Issues of English Curriculum Implementation at Higher Secondary Level Schools in Pakistan

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ARTICLE DETAILS

ABSTRACT

The study was aimed to examine the issues of English curriculum implementation at higher secondary level schools in Punjab. The study is quantitative in nature. The sample of the study was comprised of 429 English teachers teaching at higher secondary level schools. Stratified sampling technique was used to select the sample and one instrument was used for data collection named Issues of English Curriculum Implementation Questionnaire (IECIQ) comprised of 58 items developed by the researcher on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The reliability of questionnaire of issues on English curriculum implementation was found .82. The instrument was also validated from 5 experts of relevant areas which assisted in refining language, clarity in items and sentence structure. The data were collected through survey research method and were analyzed by applying descriptive analysis techniques. The results of the study showed that English teachers used to face issues in English curriculum implementation at higher secondary level schools such as lack of communication skill, inappropriate teacher trainings, teaching method and methodology, multicultural society, lack of social and ethical development of students, lack of teaching resources and aids, inappropriate assessment procedures, misalignment of the content of English textbook, insufficient institutional resources, inappropriate government policies regarding English curriculum implementation and immeasurability of students learning outcomes written in English curriculum document. The results of the study suggested to give motivation to English teachers by providing attractive incentives, appropriate training programs and proper supervision of curriculum implementation of English subject.

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1. Introduction

Language is a salient feature of humans. It includes four skills: reading, writing, speaking, and listening. Language skills are incorporated in the curriculum document to make students competent in language use. English is used as a second language in Pakistan. It is a language of higher learning in Pakistan and is a source of international communication. English is offered as a compulsory subject from grade one to graduation level in Punjab. It is used as an instructional language for various subjects across the curriculum in Pakistan. It gives better career options to its learners to meet the needs of the time and society (Government of Pakistan, 2006). English is rich in knowledge due to the language of the most of translated books (Paolillo & Das, 2006). Formal opportunities are provided for learning English in the instructional settings through an organized curriculum (Gleeson & Davison, 2016).

English has also gained a very high and dominating position and status. It is considered as a language of high prestige. English is considered a language of very high dominance position in Pakistan. English is not only useful for professional but it is measured as a symbol of honor, high authority, and social superiority (Iqbal, Hassan, & Ali, 2010). In Pakistan, where English is the second official language, but first language of relatively few, only 10% of the population uses the information technology. Of this 10%, the majority is 20- to 24-year-old ones are studying at various institutions in Pakistan. These students come from two major streams of education; Urdu-medium schools where Urdu is the language of instruction, and English-medium schools where English is the language of instruction. There are two major types of schools in Pakistan; public schools and private schools. Access and exposure to these digital facilities influence English medium schools’ students’ skills and digital practices positively (Shabbir et al., 2014).

Curriculum of English is the pivot of preliminary focus in Pakistan (Makhdoom, 2014). It describes competencies as key learning areas (Laudon & Laudon, 2010). Curriculum document gives detail of standards that elaborate competencies. Standards are defined through benchmarks and benchmarks elaborate students learning outcomes. The document also gives guidance for textbook, teaching methodology, assessment of students’ achievement, and teacher training (Government of Pakistan, 2006). According to Badugela (2012), curriculum implementation emphasizes upon particular aspects of curriculum stated in curriculum document in systematic manner. Its purpose is to promote students ‘competencies and knowledge (Zhao, Ma & Qiao, 2016). It focuses upon the achievement of predetermined objectives (Rose, Ellipse & Freeman, 2004). Curriculum implementation diminishes the gaps between recommended and implemented curriculum (Hrteau, Houle, & Mongiat, 2009). It has been suggested in English Curriculum document that teacher should create conducive environment and communicative situation in classrooms to enhance students’ English language skills (Government of Pakistan, 2006). Implementation of English curriculum is multidimensional at higher secondary level. It includes textbooks, teaching methodology, assessment procedures, and teachers’ training. It focuses on developing the competencies in language skills.

