

Received: 07 June 2024, Accepted: 20 July 2024

DOI: <https://doi.org/10.33282/rr.vx9i4.5>

## TO EXPLORE THE IMPACT OF ELT METHODS ON THE DEVELOPMENT OF PCK AMONG ENGLISH LANGUAGE TEACHERS IN SINDH, PAKISTAN

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### ABSTRACT

*This study explored the impact of ELT methods on the development of PCK among English language teachers in Sindh, Pakistan. The researchers focused on primary and middle school English language teachers from public schools, specifically fresh teachers newly appointed in Education and Literacy Department Government of Sindh through NTS & STS. The Researchers used mix-methodology (qualitative and quantitative research design) to carry out their study. The researchers used random sampling technique to choose 60 Male and female primary school teachers (PSTs) & junior elementary school teachers (JESTs) from 10 Public schools. The researcher used various methods like surveys, interviews and classroom observations to gather data. they collected quantitative data through online questionnaire (WhatsApp & Email), face to face interviews from 10 respondents in both sections and class observations recorded in mobile phones. Interestingly, the study found a gap between the teachers' self-perception and their actual teaching practices. While the teachers felt knowledgeable and confident in their understanding of English, their classroom methods weren't always effective. To address this, the study recommends that teacher training programs incorporate more opportunities for teachers to practice real-world 21 century teaching skills related to curriculum materials, learner needs, and instructional strategies in ELT classrooms.*

**Key words:** Pedagogical Knowledge, English Language, ELT, Course in Sindh

## INTRODUCTION

English language teachers need a special kind of knowledge that combines their understanding of the English language itself with the best ways to teach it. This is called Pedagogical Content Knowledge (PCK) (Zakaria, M. A., & Ahmad, M. F. (2022)). PCK is crucial for teachers to be successful, as it allows them to choose the most effective teaching strategies for the specific content they're delivering to their students. The importance of PCK becomes even clearer when you consider the challenges teachers face today in Sindh. They need to integrate technology into their lessons, manage classrooms with students from different language backgrounds in cities and villages of Sindh, and prepare students for the skills needed in the 21st century (Lyu & Chen, 2021). Here's the interesting part: some studies show that teachers in training are already quite comfortable with using technology in their teaching. However, other studies reveal that these teachers may not be putting their knowledge into practice. This suggests that teacher education programs need to be improved to bridge the gap between theory and real-world application (Paschal & Gougou, 2022). Same as Sindh government had already been appointing almost fifty thousand primary school teachers (PSTs) and junior elementary school teachers JESTs and arranged 24 days' induction trainings at district level in all over the Sindh which has been continuing in phases. Though all the selected teachers graduated and post-graduated with professional degrees as well.

Education system of Sindh consists of four stages totalling twelve years. These stages are primary (grades 1-5), middle school (grades 6-8), matriculation (grades 9-10), and intermediate (grades 11-12). While the structure remains consistent across the country, the curriculum may differ. The current curriculum for English language learning in Sindh falls short in equipping teachers with strategies to address challenges they face in the classroom (Kirkpatrick, 2014). Research by Van Canh, L. (2020) suggests a sense of widespread dissatisfaction with the outcomes of EFL instruction in Sindh, despite years of formal English education. Several factors have been identified as hindering successful language learning, including large class sizes, underqualified teachers, limited resources, and low teacher salaries (Sulistiyo, 2019). Because English is primarily learned in classrooms in Sindh, teachers play a critical role as the primary source of knowledge and facilitators of language skills. They are expected to not only effectively teach English but also create engaging learning experiences to motivate students (Kassing, 2011). Sindh faces unique obstacles in teaching English as a Foreign Language (EFL) due to limited exposure outside the classroom (Mbato, 2022). This makes teachers the primary source of language input and necessitates maximizing classroom instruction (Suryati, 2021).

Sindh schools heavily emphasize English language learning from middle school through university. However, the focus is often on rote memorization of vocabulary, grammar rules, and reading comprehension (Sawir, 2013). This approach prioritizes learning the mechanics of the language over using it for actual communication. Research suggests that three key factors influence the success of EFL teaching in Sindh: class size, student motivation, and teaching focus (Sulistiyo, 2019). Bradford (2007) adds teacher qualifications to this list. Moreover, the study concurs with Lyu (2021) who revealed that some teachers highlighted the challenges of EFL in Sindh, particularly in interior rural areas of Sindh like villages. He argues that frequent curriculum revisions don't adequately consider factors like teacher qualifications, time constraints, and limited resources – all of which significantly impact the effectiveness of English language learning in Sindh schools.

