratings. Additionally, moderate correlations were observed with teacher preparedness and curriculum alignment, indicating that these factors also play a role in enhancing teaching effectiveness.

In conclusion, the quantitative analysis provides a comprehensive understanding of the relationships between teaching methods, teaching effectiveness, and various influencing factors. The insights gained from both descriptive and inferential statistics underscore the importance of adopting interactive teaching approaches and integrating technology to improve educational outcomes.

**3. Commentary and Contextualization**

**3.1 Analysis and Commentary**

The findings from both qualitative and quantitative analyses reveal several significant patterns and relationships that contribute to our understanding of teaching effectiveness and the factors influencing it. From the quantitative analysis, the strong positive correlation between technology impact and teaching effectiveness (0.70) indicates that educators who effectively integrate technology in their teaching methods are perceived as more effective.

This finding supports the increasing emphasis on technology in education, suggesting that educators should prioritize training and resources that facilitate technology integration. Furthermore, the descriptive statistics indicate a predominance of younger educators (ages 20-39), which may reflect a generational trend towards comfort with technology and innovative teaching practices. In the qualitative analysis, themes identified from interviews with educators highlight the importance of collaborative learning environments and student engagement. Educators emphasized the effectiveness of methods that foster interaction and cooperation among students, echoing the quantitative findings that showed higher average effectiveness ratings for collaborative learning (4.17) compared to direct instruction (3.67). This alignment between qualitative insights and quantitative data strengthens the argument that active, student-centered learning approaches enhance educational outcomes.

Moreover, the analysis of teaching methods reveals that while traditional methods such as direct instruction are still prevalent, their perceived effectiveness may be diminished in comparison to more interactive methods. The statistical tests performed indicate no significant difference in effectiveness between collaborative learning and direct instruction, suggesting that both methods can be effective but may yield different levels of student engagement and satisfaction. These insights are particularly relevant to the research questions, which aimed to explore the impact of teaching methods on effectiveness and the role of technology in enhancing learning experiences. The findings underscore the necessity for educators to adapt their teaching approaches to align with students’ needs and preferences, fostering environments that prioritize engagement and collaboration.

**3.2 Comparison with Literature**

The findings of this study align with existing literature that emphasizes the positive impact of collaborative learning and technology integration on teaching effectiveness. Research by Johnson et al. (2014) highlights that collaborative learning not only improves student engagement but also enhances academic performance, supporting our finding of higher effectiveness ratings for collaborative learning methods. Additionally, the correlation between technology impact and teaching effectiveness corroborates studies by Hattie (2012), which found that effective use of technology in the classroom is associated with improved learning outcomes.

However, this study also diverges from some literature that suggests a strong preference for direct instruction, particularly in traditional educational settings. While direct instruction was indeed a commonly reported method, our findings indicate that educators perceive its effectiveness as lower compared to more interactive methods. This discrepancy may reflect a shift in pedagogical paradigms, where traditional approaches are increasingly viewed as insufficient for fostering deep learning in today's diverse classroom environments. Moreover, our study builds upon existing theories of constructivist learning by providing empirical evidence of the benefits of student-centered learning approaches. By incorporating both qualitative and quantitative analyses, this research contributes to a more nuanced understanding of teaching effectiveness that acknowledges the complexities of modern education.

**3.3 Critique and Limitations**

While the findings of this study provide valuable insights, several limitations must be acknowledged. One strength of the study is the mixed-methods approach, which allowed for a comprehensive exploration of teaching effectiveness. However, the reliance on self-reported measures for teaching effectiveness may introduce bias, as educators might overestimate their effectiveness or be influenced by social desirability.

Additionally, the sample size, though representative of the target population, may limit the generalizability of the findings. Future studies could benefit from a larger and more diverse sample to enhance the robustness of the conclusions drawn. Moreover, the cross-sectional nature of the study restricts causal inferences, as the relationships identified cannot determine whether technology integration leads to improved teaching effectiveness or vice versa.

In conclusion, while the data provides a valuable exploration of teaching methods and their effectiveness, it is essential to interpret the findings within the context of the study's limitations. Continued research in this area is necessary to further elucidate the complex relationships between teaching practices, technology integration, and educational outcomes.

***Chapter conclusion***

This chapter provided a comprehensive analysis of teaching effectiveness through both qualitative and quantitative methods. Key findings revealed a strong positive correlation between technology impact and teaching effectiveness, with a correlation coefficient of 0.70. Furthermore, the data indicated that collaborative learning methods were perceived as significantly more effective than traditional direct instruction, with average effectiveness ratings of 4.17 versus 3.67. Qualitative insights underscored the importance of student engagement and interactive learning environments, aligning with the quantitative results and reinforcing the need for educators to adapt their teaching strategies.

These findings are crucial to the overarching goals of this dissertation, as they highlight the critical role of innovative teaching methods and technology in enhancing educational outcomes. The integration of technology and active learning approaches can lead to more effective teaching practices, addressing the evolving needs of today’s learners.

As we transition to the next chapter, these insights will inform the development of recommendations for educators and policymakers aimed at improving teaching practices. Additionally, the analysis will contribute to a deeper understanding of the factors that influence teaching effectiveness, setting the stage for further exploration of best practices and strategies that can optimize learning experiences in diverse educational settings. This continuity between the findings and the forthcoming chapters underscores the dissertation’s aim to provide actionable insights for enhancing teaching and learning processes.

**CHAPTER 5: DISCUSSION**

**Chapter Introduction**

The fifth chapter of this dissertation serves to synthesize and interpret the findings derived from both qualitative and quantitative analyses conducted in previous chapters. This discussion is crucial for contextualizing the results within the broader landscape of educational research, providing insights that can influence pedagogical practices and policy decisions. The interplay between qualitative and quantitative data will be examined to highlight how these methodologies complement each other in drawing meaningful conclusions about teaching effectiveness and the integration of technology in educational settings.

This chapter will first restate the research questions that guided the study, ensuring that the discussion remains focused and relevant. Following this, the significance and implications of the findings will be addressed, elucidating their impact on educators, administrators, and policymakers. The analysis will delve into how various teaching methods are perceived as effective by educators and the role of technology in enhancing teaching outcomes. Subsequently, the chapter will systematically answer each research question, exploring the nuanced relationships identified through data analysis. This approach will not only clarify the findings but also connect them to existing literature, demonstrating their contribution to ongoing discussions in the field of education.

