Improving the Quality of English Speaking Skills Teaching in Higher Secondary Schools of Swat, Pakistan: A Comprehensive Study of Classroom Practices, Wash-back Effect and Curriculum Development

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# Chapter 1: Introduction

This chapter, however, would serve as an overview of the critical element explored in the subsequent chapter. This section also considered the aims and objectives, determining the problem statement and the under-sourcing of the research significance.

## Background of the Study.

Education has been a fundamental pillar in the development of every society. The role of efficient English speaking teaching skills in rural higher secondary schools couldn’t be underestimated as it would play a vital role in the requirement of the students with the necessary skills to navigate the global world. Moreover, Irfan (2021, P. 980) reveals that the English language demand would be increasing to the extent that it would be required in modern societies to the proficient enough to be more significant in the academic and professional careers of the development procedure. As per Siamuzyulu (2022) reporting in their statement, getting success and pursue the studies further, the student would be required to write the perception and their original consent and then read it with a recognized level of comprehension. Moreover, Iqbal et al. (2022, P. 505) reveals that writing has been addressed with the knowledge skills under the procedure of learning in the English Language as it offers a way of communicating one thoughts and feelings. Pakistan is considering with rural higher secondary school students who will be required to improve their writing skills in several educational aspects, including the writing tasks given by their teacher, taking the test and their final analysis. The study would focus on the asserted English Speaking Skills Teaching in Rural Higher Secondary Schools of Swat, Pakistan with language learning skills facing difficulties in most areas: reading, writing, listening, speaking and vocabulary grammar. But in this particular research I will be focusing on ways to improve English Speaking Skills Teaching. One prominent reason behind the situation is negligible control of the skill-based language teaching at the Rural Higher Secondary School level because it would focus on the teachers and students on the implication of the syllabus and the preparation for the board of analysis regardless of the skill building. As per Muhayimana et al. (2022, p. 54), the medium of instruction in several schools is English and resources of books and other materials have been mainly in the English Language, which would be necessary for the students to have command in the minimum speaking and listening skills comprehended and delivered the learning with the needed level.

## Aims and Objectives

The prior aim of this comprehensive study would be to delve into the recent state of English Speaking Skills teaching in Swat, Pakistan with the rural higher secondary school. The multifaceted analysis of the classroom practices with the access of wash back effectiveness and the curriculum establishment has uncovered this research aim with their strengths, weaknesses and potential for enhancement under the existing system. However, the particular objective of this research is as the following;

1. To examine the classroom practices employed in English Speaking Skills Teaching in Pakistan with the association of Rural Higher Secondary Schools.
2. To examine the wash-back effect of the assessment practices, their teaching methodologies, and the student learning results in English Language education.
3. To associate the alignment between the English Languages curriculum and it would evolve the linguistic desire of the students in the global market.
4. To access the evidence-based recommendations for improving the quality of English Speaking Skills Teaching that would be considered with the pedagogical strategies and design curriculum.

## Research Question

1. How to examine the classroom practices employed in English Speaking Skills Teaching in Swat, Pakistan with the association of Rural Higher Secondary Schools?
2. How to examine the assessment practices' wash-effect, teaching methodologies, and student learning results in English Language education?
3. How to associate the alignment between the English Language curriculum and it would evolve the linguistic desire of the students in the global market?
4. What are the access evidence-based recommendations for improving the quality of English Speaking Skills Teaching that would be considered with the pedagogical strategies and design curriculum?

## Problem Statement

This study has recognized the essential of English Speaking proficiency for the academic and professional involvement with the quality of English Speaking Skills Teaching in Pakistan with the link of Rural secondary school that has faced persistent challenges. These challenges have been encompassing a range of issues that include outdated teaching methodologies, restricted exposure towards authentic language use and inadequate integration of language skills. Moreover, the alignment between practical and curriculum linguistic desires of the students in the global world remains a pressing consideration. This study addresses these issues by deeply analyzing recent practices and their implications.