The success of English language teaching in Sindh, Pakistan, relies heavily on teachers having strong Pedagogical Content Knowledge (PCK). This goes beyond just knowing the language itself. Effective ELT teachers need to skillfully combine their understanding of how people learn languages, the specific needs of their students, and the intricacies of the English language with the best teaching methods. This paper explores how an ELT methods course can play a crucial role in developing this vital PCK among English language teachers in Khairpur, Sindh, Pakistan.

## **PROBLEM STATEMENT**

“The problem statement is a clear and concise summary of the research problem, typically contained within one paragraph; its function is to identify the concerned issue. Research problems emerge from research gaps, which themselves can emerge from multiple potential resources, including new frontiers, new contexts, or disagreements within the existing literature” (Ahmad et al., 2024, p.300). Despite the growing emphasis on effective English language learning in Sindh, Pakistan, research suggests a gap between teachers' content knowledge of English and their ability to translate that knowledge into engaging and effective teaching practices. This disconnect points towards a potential deficiency in Pedagogical Content Knowledge (PCK) among English language teachers in the region. This lack of strong PCK can manifest in several ways: **1<sup>st</sup>** Overreliance on traditional grammar-translation methods that may not cater to diverse learning styles. **2<sup>nd</sup>** Difficulty integrating cultural context and real-world application of English language skills. **3<sup>rd</sup>** Inability to effectively assess student needs and adapt teaching strategies accordingly. The current ELT methods course offered in Sindh may not be fully addressing these issues, leaving teachers inadequately equipped to navigate the complexities of modern language pedagogy. This paper seeks to investigate the effectiveness of the existing course in developing PCK and identify areas for improvement.

## **SIGNIFICANCE**

Developing strong Pedagogical Content Knowledge (PCK) is crucial for English language teachers (ELTs) in Sindh, Pakistan, for several reasons: **1<sup>st</sup>** significance is to equip teachers to bridge the gap between theoretical knowledge of English and practical teaching methods. By understanding how students acquire language and tailoring instruction accordingly, teachers can create engaging and effective learning experiences that lead to improved student outcomes. **2<sup>nd</sup>** A strong PCK allows teachers to anticipate student challenges, address diverse learning styles, and select appropriate assessment tools. This fosters a well-managed classroom environment where students feel supported and motivated to participate actively. **3<sup>rd</sup>** PCK encourages teachers to integrate the sociocultural context of Sindh into their lessons. This fosters a deeper understanding of English within a relevant framework, making learning more meaningful and engaging for students. **4<sup>th</sup>** Focusing on PCK in the ELT methods course promotes a culture of reflective practice among teachers. By critically analyzing their teaching methods and student needs, teachers can continuously improve their skills and adapt their strategies for optimal results. **5<sup>th</sup>** By fostering strong PCK among ELTs, the ELT methods course can contribute significantly to improving the overall quality of English language education in Sindh. This creates a ripple effect, leading to a more well-equipped workforce and greater access to global opportunities for future generations. Investigating the effectiveness of the current ELT methods course in developing PCK holds significant value. By identifying strengths and weaknesses, the course can be tailored to better equip teachers

with the knowledge and skills they need to create a thriving learning environment for English language learners in Khairpur, Sindh, Pakistan.

## RESEARCH QUESTIONS

- RQ.1      What are the primary challenges faced by English language teachers in Sindh when it comes to developing and implementing PCK in their classrooms?
- RQ.2      How do the ELT methods course contribute to the overall competence and teaching practices of English language teachers in Sindh?

## DELIMITATION

This research specifically focused on how recently hired (since 2022) teachers in Sindh, Pakistan approach teaching English in primary and middle schools. The study was limited to public schools in two sub-districts (talukas) of Khairpur district, Kingri and Khairpur itself.