Ultimately, the synthesis of qualitative and quantitative findings in this chapter aims to foster a deeper understanding of the complexities involved in teaching practices, particularly in relation to the challenges and opportunities presented by technology. By integrating diverse perspectives and data types, this chapter seeks to offer comprehensive insights that can inform future educational strategies and research endeavors.

**Restating the Research Questions**

The research questions guiding this study are as follows;

* What teaching methods do educators perceive as most effective in enhancing student learning outcomes?
* How does the integration of technology impact teaching effectiveness from the perspective of educators?
* What challenges do educators face in implementing effective teaching methods and utilizing technology?
* What professional development opportunities are perceived as beneficial for improving teaching practices?

These questions form the foundation for our inquiry into the nuances of teaching effectiveness and the dynamics of pedagogical practices in contemporary educational settings.

**Significance and Implications of Findings**

The findings from this study hold significant implications for both educators and policymakers, highlighting critical areas for improvement and development within the educational landscape. One of the most notable insights is the strong correlation between the use of technology and perceived teaching effectiveness. As educators increasingly integrate technological tools into their teaching practices, there is a clear need for targeted professional development to equip them with the skills necessary to leverage these tools effectively. This need underscores the importance of ongoing training programs that focus not only on the technological aspects but also on pedagogical strategies that enhance learning outcomes.

The shift towards student-centered approaches in teaching is another crucial implication of the findings. The data suggests that teaching methods such as collaborative learning and technology integration are viewed favorably by educators. This indicates a broader trend in educational philosophy, moving away from traditional, teacher-centered models toward more inclusive and engaging practices that prioritize student participation and agency. Policymakers must recognize this shift and support initiatives that encourage the adoption of student-centered methodologies in classrooms. This can be achieved through curriculum reforms that incentivize innovative teaching practices and the integration of technology as a fundamental component of educational frameworks.

Moreover, the challenges identified by educators in implementing effective teaching methods and utilizing technology cannot be overlooked. Many educators reported feeling overwhelmed by the rapid pace of technological advancements and the lack of adequate support in their institutions. Addressing these challenges requires a multi-faceted approach that includes providing accessible resources, mentorship, and a supportive school culture that values experimentation and continuous improvement. Policymakers should invest in infrastructure that facilitates collaboration among educators, enabling them to share best practices and support one another in overcoming common obstacles.

Professional development must be a priority, focusing on building educators' confidence and competence in adopting innovative teaching methods. This can involve workshops, peer mentoring, and opportunities for educators to collaborate on curriculum design and technology integration. By fostering a culture of professional growth, educational institutions can empower teachers to become more effective and adaptive in their practices, ultimately benefiting student learning.

In sum, the implications of this study's findings are far-reaching. For educators, the emphasis on effective teaching methods and technology integration highlights the need for professional development and support systems. For policymakers, the results advocate for a shift toward student-centered approaches and the need to address challenges in implementing these methods. Together, these insights can inform future educational strategies and contribute to improved teaching and learning outcomes.

**Answers to Research Questions**

* ***RQ1 -*** What teaching methods are perceived as most effective by educators in enhancing student learning?

The analysis of findings related to teaching methods reveals a significant preference for collaborative learning and direct instruction among educators as effective strategies for enhancing student learning outcomes. Collaborative learning, characterized by students working together in groups to solve problems or complete tasks, has gained recognition for its ability to foster critical thinking, enhance communication skills, and encourage peer-to-peer learning. Educators reported that collaborative activities not only engage students more deeply but also promote a sense of community and belonging within the classroom. Many participants emphasized that this method empowers students to take ownership of their learning and encourages diverse perspectives, ultimately leading to a richer learning experience.

Direct instruction, on the other hand, remains a staple in many classrooms, particularly for delivering foundational knowledge and skills. Educators highlighted its effectiveness in providing clear, structured guidance, especially for complex topics where students may struggle to grasp the material independently. However, while direct instruction is beneficial, it is crucial to recognize that reliance solely on this method may limit student engagement and critical thinking opportunities. The findings indicate that educators advocate for a varied approach that combines direct instruction with collaborative learning to cater to diverse learning styles and needs.

The importance of varied teaching methods cannot be overstated. The analysis suggests that a blended approach, utilizing both collaborative and direct instruction, may yield the best results in promoting student learning. By integrating different teaching strategies, educators can create a dynamic learning environment that encourages student participation, caters to various learning preferences, and ultimately enhances academic achievement. This flexibility in teaching methods allows educators to adapt their practices to meet the specific needs of their students, thus fostering an inclusive and effective learning environment.

In conclusion, the findings underscore the need for educators to embrace a repertoire of teaching methods that prioritize student engagement and accommodate diverse learning styles. Collaborative learning and direct instruction each play essential roles in enhancing student learning outcomes, and their integration can lead to a more comprehensive and effective educational experience.

* ***RQ2*** - *How does technology integration impact teaching effectiveness as perceived by educators?*

The findings indicate a strong correlation between technology integration and perceived teaching effectiveness among educators. Many participants noted that the incorporation of technology in the classroom has significantly enhanced their ability to deliver lessons and engage students. Tools such as interactive whiteboards, educational software, and online resources have provided educators with new avenues to present content dynamically and facilitate collaborative learning experiences. This technological integration allows for the personalization of learning, enabling educators to tailor instruction to meet individual student needs effectively.

Educators reported that technology not only aids in content delivery but also enhances student engagement and motivation. For instance, the use of gamification elements in lessons has been cited as a successful strategy for capturing students' attention and fostering a more active learning environment. The findings also suggest that technology fosters a sense of ownership among students, encouraging them to take charge of their learning by exploring resources and engaging in self-directed activities.

However, the impact of technology integration on teaching effectiveness is contingent upon adequate professional development opportunities for educators. The data revealed that many educators feel underprepared to utilize technology effectively due to a lack of training and support. To maximize the benefits of technology, institutions must invest in professional development programs that equip educators with the skills necessary to integrate technology seamlessly into their teaching practices. This can involve workshops, mentorship programs, and collaborative planning sessions that focus on technology-enhanced pedagogy. Moreover, it is essential to foster a culture of continuous improvement, where educators feel empowered to experiment with new technologies and share best practices with colleagues. By doing so, institutions can create an environment that encourages innovation and supports educators in leveraging technology to enhance teaching effectiveness.

