

PEDAGOGICAL GAPS BETWEEN THE ACQUIRED AND DESIRED PROFICIENCY OF ENGLISH TEACHERS AT SECONDARY LEVEL

RABIA MUKHTIAR¹, MUHAMMAD ARFAN LODHI², REHANA YASMEEN¹

¹Department of School Education, Lodhran, Pakistan. ²Department of Higher Education, Collegiate Wing, Punjab, Pakistan.
Email: samaritan_as@hotmail.com

Received: 10 February 2021, Revised and Accepted: 01 March 2022

ABSTRACT

This study helped to make teachers efficient in teaching and performance by exploring quality indicators for teaching the English language. The gap between AP and EP was identified in the present research helped teachers to work hard in low-performance areas. According to (Hughes, Granada, 2007), it is the teacher's attitude in terms of the high level of commitment that is an important factor to affect student learning. This high level of commitment includes the teacher's desire to keep knowledge up-to-date and self-motivation to undergo the time and again in the training process and these are the keys to success for successful teaching. In the present study, a descriptive type of research design was followed, which was quantitative in nature. The population of the study was English language teachers of secondary level government schools of district Lodhran. This study was delimited to secondary level teachers of government schools of district Lodhran. During current research questionnaire and observation were selected as data collection tools. After the collection of relevant data from SST's, the data were analyzed through SPSS in the shape of graphs and tables to check the reliability and validity of the research. Findings from the study showed that there was a significant gap between the acquired and desired pedagogical performance. This indicates the areas which needed more hard work of the teachers to overcome the deficiencies. The government of Pakistan should take measures in terms of policy reforms that should not only improve teachers' teaching the English language but also improve the ways of students' learning the English language.

Keywords: Pedagogical performance, ELT teachers, Acquired performance, Desired proficiency

© 2022 The Authors. Published by Innovare Academic Sciences Pvt Ltd. This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>) DOI: <http://dx.doi.org/10.22159/ijss.2022v10i2.44381>. Journal homepage: <https://innovareacademics.in/journals/index.php/ijss>

INTRODUCTION

Teachers are the backbone of building any society, on moral or developmental grounds. Therefore, it is of utmost importance that teachers are competent in their subjects. These English language teachers are of prime importance as English is the official language of Pakistan. No official work is possible without English. Furthermore, all new scientific researchers are being saved in the English language. Hence, if Pakistan is to pace with the developed world, it is a must for Pakistani learners to get proficiency in the English language. Hence, the importance of the topic is clearly coming before us that English language teachers must attain the level of actual proficiency that is idealistic for English language teachers. Teaching quality is the main topic nowadays because the quality of teaching is closely related to the performance of teachers. It is a universally acknowledged phenomenon that if teachers will be competent then their performance will automatically be good.

Teachers in Pakistan are not proficient enough to cope with the demands of education standards. This study will guide teachers to know standard teaching techniques and use them to upraise the education level. Nowadays, policymakers and providers of higher education are taking interest in the performance of language teachers that is why this study has been selected so that the teachers concentrate their attention on this serious issue and resolve their problems. Furthermore, to improve the quality of education and the performance of teachers, certain quality indicators should be selected. Those quality indicators could be related to teaching methodologies, teaching and learning strategies, institutional regulations, and adequate funds for recent training and for its materials, and most importantly well-organized policy and application of those policies on an educational scenario. The most important indicator is the evaluation of teachers as it reduces the gaps of expected and actual performance of the teachers and teachers could be honest to their profession. In short, after conducting the study, it will help the teachers a lot to know about the standards of an ideal

English language teacher. Thus, the teachers can use those standards in teaching and improve the standard of education. In such circumstances, when the teachers even do not know about the curriculum framework of their subject, how it can be expected that teachers will perform in a successful way. That is why it is necessary to study the expected levels of teachers' competency that are not known by the teachers to compare actual performance with the actual competency levels of teachers' performance. So that teachers may improve themselves and keep the teaching-learning process up-to-date.