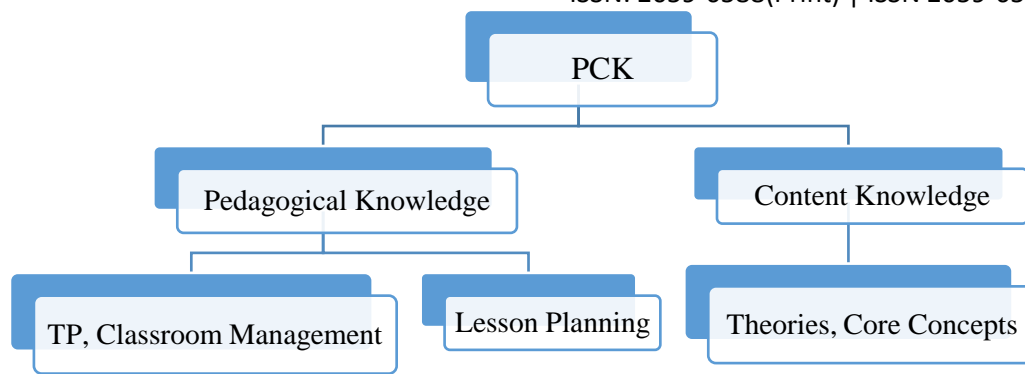
## LITERATURE REVIEW

Review of the literature is a clear overview in written form selected from previous studies related to the topic of the present study. Its aim is to provide understanding about the current topic by gaining information from previous researches. Following is the literature review for the present research study (Rao et al., 2023; Maitelo et al., 2024).

## PEDAGOGICAL CONTENT KNOWLEDGE (PCK)

Research shows that effective teachers have a special ability to explain complex topics in a way that students can understand. It shows a clear connection between teacher skill and student achievement (See, N. L. M. (2014). But what exactly makes a great teacher? Lee Shulman (1986, as cited in Berry, Loughran & Van Driel, 2008) argues that it's not just subject matter knowledge that separates effective teachers from subject matter experts. It's something more: the ability to blend content knowledge with teaching methods. Shulman called this unique kind of knowledge "pedagogical content knowledge" (PCK). Here's a breakdown some of the different types of knowledge involved in PCK: **Content knowledge:** This is a deep understanding of the subject matter itself, including core concepts, theories, and explanatory frameworks Ibrahim, B. (2016). **Pedagogical knowledge:** This refers to the understanding of teaching practices, like classroom management, lesson planning, and various teaching methods Ibrahim, B. (2016). **PCK:** This is where the magic happens. PCK involves combining content knowledge and pedagogical knowledge while considering the learning context and students' existing understanding (or misconceptions) (Mishra & Koehler, 2006). By effectively merging these elements, teachers can tailor their instruction to meet the specific needs of their students.

### *Concept of Pedagogical Content Knowledge*



Hence, developing PCK is a significant shift for teachers. It's not just about understanding the subject itself, but about transforming that knowledge into a form that a student can be gripped. This involves restructuring the material, making it engaging with activities and examples, and even using metaphors and demonstrations (Abell, 2008). Research suggests that the best way to acquire PCK is through hands-on experience in the classroom (Depaepe et al., (2013) This can happen during teacher training programs or through real-world teaching in L2 (second language) classrooms. However, building on the idea that experienced teachers have well-developed PCK (Liu, 2013), there's a surprising gap in research on how this translates to L2 English teachers. While PCK is a well-studied concept, relatively few studies delve into the specific components of L2 English teachers' PCK across their careers (Liu, 2013) or how these elements work together (Liu, 2013). Additionally, research on non-native pre-service L2 English teachers is scarce. Ibrahim, B. (2016) sheds light on this specific area by examining two key questions:

- What PCK (combining pedagogical and content knowledge) do experienced non-native English teachers exhibit?
- How does their PCK develop over time?

The study involved four non-native English teachers with 6-20 years of experience teaching L2 English to junior high school students. Data collection included classroom observations and individual interviews. Finally, the teachers' displayed PCK was compared to their students' learning outcomes. The study by Ibrahim, B. (2016) investigated the PCK of experienced non-native English teachers, but surprisingly, none of the teachers demonstrated a highly developed overall PCK. Each teacher had areas for improvement, with some lacking sufficient subject matter knowledge, particularly in English grammar (similar to findings by Williamson & Backman, E., & Barker, D. M. (2020) This weakness impacted student learning negatively. Additionally, only one teacher actively assessed student understanding before the lesson, hindering the ability to tailor instruction appropriately.

In contrast, Liu's (2013) study explored the PCK of an experienced native-speaker English teacher. Interestingly, the research suggests that the most critical period for PCK development occurs during the transition from pre-service teacher to in-service teacher. This highlights the need for different types of support, such as mentoring, for new teachers. Liu's findings also suggest that the pedagogical component of PCK seems to be more utilized during lessons than the content knowledge component, but argues that pedagogical knowledge may be more difficult to explicitly teach. In this connection the above studies

have gaps to explore further studies and the area where this study is going to be hold is novice and need to be carried.