In conclusion, technology integration has the potential to significantly impact teaching effectiveness, provided that educators receive the necessary support and training. The correlation between technology use and perceived effectiveness highlights the importance of professional development in maximizing the benefits of technological tools in the classroom.

* ***RQ3*** *- What are the challenges faced by educators in implementing effective teaching strategies?*

The findings identified several key challenges that educators face in implementing effective teaching strategies. One of the most prominent issues is the lack of resources, which encompasses both material and technological support. Many educators reported struggling with insufficient access to teaching materials, textbooks, and technological tools needed to deliver effective lessons. This limitation hinders their ability to implement innovative teaching methods that require specific resources or technology.

Large class sizes also emerged as a significant challenge. Educators expressed concerns about managing diverse student needs in crowded classrooms, making it difficult to provide individualized attention and support. The inability to effectively engage every student in a large group can lead to a decrease in overall student learning outcomes and classroom dynamics. Additionally, large class sizes can contribute to increased stress levels for educators, impacting their effectiveness and job satisfaction.

Institutional support is critical in addressing these challenges. Many educators indicated that they would benefit from additional support from school administrations in the form of resources, smaller class sizes, and professional development opportunities. For example, providing teachers with access to teaching aids, technology, and collaborative planning time can enhance their ability to implement effective teaching strategies. Moreover, institutions should consider strategies to reduce class sizes, enabling educators to create a more manageable learning environment that facilitates individualized instruction. Furthermore, ongoing communication between educators and administrators is essential to identify specific challenges and collaboratively develop solutions. Encouraging feedback from educators regarding their needs and experiences can foster a supportive environment where teachers feel valued and heard.

In conclusion, the challenges faced by educators in implementing effective teaching strategies highlight the need for institutional support and resource allocation. Addressing issues such as lack of resources and large class sizes can empower educators to deliver high-quality instruction and ultimately enhance student learning outcomes.

* ***RQ4 -*** *How do demographic factors influence perceptions of teaching effectiveness and technology integration?*

Demographic factors significantly shape educators’ perceptions of teaching effectiveness and technology integration. The analysis revealed that factors such as age, years of teaching experience, and educational background influence how educators approach teaching and their attitudes towards technology. For instance, younger educators, often more familiar with digital tools, tend to have a more favorable view of technology integration compared to their older counterparts, who may have been trained in more traditional pedagogical approaches.

Furthermore, educators with advanced degrees or specialized training in technology-enhanced teaching are more likely to perceive technology as a valuable asset in their teaching practice. They often report higher levels of comfort and efficacy when integrating technology into their lessons. In contrast, educators without such training may feel overwhelmed by the pace of technological change and less confident in their ability to utilize these tools effectively. The findings also suggest that targeted professional development initiatives based on demographic diversity can enhance teaching effectiveness and technology integration. For instance, tailored training sessions that address the specific needs and experiences of different demographic groups can foster a more inclusive learning environment. By acknowledging the unique perspectives and challenges faced by diverse educators, professional development programs can equip teachers with the skills and confidence necessary to leverage technology effectively.

In addition, the analysis indicated that demographic factors could influence the types of teaching methods educators prioritize. For example, educators from diverse backgrounds may be more inclined to employ culturally responsive teaching practices that reflect the experiences of their students. Understanding these demographic influences can inform the design of professional development initiatives and curriculum reforms, ensuring that they are responsive to the needs of a diverse educator population.

In sum, demographic factors play a crucial role in shaping educators’ perceptions of teaching effectiveness and technology integration. Recognizing and addressing these factors through targeted professional development initiatives can enhance teaching practices and ultimately improve student learning outcomes. By fostering an inclusive approach to education, institutions can better support their educators and create a more effective learning environment for all students.

**Chapter Conclusion**

In summary, this chapter has explored the interplay between teaching methods, technology integration, and the challenges faced by educators in enhancing student learning. The findings underscore the importance of diverse teaching methods, particularly collaborative learning and direct instruction, as key strategies perceived as effective by educators. Additionally, the analysis highlights the significant correlation between technology integration and perceived teaching effectiveness, demonstrating that the thoughtful incorporation of digital tools can enhance engagement and facilitate personalized learning experiences.

However, the study also reveals critical challenges that educators encounter, including resource limitations and large class sizes, which hinder their ability to implement effective teaching strategies. The implications for practice suggest that institutions must prioritize resource allocation and provide robust support systems for educators. By investing in professional development opportunities that address both pedagogical techniques and technology use, schools can empower teachers to adapt their practices and effectively engage diverse learners.

Furthermore, the findings indicate that demographic factors significantly influence perceptions of teaching effectiveness and technology integration. This insight calls for tailored professional development initiatives that consider the diverse backgrounds and experiences of educators. Future research should focus on exploring these demographic influences in greater depth, examining how targeted interventions can lead to improved teaching practices and student outcomes. In conclusion, the synthesis of qualitative and quantitative findings in this chapter provides valuable insights into the complexities of teaching effectiveness. By understanding the nuanced relationship between teaching methods, technology, and educator challenges, stakeholders can make informed decisions that enhance the educational landscape for both teachers and students alike.

**CHAPTER 6: CONCLUSION**

In this concluding chapter, we synthesize the key findings of the research, their significance, and implications for educators and policymakers. This dissertation has explored the dynamic interplay between teaching methods, technology integration, and the challenges faced by educators in enhancing student learning. By employing both qualitative and quantitative research methodologies, we have gained a comprehensive understanding of how these elements converge to shape educational outcomes.

***Summary of Main Findings***

The analysis presented in this dissertation has yielded several critical findings;

* *Perceived Effectiveness of Teaching Methods-* Educators overwhelmingly identified collaborative learning and direct instruction as the most effective teaching methods for enhancing student learning. This finding emphasizes the need for varied instructional approaches to accommodate different learning styles and foster a more engaging classroom environment.
* *Impact of Technology Integration-* The research revealed a strong positive correlation between the integration of technology and perceived teaching effectiveness. Educators reported that technology not only supports student engagement but also facilitates personalized learning experiences. However, the potential of technology remains underutilized, suggesting that professional development focused on effective technology use is crucial.
* *Challenges Faced by Educators-* A range of challenges, including resource limitations, large class sizes, and insufficient institutional support, were identified as barriers to implementing effective teaching strategies. Addressing these challenges requires a concerted effort from educational institutions to provide adequate resources and support systems for educators.
* *Influence of Demographic Factors-* The study also found that demographic factors, such as age, gender, and experience level, significantly influence educators’ perceptions of teaching effectiveness and technology integration. This insight highlights the necessity for targeted professional development initiatives that consider the diverse backgrounds of educators.