Phern and Abidin [14] reviewed a large number of literature on teachers' quality and noted the personal characteristics of a good mentor as maintaining an effective teacher-student relationship and also having a sense of humor. Thompson [20] have given the view that 21st-century teachers should be able to build a rapport with students, create a supportive environment for students learning, and must be approachable. The theoretical discussion on teacher qualities revolves mainly around the pedagogical and personal characteristics of teachers. The teacher is the change agent in any educational system. The development of a teacher must be based on three levels, that is, Academic or Pedagogical Level, Conceptual Level, Attitudinal, or Behavioral Level. To have change focus must be on conceptual or attitudinal levels along with the most important pedagogical levels. Before having a look at key performance indicators for a successful teacher, let's have a look at these indicators according to European Standards that must be followed for successful teaching. Different researchers have detected different types of qualities of effective teachers. For example, Strong [19] have divided the qualities of teachers into three main categories. Personal attributes are those that include kindness, compassion, and patience. Pedagogical skills and practices include teaching strategy along with classroom management skills. Effectiveness means the success of teaching as demonstrated by achievement.

Teachers' dropout is due to that reason because teachers are not ready to take responsibility for their work. Others are those types

of professionals are who are often failed to reflect on problematic situations and act appropriately. Analytical observers are those who can effectively assess problems situations and find out a proper solution to those problems which learners and instructors are facing in day-to-day life. The best instructor is a good therapist, who knows the psychological needs of the learners and knows very well to change the strategy of teaching according to the demands of learners. For this purpose, he is well aware of all the methods of teaching; GTM, DM, Audio Lingual Method, CLT, etc. Last but not least, a good teacher is always enthusiastic to keep his knowledge up to date. He is eager to have continuous professional development. He must know the upcoming changes and usage of new terms, carnage, jargon in language and may be able to tell the learners the latest information and English language. There are four types of teacher quality [3] that somehow match with Strong's groups: Socio-affect skills, Pedagogical knowledge, Knowledge about the subject matter, and Personality characteristics [19].

Before having a look at key performance indicators for a successful teacher, let's have a look at indicators that must be followed for successful teaching according to European Standards. According to Hughes teachers' attitude in terms of the high level of commitment contributes to the factors that affect student learning, for example, teachers' desire to keep their knowledge up-to-date and self-motivation to undergo again and again in the training process is a key to success for successful teaching. Furthermore, at the competency level teacher must have possession of knowledge and the skills helpful to deliver that knowledge. For example, if a teacher has sufficient knowledge but is unaware of the skills to communicate the knowledge according to the demands of learners' ability and classroom environment, then the knowledge competency of the teacher becomes useless. This is what actually demonstrates the performance level of a successful teacher. Through its teacher can attain certain goals and make students learn in a better environment.

Glickman [4] provide a descriptive framework for assessing the effectiveness of teachers and placing them into four categories that are based not only on their aptitude but also on their levels of attitude or commitment. Hashmi and Kamran [5] conducted a research study to evaluate secondary school teachers' subjects knowledge competency. For this purpose, an observational checklist was developed on the basis of prescribed levels of teachers to check their progress. For this purpose, data were collected and analyzed. The result seems that most of the mentors are not aware of the national curriculum framework. Its analysis concluded that no teacher was found at competency level (level 4) of understanding regarding the national curriculum framework. Even the majority of them were not aware of any such document. Just a small number of teachers heard about the curriculum framework but did not go through the document.

This research study has been selected to explore the areas which are considered idealistic for English language teachers at the secondary level. During the current study gaps between the expected and actual performance of the teachers have been focused so that different quality indicators should be introduced to improve their performance. Intriguing the proficiency areas needed for successful teaching and to find the strength of teachers who are actually proficient in that proficiency area. The research questions are on finding the proficiency areas of teachers. This study shows reflection thinking impacts on teaching. Teachers' perception about teaching will get improvement by comparing and contrasting their abilities to idealistic learning processes.

The salient research questions of the study are given as under:

1. What is the actual performance of English language teachers at the secondary level?
2. What is the expected performance of English language teachers at the secondary level?
3. What is the difference between Actual Performance and Expected Performance of teachers?

Behlol [2] worked on comparative analysis of the showing strategies and assessment techniques in English subject of Secondary school certificates and general declaration of instruction in Pakistan and through his research work in the relevant topic set standards of teacher's competency in English subject at SSC level. He concluded from the research that the results of English subject of both the systems of the session 2001-2002 to 2005-2006 revealed that the academic achievement of both the programs was different. The result of the GCEO Level was better than the SSC level. It was then inferred that the better result was due to the competency of teachers and better management of the GCEO levels institutions, and comparatively poor results were due to the lack of competency on the part of teachers and language-based equipment in Pakistan.

