PalArch's Journal of Archaeology of Egypt / Egyptology

ANALYSIS OF PEDAGOGICAL SKILLS BEING PRACTICED BY ENGLISH TEACHERS AT SECONDARY LEVEL

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ABSTRACT

The present study is a comparative study of public and private institutes regarding the teaching practices and pedagogical skills of English teachers and their effectiveness in developing the communication skills of their students. The major objectives were to analyze and compare teaching methods used by English teachers in public and private schools and evaluate their efficacy in developing active English language skills in the students. The population of this research consisted of 100 English language teachers from both public and private institutes at the secondary level in south Punjab. The sample included 50 English teachers from private sectors and 50 English teachers from public schools. A simple random technique was adopted to get the results of the research. Two questionnaires, one for the teachers and one for the students, and a classroom observation checklist were designed to accumulate research data. A Five-point rating scale was used to design the questionnaires; the data was collected and tabulated using techniques like descriptive, inferential and t-test. The results of the study were analyzed via SPSS software. The researcher concluded that teachers in private schools practice student-centered teaching approaches. They arrange group work and pair work activities. The dealing of the teachers with students was friendly, and they showed good attitudes toward students. In contrast, English teachers use traditional teaching methods in government schools,

and there was no innovation in their teaching style. A huge communication gap was found between the students and teachers in government schools. Teachers were concerned only with delivering a lecture and were completely careless about students' academic learning and progress. Similarly, after analyzing and interpreting the data, recommendations were suggested.

INTRODUCTION

Pedagogical skills refer to a teacher's ability to instruct students and manage their classroom.

Teachers must be knowledgeable about the subject, understand their students' cognitive processes, maturation level, communicate with parents, interact with coworkers, and develop their own fair and consistent standards. Many teachers enhance their pedagogical skills through time in order to connect with pupils and deliver knowledge more effectively (Alzeebaree & Zebari, 2021). The term pedagogy refers to the method of instructing students. It all comes down to using corrective instructional methods and procedures. The goal is to assist children in learning more successfully and gaining the skills they require. Teachers can benefit much from learning and developing pedagogical skills. It is necessary for effective teaching and assists educators in implementing student-centered teaching methods (Anwer, 2019).

Pedagogy lays the groundwork for meaningful classroom learning and interaction between students and teachers. In the classroom, teachers can profit from pedagogical skills in a variety of ways. Most importantly, they improve the quality of instruction. Continue reading to find out how pedagogy can help you succeed in the classroom (Albrahim, 2020). One of the most important disciplines of study for teachers is pedagogy, or the practice of teaching. Pedagogy encompasses a wide range of topics, the most of which fall under the categories of teaching theory or actual teaching methods. One should study more about the pedagogical skills of English that instructors use at school on a regular basis if one wishes to be a teacher of English. In this piece, we'll look at pedagogical skills of English Teachers, how to improve them, and how to apply them in the classroom.

There is dire need of comparative study between public and private institutions for analyzing English Teachers pedagogical skills at school level because it has been observed that the students are creative and innovative in English in private institutions because the teachers in such institutions use innovative pedagogical skills and facilitate their students while in public sectors teachers use traditional approaches and just focus on delivering lectures regardless of any innovation and creativity.

According to Tharayil et al. (2018) teachers use a variety of pedagogical techniques to encourage student learning. Each category's importance varies depending on the grade level you teach, the school's principles, and your own personal teaching objectives. A first-grade teacher may need to master more methods for keeping students focused than a college professor because younger children have shorter attention spans. The following abilities would be beneficial to most teachers:

Communication

Teaching requires the ability to effectively communicate the knowledge that your students require. This can include things like knowing how to write clearly or getting students to pay attention in class. When talking to parents about their child's development and needs, your communication skills may be useful outside of the classroom.