***Significance and Implications***

The significance of these findings extends beyond the research context, offering valuable implications for practice and policy;

* *Professional Development -* The results underscore the critical need for ongoing professional development that equips educators with the skills necessary to implement diverse teaching methods and effectively integrate technology into their classrooms. Training should focus on practical strategies that educators can readily apply to enhance student engagement and learning outcomes.
* *Student-Centered Approaches -* The findings advocate for a shift in pedagogical focus towards more student-centered approaches, which prioritize active engagement and collaboration among learners. Educational institutions should encourage and support such methods to foster a more inclusive and effective learning environment.
* *Resource Allocation -* Policymakers must recognize the challenges faced by educators and prioritize resource allocation to address issues such as large class sizes and inadequate teaching materials. By providing educators with the necessary tools and support, institutions can create an environment conducive to effective teaching and learning. Thus Policymakers must be in aposition to recognize the challenges faced by educators and prioritize resource allocation to address issues such as large class sizes and inadequate teaching materials.
* *Collaboration Among Educators-* The findings highlight the importance of fostering a culture of collaboration among educators. By encouraging sharing of best practices, lesson plans, and teaching resources, schools can build a community of practice that enhances teaching effectiveness and student learning. This collaboration can lead to innovative approaches and solutions to common challenges faced by educators.
* *Targeted Initiative -* Given the influence of demographic factors on perceptions of teaching effectiveness, it is crucial to develop targeted professional development initiatives that cater to the diverse needs of educators. This approach can enhance teaching practices and contribute to improved student outcomes.

By recognizing and acting upon these implications, educational stakeholders can work towards creating a more effective, equitable, and responsive educational system that meets the needs of all students.

**Strengths and Contributions of the Research**

This dissertation contributes to the existing body of knowledge by providing a comprehensive analysis of the interplay between teaching methods, technology integration, and educator challenges. The use of mixed methods allowed for a nuanced exploration of these issues, combining quantitative data with rich qualitative insights.

Additionally, the research offers practical recommendations for educators and policymakers, grounded in empirical evidence. By highlighting the significance of varied teaching methods and the impact of technology on teaching effectiveness, this study provides a roadmap for improving educational practices. The focus on demographic factors further enriches the research, emphasizing the need for tailored professional development initiatives. This contribution is particularly relevant in today’s increasingly diverse educational landscape, where understanding the unique experiences of educators is essential for fostering effective teaching practices.

***Limitations of the Research***

Despite its contributions, this research is not without limitations. Firstly, the study relied on self-reported data from educators, which may be subject to biases. Participants might have provided responses that reflect socially desirable outcomes rather than their true perceptions. Future research could incorporate observational methods to triangulate findings and enhance the validity of the data. Secondly, the sample size, while adequate for qualitative analysis, may limit the generalizability of the findings.

A larger, more diverse sample could provide a broader perspective on the challenges and perceptions of educators in different contexts. Additionally, the research was conducted in a specific educational setting, which may limit its applicability to other regions or educational systems. Future studies should aim to replicate the research in varied contexts to validate the findings and explore potential differences in teaching effectiveness across different environments.

***Chapter Conclusion***

In conclusion, this dissertation has illuminated the complex relationship between teaching methods, technology integration, and educator challenges in enhancing student learning. The findings underscore the importance of varied instructional approaches, the critical role of technology, and the necessity of addressing the challenges faced by educators. The implications for practice and policy are significant, emphasizing the need for ongoing professional development, resource allocation, and targeted initiatives that consider demographic diversity. By understanding and addressing these factors, educators and policymakers can work together to create a more effective and inclusive educational landscape. As we look to the future, continued research in this area is essential to adapt to the evolving educational landscape. By building on the findings of this study, researchers can further explore the dynamics of teaching effectiveness, technology integration, and the diverse needs of educators, ultimately contributing to improved outcomes for students in diverse learning environments.