## **ENGLISH LANGUAGE TEACHING (ELT) IN SINDH**

The field of English Language Teaching (ELT) has seen significant transformations over the past few decades. Initially, there was a focus on singular methods, like the Audio-lingual method, but this gave way to a period of diverse approaches, including the Silent Way and the Natural Approach (Larsen-Freeman, D. (2023). The pendulum swung again with the rise of Communicative Language Teaching and then Task-Based Teaching (Kumaravadivelu, 2016). He challenged the neutrality of methods, arguing that they can influence power dynamics in the classroom. This sparked a movement away from the idea of a single "best method" (Kumaravadivelu, 2016). Instead, teachers were encouraged to find their own unique teaching styles that promote effective learning. This shift led to the emergence of post-method pedagogy, which de-emphasizes rigid methods and embraces a more flexible approach (Allwright, 2009). While debates persist about whether ELT is a true profession, there's a growing effort to establish it as one (Katz & Snow, 2009). This professionalization emphasizes continuous learning for teachers and recognizes their crucial role in creating successful learning environments Hanushek et al., (2016).

The evolution of ELT has highlighted the need for well-trained teachers, not just those who are simply competent speakers of English. This aligns with the growing professionalization of the field, as argued by Burns A. (2017). They see ELT as a career requiring specific knowledge gained through experience and education. A key focus of this professionalization is ensuring teachers have strong subject matter knowledge, as research suggests a clear link between teacher knowledge, quality of learning opportunities provided, and student achievement (Terhart, E. (2011). The role of English language teachers has undergone a significant shift. They are no longer simply instructors delivering content, but rather autonomous authorities responsible for crafting effective learning experiences in the classroom. This requires them to be not only familiar with the "how" of teaching methods, but also the "why" behind them – understanding the purpose and optimal conditions for different activities to suit their specific students. This expanded role aligns with various concepts: Samaranayake, S. (2015) "sense of plausibility," Kumaravadivelu, B. (2016) post-method pedagogy strategies, and Richards' view of the post-method era. Interestingly, Khani (2016) even suggests a teacher can be seen as a "therapist" in the classroom. In essence, the effective English language teacher is a hidden authority figure, guiding students on their language learning journey.

## **ELT IN SINDH SCHOOLS**

The current curriculum for English language learning in Sindh falls short in equipping teachers with strategies to address challenges they face in the classroom (Kirkpatrick, 2007). Research by Lie, A., & Tamah, S. M. (2019) suggests a sense of widespread dissatisfaction with the outcomes of EFL instruction in Sindh, despite years of formal English education. Several factors have been identified as hindering successful language learning, including large class sizes, underqualified teachers, limited resources, and low teacher salaries (Sulistiyo, 2019). Because English is primarily learned in classrooms in Sindh, teachers play a critical role as the primary source of knowledge and facilitators of language skills. They

are expected to not only effectively teach English but also create engaging learning experiences to motivate students (Kassing, G., & Jay, D. M. (2020)). Sindh faces unique obstacles in teaching English as a Foreign Language (EFL) due to limited exposure outside the classroom (Suryati, 2013; Mbato, 2013). This makes teachers the primary source of language input and necessitates maximizing classroom instruction (Suryati, 2013).

Several factors hinder EFL success in Sindh. These include: Teacher qualifications and proficiency: Some teachers may lack strong English skills or pedagogical training Bradford, A. (2019). Large class sizes: With over 50 students in a class, teachers struggle to provide individualized attention (Sulistiyo, 2016). Student motivation: As English is compulsory, some students may lack intrinsic motivation, leading to lower engagement (Sulistiyo, 2016). Classroom focus: The curriculum often emphasizes rote memorization and reading comprehension over communication skills (Sawir et al., 2012). Limited learning resources: Schools may lack access to adequate teaching materials and technology Yuwono, G. I., & Harbon, L. (2010) These factors combined contribute to a sense of dissatisfaction with EFL outcomes in Sindh (Lie, 2007). Hence, several factors complicate EFL teaching in Sindh. Large class sizes, often exceeding 40-50 students, create management difficulties (Sulistiyo, 2016). Additionally, many students lack intrinsic motivation as English is compulsory, leading to minimal engagement with the limited 35 minutes every day instruction (Sulistiyo, 2016). Furthermore, the dominant focus on reading skills in schools and universities Yuwono, G. I., & Harbon, L. (2010) often comes at the expense of grammar, vocabulary. This imbalanced approach creates a hurdle for students to effectively use English beyond basic reading comprehension.