Adaptability

Every student has different needs and progresses at a different rate. A new teaching method may benefit a student, or the entire class may learn content faster than expected. If you're adaptable, you might find it easier to meet a student's needs without disrupting the class, and you might also find it easier to change lesson plans as needed to keep students challenged and engaged.

Collaboration

A student's education is a collaborative effort involving the student, the teacher, and their families. Assist your students in identifying and communicating their needs, and then work together on potential solutions. If students feel more invested in their education, they may be more motivated to achieve. Collaboration with a student's family, who may have a better understanding of their behavior or learning style, is also advantageous.

Inclusivity

Students learn best in a welcoming, safe environment where they may freely express themselves, ask questions, and communicate their needs. Being inclusive helps to create that environment by ensuring that all students, regardless of colour, gender, ability, or background, are treated equally. For example, you might learn about your students' cultures so that you can better connect with them and discover ways to make them feel welcome.

Compassion

Students' personal lives may occasionally interfere with their ability to learn in the classroom. Even if you don't know everything about their lives, you can still care about them. Instead of reprimanding a student, consider inquiring why they missed an assignment. You might be able to devise a method or approach to help them become more attentive and productive in class.

Ways To Improve Teaching Abilities

According to McTighe and Willis (2019) there are five suggestions for improving your teaching skills:

Examine feedback from students

Many schools have implemented an anonymous student evaluation system. Students may feel more comfortable being honest if they are anonymous. As a result, your student assessments may contain crucial information that you would not have received otherwise. Keep evaluations in mind when making changes to your lesson plans or your classroom management style.

Discuss educational abilities with your coworkers

Your coworkers' perspectives on educational abilities are likely to differ. They've most likely developed their own strategies and learned lessons that you could use. Make connections with your coworkers so you can share ideas and seek advice.

Attend professional conferences

A variety of conferences are open to teachers of all levels. These conferences include informative presentations, expert panels, and opportunities to network with other instructors. Teachers from various fields and backgrounds can teach you a lot about pedagogical skills that you can apply to your own abilities.

Stay up to date on pedagogy research

New pedagogy articles and books are published every year. There are new studies, examples, and basic information. Keeping track of your academic work can help you identify ways to improve your own abilities. Subscribing to forums and publications can help you stay on top of industry trends.

Inquire about extra training

Additional training may be paid for by some schools. This could be accomplished through classes or webinars. Ask your boss if the school will cover any additional training that will help you improve your academic skills. Your boss may even be able to help you find training opportunities.

Statement of the Problem

The researcher aims to conduct a comparative study in order to gain deep insights of English teaching methods used in both public and private secondary schools, as well as to provide supportive techniques and measures to improve English teachers' instructional strategies in both public and private secondary schools. Similarly, the researcher intends to compare English language teachers' teaching methods by assessing their teaching techniques employed in public and private institutes, and then determining if these teaching methods improve communication skills in students or just generate crippled English learners. There is an immense difference between pedagogical skills being practiced by English teachers in private and public sectors institutions which led
the researcher to conduct this study.

Significance of the study

The results of the study would give directions to the English language teachers in redefining their teaching methods and techniques. It may assist the course developers in devising the English language course according to the need to develop English language skills in accordance with international standards. They may add extra tasks and more activities in English textbooks and give space for creative writing skills in final paper patterns. The educational administrators, policymakers, and planners may reflect on the issuance of funds for proper teaching training of the teachers of the English language and also provide certificates for their encouragement. Moreover, it would also make it easier for English teachers to teach English language skills more effectively. The study's findings would provide guidelines to the English teachers to teach English as a language not as a subject. It would also provide useful guidelines to the experts and course developers to harmonize the course contents with the international needs of learning
English language skills.

Objectives of the study

To critically evaluate and compare the English teaching methods (pedagogical skills) of English teachers at the secondary level both in public and private institutes.

To find out the true perspective of English teachers for the assessment of teaching practices regarding English language skills.
To recommend useful measures for the improvement of English teaching methods at the secondary level on the basis of the findings of the study.