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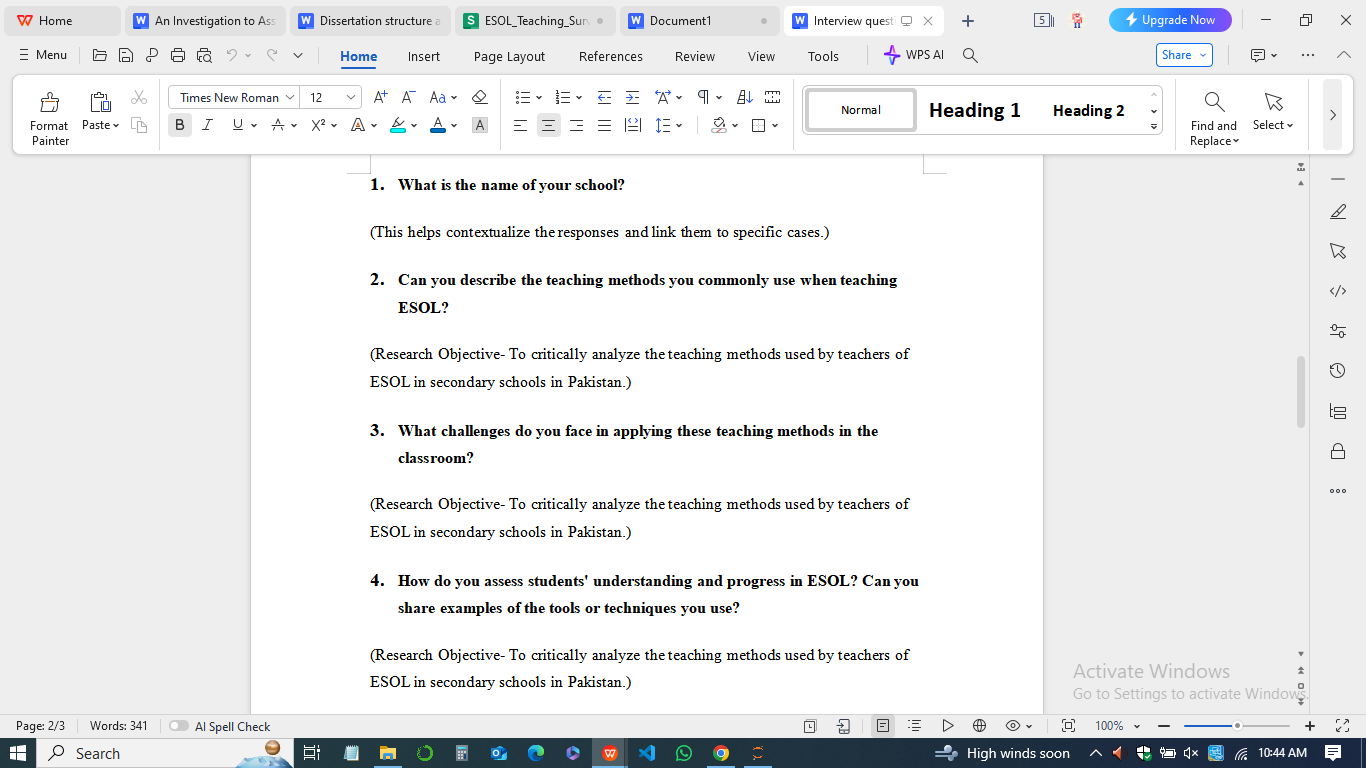
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