While strong teacher education programs can definitely help develop PCK, research also shows that these programs alone may not be enough. This highlights the multifaceted nature of PCK - it's a complex skill that develops over time and through various experiences (Öz, 2015). In conclusion, PCK is a critical factor in making English language teaching effective (Abera, 2014). When considering how to improve ELT methods courses in Sindh, it's important to look at the current state of PCK among teachers, how teacher education programs are impacting PCK development, and how to best integrate new technologies into teaching methods Noughabi et al., (2024). By addressing these areas, educators can create a more effective learning environment for English language students in the region (Jamal et al., 2021).

Unlike its neighbours India where English is commonly used, Pakistan primarily teaches English as a foreign language, not a second language. This means English learning is confined to classrooms, with limited opportunities to use it outside. According to Oxford and Shearin (1994), a foreign language is learned solely through formal education. As a result, English language teaching in Pakistan faces unique challenges compared to countries where English is more integrated into daily life. Unlike countries where English is spoken daily, Sindh faces distinct challenges in teaching English as a Foreign Language (EFL). Here, English learning is restricted to classrooms due to its limited use outside. This lack of exposure necessitates maximizing classroom input and language use (Suryati, N. (2017).

## **RESEARCH METHODOLOGY**

In the research methodology is vital part because in this part researcher gives an account of the researcher methods which he has used to conduct his research work. It helps to solve the stated problem by providing systematic structure (Amin et al., 2023;. Jeeven et al., 2023). Following is the research methodology used in the present research.

## STUDY DESIGN

Research design encompasses of the entire process which is used in conducting research (Sadaf et al., 2024). This study investigated the pedagogical Content knowledge PCK and teaching practices of 60 English language teachers (ELTs) working in primary and middle schools across Khairpur, Sindh, Pakistan. The researcher employed a mixed methodology quantitative and qualitative approach. The researchers selected teachers based on specific criteria: A bachelor's degree in English (presumably an undergraduate degree holders; Certified English teacher status with a Bachelor of Education (B.Ed.) certificate holders' male and female teachers; Experience teaching English in primary or middle schools; Prior participation in workshops, seminars, or training related to English language teaching.

## DATA COLLECTION TOOLS

To understand the teachers' knowledge and teaching practices, the researchers developed a combination of data collection tools: questionnaires, interviews, and classroom observations. These instruments were all grounded in the ELT and PCK in language teaching, as outlined by Halliday and Webster (2007) cited by Pham, V. P. H., & Bui, T. K. (2022). Additionally, the researchers considered how this approach is reflected in teaching EFL classroom. The instruments were validated by experts in the field and tested with other English teachers before being used in the main study.

**Questionnaires:** These questionnaires contained 09 questions related to ELT and PCK, categorized into three main sections (Parts A demographic knowledge, B Close-ended questions and C interviews and observations).

**Interviews:** The interview questions mirrored those in the questionnaires and aimed to confirm and gain deeper insights into the teachers' responses. Only 10 teachers were set to be interviewed from both sides.

**Observations:** Checklists were developed to guide classroom observations. These checklists consisted of two parts: "Observation" (focusing on lectures) and "Close-Ended Questions" (written questions for teachers). The checklists aimed to assess how teachers implemented the GBA method during their lessons. The study employed a multi-step approach to gather data from 60 English language teachers (ELTs) in Khairpur, Pakistan.