Teachers' attitude in terms of the high level of commitment contributes to the factors that affect student learning, for example, teachers desire to keep his knowledge up-to-date and self-motivation to undergo again and again in the training process is a key to success for successful teaching. Furthermore, at the competency level teachers must have possession of knowledge and the skills helpful to deliver that knowledge [19]. For example, if a teacher has sufficient knowledge but is unaware of the skills to communicate the knowledge according to the demands of learners' ability and classroom environment, then the knowledge competency of the teacher becomes useless. This is what actually demonstrates the performance level of a successful teacher. Through it teachers can attain certain goals and make students learn in a better environment. Anderson [1] says about effective teachers that effective teachers are those who attained goals they set for themselves or have set for them by others. Consequently, those who study and attempt to improve the effectiveness of teachers must be cognizant of the goals imposed on teachers the force that teachers established for themselves, or both. An international comparative study was held on teachers in practice, based on the OCED's in 1993.

Language teachers have not always started teaching as a profession rather as mere teaching. At the point when English language instructing began for simply preacher or colonization reason, it was not viewed similarly as a calling that necessary specific abilities and preparing and extended to an undeniable degree of employment opportunity fulfillment with high economic wellbeing and significant pay, out of expert worry over an absence of single, comprehensive expert association for educators of English to speakers of any remaining dialects, TESOL Global Affiliation was set up in 1966 in the US. Indeed, even from that point forward, there has been an inclination of uncertainty among English language instructors.

The teacher's role is considered to be that of a facilitator, an instructor, and a chief in the learning interaction for creating student self-rule. Educator feelings offered started to emerge as significantly tremendous; particularly by the way they may impact learner feelings about themselves and how understudy approach learning. Practically, 78% of educators accept that the utilization of primary language thwarts second language learning thus it ought not to be utilized in L2 classrooms; just 31% of instructors really show the objective language without utilizing the first language in their second language homeroom. Practically, 91% of instructors put stock in the overall significance of drill and practice of new structures, jargon, and constructions in L2 learning. Practically 78% of instructors include the understudies in drill and practice. Practically 88% of educators accept that gathering work is useful in L2 learning. They accept that understudies should work in gatherings to improve their L2 skills; however, truth is told just 41% of instructors really practice bunch work in the class. Practically 66% of educators accept to utilize linguistic directions in the homeroom yet in real 84% of instructors put accentuation on syntactic guidelines. An incredible rate; 94% of instructors have faith in mistake amendment and this rate is practically the same to educators' act of blunder adjustment. Instructors' confidence in the meaning of precision in articulation and creation is about 47% while really about 67% of educators practice exactness kilometer elocution and creation.

About 56% of instructors accept that familiarity ought to be given due significance in L2 educating and adapting; however, really 44% of educators practice drill of familiarity with the homeroom. Practically about 94% of instructors have faith in the utilization of educational materials in L2 class, yet really 25% of educators utilize informative materials. Practically 94% of instructors accept that educators ought to be facilitator and members of the class; however, half of the educators are not assuming the part of facilitators and members. This load of aftereffects of examination about instructors' convictions and holes shows that there is a critical hole between the convictions and practices about the utilization of target language; English, the significance of info and yield, bunch work, utilization of informative materials, and the job of educator and learners. There is by all accounts no hole in the convictions and practices about drill and practice, part of linguistic guidelines, mistake remedy, exactness, and familiarity.

After home, the school is the main spot for students that assume part for them to learn and foster their scholastic and social mastery. The instructor's job is essential in giving training to understudies. There is the same attempt from each school to enlist great and qualified school personnel that can convey quality training to understudies. Just exceptionally qualified and submitted instructors can create compelling outcomes by delivering great understudies who can add to their country in the future. That is that the reason is vital for the school to keep the skilled school personnel in light of the fact that lone gifted staff can give the best instruction to their understudies. The nature of instructors matters a ton to the nature of schooling. The leaving goals of the certified staff from the school or showing field will adversely affect learners and the school's presentation also. Hence, it is exceptionally fundamental to keep profoundly qualified instructors at school to convey the great nature of training. The simple method to hold educators at school effectively is that they are happy with their positions. The work fulfillment prompts their unrivaled presentation as well as maintenance too. Inspiration is another system, through which educators can be faithful to the schools. There are inspired instructors who perform well and produce great outcomes by conveying quality training to understudies. Educators are the makers of future innovators as great understudies. Hence, there is an extraordinary need to keep instructors fulfilling their positions. By work fulfillment, they can deliver quality heads of future as well as can contribute in the advancement of the nation by teaching the group of people yet to come.