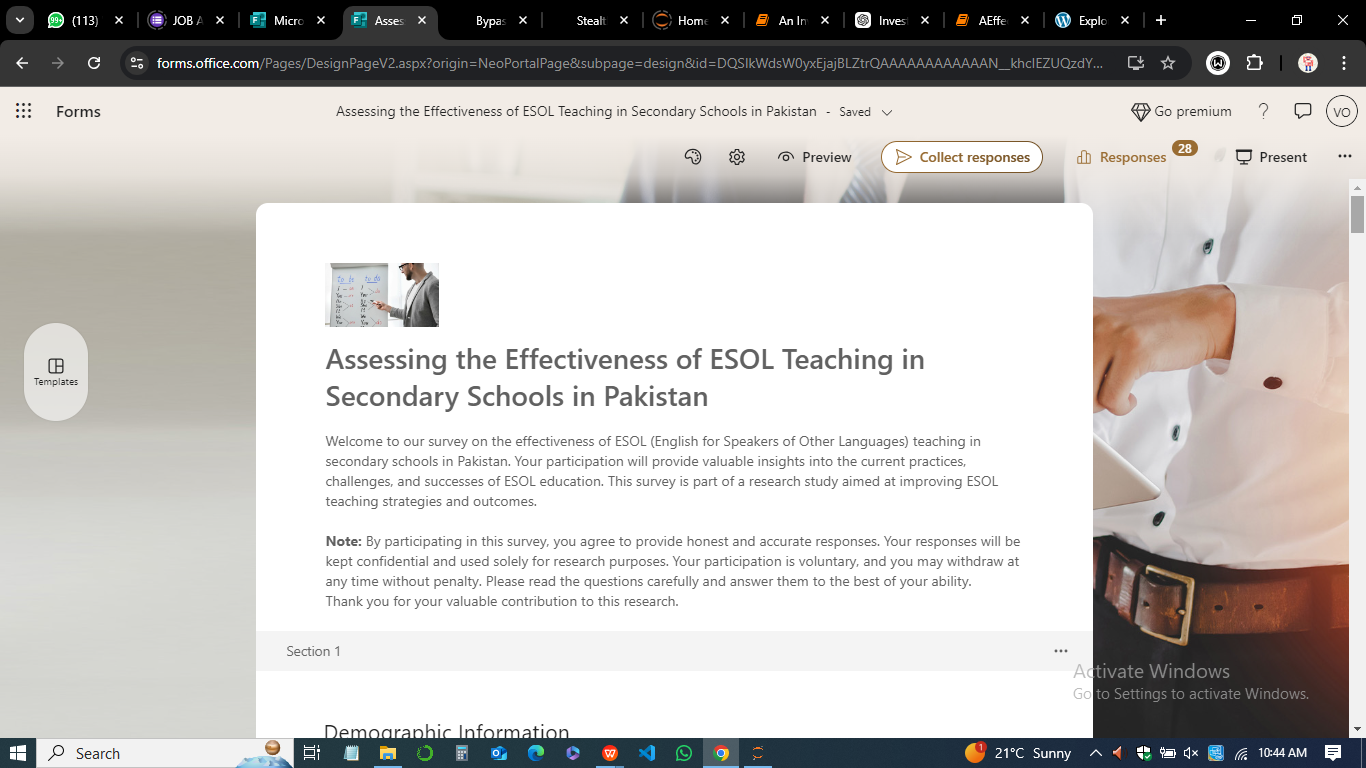
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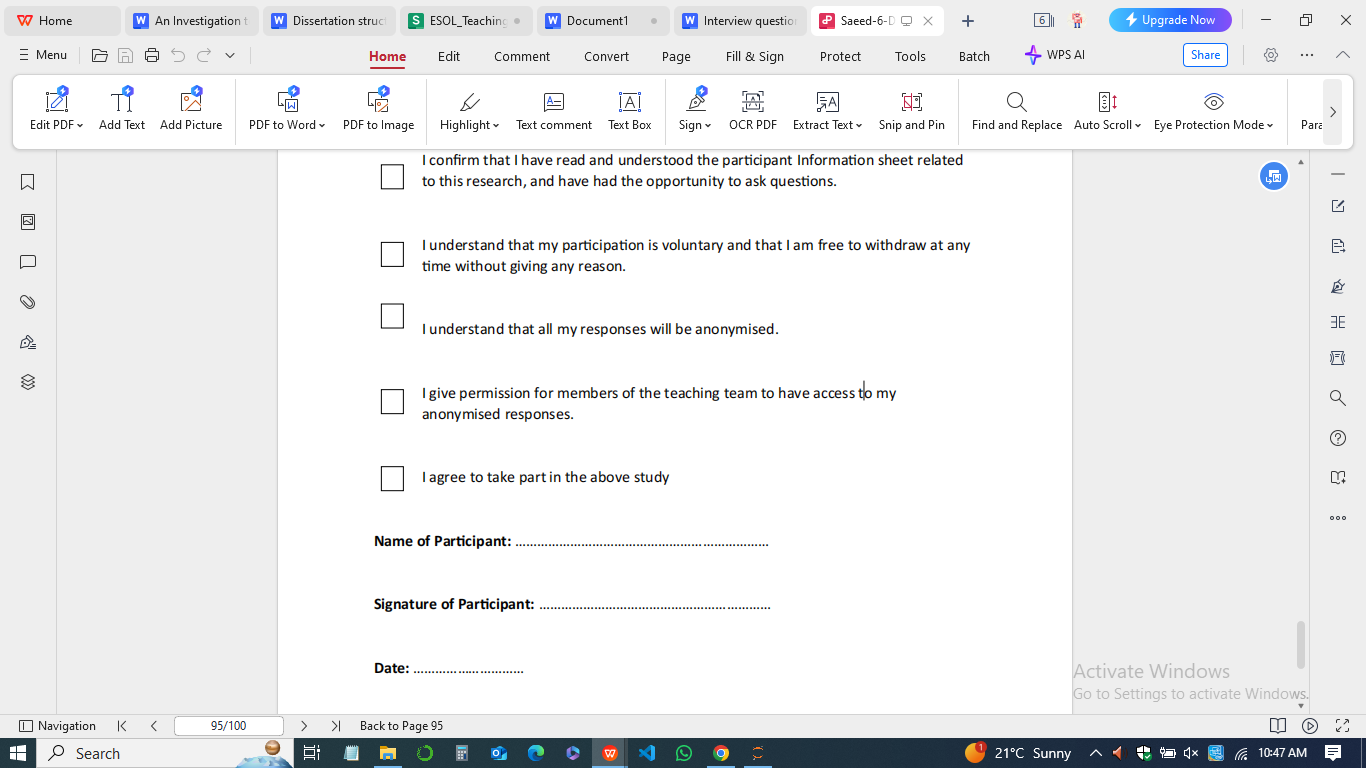
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