Research Questions

What is the difference between teaching methods used by public and private English teachers while teaching English language skills at secondary level?
What is the major difference between public and private institutes in terms of classroom environment and resources of English language teachers at secondary level?
What are the true perspectives of English teachers for the assessment of teaching practices regarding English language skills?
What useful measures can be taken to improve the pedagogical skills of the English teachers at the secondary level?

LITERATURE REVIEW
Pedagogical skills are teaching abilities. To teach and aid students in learning, teachers need specialized skills and expertise. These skills ensure that the teaching process is efficient and effective. For example, prospective drivers must obtain a driver's license before driving on public roadways. Before teaching in a classroom, prospective instructors must also complete specific requirements. Not everyone is cut out to be a teacher. As a result, teachers have unique qualities that allow pupils to form links with them and learn from them.

To become a teacher, you must possess pedagogical abilities (Gómez, Moya, & Ricardo, 2020).

The worth and potential of a country are assessed in and through the teacher's job (Oleksenko, Dolska, Trynyak, Nesterenko, & Korostylov, 2021). Grenon, Lafleur, and Samson (2019) accused instructors for candidates' poor performance in national tests, claiming that teachers are not doing enough to educate their students. In line with Samson, Özer, Duran, and Tekke (2020) argued that teachers are primarily to blame for students' failures. However, Akram, Batool, Hussain, Safdar, and Hussain (2021) stated that the failings of the students were not the responsibility of their teachers. He went on to say that a candidate's exam success is a product of many things, including school, home, teacher, students, government, and so on, and that it is the sum of everyone's contributions. Because teachers are the public faces of education, they are frequently the obvious scapegoat in situations where a learner is underperforming. Further,Palanisamy, Paavizhi, and Saravanakumar (2020) have claimed that teachers must therefore be determined to find better ways to educate students in schools despite all other obstacles. There should be techniques for teachers to improve the educational process and hence improve the success of the students' learning experience.

Pedagogy refers to teachers' teaching abilities and the activities they create to help students learn knowledge and skills in a variety of subject areas. Research shows that the more students participate in their own learning as active participants, the better they do 1.

This student-centered method is in stark contrast to the traditional teacher-directed style (also known as didactic or transmission teaching), in which the teacher is viewed as the source of all knowledge, which is passed down from teacher to student. Teachers lead the majority of the conversation in a teacher-directed style, while students work primarily independently on activities provided by the teacher, such as worksheets and text book exercises. In a studentcentered approach, students take a far more active role in dialogues with their teacher and peers. Research shows how instructors can increase their professional abilities while still demonstrating strong teaching. Experimenting with new approaches2, seeking expert advice, and utilising tools are all important parts of good continuous professional development (CPD) (Teo, 2019). Instructional time is one of the most onerous obstacles teachers face in accomplishing curriculum goals. Teachers of high quality must be able to effectively manage class time. Proper planning in the classroom can help you make the most of your time. Students' achievement and the amount of time they spend actively engaged in learning activities are connected (Kali, Sagy, Benichou, Atias, & Levin-Peled, 2019). Teachers' ability to organize, manage, and use significant portions of permitted teaching time may thereby influence student achievement. Most teachers schedule and give appropriate learning time, but few teachers truly ensure that their pupils are engaged and actively engaged in topic acquisition activities for the whole time allotted (Podolsky, Kini, & Darling-Hammond, 2019).

Good instructors should have topic knowledge, which is their content foundation in the subject they teach, as well as pedagogical skills, which are the principles and methods of classroom management and organization (Olivier, Archambault, De Clercq, & Galand, 2019).

