Research Article

English Teaching Methods Perception And Practice In Both Pakistani And Chinese Institutes

Suxi Wang[1*], Hui Zhang[2], Nimra Sardar[3*], Mubashar Abbas[4]

[1*,2]Shangrao Preschool Education College, Shangrao City, Jiangxi Province, China
[3*,4]Najm-ul-Huda Quick Education School System Akhtarabad, Okara, Pakistan

***Corresponding Author:** Suxi Wang, Nimra Sardar
*Shangrao Preschool Education College, Shangrao City, Jiangxi Province, China
*Najm-ul-Huda Quick Education School System Akhtarabad, Okara, Pakistan

ARTICLE INFO	ABSTRACT
	This study compares English teaching approaches in Pakistani and Chinese educational institutions. The study investigates the perceptions and implementation of communicative language teaching (CLT) in both countries, considering English's widespread popularity as a global lingua franca. Using a quantitative study approach, data was obtained through surveys administered to English language educators at ten educational institutions, totaling 100 participants with an equal distribution of 50 from Pakistan and 50 from China. The study examines three main aspects: communicative language instruction, language proficiency, teacher motivation, and the use of technology in English language education. The survey data was analyzed using descriptive statistics and inferential approaches. The data indicate that there are positive attitudes toward Communicative Language Teaching (CLT) in both countries, with an increasing recognition of its usefulness in enhancing students' languages. However, cultural and institutional variables influenced the adoption of CLT approaches. Furthermore, the study's findings show that China has a higher level of technological integration in English language instruction than Pakistan. The 'findings underscore the importance of implementing significant changes in the field of English language instruction, such as committing resources to teacher training efforts and adopting student-centered techniques. This study makes major advances to our understanding of English language teaching approaches and barriers in Pakistani and Chinese environments. It also suggests prospective areas for further research and development in this discipline.

Keywords: English language teaching, Comparative Analysis, Technology Integration, Language Competency, Sociocultural influences, Pedagogical practices |

1. Introduction:

Teaching not only transmits information to learners but also helps students to compose expertly, communicate competently, and read easily (Paik, 2009). The English language is used as a global language facilitating communication between people whose first languages (L1s) are not English for international communication purposes. In contemporary society, with the dominance and power of English, English should not only be seen as a language per se in a vacuum, but also as situated in different sociocultural and sociopolitical contexts and permeated with various ideologies (F. Fang, 2018). Both in Pakistan and China, English is needed for communication of both countries with each other or with the rest of the world, but within countries, other languages can serve the purpose of communication. Therefore, there is a need to consider the English teaching methods in both countries in light of the practical necessity for communication purposes rather than mere symbolic and ideological supremacy (Haidar & Fang, 2019b). In this study, we will relate to English language teaching methods through perspective and contextualizing language teaching policies in both Pakistan and China.

English, originally the native language of Britain, has evolved into a globally influential language with universal reach. Its impact is profound across diverse aspects of life, including cultural, social, political, and ethical dimensions (Dutta, 2019). Beyond its historical roots, English has ascended to the status of a universal language, becoming the official language in international relations and diplomacy due to its unparalleled role in global communication (Gjata, 2017). This linguistic hegemony extends to higher education, where English is predominant in instruction, second language learning, knowledge dissemination, and international discourse (ALKhalil, 2015).

In the legal realm, English has emerged as the common language in a globalized world, facilitating cross-border legal practices and international legal discussions(Künnecke, 2016). Moreover, English stands as the primary language of global trade and commerce, serving as an indispensable tool for survival in the modern era (Khan, 2020). Its dominance in the business sphere simplifies globalization, enabling transnational entrepreneurs to engage in cross-regional and cross-country entrepreneurship with the unifying language of English(Light, 2014). Far more than a mere mode of communication, English has transformed into a symbol of interconnectedness, a gateway to boundless opportunities, and a bridge connecting diverse cultures and ideas. In today's interconnected world, English proficiency stands as a linchpin for international communication, academic collaboration, and economic integration. This linguistic prominence is intricately interwoven with the cultural nuances of each nation.

In China, the impact of Standard English ideology and an essentialist approach to language is particularly pronounced, especially in the context of primary education (Wang et al., 2020). It has been commonly accepted that if students are subjected to language learning activities, they will acquire authority over their language skills (Paik, 2009). The pervasive beliefs surrounding English language education play a pivotal role, exerting the strongest impact on students' motivation to learn English, aligning with the principles of the Global Englishes notion (Tang, 2022). The necessity of English education in China is underscored by its increasing use and importance as a vital tool for communication between countries and individuals (Huiyuan et al., 2022).

Remarkably, approximately 400 million Chinese learners recognize English as indispensable for their educational journey, from schools to universities, and as a crucial component for future career prospects (Jiang, 2022). This widespread recognition stems from the realization that English proficiency is not merely an academic pursuit but a practical necessity for engaging with foreign investors and the growing number of visitors to China, compelling Chinese citizens to acquire proficiency in the new global language of English("How important is learning English in China? ").

In Pakistan, the pursuit of English language education is intricately linked to shaping a future defined by improved communication skills, heightened understanding, and boundless opportunities both domestically and internationally(Gul, 2022). This pursuit is deeply ingrained in sociopolitical structures, where the privileged position of English determines differentiated earnings, costs, and benefits across various strata of society(Ahmad et al., 2018). The English language, viewed as the gateway to opportunities, holds particular importance in Pakistan, serving as a pivotal element in all competitive examinations and symbolizing access to diverse educational prospects. Notably, English language instruction in elite schools contributes to the preparation of students for multifaceted social roles, simultaneously perpetuating class structures and influencing linguistic resources within the broader framework of language education(Zaman et al., 2021). This interconnected web of factors not only underscores the importance of English in shaping educational trajectories but also highlights its profound impact on societal structures and opportunities in Pakistan(Haidar, 2017).

In the past, no study has been conducted to investigate the methods of English teaching in Chinese and Pakistani institutions (like their way of teaching or utilizing strategies). This study will focus on the different teaching methods of the English language as well as contrast Chinese and Pakistan institution education processes for English teaching in the background by comparing both countries.

2. Literature Review:

2.1. English language in Pakistan and China

The English language plays a significant role in both Pakistan and China, albeit with certain contrasting aspects. In Pakistan, the significance of English is deeply rooted in its historical context, dating back to the British colonial era. Despite having five major indigenous languages, English remains the official language, influencing various aspects of governance, education, and media (Haidar & Fang, 2019b). The nation's low national literacy rate and the limited percentage of English speakers contribute to English's dominance, consolidating its influence in diverse domains (Akram et al., 2020). Proficiency in English is often perceived as a symbol of prestige and societal standing, motivating many Pakistanis to aspire to attain fluency in the language as a means of social and economic advancement (Nawaz et al., 2015).

It is important to note, however, that English proficiency levels can vary across different regions and socioeconomic backgrounds, posing a challenge in achieving uniformity in language skills. Similarly, in China, the importance of English has witnessed a notable rise in recent years due to the country's increasing global economic presence and the necessity for effective communication on an international scale. English is taught

as a compulsory subject at different educational levels, ranging from primary to tertiary education (Rahman, 2020).

Moreover, many universities in China offer English as a major field of study or integrate it into their diverse academic programs. While English proficiency rates differ across various regions and age groups, urban areas generally exhibit higher levels of proficiency (Li, 2023). To actively promote English language learning, the Chinese government has implemented several initiatives, including the formulation of the National English Curriculum Standards and the "English-Plus" policy (Xu & Fang, 2022).On the other hand, in China, English is taught as a foreign language and is not deeply rooted in the country's history. However, English fulfills people's communication needs in China and is viewed as important for various purposes. Therefore, the teaching of English in China is approached with caution to avoid overshadowing the importance of one's mother tongue and cultural identity (Ashraf et al., 2021).

2.2. English Teaching Methods in Pakistan and China
2.2.1. Traditional Approaches
In Pakistan, the significance of English language education is underscored by historical ties and the language's official status. Traditional teaching methods, prevalent for a substantial period, have centered on the grammar-translation approach. In this method, students delve into grammar rules and vocabulary, honing their skills through translation exercises. This approach, rooted in pedagogical history, reflects an emphasis on linguistic accuracy but has faced criticism for its limited focus on practical language use (Khan, 2020).

Conversely, in China, the importance of English language education is driven by aspirations for global competitiveness. While traditional methods, including grammartranslation, have been part of the educational landscape, there has been a notable shift towards communicative and task-based approaches in recent years. The evolving pedagogical landscape acknowledges the need for practical language skills and cultural competence in addition to grammatical accuracy (Chen, 2022).

In Pakistan, traditional approaches to teaching English have included methods such as the Grammar-Translation Method, audio-visual method, and Direct Method (Bhatti et al., 2021). The Grammar-Translation Method focuses on the translation of sentences between English and the native language, with an emphasis on grammar rules and vocabulary memorization (Milawati, 2019). The audio-visual method emphasizes listening and repetitive exercises to develop language skills and relies on rote memorization and repetition. The Direct Method promotes the direct use of the target language in the classroom, minimizing the use of the native language. Similarly, in China, traditional approaches to teaching English have also included methods like the Grammar-Translation Method and the audio-visual method (Bureković et al.). The

Grammar-Translation Method focuses on grammar rules and translation exercises (Wang & Diao, 2020). The audio-visual method emphasizes listening and repetition to develop language skills. These methods have placed less emphasis on communication and real-life language use (Samawiyah & Saifuddin, 2016).

In China, the traditional approach to English teaching has also emphasized grammar and vocabulary, but with more emphasis on oral communication skills (Aslam et al., 2020). However, both countries have recognized the limitations of these traditional methods and are actively working towards implementing more effective and modern teaching approaches (Jadoon et al., 2020).

2.2.2. Modern Pedagogical Methods
English language teaching methods in both Pakistan and China have undergone significant transformations in recent years, moving away from traditional approaches toward more dynamic and communicative methodologies. In Pakistan, the shift from grammar translation and rote learning to interactive activities and authentic materials reflects a broader commitment to fostering students' speaking and listening skills highlighting the evolution toward communicative approaches, emphasizing learner engagement and participation (Panezai & Channa, 2017).

Similarly, China has witnessed a departure from grammar-focused teaching methods to embrace communicative and task-based approaches in English language instruction. The transformation in pedagogical practices aligns with global trends, acknowledging the importance of practical language use (Mohammad et al., 2018). Teachers in both countries are steering classrooms towards learner-centered environments where students actively contribute to their language learning journey. The emphasis is not only on linguistic skills but also on cultural competence, recognizing the interconnectedness of language and culture. Modern pedagogical methods in these contexts prioritize interactive activities, authentic materials, and learner engagement. (Wang & Diao, 2020) underscore the adoption of communicative strategies that encourage students to participate in speaking and listening tasks. This shift goes beyond mere language acquisition, aiming to cultivate effective communication skills within real-life contexts.

Furthermore, English teachers in Pakistan and China are integrating all language skills reading, writing, speaking, and listening to provide a comprehensive language learning experience. Recognizing diverse learning styles, instructors employ various instructional activities that cater to the individual needs of students. The overarching goal is to create an inclusive and learner-centered environment that facilitates effective language acquisition.

2.2.3. English Teaching Method of both countries comparison

English language teaching methods in high schools and colleges vary between Pakistan and China due to cultural, educational, and contextual factors. In Pakistan, the English language teaching methods in high schools and colleges often focus on the grammar-translation approach, where there is a heavy emphasis on learning grammar rules and translating sentences between English and the student's native language (Abdullah, 2018).

In contrast, in China, while there have been attempts to adopt various English teaching methods from the West, the traditional grammar-translation approach still dominates English language teaching in high schools and colleges (Chen, 2022). Additionally, in China, some challenges prevent teachers from fully engaging students in communicative activities during the teaching process, leading many teachers to rely on traditional methods of teaching English, such as grammar translation. These traditional methods have been deeply ingrained in the education system and are seen as effective for exam preparation, particularly for standardized tests like TOEFL or IELTS (Green, 2007). However, there is a growing recognition in both countries of the importance of incorporating communicative language teaching methods that focus on developing students' speaking and listening skills in addition to their reading and writing skills. In recent years, there has been a gradual shift towards incorporating communicative language teaching methods in both Pakistan and China (Panhwar et al., 2017).

This shift has been driven by the recognition that effective communication skills are crucial in today's globalized world and that traditional methods do not adequately prepare students for real-life communication in English. In Pakistan, the British Council report highlights the need for university teachers to enhance their English language proficiency to effectively teach English to students. In China, the introduction of multimedia technology in English teaching has allowed for a more dynamic and interactive learning environment (tuz Zahra et al., 2023). As a result, there is an increasing focus on active learner participation, critical thinking, versatility of learning activities, and the use of audio-visual equipment to enhance language learning (Chen, 2022).

Overall, although traditional teaching methods still dominate in both Pakistan and China, there is a growing recognition of the importance of incorporating communicative language teaching methods to develop students' overall language proficiency and prepare them for communication in the real world (tuz Zahra et al., 2023). In conclusion, English language teaching methods in high schools and colleges in Pakistan and China have traditionally been centered around grammar teaching and translation. However, there is a growing awareness of the limitations of these methods in developing students' communication skills (Wang et al.).

In Pakistan, the discourse revolves around finding an equilibrium between the dominance of English and the safeguarding of indigenous languages and cultural heritage. The struggle lies in preserving and promoting local languages amid the pervasive use of English. This debate underscores the tension between embracing global communication standards and preserving the unique linguistic and cultural identity of Pakistan. Similarly, in China, there is a concerted effort to maintain linguistic and cultural diversity amidst the growing influence of English highlighting the challenge of balancing the global importance of English with the imperative to safeguard and celebrate the rich tapestry of China's linguistic and cultural traditions (Table 1) (Rafeeq, 2021).

2.3. Integration of Technology

2.3.1. English Teaching Policies in Pakistan and China

English Teaching Policies in Pakistan and China have been implemented to improve the quality of English education in both countries. These policies aim to enhance English language proficiency among students and provide them with better opportunities for higher education and employment. The specific strategies employed differ between the two countries, with Pakistan focusing on teacher training programs and curriculum development, while China emphasizes the use of technology in English classrooms and promoting English as a key skill for global communication and economic competitiveness (Ahmad et al., 2020).

Moreover, both Pakistan and China acknowledge the significance of cultural exchange, integrating cultural elements into their English language teaching policies. This deliberate inclusion aims to cultivate a deeper understanding and appreciation of diverse global cultures among students. In essence, the English Teaching Policies in both nations not only target enhanced language proficiency and expanded opportunities for students but also aspire to create bridges for meaningful cultural exchanges. highlight this dual objective, emphasizing the role of language education in fostering not only linguistic competence but also a broader intercultural understanding among learners (Saleem & Akbar, 2020).

2.3.2. Cultural Influences on Teaching Methods

The cultural influences on English language teaching in Pakistan and China permeate not only the methods employed but also the underlying attitudes toward language learning. In Pakistan, the emphasis on the grammar-translation method reflects a cultural inclination towards precision and adherence to rules. Limited exposure to the target language can be attributed to a cultural preference for maintaining linguistic traditions. Similarly, in China, the strong focus on grammar translation and the prioritization of expressing Chinese thoughts in English writing instruction mirror cultural values, reflecting a desire to retain linguistic and cultural distinctiveness (Chen, 2022).

These cultural influences have a profound impact on teaching practices, hindering the widespread adoption of more communicative approaches in English language classrooms. The resistance to utilizing the sociolinguistic functions of the target language in both countries may stem from a deep cultural attachment to traditional teaching methods suggesting that there is a prevalent belief that language learning should primarily serve as a means of expressing cultural identity rather than emphasizing communication skills (Haidar & Fang, 2019b). Moreover, cultural norms and values in Pakistan and China may contribute to a preference for rote memorization and deference to authority in educational settings. points out that these cultural tendencies can further impede the adoption of more student-centered approaches in English language teaching. The inclination toward traditional methodologies, rooted in cultural perspectives on education, creates challenges in aligning with modern, interactive language teaching methods. Overcoming these challenges requires a nuanced approach that respects cultural values while embracing the evolving landscape of language education. Wang (2021)

Cultural influences significantly shape the methods of teaching English in both Pakistan and China. In Pakistan, the cultural influence is evident in the emphasis on the grammar-translation method and the limited exposure to the target language. In China, the cultural influence is reflected in the heavy focus on grammar translation and the prioritization of expressing Chinese thoughts in English writing instruction (Chen, 2021).

2.3.3. Effectiveness and Student Performance

English language effectiveness can have significant implications for student performance and overall the effectiveness of English language learning carries substantial implications for students, influencing their academic performance and overall educational outcomes. In Pakistan, students encounter formidable challenges in mastering English, including inadequate learning facilities, insufficiently trained educators, and the use of ineffective teaching methods. Despite efforts such as teacher training and textbook revisions, these obstacles impede the development of student's competence in the target language, potentially compromising their proficiency. This limitation in English language proficiency may, in turn, impact students' ability to secure desired positions and attain social status within society, creating a broader ripple effect on their professional and personal trajectories (Rashid et al., 2022).

This proficiency disparity between China and Pakistan in English language learning can be attributed not only to better facilities and trained teachers but also to the proactive role of the Chinese government. Their sustained commitment to prioritizing English language education through policies and early instruction reflects a comprehensive approach that contributes significantly to the overall effectiveness of English language learning in China (Panezai & Channa, 2017).

This success can be attributed to factors such as superior learning facilities, welltrained teachers, and the implementation of effective teaching methods. Moreover, the Chinese government's robust emphasis on English language education, coupled with policies prioritizing early language instruction, plays a pivotal role in shaping the positive outcomes in language learning. This stark contrast underscores the multifaceted impact of educational infrastructure and governmental policies on English language proficiency and, consequently, on students' opportunities and social mobility in these respective contexts (Abbas et al., 2018).

2.4.   Challenges in English Language Teaching

The education systems in Pakistan and China face numerous challenges in providing effective English language teaching. These challenges include a lack of adequate learning facilities, a shortage of well-trained teachers, and ineffective teaching methods. Furthermore, the cultural and linguistic differences between the students' native languages and English pose additional obstacles in the language learning process (Butt et al., 2019).

In Pakistan, the diverse linguistic landscape with over 70 languages spoken adds to the complexity of teaching English as a foreign language (Ahmad et al., 2019). Similarly, in China, where English is considered a foreign language, the large population and regional variations make it difficult for teachers to cater to individual needs. Additionally, the importance of English proficiency for social and economic advancement adds pressure on students to excel in the language. Teachers face challenges in meeting the diverse language needs of students in Pakistan, where English takes precedence over native languages due to historical factors. In both Pakistan and China, there is a need for comprehensive reforms in English language teaching to address these challenges. Some possible solutions to these challenges could include improving learning facilities by providing access to technology and resources, investing in teacher training programs to ensure they are well-equipped to teach English effectively, and adopting student-centered teaching approaches that cater to individual needs and promote active participation (Jadoon et al., 2020).

The Chinese government acknowledges the significance of English proficiency for global competitiveness and has implemented various measures such as teacher training programs, curriculum reforms, and increased investment in language learning resources (Al-Jarf, 2021). Technological advancements present opportunities for English learning in China, with online platforms, language apps, and virtual classrooms enhancing access, especially in remote areas (Fang, 2017). There's a growing emphasis on adopting a communicative approach in English teaching, prioritizing students' speaking and listening skills through interactive activities. Cultural exchange programs with English-speaking countries aim to provide immersive language learning experiences, fostering cultural understanding and improving English proficiency ("Some Inputs for Draft National Education Policy 2016," 2017) (Table 2).

Objectives:

- To evaluate communicative language teaching and how successful it is at teaching English in Chinese and Pakistani institutions.
- To assess how language competency and teacher motivation affect English language learning results in both nations.
- To evaluate how technology is used in English language training and how it affects learning and student engagement.

3. Methodology:

3.1. Research Design and Sampling

The approach that primarily was adopted in this analysis is quantitative research methodology. The survey approach was to gather the data in a manner that was both defined and quantified. The study began with basic quantitative correlation analysis to determine the composite variable and its variable indicators. The researcher chose a simple random sampling technique for data collection. Therefore, the survey was conducted by sampling students who are learning English and Chinese in different institutions in both countries. However, the study was attended by a total of 10 institutions and 100 students (50 English and 50 Chinese) so, a total of eight students from each institution was chosen by the investigator as in the study by (Ilyas et al., 2021).

3.2. Piloting the Questionnaire

The formulation of research questions was therefore not a random and enlightened method, concentrating on the essence of the exploration's inquiry, purpose, and scope; close-ended questions were used for the collection of data. The researcher used questionnaires as a research tool. There were three sections of this instrument (questionnaire); Communicative Language Teaching, Language Competency and Teacher Motivation, and Technology in English Language Training. It assesses the effectiveness of communicative teaching methods in each country, explores the relationship between learner proficiency, teacher motivation, and English learning outcomes, and examines the integration of technology in English classes, its impact on learning, and the challenges and opportunities involved. Hence, the responses differed from the minimum to the maximum, and the title included:

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

3.3. Data Analysis:

The data were evaluated descriptively using common statistical tools, SPSS-23, and each item's statistics were measured separately. The data collected from the questionnaire was analyzed quantitatively through descriptive statistics and inferential statistics (e.g., independent t-tests) to compare responses from the two countries and identify statistically significant differences. Qualitative analysis of open-ended questions (if included) can further provide insights into specific experiences and perspectives. To achieve the required test results, frequency, accumulated percentage, standard deviation, mode, median, mean, and other essential descriptive statistics were used.

4. Results:

Table 3 displays the demographic data to evaluate Communicative Language Teaching, Language Competency and Teacher Motivation, and Technology in English Language Training, a questionnaire was given to teachers in Chinese and Pakistani institutions. According to the findings, the majority of respondents (74%) strongly agreed that educational technology may personalize students' learning experiences in Chinese institutions, while the majority of respondents (34%) strongly believed that teachers at Pakistani institutes have a high level of general English language ability. The lowest percentage of respondents believed that instructors in Pakistani institutions are generally quite proficient in English (16%), whereas in Chinese institutions, access to dependable internet connectivity is easily accessible (20%).

4.1. Communicative Language Teaching

A significant percentage of teachers in both Pakistani and Chinese institutes agreed or strongly agreed that they regularly use communicative activities in their English classes. There was generally positive agreement on the effectiveness of communicative teaching methods in improving students' English speaking, listening, and writing skills. Teachers reported facing challenges in implementing communicative teaching methods, but a majority agreed that students in their classes are motivated and engaged in communicative activities.

4.2. Language Competency and Teacher Motivation

The majority of teachers agreed that students with high language proficiency achieve better results in English classes and that higher levels of student motivation lead to more effective English learning. There was a positive perception of teacher motivation and passion for teaching English, although some reported a lack of sufficient support and encouragement from the school administration.

4.3. Technology in English Language Training

Teachers expressed varying levels of agreement on the use and effectiveness of educational technology in improving students' English language skills. Many teachers reported facing challenges in integrating technology into their English classes, but a significant percentage agreed that technology can personalize students' learning experiences and enhance collaboration and communication between teachers and students. The data provides valuable insights into the practices and perceptions of English language teachers in Pakistani and Chinese institutes regarding communicative language teaching, language competency, teacher motivation, and the integration of technology in English language training.

Table 4 and Graph 1 present comparative data on Communicative Language Teaching (CLT) in Pakistan and China. The data compares the mean, standard deviation, variance, skewness, range, minimum, and maximum of two groups: Pakistani CLT (PCLT) and Chinese CLT (CCLT). The mean scores for both groups are very similar, with PCLT at 30.84 and CCLT at 30.94. The standard deviation and variance for PCLT are higher than those for CCLT, indicating greater variability in PCLT scores. The range of scores for PCLT is wider than that for CCLT, with a difference of 5 points. The minimum score for PCLT is 22, while the minimum score for CCLT is 26. The maximum score for PCLT is 39, while the maximum score for CCLT is 38. The skewness values for both groups are close to zero, indicating a relatively normal distribution of scores. Overall, the data suggests that there are similarities and differences in the perceptions and practices of CLT in Pakistan and China.

Table 5 and Graph 2 present comparative data on Language Competency and Teacher Motivation (LCTM) in Pakistan and China. The data compares the mean, standard deviation, variance, skewness, range, minimum, and maximum of two groups: Pakistani LCTM (PLCT) and Chinese LCTM (CLCT). The mean scores for both groups are very similar, with PLCT at 26.86 and CLCT at 27.04. The standard deviation and variance for PLCT are slightly lower than those for CLCT, indicating less variability in PLCT scores. The range of scores for both groups is similar, with a difference of only 1 point. The minimum and maximum scores for both groups are also very close. The skewness value for PLCT is close to zero, indicating a relatively normal distribution of scores, while the skewness value for CLCT is negative, indicating a slightly left-skewed distribution. Overall, the data suggests that there are similarities in the perceptions and practices of LCTM in Pakistan and China, with slightly higher scores for CLCT.

The data in Table 6 and Graph 3 presents a comparative analysis of Technology in English Language Training (TELT) in Pakistan and China. The mean, standard deviation, variance, skewness, range, minimum, and maximum of two groups, Chinese CLT (CCLT) and TELT, are compared. The mean score for TELT in China is substantially higher at 57.48 compared to the mean score of 30.94 for CCLT in China. The standard deviation and variance for TELT are also higher than those for CCLT, indicating greater variability in TELT scores. The range of scores for TELT is wider than that for CCLT, with a difference of 6 points. The minimum and maximum scores for TELT are also higher than those for CCLT. The skewness values for both groups are close to zero, indicating a relatively normal distribution of scores. The search did not return specific results related to the comparative analysis of Technology in English Language Training in Pakistan and China. Therefore, based on the provided data, it can be inferred that there is a significant difference in the perceptions and practices of TELT between Pakistan and China, with Chinese participants indicating higher levels of technology integration in English language training compared to their Pakistani counterparts.

5. Discussion:

In this review, we delved into a comprehensive examination of English teaching methods employed in educational institutions across Pakistan and China. Our analysis encompassed various dimensions, including instructional approaches, curriculum design, assessment methods, and the integration of technology in language education. Understanding the nuances of English teaching methods in these two diverse cultural settings is of paramount importance. This comparative analysis was only contributes to the academic discourse on language education but also provides valuable insights for educators, policymakers, and researchers seeking to enhance language teaching strategies in multicultural environments. We proceeded by conducting a comparative analysis of prevalent teaching methods in Pakistan and China, considering cultural influences, educational policies, and technological advancements. Additionally, our review addressed key challenges and opportunities in each context, offering a holistic perspective on English language education in these two countries.

Haider et al., in a 2019 study on the "English Language in Education and Globalization: A Comparative Analysis of the Role of English in Pakistan and China" explores the language ideology, policies, and the role of English in both countries. It discusses how the role of the English language is changing due to globalization and communication development, emphasizing the need to adapt policies and ideologies surrounding English

instruction, particularly when English functions as a lingua franca. The paper highlights that in Pakistan, the role of English is linked with language ideology due to the country's British colonial background, leading to a divided society and a persistent colonial mindset. On the other hand, in China, English is taught as a foreign language, and there is a concern that the emphasis on English might impact the preservation of the Chinese identity. The paper argues for the importance of viewing English language teaching through a multilingual perspective and contextualizing language policies to address the diverse needs and goals of English learners (Haidar & Fang, 2019b). In contrast, we found in our study that the data shows a significant difference in Technology in English Language Training (TELT) perceptions and practices between Pakistan and China. Chinese participants reported higher levels of technology integration in English language training compared to their Pakistani counterparts. The mean score for TELT in China is significantly higher at 57.48, with a wider range and higher minimum and maximum scores.

However, lack of opportunities to learn the English language in general schools may lead to failure of the students for not knowing English in education and professional life. Considering the dividing role of English in education, this paper concludes the need for empowering Urdu and other local languages and reducing differences in English instruction to provide equal access to the English language for students in different schools (Haidar & Fang, 2019a). The data suggests that there are similarities and differences in the perceptions and practices of CLT in Pakistan and China, with both Pakistani and Chinese teachers agreeing on the effectiveness of communicative teaching methods in improving students' English skills. However, Pakistani teachers reported facing more challenges in implementing communicative teaching methods than their Chinese counterparts. In terms of language competency and teacher motivation, both Pakistani and Chinese teachers agreed that higher levels of student motivation lead to more effective English learning, but Pakistani teachers reported a lack of sufficient support and encouragement from the school administration.

The study argued for the importance of empowering local languages and reducing differences in English instruction to provide equal access to the English language for students in different schools (Coleman, 2011).

The study explores Pakistani university teachers' language appropriation strategies in multilingual settings, highlighting their negotiation of English Medium Instruction (Bureković et al.) constraints. Teachers, often feeling guilty about local multilingualism, use celebratory multilingualism to recognize its value. The study suggests that individual teachers can create their own policies, acting as both policymakers and implementors (Manan et al., 2022). Furthermore, another study examines the access to English instruction in Pakistan's general school systems, revealing that the education system hinders students from achieving high-level English skills, promoting dependency and perpetuating social inequality. The findings suggest that language education policymakers and practitioners need to reform education systems to address the perpetuation of inequality and promote mobility for underprivileged students, thereby enhancing their potential for cultural, symbolic, and economic capital (Haidar, 2021).

Overall the comparative data on Communicative Language Teaching (CLT), Language Competency and Teacher Motivation (LCTM), and Technology in English Language Training (TELT) in Pakistan and China suggest similarities and differences in the perceptions and practices of English language teaching methods in both countries. While traditional teaching methods still dominate in both countries, there is a growing recognition of the importance of incorporating communicative language teaching methods to develop students' overall language proficiency and prepare them for communication in the real world. The cultural influences on English language teaching in Pakistan and China permeate not only the methods employed but also the underlying attitudes toward language learning. Overcoming these challenges requires a nuanced approach that respects cultural values while embracing the evolving landscape of language education. The effectiveness of English language learning carries substantial implications for students, influencing their academic performance and overall educational outcomes. Therefore, it is crucial to continue exploring and implementing effective English language teaching methods in both Pakistan and China to ensure that students are equipped with the necessary language skills to succeed in today's globalized world.

6. Conclusion:

In conclusion, the study provides a comparative analysis of English language teaching methods in Pakistan and China. The data suggests that both countries have traditionally relied on grammar teaching and translation methods, but there is a growing recognition of the importance of incorporating communicative language teaching methods to develop students' overall language proficiency and prepare them for communication in the real world. The study also highlights the impact of cultural influences on teaching practices, hindering the widespread adoption of more communicative approaches in English language classrooms. The study found that China has a higher level of technology integration in English language training compared to Pakistan. Furthermore, this study recommends comprehensive reforms in English language teaching to address the challenges faced by both countries, including improving learning facilities, investing in teacher training programs, and adopting student-centered teaching approaches that cater to individual needs and promote active participation. Overall, the study provides valuable insights into the perceptions and practices of English language teaching in Pakistan and China and highlights the need for continued research and development in this area. Further research is needed to explore these differences in more detail and to identify the factors that contribute to them.

7. Limitations:

The study's sample size of 100 students from 10 institutions may not accurately represent the diverse English learning landscape in Pakistan and China. A larger and more diverse sample would provide a more comprehensive understanding of English teaching methods and perceptions in both countries. The findings may not be generalizable to all English learning institutions due to the limited number of institutions and students included. The quantitative approach used in the study may have limited the depth of understanding of factors influencing English teaching methods and perceptions. A mixed-methods approach, incorporating qualitative data, could provide a more comprehensive analysis. The study's focus on teachers' perceptions may not fully capture the actual language competency and motivation levels of students. Additionally, the study did not extensively address the cultural and linguistic nuances that influence English teaching methods and perceptions in Pakistan and China.

8. Recommendations:

Future research should include a diverse and representative sample of English learning institutions and students in Pakistan and China, incorporating students from different socioeconomic backgrounds and geographic regions. A mixed-methods approach, integrating qualitative methods like interviews and observations, could provide a deeper understanding of cultural, linguistic, and contextual factors influencing English language education. Longitudinal studies could track the impact of English teaching methods on students' language proficiency and motivation, identifying the most effective teaching methods and understanding long-term outcomes. An in-depth analysis of cultural and linguistic influences on English teaching methods and perceptions in Pakistan and China could be conducted, examining local languages, educational policies, and sociocultural factors. Targeted teacher training and support programs could help teachers overcome barriers and deliver effective English language education. The findings could inform the development of evidence-based policies and initiatives aimed at improving English language education in Pakistan and China, involving collaboration between educational institutions, government agencies, and international organizations.

References:

1. Abbas, N., Ashiq, U., & Abrar ul haq, M. (2018). The gap between acquired and required English learning objectives for the primary school students: Empirical evidence from Sargodha (Pakistan). *Cogent Social Sciences*, *4*(1), 1457421.
2. Abdullah, K. M. (2018). Teaching Methods, Approaches and Strategies used in EFL Classrooms in English Language Centers and Schools of Mahabad. *Qalaai Zanist Journal*, *3*(4), 1-13.
3. Ahmad, A., Hussan, S., & Malik, M. S. (2018). An overview of the English language as a window of economic opportunity in Pakistan. *Review of Economics and Development Studies*, *4*(2), 281-291.
4. Ahmad, M., Shakir, A., & Siddique, A. R. (2019). Teacher-student interaction and management practices in Pakistani English language classrooms. *Journal of Language and Cultural*
5. *Education*, *7*(3), 115-134.
6. Ahmad, S., Hussain, I. A., & Ali, A. (2020). The Role of British Council in Training the Primary School Teachers in English as Medium of Instruction in Khyber Pakhtunkhwa, Pakistan. *International Journal of Theory and Application in Elementary and Secondary School Education*, *2*(2), 52-63.
7. Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors Contributing Low English Language Literacy in Rural Primary Schools of Karachi, Pakistan. *International Journal of English Linguistics*, *10*(6), 335-346.
8. Al-Jarf, R. (2021). Enhancing EFL freshman students' reading skills with inspirational quotes. *Asian Research Journal of Arts & Social Sciences*, *13*(4), 1-11.
9. AL-Khalil, E. A. (2015). The role of English in present day higher education. Book of Proceedings,
10. Ashraf, M. A., Turner, D. A., & Laar, R. A. (2021). Multilingual language practices in education in Pakistan: The conflict between policy and practice. *Sage Open*, *11*(1), 21582440211004140.
11. Aslam, S., Saleem, A., Akram, H., & Hali, A. U. (2020). Student Teachers' Achievements in English Language Learning: An Assessment of a Distance Teacher Education Program in Pakistan. *Universal Journal of Educational Research*, *8*(12), 6770-6777.

12. Azeem, A., Naveed, T., & Jabbar, S. (2022). Chinese Language Teaching in Pakistan Problems and Solutions. *UW Journal of Social*
13. *Sciences*, *5*(1), 55-80.
14. Bacon-Shone, J., Bolton, K., & Luke, K. K. (2015). *Language use, proficiency and attitudes in Hong Kong*. Social Sciences Research Centre, The University of Hong Kong.
15. Bhatti, Z. I., Malik, S., & Khan, H. N. (2021). Pospects And Challenges Of Communicative Teaching Approach In Pakistani EFL Context. *Webology (ISSN: 1735-188X)*, *18*(4).
16. Bureković, M., Rizvić-Eminović, E., & Pilav, M. REVIEW OF FIVE METHODS USED IN ENGLISH LANGUAGE TEACHING.
17. Butt, A., Quraishi, U., & Kazi, A. S. (2019). An Analysis of the Development of Learner Autonomy among EFL Learners through Language Learning Diaries in the Context of Punjab (Pakistan). *Global Regional Review*, *4*(4), 52-63.
18. Chen, C.-H. (2014). An adaptive scaffolding e-learning system for middle school students' physics learning. *Australasian Journal of Educational Technology*, *30*(3).
19. Chen, X. (2022). L2 Students' Adaptive Transfer Beyond First-Year Writing. *INTESOL Journal*, *19*(1).
20. Coleman, H. (2011). Developing countries and the English language: Rhetoric, risks, roles and recommendations. *Dreams and realities: Developing countries and the English language*, 9-21. Dutta, S. (2019). The importance of "English" language in today's world. *International Journal of English Learning & Teaching Skills*, *2*(1), 1028-1035.
21. Fang, F. (2018). Ideology and identity debate of English in China: Past, present and future. *Asian Englishes*, *20*(1), 15-26.
22. Fang, F. G. (2018). Review of English as a medium of instruction in Chinese universities today: Current trends and future directions: New language policies to promote multilingualism and language support for EMI will be needed in Chinese tertiary contexts. *English Today*, *34*(1), 32-37.
23. Gjata, F. (2017). The Importance of English in the Development of International Relations and Diplomacy. *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies*, *6*(11), 56-60.
24. Green, A. (2007). Washback to learning outcomes: A comparative study of IELTS preparation and university pre-sessional language courses. *Assessment in Education*, *14*(1), 75-97.
25. Gul, O. (2022). Contemporary Study: Acquisition of a New Language and its Impacts on a Learner's Lifestyle. *International Journal of Linguistics Studies*, *2*(2), 56-59.
26. Haidar, S. (2017). Access to English in Pakistan: Inculcating prestige and leadership through instruction in elite schools. *International Journal of Bilingual Education and Bilingualism*.
27. Haidar, S. (2019). The role of English in developing countries: English is a passport to privilege and needed for survival in Pakistan. *English Today*, *35*(3), 42-48.
28. Haidar, S. (2021). Designed for failure: English instruction as a tool for the perpetuation of students' dependent and dominated status. *International Multilingual Research Journal*, *15*(4), 363-377.
29. Haidar, S., & Fang, F. (2019a). Access to English in Pakistan: a source of prestige or a hindrance to success. *Asia Pacific Journal of Education*, *39*(4), 485-500.
30. Haidar, S., & Fang, F. (2019b). English language in education and globalization: A comparative analysis of the role of English in Pakistan and China. *Asia Pacific Journal of Education*, *39*(2), 165176.
31. How important is learning English in China?
32. https://www.hiredchina.com/How-important-is-learning-Englishin-China
33. Huiyuan, G., Larisa, N., & Jagdish, K. (2022). CHINESE STUDENTS'BELIEFS ABOUT ENGLISH LANGUAGE AND
34. THEIR L2 MOTIVATION. *Интеграция образования*, *26*(1
35. (106)), 42-54.
36. Ilyas, A., Tahir, A., & Tagga, M. I. (2021). English and Chinese as a foreign language at institutional level in Pakistan: Teaching methods and Strategies. *International Journal of linguistics and Culture*, *2*(1), 19-35.
37. Jadoon, A. U. R., Chishti, M. I., Afzaal, M., & Afzal, T. (2020). Challenges Faced by Newly Inducted Teachers Implementing
38. Revised English Curriculum in Pakistan. *English Language Teaching*, *13*(7), 52-66.
39. Jiang, H. (2022). Teaching English to Young Learners in China and Ukraine. *Educational Challenges*, *27*(2), 16-28.
40. Khan, M. A. A. (2020). Analysis of EFL teaching in Pakistan: Method and strategies in the postmethod era. *REiLA: Journal of Research and Innovation in Language*, *2*(3), 93-100.
41. Künnecke, M. (2016). English as common legal language: its expansion and the effects on civil law and common law lawyers. *European Review of Private Law*, *24*(5).
42. Li, Z. (2023). Retrospective and Prospective Analysis of Chinese Foreign Language Education Policies (1949-2018). *Adult and Higher Education*, *5*(20), 14-20.
43. Light, I. (2014). Transnationals in an English-speaking world. *International Journal of Entrepreneurship and Small Business*, *23*(1-2), 10-26.

44. Manan, S. A., Channa, L. A., & Haidar, S. (2022). Celebratory or guilty multilingualism? English medium instruction challenges, pedagogical choices, and teacher agency in Pakistan. *Teaching in Higher Education*, *27*(4), 530-545.
45. Manan, S. A., David, M. K., & Dumanig, F. P. (2016). English language teaching in Pakistan: Language policies, delusions and solutions.
46. *English language education policy in Asia*, 219-244.
47. Manan, S. A., Dumanig, F. P., & David, M. K. (2017). The Englishmedium fever in Pakistan: Analyzing policy, perceptions and practices through additive bi/multilingual education lens. *International Journal of Bilingual Education and Bilingualism*, *20*(6), 736-752.
48. Milawati, M. (2019). Grammar Translation Method: Current Practice In EFL Context. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *4*(1), 187-196.
49. Mohammad, N., Masum, R., Ali, Z., & Baksh, K. (2018). Teaching practices of English language in the schools of Lasbela District, Pakistan. *International Journal of Experiential Learning & Case Studies*, *2*(2), 34-39.
50. Nawaz, H., Amin, M., & Tatla, I. A. (2015). Factors Affecting Students' Motivation Level to Learn English as a Second Language in the Pakistani University Context. *Journal of Research & Reflections in Education (JRRE)*, *9*(2).
51. Paik, J. (2009). " Learning English, Imagining Global": The Narratives of Early English Education Experiences in South Korea. *International Journal of Learning*, *15*(10).
52. Panezai, S. G., & Channa, L. A. (2017). Pakistani government primary school teachers and the English textbooks of Grades 1–5: A mixed methods teachers'-led evaluation. *Cogent Education*, *4*(1), 1269712.
53. Panhwar, A. H., Baloch, S., & Khan, S. (2017). Making communicative language teaching work in Pakistan. *International Journal of English Linguistics*, *7*(3), 226-234.
54. Rahman, T. (2020). English in Pakistan: Past, present and future. *Functional variations in English: Theoretical considerations and practical challenges*, 127-148.
55. Rashid, A., Khan, Y., & Khudai, U. (2022). Investigating the Impact of Formative Feedback on Writing Skills of English Language Learners at Undergraduate Level in South Punjab, Pakistan. *sjesr*, *5*(4), 125-132.
56. Saleem, M., & Akbar, R. A. (2020). Issues of English Curriculum Implementation at Higher Secondary Level Schools in Pakistan.
57. *Review of Education, Administration & Law*, *3*(2), 293-305.
58. Samawiyah, Z., & Saifuddin, M. (2016). Phonetic symbols through audiolingual method to improve the students' listening skill. *Dinamika Ilmu*, *16*(1), 35-46.
59. Tang, D. (2022). English Proficiency Evaluation Model of College Students by Using Intuitive Fuzzy Information Theory. *Advances in Multimedia*, *2022*.
60. tuz Zahra, F., Khan, A., Ahmed, K., & Imtiaz, F. (2023). TEACHING
61. SPOKEN ENGLISH IN PAKISTAN: AN OVERVIEW OF
62. RESEARCH FINDINGS. *International Journal of Contemporary Issues in Social Sciences.. ISSN*
63. *(E) 2959-2461 (P) 2959-3808*, *2*(4), 248-256.
64. Wang, P., & Diao, A. (2020). Exploring the New Foreign Language
65. Teaching Mode in Chinese Middle School Based on ActionOriented Approach: Taking the English Listening and Speaking Class as an Example. 6th International Conference on Humanities and Social Science Research (ICHSSR 2020),
66. Wang, S., Zhang, H., & Sardar, N. English Teaching Methods in Chinese and Pakistani Educational Institutes: A Comparative Review.
67. Wang, Y., Weng, H., & Li, Y. (2020). Language ideologies and English in Chinese primary education. *Asian Englishes*, *22*(2), 179-194.
68. Xu, Y., & Fang, F. (2022). Bridging Language Policy and English Language Teaching in the Chinese Context:: Recent Developments and Future Path. *Crossings: A Journal of English Studies*, *13*(2), 161-174.
69. Zaman, Q., Aslam, M., & Milian, M. (2021). AN ANALYSIS OF ORAL COMMUNICATION COMPETENCY OF TENTH GRADE ENGLISH LANGUAGE EXAMINATION IN BALOCHISTAN.
70. *Pakistan Journal of Educational Research*, *4*(1).

Table 1: Comparative Analysis of English Language Teaching Practices in High School and College Levels between China and Pakistan

Aspect	China		Pakistan	
	High School	**College**	**High School**	**College**
Curriculum	Grammar, Writing	Research	Grammar, literature	Specialized research
Teaching Approaches	Group activities, Lectures	Lectures, Practical work	Interactive, Bend of traditional	Discussion, Lectures
Language Exposure	English as instruction	English medium	English as instruction	English medium
Assessment	Tests, exams, Projects	Exams, Presentations	Exams and projects	Research, exams Presentation
Teacher Training Programs	Formal training for subjects	College instruction	Formal training	Varied some lacking
Socioeconomic Factors	Based on urbanization	Better facilities in urban areas	Disparities in access	Better facilities in urban areas

Table 2: Overview of Selected Studies on English Language Teaching and Language Policies in Asian Contexts

SR NO.	AUTHOR	YEARS	METHOD OLOGY	OBJECTIVE	MAIN FINDINGS
1	Al-Jarf et al., (Al-Jarf, 2021)	2021	Experimental research	To enhance EFL freshman students' reading skills with inspirational quotes	The use of inspirational quotes significantly improved the reading skills of EFL freshman students.
2	Azeem et al., (Azeem et al., 2022).	2022	Qualitative research	To identify problems and solutions of Chinese language teaching in Pakistan	The study identified several problems in Chinese language teaching in Pakistan, including a lack of qualified teachers, inadequate teaching materials, and insufficient funding. The study also proposed several solutions, such as improving teacher training, developing appropriate teaching materials, and increasing funding.
3	BaconShone et al., (Bacon-Shone et al., 2015)	2016	Survey research	To investigate language use, proficiency, and attitudes in Hong Kong	The study found that English is widely used in Hong Kong, and most respondents had a positive attitude towards English. However, the study also found that there is a significant gap between the language proficiency of the rich and poor in Hong Kong.
4	Chen et al., (Chen, 2014)	2014	Experimental research	To develop an adaptive scaffolding elearning system for middle school students' physics learning	The study developed an adaptive scaffolding e-learning system that improved middle school students' physics learning outcomes.
5	Fang et al., (F. G. Fang, 2018)	2017	Review of literature	To review the current trends and future directions of English as a medium of instruction in Chinese universities	The study found that English as a medium of instruction is becoming increasingly popular in Chinese universities, but there are also concerns about its impact on students' language proficiency and cultural identity.
6	Fang, (F. F. G. Fang)	2018	Review of literature	To examine the ideology and identity debate of English in China	The study found that the debate over English in China is closely related to issues of national identity and cultural imperialism.
7	Haidar et al., (Haidar, 2017)	2017	Qualitative research	To examine access to English in Pakistan and its role in inculcating prestige and leadership through instruction in elite schools	The study found that English is highly valued in Pakistan, particularly in elite schools, where it is seen as a means of acquiring prestige and leadership skills. However, the study also found that access to English is limited for many Pakistanis, particularly those from disadvantaged backgrounds.
8	Haidar et al., (Haidar, 2019)	2018	Review of literature	To examine the role of English in developing countries	The study argued that English has become a global language and is increasingly important for economic and social mobility in developing countries. However, the study also highlighted the challenges of English language teaching in developing countries, such as inadequate resources and a lack of qualified teachers.
9	Manan et al., (Manan et al., 2016)	2016	Qualitative research	To examine English language teaching in Pakistan and its language policies, delusions, and solutions	The study found that English language teaching in Pakistan is influenced by a range of factors, including language policies, teacher training, and student attitudes. The study also proposed several solutions to improve English language teaching in Pakistan, such as developing appropriate teaching materials and increasing teacher training.

10	Manan et al., (Manan et al., 2017)	2015	Qualitative research	To analyze the policy, perceptions, and practices of the English-medium fever in Pakistan through an additive bi/multilingual education lens	The study found that the English-medium fever in Pakistan is driven by a range of factors, including a desire for social mobility and a lack of confidence in the quality of education provided in Urdu. The study also highlighted the need for a more additive bi/multilingual education approach to English language teaching in Pakistan.

Table 3: Descriptive statistics of all variables

Questionnaire	Statement	Scoring	Pakistani Institutes			Chinese Institutes		
			Frequuency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
Communicative Language Teaching	1. I regularly use communicative activities in my English classes.	Disagree	4	8	8	3	6	6
		Neutral	21	42	50	5	10	16
		Agree	12	24	74	29	58	74
		Strongly Agree	13	26	100	13	26	100
	2. Communicative teaching methods effectively improve students' English speaking skills.	Disagree	7	14	14	5	10	10
		Neutral	8	16	30	2	4	14
		Agree	22	44	74	26	52	66
		Strongly Agree	13	26	100	17	34	100
	3. Communicative teaching methods effectively improve students' English listening skills.	Disagree	6	12	12	8	16	16
		Neutral	9	18	30	5	10	26
		Agree	19	38	68	20	40	66
		Strongly Agree	16	32	100	17	34	100
	4. Communicative teaching methods effectively improve students' English writing skills.	Disagree	4	8	8	7	14	14
		Neutral	10	20	28	5	10	24
		Agree	20	40	68	19	38	62
		Strongly Agree	16	32	100	19	38	100
	5. I face challenges implementing communicative teaching methods in my classes.	Disagree	6	12	12	9	18	18
		Neutral	8	16	28	11	22	40
		Agree	19	38	66	20	40	80
		Strongly Agree	17	34	100	10	20	100
	6. Students in my classes are motivated and engaged in communicative activities.	Disagree	1	2	2	7	14	14
		Neutral	16	32	34	10	20	34
		Agree	25	50	84	21	42	76
		Strongly Agree	8	16	100	12	24	100
	7. Communicative teaching methods are more effective than traditional grammar-based methods.	Disagree	6	12	12	5	10	10
		Neutral	9	18	30	12	24	34
		Agree	25	50	80	18	36	70
		Strongly Agree	10	20	100	15	30	100
	8. My institution provides adequate resources and training for using communicative teaching methods.	Disagree	5	10	10	2	4	4
		Neutral	10	20	30	23	46	50
		Agree	16	32	62	13	26	76
		Strongly Agree	19	38	100	12	24	100
Language Competency and Teacher Motivation	9. Students with high language proficiency achieve better results in English classes.	Disagree	4	8	8	8	16	16
		Neutral	21	42	50	7	14	30
		Agree	12	24	74	28	56	86
		Strongly Agree	13	26	100	7	14	100

	10. Students with higher levels of motivation learn English more effectively.	Disagree	7	14	14	10	20	20
		Neutral	8	16	30	2	4	24
		Agree	22	44	74	27	54	78
		Strongly Agree	13	26	100	11	22	100
	11. I am motivated and passionate about teaching English to my students.	Disagree	6	12	12	7	14	14
		Neutral	9	18	30	6	12	26
		Agree	19	38	68	21	42	68
		Strongly Agree	16	32	100	16	32	100
	12. My teacher training prepared me to effectively teach English using communicative methods.	Disagree	4	8	8	7	14	14
		Neutral	10	20	28	2	4	18
		Agree	20	40	68	29	58	76
		Strongly Agree	16	32	100	12	24	100
	13. I receive sufficient support and encouragement from my school administration to be a successful English teacher.	Disagree	6	12	12	3	6	6
		Neutral	8	16	28	18	36	42
		Agree	19	38	66	21	42	84
		Strongly Agree	17	34	100	8	16	100
	14. The overall English language proficiency of teachers in my institution is high.	Disagree	1	2	2	4	8	8
		Neutral	16	32	34	5	10	18
		Agree	25	50	84	37	74	92
		Strongly Agree	8	16	100	4	8	100
	15. Teacher salary and career prospects in English teaching are motivating in my country.	Disagree	6	12	12	6	12	12
		Neutral	9	18	30	6	12	24
		Agree	25	50	80	8	16	40
		Strongly Agree	10	20	100	30	60	100
Technology in English Language Training	16. I use various technologies in my English classes (e.g., online platforms, and language apps).	Disagree	5	10	10	2	4	4
		Neutral	10	20	30	23	46	50
		Agree	16	32	62	13	26	76
		Strongly Agree	19	38	100	12	24	100
	17. Educational technology effectively improves students' English speaking skills.	Disagree	5	10	10	8	16	16
		Neutral	7	14	24	6	12	28
		Agree	24	48	72	28	56	84
		Strongly Agree	14	28	100	8	16	100
	18. Educational technology effectively improves students' English listening skills.	Disagree	6	12	12	8	16	16
		Neutral	8	16	28	4	8	24
		Agree	12	24	52	24	48	72
		Strongly Agree	24	48	100	14	28	100
	19. Educational technology effectively improves students' English writing skills.	Disagree	7	14	14	6	12	12
		Neutral	13	26	40	9	18	30
		Agree	18	36	76	19	38	68
		Strongly Agree	12	24	100	16	32	100
	20. I face challenges integrating	Disagree	20	40	40	7	14	14
		Neutral	4	8	48	2	4	18
		Agree	19	38	86	31	62	80

	technology into my English classes.	Strongly Agree	7	14	100	10	20	100
	21. Students in my classes are engaged and motivated when using technology for learning English.	Disagree	4	8	8	2	4	4
		Neutral	21	42	50	21	42	46
		Agree	12	24	74	20	40	86
		Strongly Agree	13	26	100	7	14	100
	22. Educational technology can personalize students' learning experiences.	Disagree	7	14	14	6	12	12
		Neutral	8	16	30	4	8	20
		Agree	22	44	74	36	72	92
		Strongly Agree	13	26	100	4	8	100
	23. My institution provides necessary equipment and technical support for using technology in English classes.	Disagree	6	12	12	7	14	14
		Neutral	9	18	30	4	8	22
		Agree	19	38	68	10	20	42
		Strongly Agree	16	32	100	29	58	100
	24. Access to reliable internet connectivity is readily available for teachers and students in my institution.	Disagree	4	8	8	3	6	6
		Neutral	10	20	28	8	16	22
		Agree	20	40	68	29	58	80
		Strongly Agree	16	32	100	10	20	100
	25. My students are digitally literate and comfortable using technology for learning.	Disagree	6	12	12	9	18	18
		Neutral	8	16	28	4	8	26
		Agree	19	38	66	9	18	44
		Strongly Agree	17	34	100	28	56	100
	26. Educational technology enhances collaboration and communication between teachers and students.	Disagree	1	2	2	7	14	14
		Neutral	16	32	34	4	8	22
		Agree	25	50	84	7	14	36
		Strongly Agree	8	16	100	32	64	100
	27. Educational technology can be used effectively to assess student learning outcomes.	Disagree	6	12	12	4	8	8
		Neutral	9	18	30	10	20	28
		Agree	25	50	80	26	52	80
		Strongly Agree	10	20	100	10	20	100
	28. Educational technology complements, but does not replace, traditional teaching methods.	Disagree	5	10	10	13	26	26
		Neutral	10	20	30	4	8	34
		Agree	16	32	62	7	14	48
		Strongly Agree	19	38	100	26	52	100
	29. I plan to continue using and exploring new technologies in my English teaching practice.	Disagree	5	10	10	10	20	20
		Neutral	7	14	24	20	40	60
		Agree	24	48	72	13	26	86
		Strongly Agree	14	28	100	7	14	100
	30. Educational technology has the potential to revolutionize English language teaching in my country.	Disagree	6	12	12	1	2	2
		Neutral	8	16	28	22	44	46
		Agree	12	24	52	3	6	52
		Strongly Agree	24	48	100	24	48	100

Table 4: Comparative data of Communicative Language Teaching in Pakistan and China

	PCLT	CCLT
Mean	30.8400	30.9400
Std. Deviation	3.94016	3.15847
Variance	15.525	9.976
Skewness	-.243	.175
Std. Error of Skewness	.337	.337
Range	17.00	12.00
Minimum	22.00	26.00
Maximum	39.00	38.00

Table 5: Comparative data of Language Competency and Teacher motivation in Pakistan and China

	PLCT	CLCT
Mean	26.8600	27.0400
Std. Deviation	3.63661	3.45206
Variance	13.225	11.917
Skewness	-.039	-.634
Std. Error of Skewness	.337	.337
Range	15.00	14.00
Minimum	19.00	19.00
Maximum	34.00	33.00

Table 6: Comparative data of Technology in English Language Training in Pakistan and China

	CCLT	CTELT
Mean	30.9400	57.4800
Std. Deviation	3.15847	5.21474
Variance	9.976	27.193
Skewness	.175	.089
Std. Error of Skewness	.337	.337
Range	12.00	18.00
Minimum	26.00	48.00
Maximum	38.00	66.00

Figures

Pakistan   China
Graph 1: Comparative data of Communicative Language Teaching in Pakistan and China

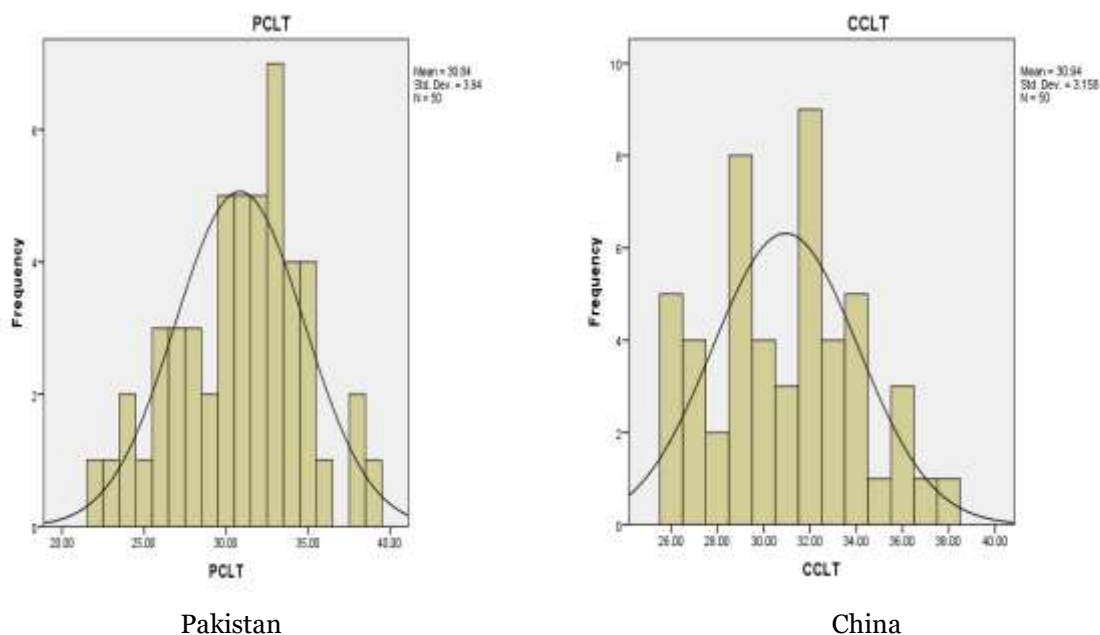Pakistan   China
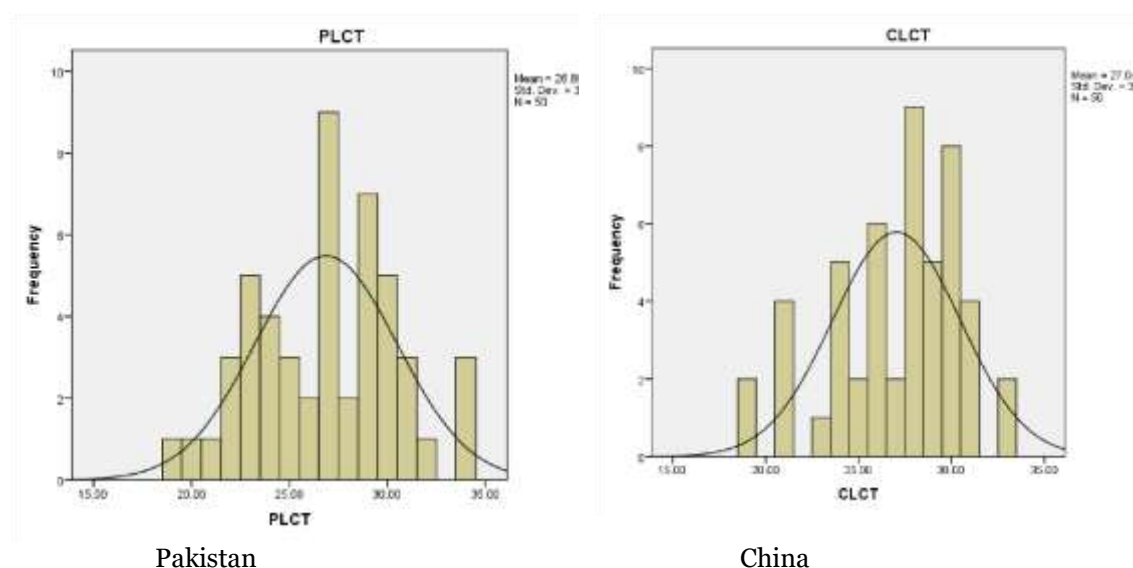
Graph 2: Comparative data of Language Competency and Teacher Motivation in Pakistan and China

Pakistan   China

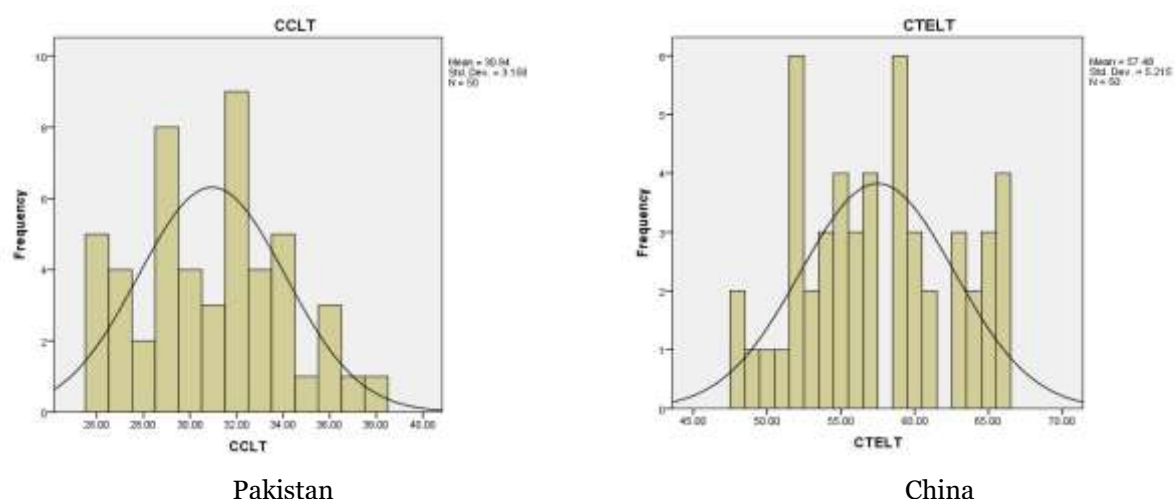**Graph 3: Comparative data of Technology in English Language Training in Pakistan and China**

Figure caption list:
Graph 1: Comparative data of Communicative Language Teaching in Pakistan and China
Graph 2: Comparative data of Language Competency and Teacher Motivation in Pakistan and China
Graph 3: Comparative data of Technology in English Language Training in Pakistan and China

PERFORMA

Questionnaire	Statement	Scoring	Pakistani Institutes	Chinese Institutes
Communicative Language Teaching	1. I regularly use communicative activities in my English classes.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	2. Communicative teaching methods effectively improve students' English speaking skills.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
		Disagree		

	3. Communicative teaching methods effectively improve students' English listening skills.	Neutral		
		Agree		
		Strongly Agree		
	4. Communicative teaching methods effectively improve students' English writing skills.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	5. I face challenges implementing communicative teaching methods in my classes.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	6. Students in my classes are motivated and engaged in communicative activities.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	7. Communicative teaching methods are more effective than traditional grammarbased methods.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	8. My institution provides adequate resources and training for using communicative teaching methods.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
Language Competency and Teacher Motivation	9. Students with high language proficiency achieve better results in English classes.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	10. Students with higher levels of motivation learn English more effectively.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	11. I am motivated and passionate about teaching English to my students.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	12. My teacher training prepared me to effectively teach English using communicative methods.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	13. I receive sufficient support and encouragement from my school administration to be a successful English teacher.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	14. The overall English language proficiency of teachers in my institution is high.	Disagree		
		Neutral		
		Agree		

		Strongly Agree		
	15. Teacher salary and career prospects in English teaching are motivating in my country.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
Technology in English Language Training	16. I use various technologies in my English classes (e.g., online platforms, and language apps).	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	17. Educational technology effectively improves students' English speaking skills.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	18. Educational technology effectively improves students' English listening skills.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	19. Educational technology effectively improves students' English writing skills.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	20. I face challenges integrating technology into my English classes.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	21. Students in my classes are engaged and motivated when using technology for learning English.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	22. Educational technology can personalize students' learning experiences.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	23. My institution provides the necessary equipment and technical support for using technology in English classes.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	24. Access to reliable internet connectivity is readily available for teachers and students in my institution.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	25. My students are digitally literate and comfortable using technology for learning.	Disagree		
		Neutral		
		Agree		
		Strongly Agree		
	2Educational technology enhances collaboration and communication between teachers and students.	Disagree		
		Neutral		

		Agree		
		Strongly Agree		
27. Educational technology can be used effectively to assess student learning outcomes.		Disagree		
		Neutral		
		Agree		
		Strongly Agree		
28. Educational technology complements, but does not replace, traditional teaching methods.		Disagree		
		Neutral		
		Agree		
		Strongly Agree		
29. I plan to continue using and exploring new technologies in my English teaching practice.		Disagree		
		Neutral		
		Agree		
		Strongly Agree		
30. Educational technology has the potential to revolutionize English language teaching in my country.		Disagree		
		Neutral		
		Agree		
		Strongly Agree		