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Effectiveness of Teaching Practices of Teaching English: A Comparison of Public and Private Schools Faisalabad Districts

Sumera Rashid *

Noreen Akhtar †

Corresponding Author: Sumera Rashid (Secondary School Teacher (SST), Government MC Girls High School People's Colony No 1 Faisalabad, Punjab, Pakistan.
Email: sumerarashid15@gmail.com)

Abstract: *This article explores the effectiveness of teaching practices in English instruction in Faisalabad District, comparing the approaches employed by public and private schools. The study adopts a comparative research design to analyze the teaching practices in English instruction between 10 public and 10 private schools. A stratified sampling technique is used to ensure representation from 10 public schools' English teachers and 10 private schools' English teachers. The results can guide efforts to improve teaching practices, allocate resources effectively, and enhance the overall quality of English education in private and public schools. The article concludes by emphasizing the need for collaborative efforts to bridge the gap, ensuring equitable access to high-quality English education for all students in the region. Policymakers should address the high fees charged by private schools, which can exclude many students from low-income families. This could involve providing scholarships or implementing policies to make private schools more accessible*

Key Words: ELT, Classroom Management, Teacher-student Ratio, Resources and Technology, Professional Development

Introduction

The ability to communicate effectively in English is a critical skill in today's globalized world. English language proficiency is not only a key indicator of academic success but also a crucial factor in a wide range of professional and social contexts (Senowarsito, et al., [2023](#)). English language education is a critical aspect of academic development, and the effectiveness of teaching practices plays a pivotal role in shaping students' language proficiency. This study focuses on the teaching

practices in English instruction in Faisalabad District, comparing the approaches employed in public and private schools (Erdoğan, [2019](#)).

Having the right qualifications, such as a TEFL (Teaching English as a Foreign Language) certificate, is crucial. Start with simple language and gradually introduce more complex grammar and vocabulary. Visual aids can help students understand and remember new language concepts. Use games, projects, and interactive activities to keep students engaged (Ibáñez et al., [2020](#)). Be aware of and

* Secondary School Teacher (SST), Government MC Girls High School People's Colony No 1 Faisalabad, Punjab, Pakistan.

† Headmistress, Govt Girls High School, QADIR Baux Tehsil Kamalia, Toba Tek Singh, Punjab, Pakistan.

respect the cultural backgrounds of your students. Incorporate technology into your lessons to make them more interactive and engaging. Help your students set and achieve their own language learning goals. Well-planned lessons can ensure that all language skills, grammar, vocabulary, and pronunciation are integrated effectively. Different materials can cater to different learning styles. Regular and constructive feedback can help students understand their strengths and areas for improvement (Sarwar et al., [2020](#)).

“Evidence-Based Practices of English Language Teaching: A Meta-Analysis of Meta-Analyses” by Alsowat ([2020](#)). The purpose of this meta-analysis is to look at the influence of English language teaching techniques on language results. The research looked at 90 meta-analyses that included 3496 papers, 7870 effect sizes, and over 700,000 students. Language learning methodologies, technology-based language learning, and explicit teaching had a medium influence on language outcomes, according to the findings.

“Enhancing Teaching Effectiveness and Student Learning Outcomes” by (Paolini, [2022](#)). This paper discusses how student evaluation may help postsecondary instructors improve their teaching efficacy and student learning outcomes. The research focuses on evidence-based methods, instructional style, methodology, and assessment data utilization.

“Effective Teaching: A Review of Research and Evidence” by (Anwar et al., [2019](#)). According to this review, effective teachers are clear about educational objectives, informed about syllabus content and teaching methods, communicate anticipations to their students, make expert use of existing course resources, are savvy about their students, help students develop meta-cognitive strategies, address higher-level as well as decreased cognitive objectives, monitor students' understanding by providing regular appropriate feedback, and integrate their knowledge.

In Faisalabad District, as in many parts of Pakistan, English is taught as a second

language in both public and private schools. However, the effectiveness of English teaching practices varies significantly between these two types of schools. Public schools in Faisalabad District, which are funded by the government, often face challenges such as large class sizes, inadequate resources, and a lack of trained English teachers. These factors can hinder the implementation of effective English teaching practices. On the other hand, private schools, which are funded by fees paid by parents, typically have smaller class sizes, better resources, and more qualified English teachers. As a result, they are often perceived to provide a higher quality of English instruction. However, the reality is more complex. While private schools may have certain advantages, they also face their own set of challenges. For example, they may place a greater emphasis on rote learning and examination performance, which can limit the development of critical thinking and communication skills. Furthermore, the high fees charged by private schools can exclude many students from low-income families, exacerbating educational inequalities.