Teacher turnover rate in the education sector is higher than for any other sector [11]. Ingersoll and Another related study found out the between way for all the beginning teachers usually leave this profession at least after 5 years of teaching [6]. This consistent ratio of teacher turnover results in the issue of teacher shortage, issues in schools of various countries; US, Netherlands, and Hong Kong. The retention of teachers may be based on the teacher's salary, governance of working conditions. These factors lead to job satisfaction which results in the superior performance of teachers in the long run. Again, it is very important to motivate teachers to perform well. Both intrinsic and extrinsic motivation leads to the good performance of teachers [13]. The motivational factors are such as allowances, salary, and recognition impact positively on job satisfaction which, in turn, results in an effective performance as well.

According to Vazir and Ismail [21], in a traditional language class, the teacher first peruses a model of specific class, then, at that point poses applicable inquiries, trailed by composing of troublesome words from the model exercise on the chalkboard and understudies rehash the words in an ensemble. In real, Pakistani English language instructors know about some composing expertise strategies, for example, conceptualizing, laying out and conversations on the point, yet the greater part of them do not have any significant bearing these methodologies in study hall that is because of different reasons, including limited educational plan, absence of time, and student's feeble instructive foundation

English is a subsequent language and learning a second language under the proper circumstance is generally instructor coordinated. Distinctive language educators have various convictions about language learning and instructing. Likewise, these discernments vary from one educator to another. There exists an incredible hole between what educators accept extremely supportive for language instructing and realizing and what they truly instruct in the homeroom. As a result of this hole among convictions and practices, then, at that point, it may impede language learning in genuine study hall circumstances. The best convictions of the instructors about English language educating and learning are of no assistance to genuine language learning since language showing convictions depend on the appropriateness of these convictions of educators in a real classroom setting. Numerous analysts appear to show that association assumes a significant part in learning a subsequent language. To foster fruitful instructor preparing programs, it is of principal significance that we have a comprehension of what it is that English as a second language educators know and practice. Teachers' impression of their showing jobs, alongside the instructor's convictions in regard to learning and educating, are considered especially incredible, and have been found to emphatically affect learners' achievement and progress.

RESEARCH METHODOLOGY

In the present research, quantitative method of research design was being followed because this method provides the data in the shape of facts and figures. The basic purpose of this study was to find out the gaps between the actual and expected performance of the teachers. Quantitative research is used to measure data that are in the shape of quantity [10]. The type of research for this study was descriptive in nature because it describes the whole procedure in detail that which would be the gaps and how could be filled those gaps to carry out 100% outcomes. Descriptive research is used to collect the answers of the related questions which are related to the current study [12]. This research study is based on the performance of teachers that what is their current status and how that status could be improved after conducting this study by keeping in mind the needs and demands of the English language in the present scenario. The information gathered from the observation could be helpful for the researcher to create why something is happening and how. After the collection of relevant data for this research study that data were analyzed through SPSS software in the shape of graphs and tables to prove the validity and reliability of the research design which is the main aim of quantitative research design.

After a complete description of the procedure of research, the hypothesis could be proved that there were gaps among the actual and expected performance of the English teachers that could be due to many reasons such as lack of updated knowledge of the English language or due to non-familiarity of learners toward English language or due to lack of their interest level in the English language also it could be lack of resources such as non-availability of audio-visual aids to train them toward actual accent of the English language that's why the performance of the English language teachers could be affected and gap occurs. All these reasons enable the researcher to collect relevant data for this research study and provide her the motive to work effectively and have a deeper understanding of the topic to reach on a certain conclusion. The population is used to generalize the results of the research. The population of the study was teachers of higher secondary school level for Govt. schools of Lodhran both male and female were included in the population because their opinions would be considered helpful to complete the research. Sample is the procedure that is used to select the number of individuals who are near to the larger group of the population from which they are selected [12]. Eight schools were selected to get the target of 80 participants of secondary school level teachers from Kahrar Pacca Tehsil. Convenient sampling technique was used to gather data from the respondents.