Content pedagogy refers to the pedagogical (teaching) abilities that teachers use to impart the specialized knowledge/content of their subject area (s). When a teacher chooses strategies to satisfy the needs of his or her students, this is referred to as pedagogy. Teachers that are effective have a wide range of skills and abilities that contribute to a healthy learning environment (Kali et al., 2019). Content knowledge must be complemented with a solid foundation in effective teaching techniques. Teachers should use a variety of teaching methods, experiences, assignments, and materials to ensure that students acquire a wide range of cognitive objectives. While the majority of academics feel that instructors' pedagogical abilities have a significant impact on students' outcomes, there is little consensus on the relationship between certain teacher traits and effective pedagogical skills (Bingimlas, 2018).

IMPORTANCE OF PEDAGOGICAL SKILLS
According to Khalaf, Zin, and Bt (2018) Pedagogical abilities are crucial for a variety of reasons. Here are a few examples:

Improvement of quality

Teachers need pedagogical skills because they improve the quality of the teaching process. If a teacher understands her students' psychology, needs, and interests, she can develop a teaching style that is appropriate for their learning needs. This makes teaching and learning more enjoyable.

Promotes deeper learning

A teacher must have a thorough understanding of her students. She needs to know which pupils can go the additional mile and which ones need a little encouragement in order to foster deeper learning. She will be able to produce a deeper learning experience if she possesses the appropriate skills.

Formation of a positive classroom

To create a positive classroom for the students, a teacher employs her communication skills, classroom disciplinary strategies, and student interaction abilities. The pupils can feel protected in this happy classroom. If they do poorly or make a mistake, they do not feel condemned. They become eager to learn and are not scared to take risks or make mistakes.

Higher level of students' participation

Students study harder and contribute more when they observe their teacher modifying herself according to their standards, interests, personalities, and expectations. Rather than taking a boring passive role, they interact with the

teacher. They get enthusiastic about learning and want to enhance their communication and interaction skills.

Develops learner's skills

From birth to death, the most natural thing a human does is imitate. The kids are inspired to emulate the teacher's social, leadership, disciplinary, and communication skills. Students learn not only the course content, but also additional skills from the teacher, such as vocabulary and problem-solving attitudes. As a result, pedagogical skills are critical in helping learners develop their talents and prepare for the actual world. These can also help to train future teachers and motivate students to pursue a career in pedagogy.

Pedagogical skills are essential for teachers since this boost the worth of the teaching process. If a teacher is fully equipped with the knowledge of psychology of students, their needs, and interests, he can implement an appropriate teaching style that matches their learning needs.
This improves the teaching and learning experience.

METHODOLOGY
Research methodology can be defined as the structure associated with a particular set of exemplary assumptions that can be used to conduct research. It was quantitative research in which the researcher planned to compare teaching practices of English teachers and their influence on the learners of both public and private schools at the secondary level. The quantitative method was used to collect the information. The researcher gathered opinions from both the teachers and students, respectively.

Population

The population is a larger group of people used in a study, having the same importance and interest. The population for this study was based on 500 English Language Teachers of district Jhelum having four Tehsils.
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Sample

Sampling is obtaining information from a portion of a larger group, resulting in yielding almost all the evidence about the whole population. The sample of the study consisted of 50 English teachers teaching both in public and private schools at secondary level in district Jhelum. . For this purpose, simple random sampling technique was applied to select the sample for the current study. The study samples were collected only from district Jhelum, comprising four tehsils and four schools from each tehsil, and were selected to get the study samples. 16 out of 40 public and private schools were selected using a simple random sampling technique. The teachers were also nominated randomly from both public and private institutions who teach English language to the students in both institutions.

Statement/ questions	Sector	N	M	SD	Std.Err	t-test	P-val
1. Are the objectives of English lessons are clear and well defined?	Public Private	50 50	1.8800 2.750	.45774 .76910	.11918 .07691	1.496	1.47
2. Do you make use of different teaching methods while teaching English language skills?	Public Private	50 50	1.9000 2.3800	.76910 .88192	.12012 .09617	2.784	.006
3. Do you prepare lesson plans before teaching English?	Public Private	50 50	2.3800 1.5332	.70353 .84543	.19190 .16523	11.584	.004
4. Do you encourage your students' questioning in class?	Public Private	50 50	3.3332 5.1000	1.3972 .00000	.36078 .0000	13.640	.000
5. Do you use English language as a medium of class instructions?	Public Private	50 50	1.6333 3.4746	.75324 .79871	.10627 .19190	6.163	.000
6. Do you provide extra learning material in class apart from text books for better understanding?	Public Private	50 50	2.0000 4.7334	.45873 .93587	.23906 .11891	10.45	.000
7. Do you practice of							

GTM to teach English language?	Public	50	3.6333	.74304	.18160	-4.617	.001
	Private	50	2.6665	.89673	.23423		
8. Do you make use of DM to teach English language?	Public	50	1.4667	1.24595	.16423	2.765	.012
9. Do you give some creative writing tasks to your students?	Private	50	2.4657	.32170	.32170		
	Public	50	1.4000	.50709	.13093	8.177	.005
	Private	50	3.6000	.91026	.23503		
10. Do you make use of mother tongue during teaching English subjects?	Public	50	3.7333	.66573	.23347	4.716	.00
	Private	50	2.5665	.44566	.14453		

Table.1 Statistical Analysis of English Teachers' Questionnaire

Research Instruments

To collect data, two questionnaires, one for English language teachers and second for classroom observation of those teachers consisted of 20 items were developed on five point (Likert) scale i.e. always, often, sometimes, rarely and never. All these questions were close ended. The model and theme of questionnaires were adapted from the study of Dr. Shahid Farooq (2016). The collected data through questionnaires were coded and statistically analyzed via SPSS software. The mean scores and standard deviation of the responses of the public and private English teachers were analyzed and compared using t-test.

Data Analysis

The research carefully analyzed the obtained responses after getting the responses to the questionnaire. The data collected from the study were statistically examined and analyzed using the Statistical Packages for Social Sciences (SPSS). In measuring and calculating the quantitative data, means and

standard deviations of public and private schools' responses were compared via t-tests. The data were analyzed using a t-test and compared the outcomes of both institutions. These results were interpreted and tabulated, keeping in view the study's research questions and ultimate objectives.

Descriptive interpretation of teachers' questionnaire

Table 1 indicates the statistical results of teachers' questionnaires regarding the teaching approaches they practice in the class. Question 1 reveals that the calculated t- value is 1.47, which is greater than the table value of the results. Hence the mean scores of private and government schools were 1.880 and 2.750, respectively. It shows that private teachers make clear the lesson's objectives before teaching than public teachers. Likewise, question 2 indicates that private teachers use different teaching techniques more effectively than public teachers' mean score (public 1.900 and private 2.3800), respectively.

In the same way, question 3 reveals that private teachers are better prepared for their class lessons than public teachers. The calculated t- value was 11.584, which is less than the table value and the mean score was (public 2.3800 and private 1.5332). Mean scores of (public

3.3332 and private 5.1000). Question 4 indicates that students' questions are not encouraged in public sectors, whereas students' opinions are valued and encouraged in private sectors. Mean scores of Q 5 (public 1.6333 and private 3.4746) show that private teachers use English as a medium of classroom instruction, while public teachers do not practice this skill properly. Question 6 indicates that students are provided extra reading material apart from books for effective learning in private schools.

In contrast, public teachers do not provide additional learning materials apart from books to their students in the class. Mean scores (private 4.7334 and public 2.0000). Likewise, Q7 and 8 reveal that the majority of public teachers use GTM and DM to teach English in the classroom, while teachers at private schools make use of different teaching and communicative approaches to teach English language skills; mean scores of public and private respondents were (2.0000 and 4.7334) respectively. And t- values were .001 and 2.765 of both these questions, which are less than the table values of t-test Q 9 indicates that students are assigned creative writing tasks by the private teachers consecutively, whereas; public teachers do not adopt this practice frequently in their classes. The mean scores of public and private respondents were (1.4000 and 3.6000) respectively. The researcher observed that public teachers frequently use their mother tongue while teachers in private institutes didn't practice this habit during class lectures. Mean scores for this question were observed in the public and private sectors as (3.7333 and 2.5665), respectively.

Table.2 Statistical Analysis of Classroom Observation Checklist

Statement	Sector	N	M	SD	Std.Err	t-test	p-val
1 Students' English language skills were emphasized during the lecture.	Public Private	50 50	1.2667 3.1333	.70353 .84543	.19190 .16523	13.640	.004
2. Students' creative writing focused in the class.	Public Private	50 50	2.1333 4.2000	1.3972 .00000	.36078 .0000	6.163	.000
3. Students' writing mistakes are handled properly by giving useful feedback.	Public Private	50 50	1.4657 2.4667	.75324 .79871	.10627 .19190	10.45	.000
4. The current examination system emphasis on understanding of different concepts.	Public Private	50 50	4.6467 1.8000	.45873 .93587	.23906 .11891	-4.617	.000
5. Teachers give a chance for free speech to their students in class.	Public Private	50 50	1.7333 3.5333	.74304 .89673	.18160 .23423	2.765	.001

6. Teachers arrange pair and group learning activities in the class.	Public	50	1.6000	1.24595	.16423		.012
	Private	50	3.3333	.32170	.32170		
7. A.V aids are used in class to provide students an active learning environment.	Public	50	1.7300	.59362	.15327	5.474	.000
	Private	50	4.0667	1.18723	.30645		
8.Teachers use multimedia to improve English language skills of the students.	Public	50	1.3667	.91548	.27623	7.022	.000
	Private	50	3.2667	.67612	.17557		
9.The current English course is helpful to enhance the English language skills of the students.	Public	50	3.4607	.63897	.16523	3.675	.000
	Private	50	3.8000	1.42595	.32170		
10.Institutional environment is adequate to teach English language skills to the students.	Public	50	1.9333	.51460	.13333	10.279	.000
	Private	50	4.6667	.86189	.22254		

Descriptive interpretation of classroom observation checklist

Table 2 indicates the researchers' classroom observations regarding English teachers' different teaching approaches in public and private institutes. Mean scores of statement 1 reveal that students' English language skills in private institutes are emphasized more efficiently than in public schools. Mean scores of public and private respondents were (1.2667 and 3.1333), respectively, and the calculated t value was observed at 13.640 and p value at level .004, which is greater than the table value. Similarly, students' creative writing is focused more properly in private sectors than in public sectors, the mean scores of the statement were (2.1333 and 4.2000) respectively. Likewise, students' writing mistakes in private schools are handled more suitably than in public institutes.

The mean scores of statements one and three were (1.4657, 2.4667) and t- a value of 10.45. Teachers give more chances to their learners in private sectors than in public institutes, and the mean scores were (1.7333 and 3.5333). T- value of 4.617 was observed. Similarly, private teachers arrange pair and group learning activities more frequently than public instructors. Teachers in private sectors use A.V aids to make their teaching more efficient, whereas public teachers do not focus on this teaching technique. The mean scores of this statement were 1.7300 and 4.0667, respectively, which indicate the effectiveness of teachers' teaching methods in the private sector. The use of multimedia is more proper in private sectors than in public sectors, where teachers do not use this teaching tool consecutively during the lecture. The mean scores of this statement were (1.3667 and 3.2667), and t- value was found to be 3.675, which is greater than the table value. Similarly, the educational environment was much better in private schools than in public institutes, where classes were overcrowded. Mean scores of this statement were (1.9333 and 4.6667) respectively, and t- value was found to be 10.279, which indicates a slow learning environment in public schools than in private institutions.

Findings of the study

The findings of teachers' questionnaire regarding their teaching methods and pedagogical skills indicate that in private schools students' English language skills are emphasized more appropriately than public schools. The mean score of (public 1.8800) and (private 2.750) schools' respondents supported this statement, and a significant majority of the respondents disagreed with this question. Likewise, findings of question two indicate that a majority of the private English teachers use different teaching techniques more effectively than public teachers' with mean score (public 1.900 and private 2.3800) respectively while teaching language skills to the students in the class. Similarly, the results of question three reveal that a prominent majority of the private and public respondents with(mean score 2.3800 and 1.5332) agreed with this question that they prepare their lesson plan before teaching the English subjects in the class, and there is a slight difference between public and private respondents' responses against this statement. It was also observed that students' questioning during the lecture is encouraged more suitably in private sectors than public schools. The (mean scores of pb3.3332 and pr.5.1000) respondents supported

this statement. While the mean score of private respondents 3.4746 indicate that private English teachers use English language as a classroom instruction, and public teachers rarely follow this technique in the class their(mean score 1.6333) supported this question. The mean score 4.7334 of private respondents shows that students in private schools are provided extra learning material consecutively apart from text books than students in public school with(mean score 2.0000)respectively. Findings of the study reveal that GTM is practiced more appropriately in public schools, while private teachers mix DM and GTM to teach English language. The mean score of (public 3.6333 and private (2.6665) schools supported this question of the research. In the same way the (mean score 3.6000) of private respondents indicate that students are given creative writing tasks in the class consecutively than students in public schools with (mean score 1.4000) which is prominently low than private respondents of the research.   The researcher observed that public teachers frequently used their mother tongue while teachers in private institutes didn't practice this habit during class lectures. Mean scores for this question were observed in the public and private sectors as (3.7333 and 2.5665), respectively. Similarly, the findings of researchers' classroom observations regarding English teachers' different teaching approaches in public and private institutes. Mean reveal that students' English language skills in private institutes are emphasized more efficiently than in public schools. Mean scores of public and private respondents were (1.2667 and 3.1333), respectively, and the calculated t value was observed at 13.640 and p value at level .004, which is greater than the table value. In the same way, students' creative writing is focused more properly in private schools than public sectors, the mean scores of the statement were (2.1333 and 4.2000) respectively. Likewise, students' writing mistakes in private schools are handled more suitably than in public institutes and the mean scores of this statements were (1.4657, 2.4667) which are obviously different. Teachers give more chances to their learners in private sectors than in public institutes, and the mean scores were (1.7333 and 3.5333).

Similarly, private teachers arrange pair and group learning activities more frequently than public instructors. Teachers in private sectors use A.V aids to make their teaching more efficient, whereas public teachers do not focus on this teaching technique. The mean scores of this statement were 1.7300 and 4.0667, respectively, which indicate the effectiveness of teachers' teaching methods in the private sector. The use of multimedia is more proper in private sectors than in public sectors, where teachers do not use this teaching tool consecutively during the lecture and the mean scores of this statement were (1.3667 and 3.2667) which are comparatively different. Similarly, the educational environment was much better in private schools than in public institutes, where classes were overcrowded. Mean scores of this statement were (1.9333 and 4.6667) respectively, which indicates a slow learning environment in public schools than in private institutions.

DISCUSSION
This study was designed and conducted to comparatively analyze the teaching practices of English teachers and their influence on the learners of public and private schools of district Jhelum. It was also observed that the objectives of teaching English at Secondary level were well defined and clear. However, the

teaching approaches and methods used in public and private schools were not appropriate to achieve and accomplish these objectives. The researcher discovered that Secondary classes were overcrowded in government schools, with at least more than 60 students in one section. And according to the majority of the English teachers, it was therefore very tough and problematic for them to focus on individual students and check their class assignments and tests properly and regularly. It was revealed by the outcomes of the study that the public teachers were repeatedly practising GTM and lecture methods. In this scenario, teachers were active, and students were passive in the class. Students are motivated to learn English if they find the classroom activities interesting and supportive teachers. These two traditional teaching methods were frequently used in public schools. Teachers of both institutions believed that the present examination system promotes cramming and memorization; therefore, practicing activity-based methods and communicative language teaching is only a waste of time. If a teacher goes beyond the book to practice language skills, they are not rewarded in exams, and it only wastes teachers' energy and time. According to the English teachers, the current examination system is not suitable for measuring the intellectual aptitude of the students. However, there was an innovation in the teaching methods of private schools. English teachers who were using activity-based methods and communicative language teaching techniques. The private school teachers proposed that all the learners do not learn in the same way, so there must be innovation and variance in the teaching practices of English teachers. Teachers working at public schools were following teacher-centered approaches to teaching English. Teachers' behavior with their students was positive, motivating, and more encouraging in private schools compared to public schools, where teachers' behavior was unintentional, uncooperative and not motivating. Teachers of public schools hardly design an activity where students get chances of free speech. Likewise, writing skills that require creativity, vocabulary use, and correct grammar structures were also not satisfactory. Students only reproduced memorized material and were unable to write themselves. Students from private sectors had a strong base due to suitable emphasis on language skills. The study outcomes revealed that classroom facilities and resources like A.V aids and multimedia were not sufficiently available in both types of schools. Private school teachers arranged some activities based on computers and charts due to their preparation of lesson plans. But in government schools, no teacher ever prepared a proper lesson plan, and hence no activity was done in public schools.

CONCLUSION
Based on findings and data analysis of the present research, it was concluded that the teaching-learning environment was better in private schools as compared to the public schools as classes in public schools were overcrowded, having at least a 1:70 teachers students ratio, which creates discipline problems and the teachers we're unable to handle and supervise individuals' progress properly. They could not arrange pair and group work activities. English language teachers in private schools use communicative language teaching methods, while GTM and lecture methods are frequently used in government schools. In private schools, English instructors use English to instruct and communicate with class, but this trend in government schools is not followed sufficiently. Teaching resources like A.V. aids were not sufficient in both

sectors. Multimedia was found in rare conditions in both of these institutions which is also not used. However, in private schools, it was found that the teachers arrange group and pair work activities and assign students creative tasks. It was found that in private sectors, additional reading materials like English magazines and newspapers are provided to the students, and they are encouraged to read extra books from the library, but such practice was not observed in government schools. Students of private schools were good at communication skills and could comprehend the English language in daily life. They were interested in watching English programs on TV, but students of government schools were not motivated by such things. The teachers in private schools pay special attention to students' pronunciation, so the students get better fluency in speaking than the speaking skills of students in public schools. It was also observed that library facilities were available in these educational sectors; however, the books were not up-to-date.

Moreover, the teachers in private institutes encourage students to avail themselves of library facilities, but teachers never show such an interest in government schools. The teachers in government schools focus only on reading, writing and memorizing as the paper is based on cramming, and there is no scope for listening and speaking. Writing errors were handled positively by the teachers in private schools, but this practice is not done properly in government schools.

RECOMMENDATIONS

Following are the recommendations of the study;

Based on the findings of the study, it was suggested and recommended that the administration arrange training for English teachers to equip them with innovative pedagogical skills. The existing environment in the English classroom should be changed to improve the learning process. The teacher-student ratio in government schools should be 1:40 at most so that the teacher may use student-centered approaches easily. New English teachers should be hired in public schools so that the classes should not be overcrowded. Sufficient funds should be allocated to schools to develop language labs and provide the necessary materials and resources to promote language skills. To practice language skills, creative activities and tasks should be added to the contents of English textbooks by the experts. The teachers in both private and government schools should be trained to use innovative methods of teaching to compete with modern teaching trends. Students should be given creative homework regularly. Students should be motivated and encouraged to participate in debates, role-plays, and English speeches. They should also be given time to speak on different topics of interest in the class. Giving positive feedback is the best way to handle writing and language mistakes. The curriculum should be revised after some specific time according to social and modern needs. A teacher should encourage their learners to speak English and provide extra material to improve English language skills.

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