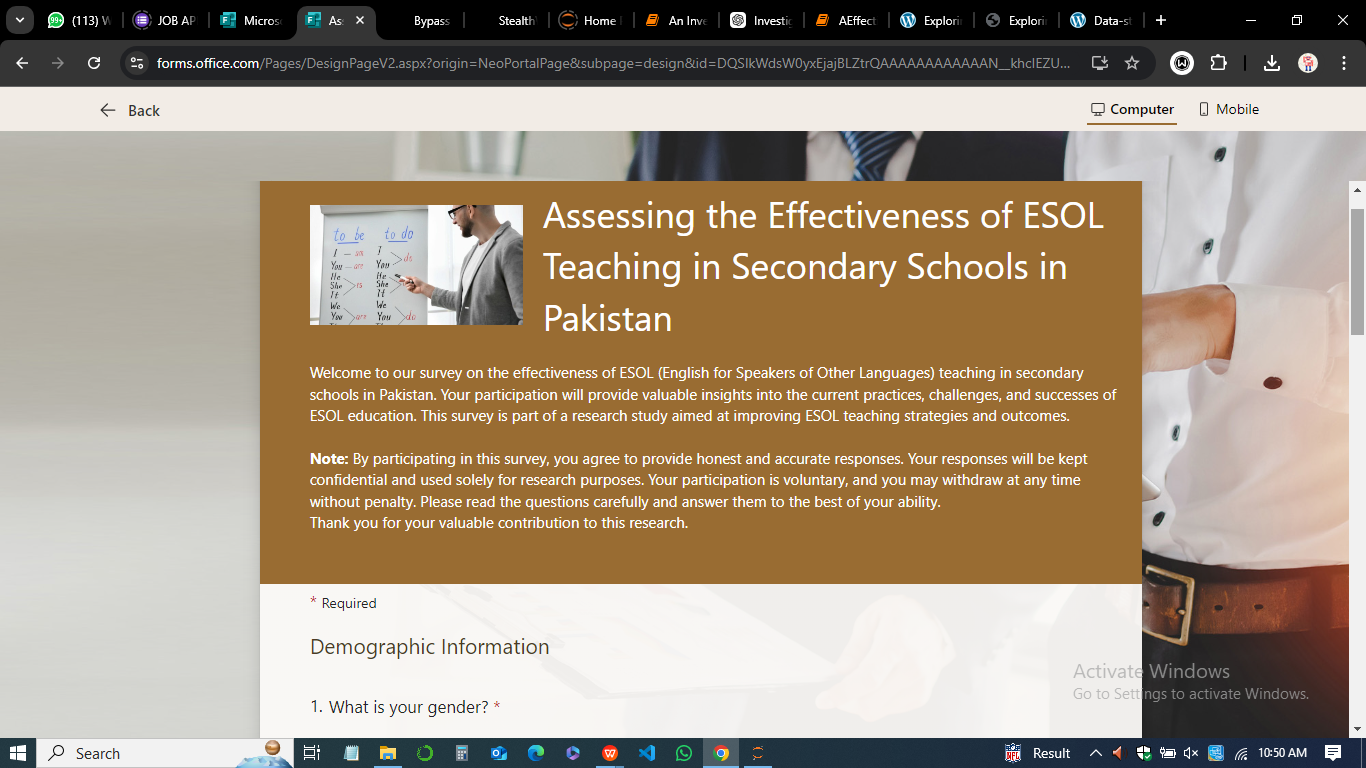
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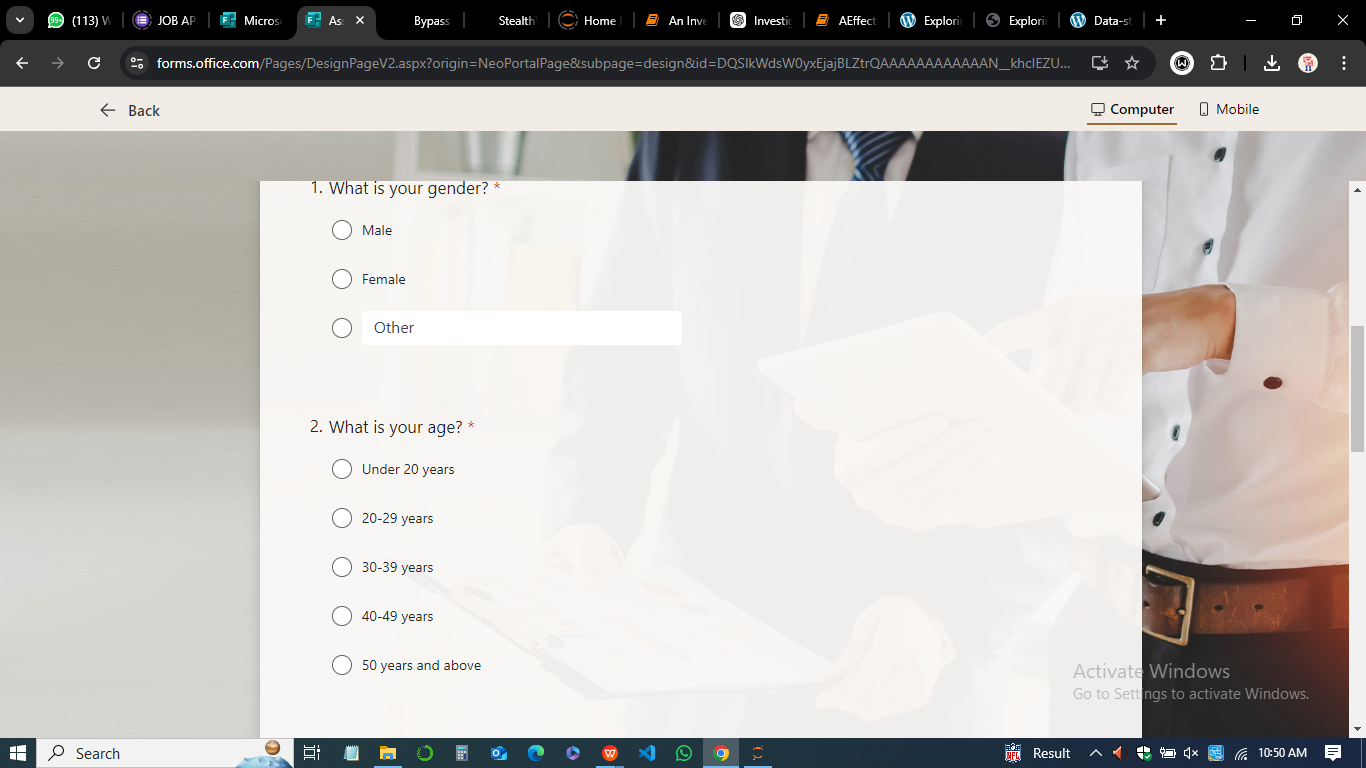