Two instruments had been selected one is a questionnaire, and the other is observation for the present study. The tools were self-developed by

the researchers. Hence, to determine the validity and reliability, pilot testing was done. Furthermore, statistical reliability was also measured by running Cronbach alpha testing.

ANALYSIS AND DISCUSSION

After the successful completion of the procedure of data collection, the other task was related to data analysis because due to this task it could be analyzed that whether this research was valid or invalid. During this research, data were collected from two tools one was a questionnaire and the other was an observation, later on, analysis was done with the help of SPSS software. The chapter discusses the analysis of information taken from the teachers teaching at the secondary level. The data were collected using two instruments. A questionnaire was distributed among teachers and data were taken from them. Second, observation of English teaching classrooms was also done to get the real picture of the teaching procedures.

Data show the classroom observation done to examine the proficiency of teachers in the English language to investigate the gap between desired and acquired proficiency levels of teachers in government schools. The observations conducted in male and female classrooms show slightly different results. For the result of a statement "Uses standard English in school and classroom" value of mean for male teachers is 3.24, while for female teachers it is 3.79. For the result of the statement, "The teacher has command over English language speaking" mean is 3.54 for male teachers; while for female teachers the mean is 3.44. "Can teach communicating competency to students with the equal skill of speaking" shows results of mean 3.29 for male teachers while 3.73 for female teachers. "Has proficiency in four skills of language, that is, listening, speaking, reading, and writing" shows results of mean as 3.50 for male teachers while for female teachers it is 3.86. The overall observation means show that the mean has slightly different results; the sum of the mean for male teachers is 13.57; and the sum of the mean for female teachers is 14.82. Data calculated as a whole show that mean of female teachers is slightly more than male teachers which show that female teachers

have relatively more English language competency than male teachers.

Table 3 shows the classroom observation done to examine the Subject-Specific Competency in reference to investigate the gap between desired and acquired proficiency levels of teaching in government schools. The observations conducted in male and female classrooms describe slightly different results. For the result of the statement "Has competency in grammar" value of mean for male teachers is 3.14, while for female teachers it is 3.60. For the result of "Has proficiency in the correct use of vocabulary mean is 3.36 for male teachers," while the mean is 3.21 for female teachers. "Has the skill to teach a literary piece of text included in syllabus shows results of mean 3.13 for male teachers while 3.45 for female teachers." "Has proficiency in teaching all the genres of English text, that is, poetry, drama, novel, and prose shows results of mean as 3.30 for male teachers while for female teachers it is 3.41. The overall observation means show that the mean has slightly different results; the sum of the mean for male teachers is 12.93; and the sum of the mean of female teachers is 13.67. The sum of the mean of female teachers is slightly more than the mean of male teachers which shows that female teachers have relatively more subject-specific competency.

FINDINGS

What is the difference between actual performance and expected performance of teachers?

Findings from the questionnaire show that there is a gap between AP and EP of English language teachers in Pakistan. The qualification of a good language teacher is expected to be at least masters in the English language along with professional qualification but in actual teachers of English language are not qualified up to the mark. An excellent teacher is expected to have good knowledge of the subject as well as updated knowledge of the English language but in actual results of the research show gap of teacher's knowledge not only in subject but also grammar, vocabulary, and communication. Similarly, a good language teacher is expected to have command over four language skills; listening, speaking, reading, and writing. However, the actual performance of English teachers revealed a gap of the performance of teachers in this regard as English language teachers are not competent in four language skills. The expected performance of teachers is to be proficient to teach all genres of the English language but there is a gap in the actual performance of teachers as the results of research shows that teachers are not so competent to teach all genres of the English language. Another expected performance of teachers is to self-evaluate

Table 1: Sample size

Sr. No.	Name of Tehsil	Male Teachers	Female Teachers	Total
1	Tehsil Kehror Pakka	40	40	80