Teachers face issues during the implementation of curriculum. These hinder to achieve the objectives mentioned in the curriculum document. Issue means a point at which an unsettled matter is ready for decision which comes forth from a specific source. It is also defined as an argument (Hornby, 2003). Curriculum is an essential source used by educational institutions for the social development of individuals and to grip issues they encounter during English curriculum implementation which is one of the essential objectives of education. In Pakistan society, English teacher is facing a lot of issues regarding students’ learning and teaching, teachers’ training, students’ assessment, teaching methodology, teaching learning material, audio visual aids, funding, monitoring and supervision, low salaries, and no recognition of their services by the government. These create resistance in English
curriculum implementation. The nature of English curriculum implementation demands to put it into practice on the same pattern as it has been directed in the curriculum document (Alade, 2011). Effective implementation makes it possible to meet these issues.

2. Theoretical Framework of the Study

This study follows the curriculum implementation theory developed by Rogan and Grayson (2003). This theory explains the curriculum implementation ways of teachers as well as issues in the form of factors which influence the curriculum implementation (Aldous, 2004; Rogan & Aldous, 2005; Rogan, 2007).

3. Objectives of the Study

Objectives of the study was to
- Examine the issues of English curriculum implementation at higher secondary level

4. Delimitation of the study

The study was delimited to the public higher secondary level schools in Punjab.

5. Methodology

5.1 Research design

This study was quantitative in nature and cross-sectional survey was conducted under the survey research method.

5.2 Population and sample

The population of the study was constituted on English teachers of all public higher secondary level schools in the province of Punjab. Total number of English teachers at higher secondary level schools is 89 in northern zone of Punjab, 361 in central zone of Punjab and 269 in southern zone of Punjab. 429 English teachers were selected by using stratified random sampling technique in order to select a representative sample from all three zones of Punjab.

5.3 Instrument of the study

An instrument was developed for issues of English curriculum implementation at higher secondary level schools in Punjab on 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Pilot study of the instrument was also conducted. Fifty teachers were taken as sample of pilot study that was exempted later on. The .85 reliability was found for issues of English curriculum implementation questionnaire.

5.4 Data analysis

Descriptive statistical analysis techniques were used to analyze the collected data. Mean and standard deviation were calculated in the descriptive statistical analysis.
5.5 Results

Table: 1 Descriptive Statistics for the Opinions regarding Governmental and Assessment Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that multicultural society affects the implementation of English curriculum. | 4.10 | .800 |
| 2  | I find that the assessment procedure of curriculum implementation has an effect on the achievement of English curriculum implementation. | 3.98 | .807 |
| 3  | I find that a lack of continuity in institutional policy affects the implementation of English Curriculum. | 3.93 | .926 |
| 4  | I find that supervision and monitoring of the curriculum implementation process is necessary to ensure its efficiency. | 3.94 | .879 |

N=429

As per table 1, item 1 “I find that multicultural society affects the implementation of English curriculum.” with highest Mean score i.e. M = 4.10 indicated that respondents strongly agreed on adding material on multi-culture for the implementation of English Curriculum. Items 3 have less Mean score i.e. M = 3.93 indicated that lack of continuity of institutional policy had an effect on the achievement of English curriculum implementation.

Table: 2 Descriptive Statistics for the Opinions regarding Institutional and Communication Skills Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                                                                                                                                                 | M    | SD  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|
| 1  | I find that the normal efforts of English teachers are reinforced by school administration for the promotion of activities in and outside the school for curriculum implementation.                               | 4.07 | .754 |
| 2  | I find that the English teachers’ communication skills are effective for curriculum implementation.                                                                                                      | 4.02 | .869 |
| 3  | I find that the institutional arrangements are adequate for implementing English curriculum.                                                                                                              | 4.07 | .832 |
| 4  | I find that the social and ethical development of students affect the implementation of English curriculum.                                                                                             | 4.10 | .754 |