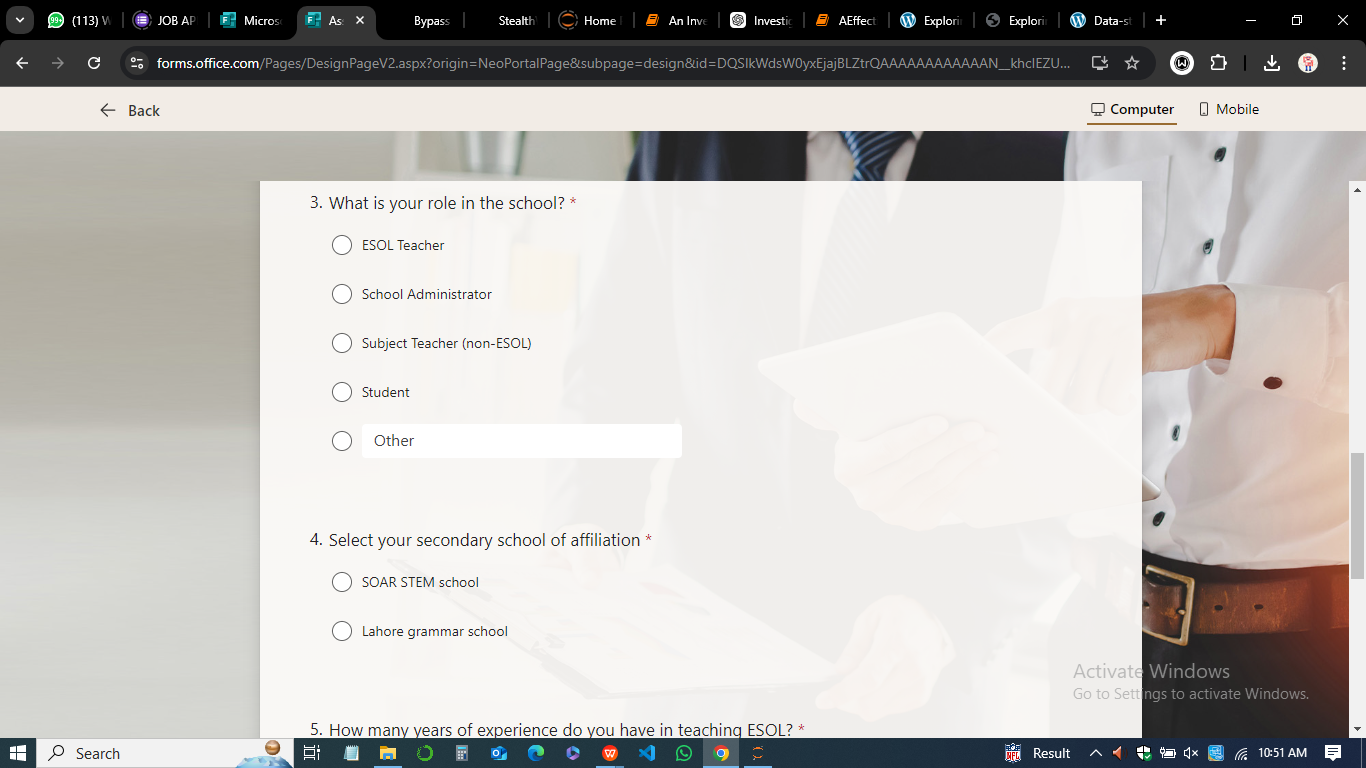


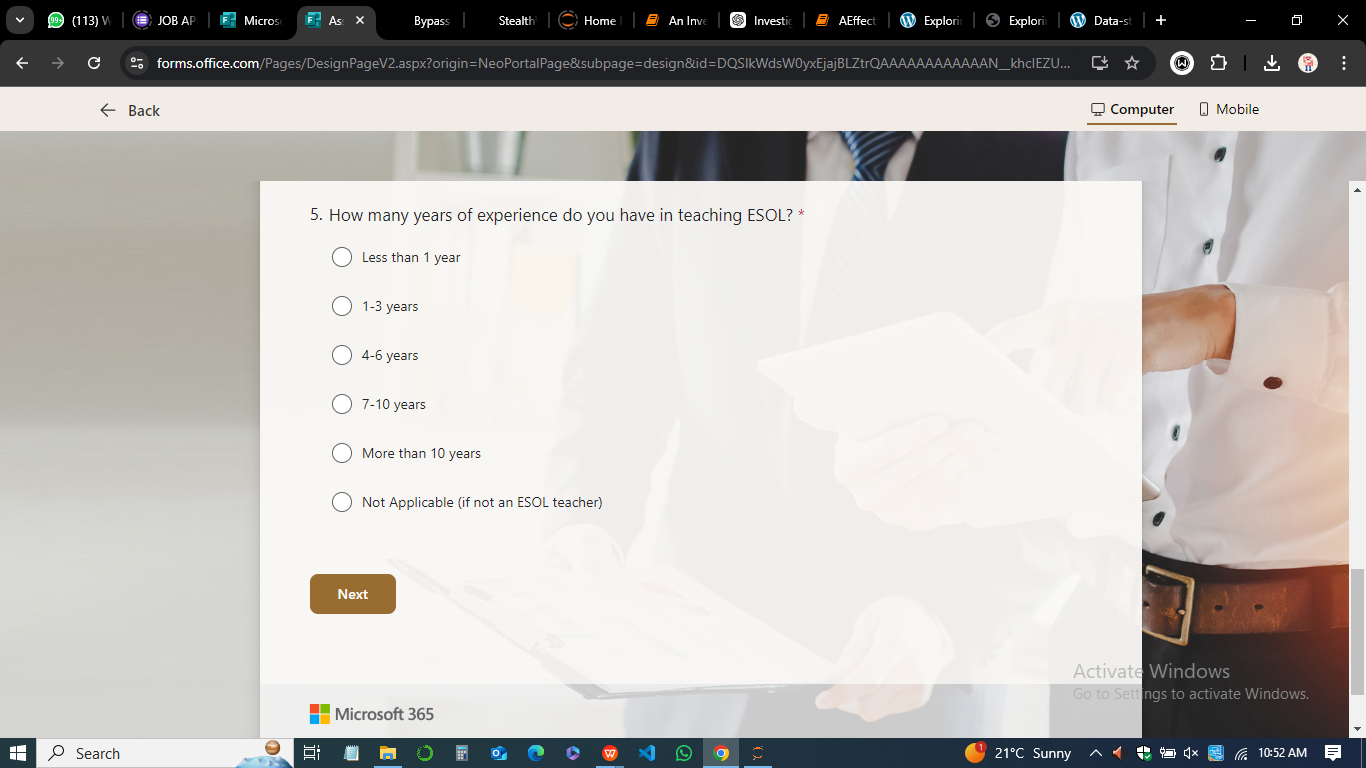
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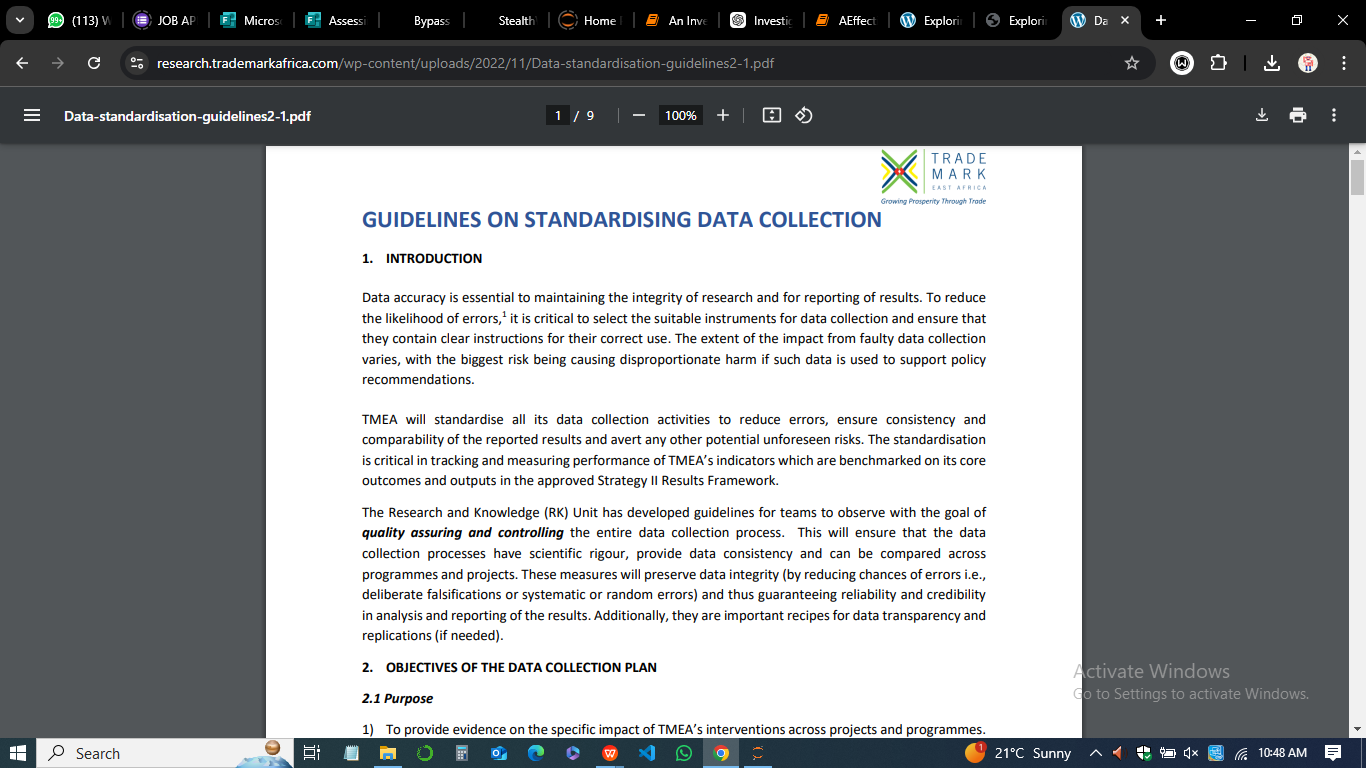








**Relevant policy or professional guidelines**



1. **\*\*\*\*THE END\*\*\*\*** [↑](#endnote-ref-0)