Table 2: English language proficiency

Statement	Gender (%)	Very Good	Good	Average	Below Average	Poor	Mean
Uses standard English in school and classroom.	Male	6.0	20.0	34.0	24.0	16.0	3.24
	Female	7.0	7.0	12.0	48.0	26.0	3.79
The teacher has command over English language speaking.	Male	8.0	11.0	22.0	37.0	22.0	3.54
	Female	5.0	20.0	21.0	34.0	20.0	3.44
Can teach communicating competency to students with equal skill of speaking.	Male	9.0	11.0	38.0	26.0	16.0	3.29
	Female	6.0	14.0	9.0	43.0	28.0	3.73
Has proficiency in four skills of language, that is, listening, speaking, reading, and writing.	Male	7.0	20.0	13.0	36.0	24.0	3.50
	Female	6.0	5.0	14.0	47.0	28.0	3.86

Table 3: Subject-specific competency

Statement	Gender (%)	Very Good	Good	Average	Below Average	Poor	Mean
Has competency in grammar.	Male	5.0	20.0	45.0	16.0	14.0	3.14
	Female	8.0	5.0	29.0	35.0	23.0	3.60
Has proficiency in correct use of vocabulary.	Male	9.0	11.0	34.0	27.0	19.0	3.36
	Female	9.0	20.0	32.0	19.0	20.0	3.21
Has skill to teach literary piece of text included in syllabus.	Male	7.0	15.0	46.0	22.0	10.0	3.13
	Female	9.0	14.0	22.0	33.0	22.0	3.45
Has proficiency in teaching all the genres of English text, that is, poetry, drama, novel, and prose	Male	7.0	11.0	45.0	19.0	18.0	3.30
	Female	9.0	8.0	38.0	23.0	22.0	3.41

themselves to remove deficiency areas of teaching but results of the research show that there is a gap of the performance of teachers regarding self-evaluation. Similar dissatisfaction of performance is found in another study [15].

What method or ways can be adopted to minimize the gap between AP and EP of English language teachers at the secondary level?

The teachers may enhance their speaking competency by occasionally watching films where the native speakers perform; listening to native speakers and practicing accordingly. Fluency may be improved through speaking in English, by commenting on some usual events and pictures. Teachers may also improve their speaking by recording their speaking in English, and then evaluating the fluency, grammar, vocabulary, and pronunciation by replaying the recorded speech in English to remove their deficiencies. Teachers may also develop their English language competencies by rehearsing the use of English language techniques and reflecting on the degrees and reflecting on the degree of success that is obtained in each competency. Teachers should attend language training that provides such activities to teachers during training in which they can exercise all the four language competencies, that is, listening, speaking, reading, and writing. Kelly [9] identified at least 40 different areas that a language teacher must need to train. The study results also reveal the fact that teachers' lack in job training and refresher courses of English language teaching. They also do not get training in syllabi change or pair work technique. He also finds that teachers are not aware of the communicative teaching method and just rely on the Grammar translation method. English language teachers must use all approaches of teaching in the classroom and evaluate the results of using each method so that the best approaches may be adopted onward in the classroom. Secondary schools may conduct competitions of speaking skills among teachers to motivate them to improve their English, speaking skills. Teachers may also improve their teaching by focusing on the teaching of all genres of language. By adopting all the above measures, the gap between the AP and EP may be minimized to a greater extent.

CONCLUSION

According to the objective, it was noticed that teachers' attitudes toward teaching should be positive because positivity could be helpful for effective teaching. If teachers' attitudes would be positive then they would try to manage the classroom environment in every possible way to make it a successful learning and teaching environment. Second, teachers' actual performance should be focused on because in this way it could be possible to know about the gap and how to fill that gap to reach the expected performance of the teachers. The difference between the actual and expected performance of the teachers is necessary because in this way it could be possible to know its outcomes. During this research, it was noticed that which are the strengths and weaknesses to fill those gaps.