N=429

The table 2 showed, that item 4 “I find that the social and ethical development of students affect the implementation of English curriculum” had the highest Mean score i.e. M = 4.10. This indicated that the English teachers strongly agreed that social and ethical development of students were necessary for successful English curriculum implementation. Item 2 with less Mean score i.e. M = 4.02 showed that the English teachers’ communication skills are effective for curriculum implementation.
Table: 3 Descriptive Statistics for the Opinions regarding Education Ministry’ and Ideological Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that there is an initial mismatch between the teachers’           | 4.07 | .824|
|    | inherited ideologies and the principles underlying the curriculum        |      |     |
|    | implementation.                                                          |      |     |
| 2  | I find that lack of achievement of students’ learning outcomes affects   | 4.17 | .729|
|    | the implementation of English Curriculum.                                |      |     |
| 3  | I find that a lack of coordination between the Ministry of Education,    | 4.09 | .848|
|    | curriculum wing and Government has effect on the curriculum implementation. |      |     |

N=429

The table 3 showed, that the item 2 “I find that lack of achievement of students’ learning outcomes affects the implementation of English Curriculum.” had the highest Mean score i.e. M = 4.17. This indicated that respondents were strongly agreed that that lack of achievement of students' learning outcomes had effects on the implementation of English Curriculum. Items 1 had less Mean score i.e. M = 4.07 indicated that respondents agreed that that there is an initial mismatch between the teachers’ inherited ideologies and the principles underlying the curriculum implementation.

Table: 4 Descriptive Statistics for the Opinions regarding Political and Funding Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that the Govt. has political commitment to implement the           | 4.08 | .832|
|    | curriculum.                                                              |      |     |
| 2  | I find that the frequent change of Government effect the curriculum      | 4.14 | .722|
|    | implementation.                                                          |      |     |
| 3  | I find that the Government provides enough educational funding for the   | 4.14 | .755|
|    | curriculum implementation.                                               |      |     |

N=429

Items 2 and 3 “I find that the frequent change of Government effect the curriculum implementation” and “I find that the Government provides enough educational funding for the curriculum implementation” in table 4 had the highest Mean score i.e. M = 4.14. This indicated that respondents slightly strongly agreed that frequent change of Government effected the curriculum implementation and Government provided enough educational funding for the curriculum implementation. Items 1 has less Mean score i.e. M = 4.08 showed to some extent agreement of respondents that the Govt. had political commitment to implement the curriculum.
Table: 5 *Descriptive Statistics for the Opinions regarding Faculty, Transfer, Stakeholders and Salary Issues of English curriculum implementation at higher secondary level*

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that a lack of acceptance of English curriculum implementation by the faculty affects the implementation procedure. | 4.08 | .804|
| 2  | I find that the transfer of trained English teachers affect the implementation of the curriculum. | 4.14 | .752|
| 3  | I feel that the participation of teachers, parents and stakeholders in planning, developing and implementing the curriculum facilitate the implementation procedure. | 4.10 | .807|
| 4  | I find that the teachers’ relevant competencies are necessary for curriculum implementation. | 4.10 | .817|
| 5  | I find that the less remuneration of English teachers affect the curriculum implementation. | 4.03 | .876|

N=429

The table 5 showed, that item 2 “I find that the transfer of trained English teachers affect the implementation of the curriculum” was at the top with the highest Mean score i.e. M = 4.14. This indicated that the respondents strongly agreed that the transfer of trained English teachers affected the implementation of the curriculum. Items 4 and 5 with less Mean score i.e. M = 4.10 signified that the participation of teachers, parents and stakeholders in planning, developing and implementing the curriculum facilitated the implementation procedure and the teachers’ relevant competencies were necessary for curriculum implementation.