## Significance of the Study

The significance of the research lies in the potential study to contribute to the encouragement of English Speaking skills education in Pakistan’s Rural higher secondary schools. This study would determine the strengths and weaknesses of the existing classroom practices and the curriculum design. This study would deliver valuable insights for educators, curriculum establishments, policymakers and authors. The findings could inform the evidence-based decision-making for revising teaching methodologies, assessment practices and curriculum content with the better-equipped students and the knowledgeable skills necessary for efficient domestic and international communication. Moreover, this study would be relevant beyond the borders of Pakistan as the challenges and the strategies to determine what might have a vast implication for English Speaking Skills Teaching in more accessible around the globe. Moreover, this study might also serve as the foundation for future studies that will advance educational practices.

# Chapter 2: Literature Review

## Introduction

This chapter has been represented with a comprehensive review of the retaining literature on encouraging English Speaking Skills Teaching in Rural Higher Secondary Schools of Swat, Pakistan. This section would be delving into relevant studies, like scholarly works, articles, and journals that aim to deliver the foundation of acknowledgement of the recent English Speaking Skills education in Pakistan, and it would be determining the gaps and regions for further research.

## Classroom Practices

According to Muhayimana et al. (2022, p. 54), effective classroom practices would be necessary to foster meaningful language learning experiences. In the case of Swat, Pakistan. The traditional teaching method has often been categorized by the route memorization and the restricted student retention that has been prevalent. According to the study of Nawani & Goswami (2020, p. 29) reporting, the highlighted shift to student-centered and communicative teaching techniques is needed. According to this study, including interactive activities like role-playing, group discussions, and projected management learning allows students to speak out and practise their speaking and listening skills while also promoting their participation in the learning process. Moreover, it has been essential towards what has been implemented, like changes, which could be challenging regarding factors like the higher class sizes, restricted resources and the teachers’ training desire. According to Khatibi (2022, P. 5126), the emphasis has been significant in delivering professional development opportunities. For the teachers to be familiar with the innovative teaching methodologies. This underscores the desire for ongoing teacher training programs that align with modern language teaching theories.

## Wash-Back Influence

According to Malik et al. (2020, p. 48) revealing that the profound influence on classroom instruction is known as the wash-back influence. Similarly, as per Ria, Sanzida Haque (2022, p. 57) encourages the wash-back effectiveness of the higher stakes with the retention of English language teaching in Pakistan Schools. This would be founded that the dominance of the examination that emphasizes the grammatical complaint and the route of learning discouraged teachers from focusing on developing communication skills (Rentiana, 2023, p. 45). This study has highlighted the desire for a balanced technique that aligns with the vast goals of language speaking education. In addition, Raheem (2022, p. 76) reveals that classroom practices have extended the wash-back effects and would be influenced by the students’ perceptions of language learning. The study of Dimililer & Güneyli (2023, p. 1154102) revealed that heavy reliance on the analysis would lead to student anxiety and the surfaced level technique to approach learning. This would be accessed to evaluate the alignment strategies that would deliver more profound insights into retention and the holistic acknowledgement of the languages.

## Curriculum Development

English Language curriculum has been aligning with the linguistic desire of the students that has been rapidly changing as the world. The study of Gate (2023, p. 109) will examine the congruence between the pre-scribe curriculum and the student’s participation in the learning practices of the language requirements. This would be renamed for the curricula to foster the formal language structure that didn’t adequately prepare the students for the global world communications situations like interacting with international peers or specializing in the online discourse. Moreover, the development efforts should reflect on the dynamic nature of the languages and incorporate authentic material's relevance. In contrast, as per Pun et al. (2023, p. 30) revealed that the farming for the inclusion of multimedia sources and culturally diverse content towards encouraging students to learn diverse languages. Moreover, this study would implement such changes that the collaboration between curriculum, developers and policymakers has necessitated.

According to (Sarangapani & Pappu, 2021), revealing the indication of the growing awareness of the challenges and opportunities in English Language Education in Pakistani rural higher secondary schools, there would be several perceptions of the relevance of English Language courses as the prior of this study would be employed with a restricted scope that would focus on the particular aspect like the teaching methods or the assessment practices. As per Rahman, & Ahmed, (2020, p. 7), some studies would deliver the holistic view that has been encompassed with the classroom practices, the wash-back influences and the curriculum establishment as the interrelated elements.

Another aspect is languages. The central review by many others has emphasized the challenges and the deficiencies regardless of the comprehensive solutions that would be recommended with the often fragmented and the absence of a coherent strategy to encourage the whole quality of English language teaching (Umer, Somroo, & Saleem*,* 2020, p. 215). In the last, this literature has been fostering the trend of the technological role in encouraging language learning. As reflects that the proliferation of digital techniques and online resources has been exploring integrating technology into classroom practices and curriculum establishment that could be fruitful for the research.

# Chapter 3: Methodology

## Research Philosophy

The research philosophy has been considered with the overview of the nature of the study. However, this study would be chosen interpretivism. Interpretivism would be aligned with the qualitative nature that would seek the acknowledgement and the interpretation of the subjective norm, experiences, perspective and behaviour for the particular under social and cultural considerations. However, this study would aim to uncover the nuanced meaning and difficulties of English Speaking Skills Teaching, the Wash-back influence and the curriculum establishment in Swat, Pakistan Rural Higher Secondary Schools.

## Research Approach

As qualitative research techniques will be employed for this study. However, qualitative research would allow for the depth of encouragement phenomenon in natural settings, enabling the affluent acknowledgement of the participant’s aspects and experiences. Moreover, this technique has been well suited towards retaining the intricacies of classroom practices, the washback influences and the curriculum established in English Language teaching.

## Research Design

This study would be employed qualitative interviews that serve as the primary data collection method. However, for this proposal, a semi-structured interview would be constructed with the sample size of students of English languages, curriculum developers, and education policymakers in Pakistan high schools. This chosen interview would be fostered with the grounded desire of the deficits, perceptions and experiences with the relevance of the research questions.

## The rationale for Choosing Qualitative Research

This study would be implemented with the decision of chosen qualitative research routed in the study’s exploratory nature. The qualitative method would deliver flexible encouragement to the difficulties in the phenomena and capture the diverse aspects of the participants. This study has been encouraging with the open-ended interviews; this study aims to delve into the intricacies of classroom practices and the washback influences the curriculum establishment, allowing better insights into the underlying dynamic factor influencing English Speaking Skills Teaching in Pakistan.

## Data Collection

The data is collected as semi-structured interviews constructed with the purposively selected group of respondents. The sample would be included students, experienced teachers, curriculum development and education from the distinctive region of Pakistan. The interview would be audio recorded, on-call either on WhatsApp or Zoom with the respondent, and subsequently make the analysis transcript.

## Data Analysis

This study would be fostered with the thematic analysis employed for the interview consideration. This procedure would include recurring themes, patterns and other insights into the participant’s narratives. The transcript has been coded, demented, and originated into the themes corresponding to the research objectives. This technique would extract meaningful insights about classroom practices, wash-back influences and curriculum establishment.

## Ethical Consideration

This study would be rigorously upheld in the whole research procedure. as informed consent would be obtained from all the respondents, ensuring their willingness to share their perspectives. The respondent would be confident, anonymity would be maintained by assigning pseudonyms, and it would protect sensitive information. Moreover, this research would adhere to the ethical guidelines towards ensuring all the respondents' well-being and human rights.

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# Appendix

## Open-Ended Interview Question

1. Can you determine your typical classroom practice teaching English to higher secondary students?
2. How do you access the aspect to the influence of assessment practices on the teaching method and the student learning results?
3. Could you share any experiences of teaching techniques or curriculum identification that would be believing in the significant influence of the student language skills?
4. What challenges have you faced in implementing the student center towards teaching methods in the larger class size and restricted resources?