## DATA ANALYSIS

The data collected for this study was divided into three appendices (Appendix A, B, and C) for better organization: Appendix A: Demographic Information; This appendix explains the demographic information presented in Figure 1. Appendix B: Quantitative Results; This appendix details the quantitative results collected through the research. It is divided into two sections: Section 1: Results related to RQ1 (ELT) Section 2: Results related to RQ2 (PCK). Data analysis for both sections is presented in tables using Microsoft Excel and relevant

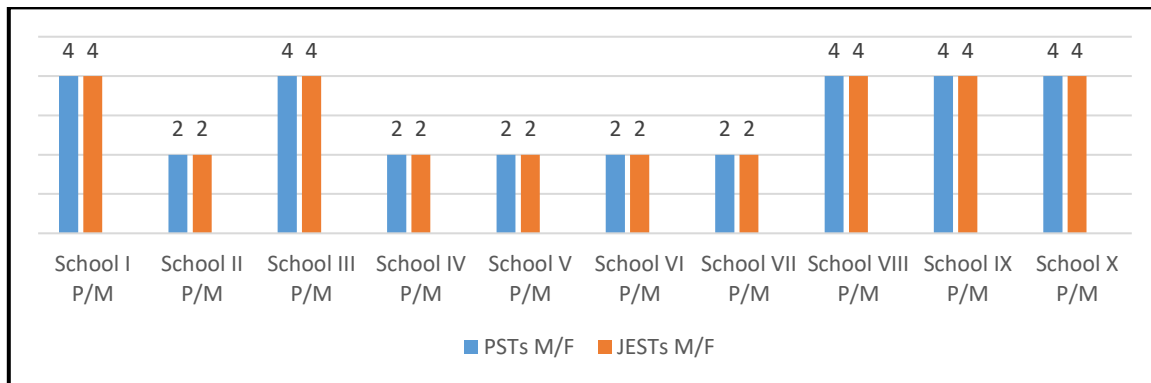


statistical formulas. Appendix C: Qualitative Results; This appendix focuses on the qualitative data collected through interviews conducted at five schools. The results are presented visually using figures and graphs. Observations: In addition to the interviews, classroom observations were conducted at five schools from both sections of the study. These observations were recorded using audio and video on a mobile phone.

## FINDINGS

### Appendix: A Demographic Information

*Figure 1: Demographic Information of research participants*



The above figure shows the demographic information of research participants from ten government primary schools (male/female participants) and ten government middle schools (male/female participants) in talukas Kingri and Khairpur of district Khairpur, Sindh, Pakistan.

### Appendix: B Quantitative Results

**Table 01**

*Did the ELT methods course provide you with new strategies for assessing student learning in your English lessons?*

Response	Frequency	present	Valid present	Cumulative present
Valid Yes	40	47.1%	47.1%	47.1%
No	20	23.5%	23.5%	70.6%
Total	60	100%	100%	100%

The table summarizes responses from 60 participants. Over a half of the respondents (47.1%) said yes and (70.6%) said No. overall it shows that ELT methods are enhancing their teaching skills.

**Table 02:**

*How well did the ELT methods course prepare you to adapt your teaching based on student needs and responses in the classroom?*

Response	Frequency	present	Valid present	Cumulative present
Valid Normal	36	42.4%	42.4%	42.4%
Neutral	4	4.7%	4.7%	47.1%
Well	20	23.5%	23.5%	70.6%

Total	60	100%	100%	100%
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The result of the above table number 02 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 36(present and valid present 42.4% and cumulative present also 42.4) replied normal; while the frequency of 4(present and valid present 4.7% and cumulative present 47.1) replied normal; whereas the frequency of 20(present and valid present 23.5% and cumulative present 70.6) replied well.

**Table 03:**

***How much did the ELT methods course help you develop your understanding of how to teach different grammar concepts effectively?***

	Response	Frequency	present	Valid present	Cumulative present
Valid	Excellent	29	34.1%	34.1%	34.1%
	Normal	7	8.2%	8.2%	42.4%
	Good	24	28.2%	28.2%	70.6%
Total		60	100%	100%	100%

The result of the above table number 03 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 29(present and valid present 34.1% and cumulative present also 34.1% replied excellent; while the frequency of 7(present and valid present 8.2% and cumulative present 42.4% replied normal; whereas the frequency of 24(present and valid present 28.2% and cumulative present 70.6% replied good.

**Table 04:**

***Have you ever taken a course on English Language Teaching (ELT) methods?***

	Response	Frequency	present	Valid present	Cumulative present
Valid	Yes	44	51.8%	51.8%	51.8%
	No	16	18.8%	18.8%	70.6%
Total		60	100%	100%	100%

The result of the above table number 04 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 44(present and valid present 51.8% and cumulative present also 51.8% replied yes; while the frequency of 16(present and valid present 18.8% and cumulative present 70.6% replied no.

**Table 05:**

***If you answered yes to question 3, how long ago did you complete the ELT methods course?***

	Response	Frequency	present	Valid present	Cumulative present
Valid	1 or 2 year ago	19	22.4%	22.4%	22.4%
	1 year ago	30	35.3%	35.3%	57.6%
	2 to 3 year ago	4	4.7%	4.7%	62.4%
	4 year ago	4	4.7%	4.7%	67.1%
	5 or more year ago	3	3.5%	3.5%	71%
Total		60	100%	100%	100%

The result of the above table number 05 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 19(present and valid present 22.4% and cumulative present also 22.4% replied 1 or 2 year ago; while the frequency of 30(present and valid present 35.3% and cumulative present 57.6% replied 1 year ago; whereas the frequency of 4(present and valid present 4.7% and cumulative present 62.4% replied 2 to 3 year ago; but the frequency of 4(present and valid present 4.7% and cumulative present 67.1% replied 4 year ago; and the frequency of 3(present and valid present 3.5% and cumulative present 71% replied 5 or more year ago.

**Table 06:**  
***What is your Years of teaching English Language experience at Primary/Middle Level?***

Response	Frequency	present	Valid present	Cumulative present
Valid 2-3 Years	21	24.7%	24.7%	24.7%
4-5 Years	29	34.1%	34.1%	58.8%
6-7 Years	2	2.4%	2.4%	61.2%
No experience	6	7.1%	7.1%	68.2%
More Experience	2	2.4%	2.4%	71%
<b>Total</b>	<b>60</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The result of the above table number 06 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 21(present and valid present 24.7% and cumulative present also 24.7% replied 2-3 years; while the frequency of 29(present and valid present 34.1% and cumulative present 58.8% replied 4-5 years; whereas the frequency of 2(present and valid present 2.4% and cumulative present 61.2% replied 6-7 years; but the frequency of 6(present and valid present 7.1% and cumulative present 68.2% replied no experience; and the frequency of 2(present and valid present 2.4% and cumulative present 71% replied more experience.

**Table 07:**  
***To what extent do you feel comfortable adapting your teaching approach based on how students are responding during a lesson?***

Response	Frequency	present	Valid present	Cumulative present
Valid Comfortable	13	15.3%	15.3%	15.3%
S/time comfortable	34	40.0%	40.0%	55.3%
Uncomfortable	3	3.5%	3.5%	58.8%
Neutral	5	5.9%	5.9%	64.7%
Not comfort at all	5	5.9%	5.9%	71%
<b>Total</b>	<b>60</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The result of the above table number 07 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 13(present and valid present 15.3% and cumulative present also 15.3% replied comfortable; while the frequency of 34(present and valid present 40.0% and cumulative present 55.3% replied sometime comfortable; whereas the frequency of 3(present and valid present 3.5% and cumulative present 58.8% replied uncomfortable; but the frequency of 5(present and valid present 5.9% and cumulative present 64.7% replied neutral; and the

frequency of 5(present and valid present 5.9% and cumulative present 71% replied not comfort at all.

**Table 08:**  
*When planning your lessons, how often do you consider different ways to assess student learning?*

	Response	Frequency	present	Valid present	Cumulative present
Valid	Always	9	10.6%	10.6%	10.6%
	Frequently	28	32.9%	32.9%	43.5%
	Sometime	3	3.5%	3.5%	47.1%
	Rarely	12	14.1%	14.1%	61.2%
	Never	8	9.4%	9.4%	71%
Total		60	100%	100%	100%

The result of the above table number 08 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 9(present and valid present 10.6% and cumulative present also 10.6% replied always; while the frequency of 28(present and valid present 32.9% and cumulative present 43.5% replied frequently; whereas the frequency of 3(present and valid present 3.5% and cumulative present 47.1% replied sometime; but the frequency of 12(present and valid present 14.1% and cumulative present 61.2% replied rarely; and the frequency of 8(present and valid present 9.4% and cumulative present 71% replied never.

## Qualitative Results

**Table 09:**  
*How confident are you in your ability to explain complex grammar concepts in a way that is understandable to your students?*

	Response	Frequency	present	Valid present	Cumulative present
Valid	Very confident	11	12.9%	12.9%	12.9%
	Confident	35	41.2%	41.2%	54.1%
	Not Confident	3	3.5%	3.5%	57.6%
	Neutral	6	7.1%	7.1%	64.7%
	S/what confident	5	5.9%	5.9%	71%
Total		60	100%	100%	100%

The result of the above table number 09 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 11(present and valid present 12.9% and cumulative present also 12.9% replied very confident; while the frequency of 35(present and valid present 41.2% and cumulative present 54.1% replied confident; whereas the frequency of 3(present and valid present 3.5% and cumulative present 57.6% replied not confident; but the frequency of 6(present and valid present 7.1% and cumulative present 64.7% replied neutral; and the frequency of 5(present and valid present 5.9% and cumulative present 71% replied somewhat confident.

**Table 10:**  
*In your English lessons, how often do you consider the specific learning needs of your students when choosing teaching activities?*

	<b>Response</b>	<b>Frequency</b>	<b>Present</b>	<b>Valid present</b>	<b>Cumulative present</b>
Valid	Always	16	18.8%	18.8%	18.8%
	Frequently	32	37.6%	37.6%	56.5%
	Sometime	0	0.0%	0.0%	56.5%
	Rarely	6	7.1%	7.1%	63.5%
	Never	6	7.1%	7.1%	71%
<b>Total</b>		<b>60</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The result of the above table number 10 presents the results of above given statement, from the total 60(present and valid present 100% and cumulative present also 100%). The frequency of 16(present and valid present 18.8% and cumulative present also 18.8% replied always; while the frequency of 32(present and valid present 37.6% and cumulative present 56.5% replied frequently; whereas the frequency of 0(present and valid present 0.0% and cumulative present 56.5% replied sometimes; but the frequency of 6(present and valid present 7.1% and cumulative present 63.5% replied rarely; and the frequency of 6(present and valid present 7.1% and cumulative present 71% replied never.

## DISCUSSION

The study explored English language teachers' (ELTs) conceptions of English language PCK. The study explored teachers' self-perceived knowledge, understanding, and classroom actual teaching practices regarding English language PCK domains namely: - English language teaching orientations, English language curriculum materials, English language learners' learning, and English language instructional strategies. The findings indicated that teachers' self-perception of English language PCK is high since English language teachers (ELTs) self-perceived to be knowledgeable with English language orientation, curriculum materials, learners' learning, and instructional strategies. This is similar to the study by Dewi et al (2020) who found that English language teachers have a strong perception of pedagogical content knowledge (PCK) since teachers were found to have a strong perception of the knowledge of the subject matter, the knowledge of young learners' learning characteristics and the use of learning strategies. The study is also aligning Eslami and Fatahi (2008) who studied teachers' English language proficiency in Iran and found that teachers are proficient in the English language because they perceived themselves as proficient in reading and speaking. The study indicated further that English language beginner teachers had a good understanding of English language PCK. This is based on the reason that teachers explained correctly the concepts related to the English language PCK domains. The findings are contrary to the study conducted by Lyu (2021) which indicated that some teachers did not understand task-based learning despite that they used it in their college. However, the study revealed that there is an inconsistency between English language beginner teachers' self-perception and understanding of their classroom teaching practices regarding English language PCK. The findings seemed to concur with the study of Dewi et al (2020) who found a discrepancy between teachers' perceptions and implementation by teachers' perceptions, not correlating implementation.

## CONCLUSION

By reflecting on the findings revealed from English language beginner teachers' conceptions regarding English language PCK, the current study indicates that English language beginner teachers' conceptions regarding English language PCK are partly. Despite the English language, beginner teachers' highly self-perceived knowledge and demonstrate a good understanding of English language PCK, their actual classroom teaching practices are not appropriate. Basing on the findings and conclusion the current study is thus significant to a teacher education program to make sure that during teacher preparation the English language teaching method course is organized by giving student teachers enough time to exercise actual classroom teaching either in schools or in improvised classes in the university campus to make teachers bridge the gap between the theoretical understanding they have with the actual practices. Furthermore, more and similar studies should be conducted concerning teachers' PCK in other academic subjects.

### RECOMMENDATION

- ELT methods courses should prioritize practical application and provide teachers with ample opportunities to practice and refine their teaching strategies. This could involve incorporating case studies, role-playing activities, and lesson planning exercises that address specific student needs and learning objectives.
- Conduct further research to explore the long-term impact of ELT methods courses on teacher practices and student learning outcomes. This can help assess the effectiveness of these courses in promoting sustained PCK development.
- Future studies could investigate the impact of ELT methods courses on PCK development in different educational contexts within Sindh, such as rural vs. urban settings. This can help tailor course content and delivery methods to address the specific needs of teachers in diverse situations.

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