Table: 6 *Descriptive Statistics for the Opinions regarding Teachers’ Understanding, Recruitment and Training Issues of English curriculum implementation at higher secondary level*

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that the English teachers have understanding of the content of English curriculum. | 4.11 | .801|
| 2  | I find that English teachers, parents and stakeholders have interest in the curriculum implementation. | 4.05 | .794|
| 3  | I find that the shortage of English teachers according to the number of students hinders the curriculum implementation. | 4.17 | .769|
| 4  | I find that the recruitment of English teachers by the Government is sufficient to implement the curriculum. | 4.13 | .746|
| 5  | I find that the English teachers’ training institutes train to prospective teachers effectively to meet the requirements of English curriculum implementation. | 4.10 | .759|
| 6  | I find that the plan of curriculum implementation is provided to English teachers. | 4.13 | .769|

N=429
The table 6 showed, that item 3 “I find that the shortage of English teachers according to the number of students hinders the curriculum implementation” had with the highest Mean score i.e. M = 4.17. This indicated that the English teachers strongly agreed that the shortage of English teachers according to the number of students hindered the curriculum implementation. Item 2 with less Mean score i.e. M = 4.05 showed that the English teachers, parents and stakeholders had interest in the curriculum implementation.

Table: 7 Descriptive Statistics for the Opinions regarding Course Pressure and Lesson Planning Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that the pressure is imposed on English teachers to cover the course contents with a limited time frame. | 4.16 | .730|
| 2  | I find that the pressure is exerted on English teachers to show better results of the students in exams. | 4.07 | .800|
| 3  | I find that English teachers prepare lesson plans focusing on the English curriculum. | 4.07 | .782|
| 4  | I find that the English teachers’ communication skills are effective for curriculum implementation. | 4.04 | .873|

N=429

As per table 7, the item 5 “I find that the pressure is imposed on English teachers to cover the course contents with a limited time frame” had the highest Mean score i.e. M = 4.16. This indicated that respondents strongly agreed that the pressure was imposed on English teachers to cover the course contents with a limited time frame. Items 2 and 3 had less Mean score i.e. M = 4.07 indicated that respondents agreed that the pressure was exerted on English teachers to show better results of the students in exams and English teachers prepared lesson plans focusing on the English curriculum.

Table: 8 Descriptive Statistics for the Opinions regarding Methods, Heads, Overload and Curriculum understanding Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that the English teachers rely on the English textbook as the exclusive teaching learning materials. | 3.86 | .846|
| 2  | I find that the English teachers are motivated by school heads and trainers during and before the curriculum implementation procedure. | 3.67 | .919|
| 3  | I find that English teachers are over loaded in the curriculum implementation. | 3.56 | .983|
| 4  | I find that the English teachers rely on the English textbook as the exclusive teaching learning materials. | 3.28 | 1.129|

N=429
The table 8 showed, that item 1 “I find that the English teachers rely on the English textbook as the exclusive teaching learning materials” had the highest Mean score i.e. M = 3.86. This indicated that the respondents strongly agreed that the English teachers relied on the English textbook as the exclusive teaching learning materials. Item 6 with less Mean score i.e. M = 3.28 signified the undecided view of English teachers that they relied on the English textbook as the exclusive teaching learning material.

**Table: 9** Descriptive Statistics for the Opinions regarding Cultural and Language skills Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M     | SD  |
|----|---------------------------------------------------------------------------|-------|-----|
| 1  | I feel that understanding of the culture of schools by both experts outside the schools system and in the system exists. | 4.05  | .875 |
| 2  | I find that English teachers are trained in natural and social contexts. | 4.05  | .899 |
| 3  | I find that language labs are available in the schools for curriculum implementation. | 4.17  | .781 |

N=429

The table 9 showed, that item 3 “I find that language labs are available in the schools for curriculum implementation” with the highest Mean score i.e. M = 4.17. This indicated that the respondents agreed that the language labs were available in the schools for curriculum implementation. Items 1 and 2 with less Mean score i.e. M = 4.05 indicated that understanding of the culture of schools by both experts outside the schools system and in the system existed and English teachers were trained in natural and social contexts.

**Table: 10** Descriptive Statistics for the Opinions regarding Overcrowded Classes and Teaching Learning Facilities Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M     | SD  |
|----|---------------------------------------------------------------------------|-------|-----|
| 1  | I find that the classes of English language are overcrowded.              | 4.02  | .927 |
| 2  | I find that the infrastructural facilities are provided to facilitate curriculum implementation. | 3.88  | .986 |
| 3  | I find that the educational facilities required for English curriculum implementation are available to English teachers in schools. | 3.96  | .921 |
| 4  | I find that students are given opportunities to consult library regarding English language and learning. | 3.93  | .942 |

N=429

The table 10 showed, that the item 1 “I find that the classes of English language are overcrowded” had the highest Mean score i.e. M = 4.02. This showed a strong agreement of respondents that the classes of English language were overcrowded. Items 2 had less Mean score i.e. M = 3.88 ranked as agreed by the respondents that that the infrastructural facilities were provided to facilitate curriculum implementation.
Table: 11 Descriptive Statistics for the Opinions regarding Supplementary Teaching Material and Library Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD   |
|----|---------------------------------------------------------------------------|------|------|
| 1  | I find that functional or e-libraries with current up-dates are available. | 4.16 | .842 |
| 2  | I find that students are provided supplementary reading material to enhance their reading skills. | 3.79 | 1.007|
| 3  | I find that necessary arrangements are made to show English movies to students to enhance their listening and oral skills. | 3.92 | .889 |
| 4  | I find that model texts are provided to students to enhance their writing skills. | 3.99 | .914 |
| 5  | I find that books on English teaching and learning are available in the libraries | 4.00 | .911 |

N=429

The table 11 showed, that item 1 “I find that functional or e-libraries with current up-dates are available” had the highest Mean score i.e. M = 4.16. This indicated that respondents strongly agreed that functional or e-libraries with current up-dates are available. Items 2 had less Mean score i.e. M = 3.79 regarding that the students are provided supplementary reading material to enhance their reading skills.

Table: 12 Descriptive Statistics for the Opinions regarding Textbooks' Content Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD   |
|----|---------------------------------------------------------------------------|------|------|
| 1  | I find that the English curriculum is examination-oriented.               | 4.01 | .890 |
| 2  | I find that the Syllabus of English is realistic.                         | 3.98 | 1.004|
| 3  | I find that the English language content and classroom activities are learner-oriented. | 4.00 | .941 |
| 4  | I find that the English language texts are properly examined, analyzed and evaluated before implementation. | 4.00 | .865 |
| 5  | I find that the material of English curriculum is relevant to the English language skills, interests and environment of learners. | 3.96 | .929 |

N=429

The item 3 “I find that the English curriculum is examination-oriented” in table 12 had the highest Mean score i.e. M = 4.01. This confirmed respondents’ agreement that that the English curriculum was examination-oriented. Items 1 and 6 had less Mean score i.e. M = 3.96 stating that the material of English curriculum was relevant to the English language skills, interests and environment of learners.
**Table: 13** Descriptive Statistics for the Opinions regarding Textbook Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that the English textbook is well organized for implementation.    | 4.07 | .871|
| 2  | I find that the curriculum of English is based on the theory rather than practice. | 4.12 | .799|

N=429

The table 13 showed, that item 2 “I find that the curriculum of English is based on the theory rather than practice” had the highest Mean score i.e. M = 4.12. This indicated that the curriculum of English was based on the theory rather than practice. Item 1 had less Mean score i.e. M = 4.07 and that showed the English textbook was well organized for implementation.

**Table: 14** Descriptive Statistics for the Opinions regarding Teaching Time Duration Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that the time duration for curriculum implementation is adequate.  | 4.10 | .818|
| 2  | I find that the teaching of English language provides enough opportunities for the learners to develop English language skills for successful curriculum implementation. | 4.03 | .830|
| 3  | I find that the teaching English is proving effective for cognitive learning rather than communicative and linguistic competence. | 4.08 | .769|

N=429

The table 14 showed, that item 1 “I find that the time duration for curriculum implementation is adequate” had the highest Mean score i.e. M = 4.10. It affirmed that the time duration for curriculum implementation was adequate. Item 2 had less Mean score i.e. M = 4.03 which confirmed that the teaching of English language provided enough opportunities for the learners to develop English language skills for successful curriculum implementation.

**Table: 15** Descriptive Statistics for the Opinions regarding Teaching Methodology and Language Skills Issues of English curriculum implementation at higher secondary level

| No | Statement                                                                 | M    | SD  |
|----|---------------------------------------------------------------------------|------|-----|
| 1  | I find that the teaching methodology of English teachers is adequate for learning English language skills. | 4.11 | .758|
| 2  | I find that the English trainers apply information and communication technology in training for curriculum implementation. | 4.12 | .718|
| 3  | I find that the English teachers have command on English language skills. | 4.12 | .720|

N=429
The table 15 showed, that item 2 and 3 “I find that the English trainers apply information and communication technology in training for curriculum implementation” and “I find that the English teachers have command on English language skills” had the highest Mean score i.e. \(M = 4.12\). Item 1 had less Mean score i.e. \(M = 4.11\) and was about that the teaching methodology of English teachers is adequate for learning English language skills.

6. Discussion

The results of the present study supported the proposition that issues in English curriculum implementation affected the implementation process at higher secondary level schools in Pakistan. English teachers remained passive to implement the English curriculum because of not having proper guidance, subject and curriculum knowledge, misalignment of English textbook with English curriculum, multicultural society, poor grip on English language skills, immeasurability of students learning outcomes, professional knowledge, training and ethical and social development.

It is essential for Government and policy makers to eradicate issues of English curriculum implementation seriously to meet its objectives. English teachers were more interested to adopt updated teaching methods and methodologies in Pakistan (Asghar & Butt, 2018). But, they had less professional trainings which affected the implementation procedure of English curriculum. Same alike, English teachers had less understanding of curriculum of English language because of not having trainings. Results showed that English teachers faced issues of textbook, teachers’ training and English language skills. Textbook did not comprise of live examples of life and text was not in simple language (Asghar, 2016). Its content selection was not up to the mark in the context of real life situations.

National curriculum for English language (2006) presented content idealistically. A study showed that it was less practical and consisted of theoretical approach (Hameed & Amjad, 2011). Moreover, there was not given material to adjust students in multicultural society. English textbook present’s literature only and did not support the English language skills. English curriculum document stated to adopt ideal methods to teach, but teachers were not aligned with them because of Governments’ poor implementation policy (Dilshad, 2010). There was not any standardized system of assessment of English language skills except writing skill. A study also supported it by stating that examination system was not aligned with English curriculum document (McKinn, 2003).

Curriculum of English language did not support the social and ethical development of English learners. English textbook just consisted of literature. It did not represent any material on social and ethical development of students. The study showed that social and ethical development of students enabled them to lead their balanced life in multicultural society (Zohar, Degani & Vaaknin, 2001). In addition, teachers were not able to meet the students learning outcomes written in the English curriculum document. Even, they did not aware of them. A study stated that without the achievement of students’ learning outcomes, curriculum implementation is not possible (Parveen & Bhatti, 2009).

Chaudhary (2015) stated that English teachers adopted mostly traditional teaching methods and they did not adopt any other strategy to create interest in students to learn English language. This was the reason that students did not show their incitement in classroom participation and textbook reading because of less attractive teaching methodologies and application of English language skills by their teachers which raised issues of English curriculum implementation. The findings are in line with Poedijiastuie, Amrin and Setiawan’s (2018) statement that English learners showed their poor participation in classroom for not having communicative environment in classroom. They remained inactive throughout the session. A study supported that updating of teachers’ English language skills is
necessary for creating interest of students in classroom and for successful curriculum implementation (Jeon & Hahn, 2006). In addition, monitoring of curriculum implementation performs its effective role for exterminating curriculum implementation issues for its effective implementation (Wang & Han, 2002).

7. Recommendations

Government should conduct trainings and refresher courses on English curriculum implementation to motivate and aware of English teachers about implementation procedures, its issues and curriculum document as well as should make effective curriculum implementation and its monitoring policy.

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