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## English Teaching Methods in Chinese and Pakistani Educational Institutes: A Comparative Review

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**Abstract:** English, a language that symbolizes opportunities and advancement, has become an essential asset for both China and Pakistan as they strive to expedite their progress in the contemporary world. This article presents a comprehensive review of English language teaching approaches in China and Pakistan, emphasizing their substantial contributions to progress and prosperity in these regions. The primary objectives are to identify the pedagogical approaches, teacher training, challenges, and innovations in each country's English language education. It delves into the evolving landscape of English language instruction, emphasizing its influence on these nations and investigating their historical, linguistic, and cultural influences on English language education. China prioritizes the development of reading, writing, listening, and speaking skills to drive economic growth and international influence. Meanwhile, Pakistan seeks socio-economic mobility and sustainable prosperity, shaped by its colonial heritage and global connections. The integration of digital tools offers immersive experiences, enhancing language proficiency and communication skills. In conclusion, this comprehensive research examines English language teaching in China and Pakistan, stressing the significance of tackling common challenges and harnessing technology. These insights empower educators to create dynamic English learning environments that foster individual development and contribute to overall progress in both nations.

**Key Words:** English Language Teaching, Comparative Review, Chinese Educational Institutes, Pakistani Educational Institutes, Pedagogical Approaches

### Introduction

The English language, widely regarded as the prevailing language for global communication, serves as a vital instrument for international interaction, economic advancement, and access to a multitude of global opportunities. Its acquisition and proficiency carry substantial implications for individual mobility, professional growth, and the socio-economic development of nations. It is imperative to recognize that the position of the English language is embedded within a rich tapestry of sociocultural and sociopolitical settings that are shaped by a multitude of ideologies (Rafeeq, 2021). In nations such as Pakistan and China, English has garnered significant importance owing to historical, political, and economic factors, and it is presently regarded as an Asian language that deeply influences various facets of people's daily existence (Rahman, 2000). As China's presence in international affairs and its role in the global economy continues to expand, there is an extraordinary demand for English proficiency (Wu, 2001). Proficiency in English is viewed as a cornerstone for further national development and is also recognized as a valuable asset for individuals (Yihong, 2009).

In Pakistan, the instruction of the English language is notably shaped by its historical colonial legacy and prevailing language ideologies. The significance of English in Pakistani society is closely linked to the country's history of British rule, with the language carrying a strong social prestige and being seen as a pathway to upward mobility. As a result of this historical association with British colonialism, English teaching methodologies in Pakistan frequently place a strong emphasis on grammar instruction and

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translation exercises. The primary goal of these methods is to instill a focus on precision and formal language usage, reflecting the historical context in which English was used for official and administrative purposes (Manan et al., 2015).

China and Pakistan share common challenges in the realm of English language education despite their inherent differences. These challenges encompass issues such as overcrowded classrooms, resource constraints, and the delicate task of striking a balance between imparting English language skills and preserving students' native languages and cultures. Both educational systems acknowledge the significance of leveraging technology to intensify student engagement and foster language proficiency. The integration of technology into English language instruction is viewed as a bridge between traditional teaching methodologies and the digital age, with the potential to enhance interactive learning experiences and grant students access to a rich array of authentic English language resources, as outlined in Tamim's research in 2013.

Facilitating the exchange of experiences and best practices in the realm of English language instruction between China and Pakistan is of paramount importance. By fostering this cross-cultural educational collaboration, both nations can adapt and enhance their teaching methodologies through a mutual learning process. This synergy will enable them to draw inspiration from each other's accomplishments and overcome shared challenges. Furthermore, the infusion of research-based insights into teacher motivation, as highlighted in the work of Pan and Seargeant (2012), holds the potential to revolutionize the professional development of English educators and, consequently, kindle a heightened sense of motivation among students. This proposal seeks to explore and expound upon these promising opportunities for educational progress.

The educational structures in both nations encompass a range of tiers, spanning from kindergarten to primary school, middle school, high school, and college. English language instruction is an integral part of each level, albeit with diverse goals and methodologies, as elucidated by Rafeeq in 2021. In the context of China, the educational system prioritizes the pursuit of academic excellence, with a strong emphasis on standardized testing, particularly during high school, as a means to secure coveted admissions to esteemed universities. Proficiency in the English language in China serves as a gateway to an array of enhanced opportunities for the youth, bolstering their global competitiveness on a broader scale.

This review article is dedicated to providing a comprehensive and in-depth analysis that compares the English teaching techniques utilized at various educational levels within the systems of China and Pakistan. By carefully examining the strengths, weaknesses, and consequent effects of these methods, this review paper offers insights into the significant role of English education in both countries. It offers a wide-ranging perspective on the educational scenario, encompassing institutions ranging from kindergartens to high schools and tertiary education establishments in both nations.

## Methodology

A rigorous methodology was embraced in conducting this comparative review of English teaching methods in Chinese and Pakistani educational institutions. This approach encompassed an exhaustive scrutiny of prevailing literature, an in-depth analysis of research studies, and a meticulous examination of educational policies. The overarching objective of this review was to unearth valuable insights into the convergences and divergences inherent in the pedagogical approaches governing English language instruction in these two nations.

## Data Collection

We established clear selection criteria to ensure the quality and relevance of the literature in our analysis, with a specific emphasis on sources directly addressing English teaching methods in Chinese and Pakistani educational institutions. These criteria allowed us to concentrate our review on the precise subject matter. Once we gathered the literature, we conducted a comprehensive review with the primary goal of exploring various facets of English teaching methods, such as curriculum design, instructional approaches, language learning strategies, assessment techniques, and the integration of technology. Our literature review



involved a meticulous examination of each source to identify central themes, emerging trends, and valuable insights pertaining to English teaching methods in these two nations.

### Data Extraction

During the data extraction phase, key information and data related to English teaching methods were carefully extracted from the selected literature. This involved meticulously reviewing the literature to identify relevant details and insights about various aspects of English language instruction. Curriculum design was a significant focus during the data extraction process. The literature provided valuable information on the structure, content, and sequencing of English language curricula in Chinese and Pakistani educational institutes. Additionally, instructional approaches were thoroughly examined, including methods employed to facilitate effective language learning, such as teacher-led instruction, student-centered approaches, task-based learning, and communicative language teaching.

Assessment methods constituted another crucial aspect of the data extraction process. The literature shed light on the different approaches to assessing English language proficiency, from traditional exams to performance-based and portfolio assessments. These insights helped me understand how students' language skills and progress are evaluated in both contexts. The study also explored a thorough investigation of the integration of technology within the realm of English language instruction. The scholarly literature offered valuable insights into the utilization of digital tools, online resources, language learning applications, and interactive multimedia to augment the teaching and learning process. The data extraction process meticulously concentrated on capturing the diverse array of technological tools and platforms employed within educational contexts in China and Pakistan. Through a systematic extraction of pivotal information and data concerning curriculum design, instructional methodologies, assessment techniques, and the infusion of technology, this review acquired a comprehensive understanding of English language teaching methodologies within educational institutions in China and Pakistan. This data-centric approach ensured that the findings of the review were firmly rooted in empirical evidence and scholarly wisdom.

### Data Examination and Analysis

The collected literature was carefully examined to identify key themes, trends, and insights. Thematic analysis was conducted to categorize and analyze key themes, patterns, and perspectives related to English teaching methods in China and Pakistan. The analysis focused on curriculum design, instructional approaches, language learning strategies, assessment methods, and technology integration.

### Comparative Analysis

The analysis involved a meticulous examination of extracted data and the discerned thematic elements, serving as a critical lens to compare English teaching methodologies within Chinese and Pakistani educational institutions. This comprehensive assessment honed in on four key dimensions: curriculum design, instructional strategies, assessment procedures, and the infusion of technology. It was aimed at uncovering both shared characteristics and disparities in these domains, offering valuable insights into the pedagogical approaches employed in these unique contexts. Through this scrutiny, we illuminated aspects including curriculum frameworks, the extent of content coverage, and the formulation of learning objectives. Moreover, it brought to the fore variations in instructional methods, such as the equilibrium between teacher-centered and student-centered approaches. This analysis also delved into the assessment techniques employed to evaluate English language proficiency and the depth to which technology played a role in the teaching and learning processes. In essence, this rigorous critical analysis provides a holistic understanding of the commonalities and distinctions in English teaching methodologies between these two nations.

### Synthesis of Findings

The findings from the comparative analysis were synthesized to provide a comprehensive overview of English teaching methods in both countries. Key similarities, differences, trends, and factors influencing pedagogical practices were summarized and presented.

## Expert Insights

Expert opinions and recommendations from scholars and practitioners in the field of English language teaching were incorporated into the review. These insights provided additional depth and credibility to the analysis, offering practical suggestions for improving English teaching methods in both contexts.

## Exploring English Teaching Approaches and Perspectives in Pakistani Educational Institutes

In Pakistan, English teaching methods often prioritize grammar instruction and translation exercises to develop accuracy and formal language usage (Manan et al., 2015). Grammar-focused approaches are deeply rooted in the colonial legacy of English in the country. These methods emphasize the rules and structures of English grammar, focusing on acquiring correct grammar usage (Haidar, 2017). Translation exercises are commonly used to practice language skills and enhance comprehension. This approach reflects the historical influence of British educational systems, where English was essential for government loyalty and professional success (Tamim, 2013). English teaching at the kindergarten level in Pakistan follows a child-centered approach emphasizing interactive and play-based learning. Teachers create a nurturing and stimulating environment where young learners are exposed to English through songs, rhymes, stories, and engaging activities (Manan et al., 2016). They focus on developing the foundational language skills of listening, speaking, and vocabulary acquisition. Teachers use gestures, facial expressions, and visual aids to support comprehension and encourage active participation (Mahboob & Jain, 2016). Through interactive games, role-plays, and group activities, children can practice English in a fun manner, building their confidence and enthusiasm for the language.

Grammar instruction plays a significant role, with teachers emphasizing the rules and structures of English grammar. Translation exercises commonly reinforce language skills and develop students' comprehension abilities. Vocabulary building and reading comprehension are important components of English teaching at this level (RAHMAN, 2007). However, there is growing recognition in some schools in Pakistan of the need to adopt more communicative and student-centered approaches. Some educators incorporate interactive activities, discussions, and project-based learning to promote active engagement and develop students' speaking and critical thinking skills (RAHMAN, 2007).

In Pakistan, college-level English teaching methods place a strong emphasis on fostering advanced language proficiency and developing academic skills (Baumgardner, 1990). The emphasis is on developing students' reading, writing, listening, and speaking abilities to communicate effectively in English within an academic context. Teachers employ traditional and modern teaching approaches, including lectures, discussions, group work, and multimedia resources (Norton & Kamal, 2003). They encourage critical thinking, analysis, and interpretation of complex texts and the ability to present and defend arguments effectively. Writing skills are improved through assignments, essays, and research papers, focusing on organization, coherence, and evidence-based arguments. Teachers also guide effective note-taking, research techniques, and citation styles to equip students with the necessary academic skills ("Language Policy and Education in Pakistan," n.d.). At the college level in Pakistan, English teaching approaches extend beyond just language proficiency. They also strive to enrich students' intercultural competence and global awareness. Educators incorporate materials and subjects that introduce students to various cultures, viewpoints, and worldwide concerns. Students participate in intercultural exchanges through discussions, debates, and presentations, fostering a more comprehensive comprehension of the global landscape (Saeed & Kashif, 2019). Technology is frequently integrated into teaching methodologies, providing access to genuine resources, online research, and multimedia tools to boost language acquisition and acquaint students with diverse English-speaking environments. The ultimate objective is to equip students for academic achievement and the interconnected world, where English serves as a prevalent means of communication (Tamim, 2013; Manan et al., 2016).

## Exploring English Teaching Approaches and Perspectives in Chinese Educational Institutes

In China, the education system strongly emphasizes English language instruction from early education through higher education. English language courses are mandatory in the curriculum, and students are encouraged to achieve high proficiency levels (Hu, 2009). The focus on English instruction is driven by various factors, including recognizing English as a global language for international collaborations, higher



education opportunities abroad, and enhanced employability in a globalized job market (Gil & Adamson, 2011).

English teaching methods in China have evolved to incorporate a more communicative and functional approach (Yihong, 2009). While grammar instruction remains important, there is a greater emphasis on developing practical language skills for real-life communication. Oral communication, listening comprehension, and speaking skills are increasingly emphasized to enhance students' ability to engage in global interactions (Liu & Fang, 2017). Language learning is often supplemented with multimedia resources, interactive activities, and language immersion programs to create an immersive learning experience (Rao, 2013).

English teaching at the kindergarten level in China adopts various strategies to create an effective learning environment for young learners (Zhu, 2012). Play-based activities and a language-rich environment are emphasized to engage children's imagination and facilitate language acquisition. Role-playing, games, and interactive exercises are incorporated into the curriculum, providing opportunities for children to immerse themselves in English while having fun. This approach aims to create an immersive and language-rich environment where children can naturally develop their language skills through play. Another widely used method in Chinese kindergarten classrooms is Total Physical Response (TPR) (Chen, 2014). TPR involves giving commands in English, and children respond physically, associating language with actions. This method helps children develop listening and comprehension skills by connecting language with physical movements. Through TPR, children are actively engaged in learning and can understand and respond to English commands, further enhancing their language development. Songs, storytelling, and games play a significant role in the English curriculum at the kindergarten level in China (Wu, 2001). These activities are integrated to enhance vocabulary acquisition, listening comprehension, and oral expression. Children can learn new words and phrases by incorporating songs while enjoying the rhythm and melody. Storytelling introduces children to narratives and helps them develop listening skills, while games provide interactive and engaging opportunities to practice English fun and playfully. These activities facilitate language learning and foster socio-emotional development as children interact and express themselves in English (Lam, 2005). While the teaching methods at the kindergarten level in China offer several advantages, there are also challenges to consider. The advantages include creating a nurturing and interactive learning environment, integrating language with play, and facilitating the development of early language skills.

In China, English teaching at the high school level focuses on developing students' language proficiency and preparing them for higher education and future careers. The teaching method in Chinese high schools combines a variety of approaches, including communicative language teaching and task-based learning (Luo & Wendel, 1999).

Teachers use a communicative approach to encourage active participation and meaningful interaction in English. They design activities that promote speaking, listening, reading, and writing skills. Group discussions, debates, presentations, and role-plays are common in the classroom to enhance students' communication abilities (Mohanty, 2006).

Task-based learning, where students are given real-life tasks or projects that require the use of English, is also emphasized. This approach fosters critical thinking, problem-solving skills, and collaboration among students. It helps them apply their English language skills in practical contexts and prepares them for future academic and professional endeavors (*Imagining Multiling. Sch.*, 2006).

English education in regular high schools in China plays a crucial role in the overall development of individuals, the progress of the nation, and meeting societal expectations. The National English Curriculum Standard for Regular High Schools serves as a guiding framework, focusing on developing comprehensive language application skills and cultural awareness among students. This curriculum aims to equip students with the necessary language proficiency and intercultural competencies to communicate effectively in English and understand different cultural perspectives (Zhao, 2016). English education at the high school level in China serves multiple purposes. It aims to prepare students for future employment opportunities, provide a foundation for further education both within China and internationally, and contribute to the country's overall economic and technological development. One of the key aspects that heavily influences

English education in Chinese high schools is the National Matriculation Test (Zhao, 2016). This test significantly impacts the entire high school education system and creates immense pressure for both English teachers and students. The test-oriented approach to English learning often places heavy emphasis on exam preparation, which may limit the scope for developing broader language skills and communicative abilities.

English teaching in China's college level has undergone significant changes in recent years. The historical background of the English language in China has gained recognition, focusing on its development since the seventeenth century (Wang & Chen, 2012). Modern Chinese universities have grown rapidly, allowing students to study abroad and Chinese researchers to gain international recognition. English proficiency has become essential for Chinese college students, and institutions offer language courses to improve their skills. English teaching methods integrate language skills development, critical thinking, and intercultural competence (Marambe et al., 2011). Content-based instruction combines language learning with subject-specific content, and flipped classrooms encourage self-directed learning and application of language skills. Technology-enhanced learning supplements classroom instruction, but access to technology can be challenging (Wang & Chen, 2012) (Ren & Wang, 2014). Overall, English teaching at the college level in China emphasizes language proficiency for academic and professional purposes, incorporating historical and cultural aspects of English in China. The curriculum explores the language's evolution, its influence on its different periods, and its current importance in academia and professional domains (Fang, 2018). The teaching design aligns with the five basic English skills and includes evaluation standards to assess students' English proficiency.

### **Comparative Analysis of English Teaching Methods**

In comparing English teaching methods in Pakistan and China, there are notable differences in approach and emphasis. Pakistan's teaching methods strongly focus on grammar instruction and translation exercises, reflecting the influence of colonial language ideology. In contrast, China has adopted a more communicative approach emphasizing practical language skills and aims to develop students' ability to communicate effectively in real-life situations (Leung & Yang, 2013). Furthermore, while English is seen as a prestigious language in both countries, the motivations behind its importance differ (Pan & Seargeant, 2012). In Pakistan, English is associated with upward mobility and adopting Western values. In contrast, English is considered crucial in China for international collaborations, higher education opportunities abroad, and improved employability in a globalized job market (Haidar, 2018).

It is important to note that both countries face debates and discussions regarding the impact of English on local languages and cultural heritage. Pakistan grapples with the challenge of balancing the dominance of English with preserving and promoting local languages. At the same time, China seeks to maintain linguistic and cultural diversity aimed at the growing importance of English (Rafeeq, 2021).

Overall, the teaching methods and attitudes towards English in Pakistan and China reflect the unique sociocultural contexts of each country, influenced by historical, political, and economic factors. The comparison highlights the need for a nuanced approach that considers the practical benefits of English while valuing and preserving local languages and cultural diversity in both contexts (Fang, 2018).

In China, the English teaching methods often prioritize achieving high scores on standardized tests such as the Gaokao (National Higher Education Entrance Examination) or TOEFL. This leads to a heavy emphasis on grammar rules, vocabulary memorization, and repetitive exercises to reinforce language structures. Teachers are knowledge providers, delivering lectures and conducting drills to ensure students are well-prepared for exams. However, this approach sometimes overlooks the development of practical language skills and the ability to communicate effectively in real-life situations (Cheng, 2008).

On the other hand, English teaching methods in Pakistan focus on fostering conversational fluency and practical language usage. Teachers encourage students to engage in pair work, group activities, and simulations to practice English in authentic contexts (Manan et al., 2016). This communicative approach builds confidence, encourages active participation, and develops effective communication skills. Pakistan's teaching methods also often incorporate multimedia resources, interactive technology, and authentic



materials like movies, songs, and news articles to make the learning process engaging and relevant (Nunan, 2003).

Both China and Pakistan share the goal of improving English proficiency, but their teaching methods differ significantly. China focuses on memorization, grammar drills, and exam-oriented preparation, while Pakistan adopts a more communicative approach emphasizing practical language usage, critical thinking, and creativity. Ultimately, the effectiveness of these methods may vary based on cultural contexts, educational systems, and individual student needs. Some important points comparing the English teaching methods between China and Pakistan are discussed in Table 1.

**Table 1**

*Comparative Analysis of English Language Teaching Methods: China vs. Pakistan*

Aspect	China	Pakistan
Curriculum Emphasis	Emphasis on grammar and writing skills	Focus on both grammar and spoken English.
Teaching Approaches	Traditional methods, including rote learning	A mix of traditional and interactive methods.
Classroom Dynamics	Large class sizes are common and teacher-centered	Varied class sizes; some interactive teaching.
Language Exposure	Limited exposure to native English speakers	Limited exposure to native English speakers.
Assessment Methods	Emphasis on exams and standardized tests	Combination of exams, projects, and assessments.
Technological Integration	Increasing use of technology in urban areas	Limited access to technology in some regions.
English Proficiency Goals	National emphasis on improving proficiency	Growing focus on improving English skills.
Cultural Relevance in Teaching	Inclusion of Chinese cultural references	Integration of local culture in language lessons.
Teacher Training Programs	Formal training programs for English teachers	Varied training, with some teachers lacking formal qualifications.
Socio-economic Factors	Urban-rural divide; urban areas more advanced	Varied access to

### Comparing English Teaching at Kindergarten Level in Pakistan and China

Pakistan and China share a mutual understanding of the significance of introducing English at the kindergarten level as a foundational step for future language acquisition. In both nations, the instruction of English at this stage is geared towards creating a pleasurable learning experience by incorporating interactive activities, songs, and games. The primary focus lies in nurturing fundamental vocabulary as well as enhancing listening and speaking abilities (Rahman & Shurong, 2017).

However, there may be some differences in the approach and resources used. Pakistani kindergartens often focus on creating a playful and enjoyable environment, while Chinese kindergartens integrate English more formally into the curriculum. Chinese kindergartens may also provide more structured language learning opportunities, incorporating visual aids and writing exercises to develop basic reading and writing skills (Rahman & Shurong, 2017).

Additionally, the specific content and curriculum may vary based on regional and individual school preferences in both countries. It is important to note that these are general observations and that there may be variations in teaching methods and approaches within different kindergartens in Pakistan and China (Azeem et al., 2022). A comparison of some important points of English Teaching methods at the kindergarten level in both countries is discussed in Table 2.

### Comparing English Teaching Methods at the High School Level in China and Pakistan

The English teaching methods at the high school level in China and Pakistan differ in their emphasis and approaches. In China, there is a focus on communicative language teaching and task-based learning, promoting active participation, critical thinking, and practical language use. In contrast, Pakistan still tends to rely more on traditional methods, including grammar instruction and translation exercises (S. U. Rahman & Shurong, 2017).

Chinese high schools aim to develop students' overall language proficiency by focusing on speaking, listening, reading, and writing skills through interactive and collaborative activities. On the other hand, Pakistani high schools often prioritize grammar accuracy and formal language usage, with less emphasis on spoken communication.

However, it is important to note that there can be variations in teaching methods within both countries, depending on the school, teacher, and specific curriculum. Some progressive schools in Pakistan have adopted more student-centered approaches, incorporating communicative activities and project-based learning. Similarly, not all schools in China may fully implement communicative language teaching, and some may still rely on more traditional methods (Y. Liu & Dunne, 2009). A comparison of some important points of English Teaching methods at the high school level in both countries is discussed in Table 2.

Overall, there is a growing need for both countries to explore and implement more student-centered, communicative approaches to English teaching at the high school level. This can help students develop practical language skills and critical thinking abilities and better prepare them for higher education and future career opportunities.

### Comparing English Teaching Methods at the College level in China and Pakistan

Distinct differences can be observed when comparing English teaching methods at the college level in China and Pakistan. In China, the focus is often on achieving high scores on standardized tests and exam-oriented preparation. English teaching methods prioritize grammar rules, vocabulary memorization, and repetitive exercises to reinforce language structures (Shamim, 2008). Traditional lecture-style formats are commonly employed, where teachers play a predominant role in delivering knowledge. Additionally, content-based instruction integrates language learning with subject-specific content, aiming to develop specialized language abilities within chosen fields of study (Copland et al., 2013). English as a medium of instruction is also becoming prevalent, aligning with China's efforts to internationalize its higher education sector and prepare students for global opportunities (Shamim, 2008) (Marambe et al., 2011).

In contrast, English teaching methods at the college level in Pakistan adopt a more communicative approach. There is a focus on practical language usage, critical thinking, and creativity. Teachers encourage interactive activities, group discussions, and presentations to develop language skills and enhance student confidence (Wei & Zhang, 2013). Project-based learning is frequently employed to foster problem-solving abilities, research skills, and collaborative teamwork. Pakistan's English teaching methods also emphasize the development of intercultural competence and global awareness by incorporating diverse materials and topics (Bernhardt, 1994). The aim is to prepare students for academic success in the globalized world where English is widely used as a means of communication. A comparison of some important points of English Teaching methods at the college level in both countries is discussed in Table 2.

**Table 2**

*Comparative Overview of English Teaching Methods: Kindergarten, High School, and College Levels in China and Pakistan*

Aspect	Kindergarten (China)	High School (China)	College (China)	Kindergarten (Pakistan)	High School (Pakistan)	College (Pakistan)
Curriculum	Play-based, vocabulary	Grammar, literature, writing	Specialized, research	Play-based, basic language	Balanced grammar, literature	Specialized, research
Teaching Approaches	Interactive, activity-based	Lectures, group activities	Lecture-based, practical	Playful, interactive	A mix of traditional, interactive	Lectures, discussions





Classroom Dynamics	Small groups, facilitation	Varied sizes, teacher-centered	Larger lectures, participation	Small classes, interaction	Diverse sizes, teacher-centered	Lecture-based, some interaction
Language Exposure	Basic English pronunciation	English as instruction	English medium	Basic English, local languages	English as instruction	English medium
Assessment Methods	Informal, activity-based	Exams, projects, tests	Exams, research, presentations	Informal, participation	A mix of exams, projects	Exams, research, presentations
Technology Integration	Limited at this level	Increasing in urban areas	Growing use in education	Limited access in some regions	Varied access	Growing use in education
Proficiency Goals	Basic language skills	Proficiency in grammar, reading, writing	Advanced proficiency, research	Basic language skills	Proficiency in grammar, literature	Advanced proficiency, research
Cultural Relevance	Cultural elements, activities	Integration of Chinese culture	Emphasis on Chinese literature	Incorporation of local culture	Cultural references	Emphasis on local culture
Teacher Training	Specialized, early childhood	Formal training for subjects	Specialized college instruction	Varied, some lacking	Formal training programs	Varied, some lacking
Socio-economic Factors	Urban-rural disparities	Varied based on urbanization	Better facilities in urban areas	Varied access based on economics	Disparities in access	Better facilities in urban areas
Language Policy	Introduction to English	Compulsory English subject	English medium	Introduction to English, regional languages	Compulsory English subject	English medium

### Challenges and Future Prospects for English Teaching Methods

China's education system often faces the challenge of overcrowded classrooms, making it difficult for teachers to provide individual attention to each student and focus on English language development (Copland et al., 2013). The Chinese education system significantly emphasizes high-stakes exams, such as the Gaokao (National Higher Education Entrance Examination), which prioritizes subjects like math and science (Wu, 2001). This focus on exam-oriented education often leaves limited time and resources for English language learning. The demand for English teachers in China is greater than the supply of qualified educators, leading to a shortage of experienced teachers who can effectively teach the language (Jin & Cortazzi, 2006). Many English language classes in China still rely on traditional teaching methods, such as rote memorization and grammar-focused instruction, which may not effectively develop students' communicative skills. Educational resources and opportunities for English language learning are unevenly distributed across different regions in China, with rural areas often facing greater challenges in accessing quality English education (Yajun, 2003).

The Chinese government has recognized the importance of English language proficiency for global competitiveness and has introduced various initiatives to improve English education. These include teacher training programs, curriculum reforms, and increased investment in language learning resources (Al-Jarf, 2021). Advancements in technology offer opportunities for English language learning in China. Online platforms, language learning apps, and virtual classrooms can enhance access to quality English education, particularly in remote areas (Fang, 2017). There is a growing recognition of the importance of adopting a communicative approach to English language teaching in China. This shift focuses on developing students' speaking and listening skills through interactive and real-life communicative activities. Promoting cultural exchange programs between China and English-speaking countries can provide students with immersive language learning experiences, fostering cultural understanding and enhancing English proficiency ("Some Inputs for Draft National Education Policy 2016," 2017). Collaboration between Chinese and foreign educational institutions can facilitate the exchange of teaching methods, curriculum design, and professional development opportunities for English teachers, leading to improved language education outcomes.

On the other hand, many schools in Pakistan, particularly in rural areas, lack resources, including textbooks, language labs, and trained English teachers, which hampers effective English language

instruction (Fang, 2018). The quality of English teachers in Pakistan varies, and there is a need for more extensive training programs to improve their pedagogical skills and English language proficiency (Bacon-Shone et al., 2016). There are significant socio-economic disparities in Pakistan that impact English language learning. Students from disadvantaged backgrounds may have limited exposure to English outside the classroom, hindering their language development. The English curriculum in Pakistan often focuses on grammar and reading comprehension, with limited emphasis on developing speaking and listening skills (Norton & Kamal, 2003). This imbalance can restrict students' overall English proficiency. English is considered a foreign language rather than a second language in Pakistan, as the medium of instruction in most schools is Urdu or regional languages (Rahman, 2000). This can create a language barrier and limit students' exposure to English.

The government of Pakistan has started emphasizing the importance of English language proficiency and has undertaken initiatives to improve English education (Norton & Kamal, 2003). These include curriculum revisions, teacher training programs, and promoting English as a medium of instruction in certain subjects. Increasing access to technology, such as computers and the Internet, can facilitate English language learning in Pakistan (Giles, 1993). Online resources, e-learning platforms, and mobile applications can provide self-paced learning opportunities. Engaging communities and parents in supporting English language learning can have a positive impact. Table 3 presents the challenges and future prospects of English teaching methods in both countries.

**Table 3**

*Challenges and Future Prospects*

Aspects	Challenges	Future Prospects
Teacher Training	<ul style="list-style-type: none"> <li>Insufficient training opportunities and resources</li> <li>Limited exposure to innovative teaching methods and approaches</li> <li>Lack of language proficiency development for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing pre-service and in-service training programs</li> <li>Promoting professional development and sharing best practices</li> <li>Incorporating ongoing language training for teachers</li> </ul>
Curriculum Alignment	<ul style="list-style-type: none"> <li>Discrepancies between curriculum objectives and student needs</li> <li>Overemphasis on test preparation and rote learning</li> <li>Insufficient integration of language skills with subject content</li> </ul>	<ul style="list-style-type: none"> <li>Aligning curriculum with real-world language use and skills demand</li> <li>Promoting a student-centered, communicative curriculum</li> <li>Integrating language learning with academic disciplines</li> </ul>
Communicative Competence	<ul style="list-style-type: none"> <li>Limited opportunities for authentic communication</li> <li>Focus on accuracy rather than fluency.</li> <li>Insufficient practice in real-life language situations</li> </ul>	<ul style="list-style-type: none"> <li>Creating authentic language use environments</li> <li>Balancing accuracy and fluency in language instruction</li> <li>Incorporating more interactive and practical language tasks</li> </ul>
Technological Infrastructure	<ul style="list-style-type: none"> <li>Limited access to technology resources and devices</li> <li>Insufficient training for teachers on technology integration</li> <li>Balancing technology use with face-to-face instruction</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing technology infrastructure in schools</li> <li>Providing professional development for technology-enhanced teaching</li> <li>Integrating Technology as a complementary tool in language learning</li> </ul>
Learner Autonomy	<ul style="list-style-type: none"> <li>Traditional teacher-centered approach</li> <li>Limited opportunities for independent language practice</li> <li>Reliance on teacher guidance and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Promoting student agency and self-directed learning</li> <li>Encouraging self-study, self-reflection, and goal-setting</li> <li>Developing learners' metacognitive and self-assessment skills</li> </ul>



Cultural Exchange	Limited exposure to diverse cultural perspectives and contexts Insufficient opportunities for cross-cultural communication Emphasis on language proficiency over cultural understanding	Incorporating multicultural content and resources Promoting international collaboration and exchange programs Integrating intercultural competence in language instruction
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## Conclusion and Recommendations

In summary, the selection of Pakistan and China as the primary comparative contexts yields valuable insights into language and education policies, ideological perspectives, and identity discussions within distinct sociolinguistic landscapes. This research delves into the utilization of English in both peripheral and emerging circle environments, scrutinizes the consequences of globalization, and investigates the underlying theoretical, ideological, and political conversations surrounding the use of English in these two nations. The author's intimate familiarity with these contexts enriches the depth and comprehension of the study. In conclusion, this comparative analysis underscores the significance of taking into account the unique cultural and educational backgrounds of China and Pakistan when devising English language teaching methodologies. It underscores the necessity for pedagogical approaches that prioritize the cultivation of effective communication skills while honoring and acknowledging students' cultural identities and linguistic diversity. Educators can design pedagogical strategies that are contextually relevant and efficient by gaining insight into the historical, cultural, and societal influences that mold language instruction.

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