The research was based on finding the proficiency areas of teachers. This study had shown reflection thinking impacts on teaching and teacher's perception not only about their abilities in teaching but also comparing and contrasting their abilities to the learning processes. It was observed during this study of areas of English language that were considered idealistic for competent teachers would help our teachers to get competency in those areas but also, it would help them to enhance their skills of teaching in secondary level classrooms. It was noticed a great academic impact the students would gain benefits through this study and in future they will prove them much more competent than the ones who had learned before them. In short, education is considered as basically a designed instruction to provide knowledge to students studying in different institutions. It was as to provide help to gain valuable education in future. Its traditional goal is the transmission of knowledge from one generation to another in a suitable way. This could be the way due to which knowledge is transferred from one person to another and from one section of society to another. It was also noticed that this research study provided help for teachers to improve their performance by filling the gaps and making their performance up to the mark with the help of different suggestions given during this study.

RECOMMENDATIONS

On the basis of the results and findings of the study, the following recommendations had been suggested for the improvement of teaching.

1. Pakistan is a developing country and it needs to take solid steps in the education sector to fill the gap between the actual and expected performance of the teachers at the secondary level. There should be a strategic action plan for the improvement of teaching.
2. There should be policy reforms for the teaching strategies at the secondary level.
3. Suitable and fair standards of teaching and learning should be for all levels.
4. Coordination must be among policymakers and teachers to resolve the issues on an early basis because teachers know the ground realities of the education sector which they face during teaching and learning environments.
5. Research should be focused on teachers' and students' needs, issues, and the ways to resolve those issues.
6. Sustainability mechanism should be implemented means those projects or strategies should be implemented which are in favor of education sector for its improvement.

REFERENCES

1. Anderson LW. Increasing Teacher Effectiveness. Paris: UNESCO; 1991.
2. Behlol MG. Comparative Analysis of the Teaching Methods and Evaluation Practices in English Subject at Secondary School Certificate and General Certificate of Education in Pakistan; 2011.
3. Dincer A, Goksu A, Yozici M. Common characteristics of an effective English language teacher. *Int J Res* 2013;4:1-8.
4. Glickman CD. Leadership for Learning: How to Help Teachers Succeed. Virginia: ASCD; 2002.
5. Hashmi MA, Kamran M. Teaching of English. Multan: Teachers Students Welfare Forum Pakistan; 2006.
6. Ingersoll RM, Smith TM. The wrong solution to the teacher shortage. *Educ Leadersh* 2003;60:30-4.
7. James W. Stigler and James Hiebert (1999, Updated in 2009). The Teaching Gap; 2009. p. 18-9.
8. Johnson B. Values in English Language Teaching. Mahwah, NJ: Lawrence Erlbaum Associates; 2003.
9. Kelly S. An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *J Exp Educ* 2004;72:195-220.
10. Kothari CR. Quantitative Techniques. 2nd ed. New Delhi: Vikas Publishing House Pvt. Ltd.; 2004.
11. Liu XS, Meyer JP. Teachers' perceptions of their jobs: A multilevel analysis of the teacher follow-up survey for 1994-95. *Teach Coll Record* 2005;107:985-1003.
12. Gay LR. Competencies for Analysis and Application, Educational Research. 10th ed. Florida: Florida International University; 2005.
13. Marry A. Motivation and the Performance of Primary School Teachers in Uganda: A case of Kimaanya-Kyabankuza division, Madaka District. Unpublished (Master of Arts). Uganda, Maehr: Dissertation Makerere University, Kampala; 2010.
14. Phern CV, Abidin DM. Students voice contribution in determining the "effective English language teacher": A collective case study as a concept paper. *Int J Hum Soc Sci* 2012;2:307-15.
15. Panzai SG, Channa LA. Pakistani government primary school teachers and the English text books of grades 1-5: A mixed method teachers' led evaluation. *Cogent Educ* 2017;4:1-5.
16. Sanderson D. Modern Language Teachers in Action. New York: Language Teaching Centre; 1982.
17. Shakir D, Hussain I. Are the teachers on the track? An evaluation of secondary school teacher subject knowledge competency. 2011;1:74-88.
18. Hughes SP. Which are the Quality Indicators Provided to Help out the Teacher's Province of Granada. Granada; 2007. p. 203.
19. Strong M. The Highly Qualified Teacher: What is Teacher Quality and how do we Measure it? New York: Teacher College Press; 2011.
20. Thompson S. Defining a role of effective teacher. 2008;17:5-14.
21. Vazir N, Ismail S. Developing creative writing skills in early childhood: A case study from Pakistan. *J Educ Res* 2009;12: