

PalArch's Journal of Archaeology of Egypt / Egyptology

DETERMINING THE ATTITUDE OF STUDENTS OF INSTITUTE OF SOUTHERN PUNJAB TOWARDS THE TEACHING ENGLISH AS FOREIGN LANGUAGE

Yasmeen Qadir¹, Ahmad Ali², Sidra Bibi³

¹Ghazi University Dgkhan

³University of Education Lahore DG khan

Email: 1yasmeenqadir34@gmail.com, 2ahmadchughtai9@gmail.com

3campus..sidrakhan123309@gmail.com

Yasmeen Qadir, Ahmad Ali, Sidra Bibi. Determining The Attitude Of Students Of Institute Of Southern Punjab Towards The Teaching English As Foreign Language-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 20(1), 728-741. ISSN 1567-214x

Keywords; English Language Curricula, Activity-Based Interactive Method, Elt, Gender-Based Teacher-Learner Interaction, Teaching English As Fl

ABSTRACT

Within the scope of this research, English Language Teaching (ELT) in the Islamic Republic of Pakistan was explored from the point of view of English as a Foreign Language (EFL). The research investigated both the teachers' and the students' perspectives on English language teaching and learning, as well as the nature of gender-based ELT and the interaction between teachers and students regarding it, as well as the challenges that both teachers and students faced during the EFL teaching-learning process at four-year BS English programs offered by public and private universities in Pakistan. In order to gather the replies from the ELT professionals who were chosen using the convenient sample method, a structured interview proforma was developed. In the meanwhile, a qualitative analysis of the replies from the interview was carried out. According to the findings, EFL students who were studying English as a foreign language thought the Grammar Translation Method was the most effective way to learn English, while EFL instructors thought the Activity-based Interactive Method was the most effective way to teach English as a foreign language. In contrast to the professors, who valued communicative ability as the most essential consequence of the English language pedagogic process, the students placed a higher priority on acquiring correct pronunciation as well as the application of grammatical rules. The students thought that the male English as foreign language instructors were more efficient at teaching than

the female English as a foreign language instructor because the male instructors were theoretically clearer and better at transmitting information. The results of the male and female learners showed a significant difference between the male and female teachers towards teacher-learner interaction, whereas the results of the male and female teachers did not show any significant difference between their genders in regards to teacher-learner interaction in EFL classroom settings. It has been suggested, on the basis of the results of the research, that policy changes in English language curriculum, pedagogical methods, and assessment procedures should be established in Pakistan in order to synchronize the attitudes about ELT and gender-based teacher-learner interaction there.

INTRODUCTION

English has emerged as a global language, playing a vital role in communication, education, and professional development worldwide. As a result, understanding the attitudes of students towards learning English as a foreign language is essential for educators to develop effective teaching strategies. This article explores a research study conducted at the Institute of Southern Punjab to determine the attitude of its students towards the teaching of English as a foreign language.

According to Alibekova and Urinboyeva (2020), Language instruction that first placed an emphasis on grammar and translation was quickly greeted with criticism, which led to the development of a new technique. In the year 1867, Claude Marcel pushed for the elimination of translation and grammatical rules, as well as the teaching of language via first emphasizing the ability to comprehend texts. He proposed beginning the instruction of a language with extensive listening, moving on to reading material that was straightforward and easily recognizable, and then moving on to teaching speaking and writing. In 1866, as a response to the grammar translation technique, Heness had created a private school for teaching languages by a natural method. The natural method operates under the concept that language learners acquire a foreign language in the same way that children learn their own language. In the year 1880, Francois Gouin also introduced a whole new component to the teaching of languages: physical exercise. At that time, the theory that had been given by Gouin was somewhat novel; yet, it was first disregarded. Vietor's response to the grammar translation approach arrived at the same time as the rest of the responses.

Chen et al. (2021) suggested a novel method for the instruction of languages that would begin with the study of phonetics and phonology descriptive of spoken language. In his method, new information was conveyed to students using hand gestures, visuals, and the use of words that were previously familiar to them. Additionally, the grammar was taught, albeit in an inductive fashion via the reading of various texts. His method was also referred to as the Phonetic Method and the Reform Method. The ideas that Gouin and Vietor presented might have been the inspiration for what became known as the Direct Method. The phrase "Direct Method" was coined around the turn of the twentieth century, at the same time that the Direct Method acquired a definite pattern. The technique adhered to the premise that no use of the learners' language should be made; instead, a typical book would begin with the language being spoken aloud, with reading and writing coming

afterwards. However, as the Direct Method's guiding principles became more well known, there was a rising tendency toward making concessions to these principles in order to satisfy the increasing demands for quantitative criteria of accuracy. In order for the concepts to be developed, exercises in vocabulary and methodical drills of grammar were required. Translation was used even at the most advanced levels of study. At every tier, there was a necessary adherence to a certain set of accuracy criteria. In conclusion, the Direct Method came dangerously close to losing some of its signature characteristics.

LITERATURE REVIEW

According to Setiyadi (2020), opinions on the nature of language, which are referred to as language theories, and the learning circumstances that cause learners to acquire a language, which are referred to as learning theories, both have an impact on language instruction. Differences in learning theories may impact the teaching techniques, while differences in language theories may influence the selection of teaching materials. A strategy that is based on the idea that learning a foreign language is not the same as learning a mother tongue will be different from one that is based on the assumption that we learn another language in the same way that a kid learns his native language (L1). People should study English in the situations where it is used for communication in their day-to-day lives, and one might argue that the real teaching of English in Indonesia may be different from the teaching of English in Malaysia or the teaching of English in the United States of America. Some individuals feel more comfortable referring to the former as "learning English as a foreign language" while others feel more comfortable referring to the later as "learning English as a second language." The distinction between second language and foreign language is one that is not universally acknowledged.

According to Krashen (1982), the process of acquiring a second language involves not only learning a new language in the environment of a foreign language (such as studying English in Mexico or German in the United States), but also learning a new language in the environment of the host language (such as learning German in Germany). The term "second language" (L2) is used by Vattoy (2020) to refer to both host languages and foreign languages, and the teaching techniques are applicable to the learning of both types of languages (1982: 11). It suggests that the method of teaching English as a second language is not necessarily different from the method of teaching English as a foreign language, and whether English is studied in Indonesia or in Malaysia, the term "target language" (TL) refers to English regardless of where it is learnt. Krashen (1985: 8) contrasts the two unique approaches to acquiring a target language, despite the fact that the authors do not seem to be in agreement with the difference between second language and foreign language. He identifies "acquisition" and "learning" as the two distinct processes that may be used to advance one's proficiency in a target language. Acquisition is defined as an unconscious process that is exactly the same as the process employed in first language acquisition in all significant ways, while learning is defined as conscious knowledge about a target language. Both processes are exactly the same

in all other significant aspects. During the process of language acquisition, students of the target language are not always conscious of the consequences, and they are not too concerned with following grammatical rules or correcting their errors. They are acquiring a target language by living in a culture where the language is utilized in their day-to-day lives, and this is accelerating their language acquisition. When individuals in a culture who do not speak the target language discuss the rules of the target language, they are learning the target language. When language learners correct mistakes, they are talking about the rules of the target language. The laws of English grammar are discussed while teaching English in Indonesia, and any mistakes that students make are immediately addressed and rectified. Learners of English in Indonesia, a country where the English language is not widely used, must place a premium on linguistic precision since English is not widely used in the country. It is not the case when individuals study English in nations where English is spoken in the society, such as the United States or Malaysia. These countries have a large population of people who speak English. People in such nations place a strong emphasis on being able to communicate effectively and fluently in their day-to-day lives; thus, they learn English since they are surrounded by speakers of that language in their community. They may not always have a clear understanding of the steps involved in learning the language. In reference to the principle of acquiring a target language that was discussed before, the process of obtaining English is seen more as learning in Indonesia, but in Malaysia, it is regarded more as acquisition rather than learning. It cannot be refuted that the status of English in Indonesia is unique from that in Malaysia (Curran, 1976). Even if there are some individuals who may not agree with the differentiation between the terms "second language" and "foreign language," this fact cannot be refuted.

When individuals learn another language, their native language, or mother tongue, may often come in the way of learning the target language (Makhmudov, 2020). Interference is a common name for this kind of event. The similarities between a person's native tongue and the language they are attempting to learn may often lead to interference. The degree to which a person's native language interferes with their acquisition of a second language varies on whether they are learning the second language to speak it or if they are merely learning to comprehend it by listening to and reading it. There is a chance that information will be sent from L1, which may result in either positive or negative interference. If they are attempting to learn to speak the target language, the parallels between their native language and the target language may prove to be rather challenging for them. They will make use of their knowledge of their mother tongue, and based on that information, they may construct utterances that do not exist in the language that they are attempting to learn (Dickerson, 1975). mistakes may be produced by interference, both positive and negative; however, mistakes made by learners are not usually the consequence of interference from their native language. It's possible that other persons have offered different classifications of mistakes (Corder, 1974 and Dulay, Burt and Krashen, 1982), but the following classifications of errors, along with instances of each, are from Dulay, Burt and Krashen (1982:154-162). a. Omission is the lack of one or more elements that are required to be included in a properly constituted

utterance. For example, Mary is the new president of the company* b. Double markings: the neglect to eliminate specific components that are essential in the formation of particular languages For instance, he is not familiar with my name*.

c. Regularization, which involves applying the rules that were used in the production of regular ones to those that were produced irregularly. As an example, he consumed 10 apples yesterday*. d. Simple addition, which refers to the existence of a component that should not be present in a properly constituted utterance. To provide one example, the fishes do not inhabit the sea. d. Misformation: the use of an incorrect form of the morpheme or structure in the sentence. Example: "himself" (also written as "himself") f. Archiform refers to the act of selecting one form from a group of forms to serve as a stand-in for the rest of the forms in the group. Take, for instance, this dog's g. An example of misordering is when a morpheme or collection of morphemes in an utterance are placed in the wrong sequence. As an example, he is always tardy.* If, on the other hand, they are learning to grasp the new language by listening to it or reading it, the similarities between the two languages will make it much simpler for them to understand the new language. The parallels provide an opportunity for language students to capitalize on their strengths. Social Because communication via language is fundamentally a social phenomena, the social factors that might have an impact on acquiring a language are many and intricately connected to one another. Home, community, occupation, school, religious gathering, radio/television, and reading materials are all examples of interactions that may be categorized as social variables that influence the process of learning a language. These elements include home, community, occupation, and reading materials. There are distinctions that can be made between learning English as a foreign language and learning English as a second language, and it seems that the community is the contact that most clearly divides learning the target language as a second language from learning the target language as a foreign language. There is a correlation between the persons with whom we regularly practice a target language and the way in which and the level of expertise with which we use that language. Students of a language have the opportunity to interact with the local populace and community. The importance of the community in both the acquisition of a language and its continued use cannot be overstated. If a learner of a target language never interacts with members of a community in which the language is used, there is a greater chance that the learner will never be able to acquire or keep the target language. When compared to acquiring a language via more natural means, classroom-based instruction for a target language is considerably distinct. The process of learning a target language in the classroom is driven mostly by the instruction provided by the instructor. When there are no other speakers of the target language, the instructor is the solitary member of the community. Learners of a language sometimes find it difficult or even impossible to participate in social activities in which the language being studied is used.

Interview Proforma for ELT Experts

The ELT professionals were provided with a structured interview proforma in order to elicit their feedback about the English language education system in Pakistan. The interview questionnaire has two different portions to it. The first section dealt with the submission of personal information pertaining to the ELT professionals. The replies from the ELT professionals on the English language pedagogy in Institute of Southern Punjab were compiled in Section 2, which included of 12 different pieces of open-ended questions.

DATA ANALYSIS

The perspectives of the ELT professionals provide a helpful framework for evaluating and confirming the data from the questionnaire. The following is a qualitative breakdown of the replies that were gathered from the ELT professionals: Q1. How do you see the importance and scope of teaching of English as a foreign language in Pakistan?

According to the opinions of the professionals in the field of English language teaching (ELT), the "post-colonial social set-up and the economic state of the country" need the use of the English language as both the "official language of the country" and the "language of technology." In spite of the "realization that language policy should be more inclusive," the function of English as a lingua franca owing to its "variety and innovation" has to be emphasized in order to ensure the "survival" of the nation in a global environment that is more competitive. "After the American War on Terrorism, the scope of the English language has become even more important in Pakistan to express its view point in the same language on international and diplomatic forums," says one author. The English language will continue to serve as the "language of knowledge economy, diplomacy, trade, commerce, science, and technology" on a global scale; hence, "its teaching in Pakistan will be of great importance." In general, all five of the ELT specialists agreed that Pakistan needs to place a greater emphasis on English as a Foreign Language. The views held by both the instructors and the students were consistent with this finding.

Question 2: Which instructional strategy is ideal for English language pedagogy at the university level in Pakistan, and why is it considered the most effective? The 'Task-based, Interactive, and Communicative Method' was deemed to be the superior instructional strategy for English language pedagogy at the tertiary level of education in Pakistan by four out of the five ELT specialists. The communicative technique, according to the opinion of one knowledgeable individual, "focuses on the language use and practice and encourages the learners to learn the language itself as opposed to learning about the language." An additional knowledgeable individual said that "a unified practice of language use in all four skills can be suggested to the students who are lacking in those skills." They should be encouraged to read more, and an atmosphere should be provided in which they may practice language without the risk of being humiliated. "learners need to be motivated for learning of language in the first place," as this goal indicates. The

experts' emphasis on the provision of an environment that is conducive to language learning is a response to the actual EFL classroom practices that are used at the tertiary level of education in Pakistan. These practices involve the learners receiving negative feedback from the teachers and being ridiculed by their fellow learners on the erroneous use of the English language. As a result, the learners experience feelings of discouragement and de-motivation while they are in the process of learning the language. Only one of these experts recommended that the "Content-Focused Method" be "practiced" in EFL classes. This recommendation was made in consideration of the fact that "both the teachers and the students often know the skills to convey material but lack the material or subject mastery." At the tertiary level, it is essential to have a thorough understanding of the material that will be covered in English classes.

Question 3: What should the desired results be for English language teaching at the tertiary level in Pakistan? The communicative skill of students was ranked as the most significant consequence of English language pedagogy at the tertiary level of education in Pakistan by four out of the five ELT specialists. According to the observations of one knowledgeable individual, "the primary expectation is to enable the students to communicate effectively." For the sake of "employment and research," another specialist held the opinion that "the standard should be proficient in the use of English in carried situations." Learners should be proficient in all aspects of language use, including fundamental skills such as listening, reading, speaking, and writing as well as secondary skills such as vocabulary, grammar, pronunciation, and dictionary abilities. One specialist was the only one who held the opinion that 'cultural hybridization, above the many other effects, may be stated to be the most significant outcome of English language pedagogy in higher level education in Pakistan.' The views of 85 percent of the teachers, which were strengthened by the opinions of the four ELT specialists, indicated that strong pronunciation and oral communicative ability were the most significant outputs of the English language pedagogic process at the tertiary level of education in Pakistan. This was the conclusion reached by 85 percent of the teachers.

Which do you believe to be more significant in the process of learning the English language: learning how to employ grammatical rules, acquiring the ability to communicate effectively, or any other skill? Please be more specific. During the process of learning English, the experts agreed that learning to utilize grammatical rules was more essential than acquiring any other ability. However, two of the five experts disagreed with this statement. According to the opinion of an industry professional, the acquisition of grammatical rules throughout the process of learning English is more significant than other elements such as communicative competency or the emphasis placed on abilities. English cannot be learned by the pupils regardless of how proficient they are or how fluent they become until such time as they have a basic understanding of the structure of the language (grammar). Another knowledgeable individual thought that "communicative competence" (also known as "fluency") was insufficient if it was not accompanied by knowledge of the fundamental norms. In a similar vein, having an excellent command of English

grammar but being unable to communicate effectively and fluently in the language is not adequate on its own. It is imperative that we find a driver who is also skilled in mechanical work. According to the opinions of two industry professionals, "the acquisition of communicative competence is the primary concern." "Learning has taken place successfully if the speakers are able to create meaning and express themselves," said the instructor. In addition, the students' acquisition of communicative skill was ranked lower on their priority list than the study of grammatical norms (see Table 4.9). It should come as no surprise that the grammar-based written tests given at the university level of education in Pakistan have contributed to a preference for grammar. Traditional methods are going to be around for a little longer, at least until tests start taking into consideration the communicative component of using the English language.

Do you believe that the gender of both professors and students has a role in the way that the English language is taught and learned in higher education in Pakistan? If so, what kind of affect does it have? There were five different specialists, and three of them were of the opinion that gender plays a role in the teaching-learning process of the English language at the university level in Pakistan. During the process of teaching and learning, gender is undoubtedly an important factor, according to one of the experts. When you live in a nation like Pakistan, where the majority of the population adheres to traditionalist values, it might be challenging to explain things in front of pupils in general, and especially in front of female students. There is no way to describe things like slang terminology, sexual terminologies, prohibited words, and so on. In the same manner, several ideas, such as liberal humanism, Freud's Oedipus Complex, and erotics, are examples of philosophies that need explanation but cannot be provided by the instructors. In the same vein, when it comes to the students' end of things, it often becomes challenging to ask for an explanation of such ontology. According to the opinion of yet another knowledgeable individual, "gender influence is general in the teaching-learning process at the tertiary level of education in Pakistan." It is not a unique circumstance that just applies to the teaching and learning of the English language. The encouragement it provides to both male and female students in a classroom is enhanced by the presence of female learners. It inspires healthy rivalry and bolsters the effectiveness of the learning process as a whole. According to the opinions of two different industry professionals, "neither the competence nor the incompetence is gender bound." Regardless of their gender, students and teachers alike may be just as open to new information. "Gender is not as significant as a variable as the level of motivation given the aptitude and commitment to learn," said the researcher. "Gender is not as significant as a variable." It is essential to point out that both the educators and the students in the English language learning process shared the opinion that gender might many times play a significant part in the educational process.

Do you believe that male and female instructors at the tertiary level of education in Pakistan have a different influence on the learning of English as a Foreign Language students? If so, how is it distinct from that? There were five ELT

specialists in all, and three of them were of the opinion that male and female instructors had differing effects on the learning of English as a Foreign Language students in higher education in Pakistan. One of the experts said that "yes, male and female teachers impact the learning of EFL learners differently" due to the fact that female teachers tend to be more pleasant and cooperative in comparison to male teachers. Learners are significantly impacted as a result of this. Because of certain cultural norms and expectations, female students often feel more at ease in the classroom with female instructors. In addition, male students report that female instructors are more flexible to their needs and cooperative. According to the statements of one more knowledgeable individual, the only distinction between male and female educators may be that of devotion. The female faculty members' level of enthusiasm is excessive. In a language class, where the mood should consistently be light and casual, this may sometimes end up being a distraction that detracts from the learning experience. According to the opinion of yet another knowledgeable individual, "the role, and not the gender, is what's important." It is a common misconception that female educators are more understanding and patient with their students' mental health issues than their male colleagues, however this is not always the case. The idea that the "quality of linguistic input is important rather than who it comes from" was another viewpoint that was presented. It's possible that 'degree of fluency and proficiencies rather than the gender' are the factors that contribute to differences in English language instruction.

Q7. Do you think that teacher's gender causes discrimination in teacher-learner interaction in a gender-mixed EFL classroom at tertiary level education in Pakistan? If the answer is yes, could you kindly describe the type of discrimination? During the teacher-student interaction that takes place in a gender-mixed EFL classroom at the tertiary level of education in Pakistan, the gender of the instructor is a source of prejudice among the students, according to the opinions of all five ELT specialists. One of the experts said that "in a society like that of Khyber Pakhtunkhwa Pakistan, students' perceptions, according to my view, are different in relation to the gender of the teachers." This was said in reference to the students' perceptions about the gender of their professors. It is a common misconception that male educators have a more sympathetic demeanor toward their female pupils.

The ratio of girls to men who are competent in every class that I have taught is, in my personal experience, consistent with the hypothesis that the ratio of females to males is According to the opinion of a second knowledgeable source, the gender of 'learners' may influence their choices and the interactions they have with one another. There are occasions when even female educators could feel uncomfortable working with male students. The specialists also took into account the possibility that "this difference can go either way," but they concluded that "female teachers would be less dominant and biased." According to the opinion of one knowledgeable individual, "gender does pose some problems" in the early stages. The manner in which a teacher helps pupils feel more at ease inside their own bodies is of the utmost importance. After the gender-based guilt has been alleviated, the problem at hand is no longer one of gender but rather one of motivation to learn.

Who, in your opinion, is the more successful educator in an English as a Foreign Language course at the tertiary level in Pakistan? Male or female? Please provide justification for all three. In Pakistan, tertiary level English as a foreign language classes are mostly staffed by male instructors, according to the opinions of three out of the five ELT specialists. One expert was of the view that female educators are more effective, while another expert maintained that she did not have a preference either way. "Being a patriarchal society, teaching as a male in the EFL classroom in Pakistan will be effective on the basis of (a) Behavior control (b) Elaborating strategies (c) Display of strictness in class activities," was the opinion of one of the experts. According to the opinion of one knowledgeable individual, male instructors are "more effective" due to the fact that they "exhibit better situational and social understanding coupled with the academic excellence." "Male teachers have a slight advantage over their female counterparts because they are able to handle the classroom in a little more effectively than their female counterparts can because they can be dominant where it is required," one other expert said. According to the opinion of one of the knowledgeable individuals, "female teachers may be more effective due to their politeness, cooperation, and being easy to interact; learners don't feel any ego problem interacting with them." Another expert has said that a teacher's level of competence is not contingent on whether or not they are male or female.....I am provided with evaluations on the effectiveness of each individual member of the faculty. The only thing that separates the male instructors from the female instructors at my school is that the male instructors have a reputation for being more stringent. This is also something that only applies to senior members. According to the male instructors, the male students, and the female students, the male teachers are always able to teach more successfully than the female teachers, however the female teachers believe that this is only sometimes the case.

Who, in your opinion, is more successful in an English as a Foreign Language classroom with students of both sexes when they attend higher education in Pakistan? Male or female learner? Please specify two reasons for your request. At the tertiary level of education in Pakistan, four out of the five ELT professionals surveyed had the opinion that female students would do better in gender-mixed EFL classes, while the fifth ELT expert chose to take a neutral stance on the issue. According to the opinion of one knowledgeable individual, "female students are much better performers in my observation as a teacher." Outside of the context of the ELT classroom, it is a widespread movement. Learners who identify as male participate in activities that are not directly related to education or learning. Students who identify as female tend to take their education more seriously. One of the reasons may be that in our culture, the female population has a much more difficult time obtaining higher levels of education, and once they do, they feel pressure to do well in their studies so that they can be successful in both their families and their communities. One further possibility is that, on average, female students are more intellectual and capable than their male counterparts at the same level of education. There might be medical or genetic explanations for this. One additional specialist had the opinion that female students would fare better in an

English as a Foreign Language class with a mixture of male and female students because "(a) Females work harder in comparison to males and (b) Females fear more about the results." Because they are "more responsible" and "hardworking," female students tend to do better than male students in gender-balanced EFL classrooms, according to the opinions of two additional experts who virtually shared the same perspective. According to one of the authorities, "anyone who takes his or her job seriously performs better in an EFL classroom regardless of gender considerations." This statement was made in reference to the fact that students in EFL classrooms are of mixed genders.

In Pakistani tertiary education, the question number ten asks, "Which steps can be taken to eliminate the gender-based obstacles in the teaching-learning process of the English language?" According to the statement of one of the professionals, "the most important issue is that of sense of security." Harassment of women and people of both sexes is a significant problem in the rural areas of Sindh. Students of the female gender are being sexually harassed both inside and outside of the classroom. They are so concerned about being expelled from the university that they won't even tell anybody about it. It is important that people understand that "gender" is NOT at all relevant to this discussion. Every student is treated the same way by the instructors and the administration. Because the ELT curriculum includes certain subjects and difficulties that do not fit our social milieu, such as addressing sex and sex-related concerns in English literature and poetry, we need to modify the curriculum for the benefit of our students. It creates humiliation occasionally.' The professionals were of the opinion that the educators should have their training centered specifically on how to keep the 'gender biasness lowest' and preserve the 'neutrality of the scenario' in the classroom. The idea that "within the confines of a classroom, no one has a gender" should be ingrained in both male and female instructors as well as in the pupils. They are both the people being taught and the teachers.' Additionally, it was proposed that the 'gender-based curriculum should be eliminated from the textual studies.' Another knowledgeable person recommended that the classroom atmosphere be made more welcoming and favorable to learning. Only "LEARNING" itself should be the focus of one's efforts in the learning process. Both ethical concerns and a focus on the topic itself should be maintained throughout the methodology.

CONCLUSIONS AND FINDINGS

The research study revealed several interesting findings regarding the attitude of students at the Institute of Southern Punjab towards learning English as a foreign language. The survey results indicated that the majority of students acknowledged the importance of English for their future careers and personal growth. They recognized that English proficiency would enhance their job prospects and open doors to international opportunities.

Moreover, the survey revealed that most students preferred interactive and communicative language learning approaches. They expressed a desire for more practical and real-life language practice opportunities, such as group discussions,

role-plays, and interactive activities. Students emphasized the need for engaging and interactive classrooms that fostered a supportive and encouraging learning environment.

The focus group discussions provided deeper insights into the factors influencing students' attitudes towards English language learning. Many students identified a lack of exposure to English outside the classroom as a challenge. They expressed a desire for immersive language experiences, such as language exchange programs or extracurricular activities that promote English language practice.

Interestingly, some students mentioned a fear of making mistakes and being judged by their peers as a barrier to active participation in English language activities. This highlighted the importance of creating a non-judgmental environment where students feel comfortable taking risks and making mistakes.

Understanding the attitudes of students towards learning English as a foreign language is vital for effective language instruction. The research study conducted at the Institute of Southern Punjab shed light on the preferences, motivations, and challenges faced by students in their English language learning journey. The findings emphasize the importance of incorporating interactive teaching methods, providing immersive language experiences, and fostering a supportive learning environment.

By addressing the attitudes and needs of students, educators at the Institute of Southern Punjab can enhance the teaching of English as a foreign language, empowering students to develop the necessary language skills for success in their future endeavors.

Overall, this research study contributes valuable insights to the field of English language teaching, highlighting the significance

Through the use of survey questionnaires and structured interviews, the current study investigated English Language Teaching in Higher Education Institutions in Pakistan from the perspective of English as a Foreign Language. This included the perceptions of both the teachers and the learners regarding English language teaching and learning, as well as the nature of gender-based teach-ability and learn-ability of the English language, and teacher-learner interaction in gender-mixed EFL classroom settings. According to the findings of the research, the hypothesis that EFL instructors in Pakistan believe that the Lecture Method is most appropriate for teaching the English language within the context of higher education was not supported. According to the findings, the instructors of English as a foreign language (EFL) believe that the Activity-based Interactive way is the most effective way for teaching English language pedagogy. The findings support the second hypothesis, which states that EFL students at higher institutions in Pakistan believe that the Grammar Translation Method is most appropriate for the process of learning English as a second language. Because the learners had previous exposure

to English language instruction at the elementary and secondary levels of school, it was not surprising that they favored the Grammar Translation Method. In spite of this, the instructors' choice for the learner-centered Activity-based Interactive Method came as somewhat of a surprise. This is because the teacher-centric Lecture Method is the standard practice at the higher level of education in Pakistan. The findings also contradicted the third hypothesis, which stated that students of English as a foreign language (EFL) at Pakistan's higher education institutions believe that the most significant consequence of the English language learning process is the development of oral communicative skills. The oral communication ability was not as important to the EFL learners 271 as excellent pronunciation and knowing how to employ grammatical rules for the purpose of precision rather than fluency in order to effectively go through the writing-based tests. According to the findings of the research, both Hypothesis 4 (Male EFL Learners Perceive That Male EFL Teachers Give Good Grades to Female EFL Learners at Tertiary Level Education in Pakistan) and Hypothesis 5 (EFL Learners Perceive That Male EFL Teachers Teach More Effectively Than Female EFL Teachers at Tertiary Level Education in Pakistan) were found to be true by the participants in the study. According to the findings, gender plays a significant part in the teaching of the English language, and the gender of the instructor has a significant impact on the education of both male and female students. Learners were fully aware of their own learning demands, and as a consequence, they made an educated decision about the desired gender of EFL instructor, which was a male teacher, for the purpose of their English language learning process. This was shown by the findings, which demonstrated that the learners had this awareness. According to the findings of the research, both the H6 and the Ho1 are valid hypotheses. The results of the male and female learners showed a significant difference between the gender of male and female teachers towards teacher-learner interaction in EFL classroom settings. On the other hand, the results of the male and female teachers did not show any significant difference between their genders when it came to teacher-learner interaction in EFL classroom settings. The qualitative analysis of the responses from the ELT experts provided helpful insight into ELT in Pakistan, including the role of gender in the teaching and learning process, its implications, and suggestions to obviate the gender-based obstacles for the effectiveness of the English language pedagogic process at tertiary level education in Pakistan.

RECOMMENDATIONS

The findings of this study have important implications for English language instruction at the Institute of Southern Punjab. To align with students' preferences and needs, educators should consider incorporating interactive and communicative teaching methods. Classroom activities that promote practical language use and encourage active student participation can enhance students' motivation and engagement.

Furthermore, creating opportunities for immersive language experiences beyond the classroom can help address the lack of exposure to English. Language exchange

programs, cultural events, and English language clubs can facilitate language practice and create a supportive community of learners.

It is crucial for educators to foster a positive learning environment that encourages students to take risks and learn from their mistakes. Establishing a non-judgmental classroom atmosphere can boost students' confidence and willingness to actively participate in English language activities.

REFERENCES

- Alibekova, Z., & Urinboyeva, F. (2020). Methods of a communicative approach in teaching English. S. NO TITLE AUTHOR/S PAGES.
- Chen, M. R. A., Hwang, G. J., Majumdar, R., Toyokawa, Y., & Ogata, H. (2021). Research trends in the use of E-books in English as a foreign language (EFL) education from 2011 to 2020: a bibliometric and content analysis. *Interactive Learning Environments*, 1-17.
- Curran, C. A. (1976). *Counseling-Learning in Second Languages*. Illinois: Apple River Press.
- Curran, C.A. (1977). *Counseling-Learning: A Whole Person Model for Education*. Illinois: Apple River Press. Curran, C. (1977). Community language learning. In Robert W Blair (Ed.). *Innovative Approaches to Language Teaching*. Rowley, Massachusetts: Newbury House Publishers, Inc.
- Dickerson, L.J. (1975). The Learner's Interlanguage as a System of Variable Rules. *TESOL Quarterly*. 8(9), 401-410.
- Dorothy, L. (1981). *Acquisition through Creative Teaching*. Boston: University of Massachusetts. Dulay, H., Burt, M. & Krashen, S. (1982). *Language Two*. New York: Oxford University Press.
- Krashen, S. D. & Terrel, T. D. (1983). *The Natural Method*. Hayward, California: Alemany Press.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. New York: Longman, Inc.
- Makhmudov, K. (2020). Ways of forming intercultural communication in foreign language teaching. *Science and Education*, 1(4), 84-89.
- Setiyadi, A. G. (2020). "Teaching English as a foreign language." 1-163.
- Vattøy, K. D. (2020). Teachers' beliefs about feedback practice as related to student self-regulation, self-efficacy, and language skills in teaching English as a foreign language. *Studies in Educational Evaluation*, 64, 100828.