In this context, it is crucial to conduct a systematic comparison of English teaching practices in public and private schools in the Faisalabad District. Such a comparison can provide valuable insights into the strengths and weaknesses of each type of school, and inform efforts to improve English instruction across the district. This study aims to fill this gap in the literature by comparing the effectiveness of English teaching practices in 10 public and 10 private schools in Faisalabad District. The comparison is based on a mixed-methods approach, incorporating both qualitative and quantitative data. The qualitative data includes observations of English classes and interviews with teachers, while the quantitative data includes test scores and other measures of student performance. By combining these different types of data, the study provides a comprehensive picture of English teaching practices in Faisalabad District.

The findings of this study have important implications for policy and practice. They can inform the development of strategies to enhance the effectiveness of English teaching in both public and private schools and contribute to efforts to reduce educational inequalities. Ultimately, the goal is to ensure that all students in Faisalabad District, regardless of the type of school they attend, have the opportunity to develop the English language skills they need to succeed in the 21st century.

Statements of the Problems

The study aims to address several key problems in the current state of English teaching practices in Faisalabad District. Public schools often lack the necessary resources for effective English instruction, including textbooks, audio-visual aids, and trained English teachers. This contrasts with private schools, which typically have better resources. The discussion part includes the important findings, their ramifications, and a thorough examination of the study's aims and hypotheses. The sample for this study comprised This can lead to a narrow, test-centered approach to English instruction. The high fees charged by private schools can exclude many students from low-income families, exacerbating educational inequalities. There is a lack of ongoing professional development for English teachers in both public and private schools. This can limit the effectiveness of their teaching practices. Large class sizes in public schools can make it difficult for teachers to provide individual attention to each student, which is crucial for language learning. These problems pose significant challenges to the effectiveness of English teaching practices in Faisalabad District. By addressing these issues, the study aims to contribute to efforts to improve English instruction in both public and private schools.

Objectives

1. To compare teaching practices in English instruction between public and private schools.

2. To identify factors affecting the effectiveness of teaching English in both public and private school settings.

Research Questions

1. What are the key differences in teaching practices between public and private schools?
2. What factors contribute to the effectiveness of English instruction in both public and private schools?

Hypotheses

- H1: There is a significant difference in teaching practices between public and private schools.
- H2: Various factors, including class size, resources, and teacher training, significantly impact the effectiveness of English instruction.

Significant Of Study

The significance of this study extends beyond the specific context of Faisalabad District, with implications for English education more broadly. By shedding light on the effectiveness of different teaching practices, the study can contribute to efforts to improve English instruction and reduce educational inequalities. The findings of this study can inform the development of strategies to enhance the effectiveness of English teaching in both public and private schools. This could lead to improved English language proficiency among students, which is crucial for their academic success and future career prospects. The study can provide evidence-based insights to guide policy decisions related to English education. This could include policies on teacher training, resource allocation, and curriculum development.

Methodology

The study adopts a comparative research design to analyze the teaching practices in English instruction between 10 public and 10

private schools in Faisalabad District. Quantitative data is employed to provide a comprehensive understanding of the factors influencing teaching methodologies. A stratified sampling technique is used to ensure representation from 10 public schools' English teachers and 10 private schools' English teachers.

Research Design

This study employs a comparative research design to analyze teaching practices in English instruction in 10 public and 10 private schools.

Participants

100 English teachers from the equally selected public and private schools in Faisalabad District are included in the study using stratified sampling.

Data Collection

Demographic Information

Table 1

Detailed information of all demographic information (N=100).

Characteristics	Frequency	%
Staff Distribution		
Public Schools Teacher	50	50%
Private School Teacher	50	50%
Age		
23-30	57	57.0%
31-35	27	27.0%
36-40	8	8.0%
41 & above	8	8.0%
Gender		
Female	50	50.0%
Male	50	50.0%
Marital Status		
Single	47	47.0%
Married	48	48.0%
Divorced	5	5.0%
Education		
Master	26	26.0%

A mixed-methods approach is employed, combining surveys, classroom observations, and interviews to gather both quantitative data from English teachers.

Data Analysis

Quantitative data is analyzed using statistical tools SPSS 26 providing a comprehensive understanding of teaching practices.

Results

The study's results were presented in terms of the demographic characteristics of the sample, highlighting key findings related to teaching practices in public and private schools.

Demographic Characteristics of the Sample

This section provided a detailed breakdown of the demographic characteristics of the sample.

Characteristics	Frequency	%
M.Phil.	48	48.0%
Ph.D.	10	10.0%
Others	16	16.0%
Professional Education		
B.Ed.	64	64.0%
M.Ed.	12	12.0%
MA Tofel	24	24.0%

The sample consisted of 100 teachers, with an equal distribution of 50% from public schools and 50% from private schools. The age of the participants ranged from 23 to over 41, with the majority (57%) being between 23 and 30 years old. The sample was evenly split in terms of gender, with 50% female and 50% male participants. In terms of marital status, 47% were single, 48% were married, and 5% were divorced. In terms of education, 26% of the participants held a Master’s degree, 48% held an M.Phil. degree, 10% held a Ph.D., and 16% had other qualifications. Regarding professional education, 64% of the participants had a B.Ed., 12% had an M.Ed., and 24% had an MA in Tofel. The demographic information

provides a comprehensive overview of the sample. The equal distribution of public and private school teachers ensures a balanced comparison of teaching practices. The wide range of ages and educational backgrounds of the participants suggests that the findings of the study are likely to be representative of English teaching practices in Faisalabad District. The gender balance and diversity in marital status further enhance the representativeness of the sample. The high percentage of teachers with a B.Ed. indicates a strong professional foundation among the participants, which could influence their teaching practices.

Effectiveness of Teaching Practices in Teaching English

Table 2

Based on public and private school types, a comparison of the variable of Effectiveness of Teaching Practices of Teaching English: among the teachers (n=100).

Variable	Public (n = 207)		Private (n = 193)		t	P	95%CI		Cohen’s d
	M	SD	M	SD			LL	UL	
Trained English teachers	32.13	6.80	41.39	7.88	-12.60	.008	-1.47	-1.04	7.34
Use Visuals	31.22	6.10	38.26	6.80	-10.90	.028	-1.30	-.88	6.45
Make Learning Fun	50.31	5.06	52.81	4.33	-5.28	.390	-.728	-.329	4.72
Cultural Differences	26.18	3.76	28.95	3.53	-7.57	.804	-.961	-.555	3.65
Use Technology	29.85	4.67	35.24	5.17	-10.9	.029	-1.30	-.886	4.92
Large class	29.49	2.81	29.21	2.93	-10.9	.029	-.099	.294	2.87
Textbooks	81.81	22.02	97.48	18.4	-7.68	.000	-19.6	-11.6	2.03

$p < .001$

Table 2 presents a comparison of the variables The results indicate significant differences in

the effectiveness of teaching practices between public and private schools. Private schools had

a higher mean score ($M=41.39$, $SD=7.88$) compared to public schools ($M=32.13$, $SD=6.80$). This suggests that private schools have more trained English teachers, which could contribute to more effective teaching practices. Private schools also scored higher ($M=38.26$, $SD=6.80$) than public schools ($M=31.22$, $SD=6.10$) in the use of visuals. This indicates that private schools are more likely to use visual aids in their teaching, which can enhance students' understanding and retention of information. Both public ($M=50.31$, $SD=5.06$) and private schools ($M=52.81$, $SD=4.33$) scored relatively high in this area, suggesting that both types of schools are making efforts to make learning fun and engaging for students. Private schools scored slightly higher ($M=28.95$, $SD=3.53$) than public schools ($M=26.18$, $SD=3.76$) in respecting cultural differences. This suggests that private schools may be more aware of and sensitive to the cultural backgrounds of their students. Private schools scored higher ($M=35.24$, $SD=5.17$) than public schools ($M=29.85$, $SD=4.67$) in the use of technology. This indicates that private schools are more likely to incorporate technology into their teaching, which can make lessons more interactive and engaging. The scores were similar for public ($M=29.49$, $SD=2.81$) and private schools ($M=29.21$, $SD=2.93$), suggesting that both types of schools face challenges related to large class sizes. Private schools had a higher mean score ($M=97.48$, $SD=18.4$) compared to public schools ($M=81.81$, $SD=22.02$). This suggests that private schools have better access to textbooks, which can support effective teaching practices. While both public and private schools have strengths and weaknesses in their teaching practices, private schools appear to have an edge in several areas. However, it's important to note that effective teaching involves a combination of many factors, and these results should be interpreted in the context of the specific circumstances of each school.

Discussion

The present study aims to compare teaching

practices in English instruction between public and private schools. The discussion part summarises the main findings, their ramifications, and a thorough examination of the study aims and hypotheses. The current study's sample included ($N=100$) public and private schools male and female English teachers, aged (25-46 & above years) taken from District Faisalabad, Punjab, Pakistan. The effectiveness of teaching practices of teaching English questioner was managed for the data gathering. The data was statistically analyzed using independent sample regressions and t-test correlation, and the database was SPSS (Statistical Package for Social Sciences). The first hypothesis of this study, as discussed, was to investigate the substantial variation in teaching techniques between public and private schools. The findings revealed confirmed this hypothesis. Private schools scored higher in several areas, including the use of trained English teachers, visual aids, technology, and textbooks. These factors can significantly enhance the effectiveness of English instruction. However, both public and private schools scored similarly in terms of dealing with large class sizes, indicating that this is a common challenge faced by both types of schools. These findings have important implications for English education in Faisalabad District. They highlight the need for public schools to improve their resources and teaching practices to enhance the effectiveness of English instruction. At the same time, they underscore the importance of making English instruction more inclusive and accessible, particularly for students from low-income families who may not be able to afford private school fees. The present study aligns with several other research studies that have also investigated the effectiveness of teaching practices in English instruction in different contexts: "Comparative Study of Classroom Management Strategies Employed by Public and Private School English Language Teachers" by (Abdullah, [2020](#)): A Comparative research methodology and a questionnaire were also employed in this study to collect data from 200

English language instructors from public and private schools. The study discovered considerable disparities in the tactics utilized by English Language Teachers in the public and private sectors (ELTs). The report suggested legislative reforms such as holding teacher training workshops to encourage ELTs to employ good classroom management practices. Another research was carried out in Pakistan "Comparative Study of English Language Teaching Practices at the Access Program and Public Schools" by (Iqbal & Rafi, 2018): This research looked into English language teaching (ELT) techniques in the Access Program and public schools. According to the study, Access Program students outperformed public-school pupils in terms of language ability and performance. As a consequence, it was concluded that ELT procedures employed in the Access Program can produce greater outcomes than those utilized in public schools.

The second hypothesis of this study was various factors, including class size, resources, and teacher training, significantly impact the effectiveness of English instruction. The variables examined in the study include the presence of trained English teachers, the use of visuals in teaching, the incorporation of fun in learning, respect for cultural differences, the use of technology in teaching, the impact of large class sizes, and the availability of textbooks. These findings provide valuable insights into the teaching practices of English instruction in public and private schools. They highlight areas of strength and potential improvement for both types of schools, contributing to the ongoing efforts to enhance the quality of English education. The hypothesis findings align with several other research studies that have also investigated the effectiveness of teaching practices in English instruction in different contexts.

Conclusion

The present study provides a comprehensive comparison of the effectiveness of teaching practices in English instruction between public

and private schools in Faisalabad District, Punjab, Pakistan. The findings highlight significant differences in several areas, including the presence of trained English teachers, the use of visuals, the incorporation of fun in learning, respect for cultural differences, the use of technology, and the availability of textbooks. Private schools generally scored higher in these areas, indicating more effective teaching practices. However, both types of schools face challenges related to large class sizes. These findings underscore the need for improvements in English teaching practices in both public and private schools. The study contributes to the ongoing efforts to enhance the quality of English education in Faisalabad District. It provides valuable insights for educators, policymakers, and other stakeholders, informing strategies to improve teaching practices and reduce educational inequalities. The study underscores the importance of continuous research and evaluation in education. By shedding light on the current state of English teaching practices, it paves the way for future research and interventions aimed at ensuring that all students, regardless of the type of school they attend, have the opportunity to develop the English language skills they need to succeed in the 21st century. Both public and private schools should invest in ongoing professional development for English teachers. This could include workshops on effective teaching strategies, classroom management, and the use of technology in teaching. Public schools, in particular, need to improve their resources for English instruction. This could involve procuring more textbooks and visual aids and reducing class sizes where possible. Schools should aim to make learning more interactive and engaging. This could involve incorporating more games and activities into lessons and making greater use of technology. Teachers should be trained to be aware of and respect the cultural backgrounds of their students. This is particularly important in a diverse district like Faisalabad.

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