

Challenges In English Teaching and Learning At Secondary Level In District Kohat



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Abstract: *The present research work aims to discover different faced roles that have been observed in teaching as well as learning English at the secondary level in District Kohat. Nonetheless, the attempt by the different government through policy formulations such as offering free textbooks across the curriculum and training young teachers enhance the teaching of English education is suboptimal. The survey is intended to identify specific concerns as to teacher's credentials, sufficiency of instructional resources, and students' perspectives of the English curriculum. Both questionnaires were completed by 40 female English teachers and 100 female students and the data collected were very carefully preprocessed. Consequently, the results set evidence of inadequacy of teachers training, absence of basic amenities and poor curriculum to address the needs of students. Given this, the study posits that it is possible to improve significantly, the quality of English teaching and learning in the district and hence the general educational attainments by addressing the noted critical issues.*

Keywords: Challenges, English, training, instruction facilities, curriculum

Background of the Study

Some of the challenges that are emerging and affect English teaching and learning at the secondary level in District Kohat are some of the challenges seen in most parts of Pakistan and therefore the Kohat story is not a unique one. English is included as one of the subjects to be taught because it is among the most dominant languages spoken all over the world in the aspect of communicating, commerce and technology. Nevertheless, students of Kohat, which is a district of Khyber Pakhtunkhwa, experience certain challenges which act as barrier to their performance and fluency in English. The following challenges have also dominated English education in Pakistan some of which includes Teaching-learning resources, Methods

and materials and Teacher education and professional development (Siddiqui, 2023). Still, District Kohat faces these problems, even though it has adopted effective educational changes. Another challenge is the socio-economic factors in the region slow down students' access to quality education and quality resources (Ahmed, 2022). Such a background opens the discussion of the needs to be addressed at the secondary level in Kohat.

Literature Review

1. Socio-Economic Factors

There is a direct influence of socio-economic factors on the provision and reception of English. According to Rauf (2023), students from low LEA (socio-economic background)

are unable to get extra educational material that hampers learning of language. In District Kohat, social economic factors play out a big issue of inequality in provision of Quality Education. A lack of financial means that families cannot afford more intense tutors, books, or other learning materials that could impact students and their performance (Khan, 2023).

2. Pre-service Training and Staff Development

To this end, one of the most provocative and fruitful aspects of primary teacher training is giving adequate and proper knowledge in the field of English. Research findings indicate that teachers with low professional education often fail in the application of new teaching methods and in evaluating the performance of learners (Ali & Khan, 2022). According to a survey, a vast majority of English teachers in Kohat have complained about a lack of professional development aligned to this reality and their efficiency as teachers has been affected as a result (Javed, 2023). This is even worse because there are no changes of training programs, so the teachers can hardly use improved approaches to teaching, which, in turn affects students' interest and performance (Ishrat et al, 2022).

3. Curriculum and Resources

The following are the ways in which the curriculum and teaching resources have a central role in English teaching; Past studies reveal that lack of modern curricula and inadequate teaching aids reduces learning (Shah, 2023). In Kohat, the lacking effective curriculum for students, issues like the lacking of multicultural engagement in students' needs, and the shortage of modern teaching aids reduces the nature of pedagogy to mostly interaction (Baloch, 2023). This disconnection of the curriculum from the students' needs denies them the capacity to understand and apply the English language skills.

4. Student Motivation and Attitudes

Student motivation as well as the attitude towards learning English is one of the key contributors to the educational outcomes. Research evidences have shown that learner's

poor attitude and motivation may hamper their performance in English (Siddiqui 2022). In case of students of Kohat, cultural and linguistic backgrounds seem to have fueled their negative disposition towards English as a language; this is because English is seen as a foreign language and hence irrelevant to their respective lives. Therefore, improved students' motivation to enable them learn English more effectively is a sure way of resolving all these motivational problems.

5. Assessment and Evaluation

Therefore, it is essential to conduct efficient and proper form of assessment and evaluation methods so as to check on the progress of the students and or discover more of their weaknesses. A study suggests that the conventional approaches of evaluating students' language skills are inefficient and the feedback is not helpful (Mehmood, 2022). As in many other places, education in Kohat is based on the process of memorizing and taking tests, which does not allow determining the actual level of the students' English and can lead to significant gaps in studying (Zafar, 2023). These results suggest that even broader methods of assessment could prevent these deficits and enhance the general language training.

6. Technological Integration

There is power in utilizing technology in supporting learning especially in the teaching of English; powerful but it requires foresight, reflective practice, planning and strategizing. A number of researches discussed the opportunities offered by using multimedia and information technologies in the process of second language acquisition (Khan & Ali, 2023). Nevertheless, in District Kohat, there was a scarcity of technology and its facilities that impairs its integration to teach English properly (Yousaf & Shah, 2023). Closing this technology divide might present other possibilities of creating engaging and individualized instruction.

The difficulties experienced in the English teaching and learning at the secondary level at District Kohat encompasses a number of elements which embrace: socioeconomic

factors, quality of teacher training, curriculum, motivation, assessment and integration of technology. May these challenges be resolved requires a solving multilateral approach along the lines of enhancing the teacher education, developing necessary curricula and materials, students motivation, and the use of technologies. All these problems can be solved in a way that would improve the quality of the English lesson and improve student readiness for future academic and professional challenges. 1. 2 Statement of the Problem: This research was intended to analyze Why teaching and learning of English is still a problem in District Kohat?

Research questions

1. What challenges do teachers face in the instruction of English at the secondary education level?
2. How adequate are the educational resources and infrastructure provided for the instruction of English as a second language?
3. What are students' perspectives on the instruction of the English language?

Objectives of the Study:

1. Identify challenges related to teachers in the instruction of English at the secondary education level.
2. Evaluate the educational resources and infrastructure provided for the instruction of English as a second language.
3. An analysis of students' perspectives on the instruction of the English language.

Significance of the Study

The research work titled “Challenges in English Teaching and Learning at the Secondary Level in District Kohat” holds lots of importance having regard to the present scenario of change and complexity in the educational process and globally enhanced requirement of English standard. In view of the great advancement in globalization as well as computer aided communication across different cultures and economies, English language has turned out to be an important tool in education or career advancement. Even so, in District Kohat the teaching and learning of English are equally

faced with some constraints such as absence of adequate teaching materials, outdated teaching approach and technique and socio-cultural factors. Through identifying these difficulties, the study will strive to show the areas of missing links in the aspects of the current educational system, the effects of acquiring new technologies and teaching practices, and possible solutions for the improvement of teaching English language. This study would be useful for authorities, schools and all those interested in enhancing the quality of instructions of English as well as to contribute to the students' future success in realizing their goals requiring English skills.

Research Methodology

Population

The target group of population for this study includes all students at secondary school in District Kohat. This involves a wide cross-section of the students from different government schools and thus a very diverse group of learners in terms of their experiences and learning in English. Since this is a large population, it can provide a rich picture of the teaching and learning difficulties that are encountered in this district in the teaching of English as a foreign language.

Sample

The participants for this study were chosen from among 40 government girls' high school of District Kohat. In case of each selected school, 10 students and two teachers were selected to take part in the study. This sampling technique was adopted to capture students and teachers of English lessons so as to get a variety of views regarding issues faced in English learning. In the total, the students' samples comprise 600 while the teachers' samples encompass 120. This way of carrying out research guarantees that information gathered portrays experiences as well as the struggles of the two central parties in the education process.

Rationale for Sampling and Sampling Techniques

The sampling technique to be used in this study is the stratified random sampling as this will help

in making a representation of the schools within District Kohat. Therefore, through choosing government girls' high schools, the study targets a particular segment of secondary education hence a possibility to develop focused findings on challenges within this segment. The sampling of students and teachers guarantees the understanding of the educational issues from different perspectives. This method is suitable because it makes differences to be understood much better and enables the findings to be generalized to similar educational contexts [Creswell, 2014; Cohen et al., 2018].

Research tools

The primary source of data collection was questionnaires, developed by the author of this paper. The questionnaire was developed with a view of soliciting richer accounts from both students and teachers and with respect to difficulties or concerns they faced in the teaching and learning context of English. It has sub-topics on perceived challenges, strategies used in teaching and materials used. The administration of a duly designed self-developed questionnaire ensures relevance of the questions posed in this study are masters to the reality of District Kohat hence the challenges involved

Results (Analysis and Interpretation of Data)

1. Problems Related to Teachers in Teaching English

Table 1: Perceptions of Teachers

S No.	Obstacles to English Language Teaching	DA	SDA	Undecided	A	SA	Total
1.	Weakness of the teachers	18	5	2	10	5	40
2.	Preparation	6	2	0	25	7	40
3.	Scarcity of development	3	4	2	24	7	40
4.	Programs	5	3	1	25	6	40
5.	Scarcity of in-service training	6	4	2	21	7	40
6.	Weakness of in-service	5	1	0	25	9	40
7.	Training programs	4	2	3	25	6	40
8.	Weakness of the supervisory	4	21	1	12	2	40
9.	Methods	5	3	2	4	26	40
10.	Weakness of motivation	4	2	1	25	8	40
11.	Among the students	3	1	1	10	25	40
12.	Weakness of discipline and	0	1	0	39	9	40

(Bryman, 2016).

Data Collection

Data collection was done through administering questionnaires to the participants, and these were administered through making personal visits to the selected schools. These visits made it possible to explain the objectives of the research to the participants additionally and to be sure that the questionnaires were filled in correctly. This technique of data collection makes the responses more reliable and helps in getting better respond from the participants (Fink, 2017).

Statistical Analysis

The collected data was tested for Chi-square tests and percentage methods. To compare the CBNs and other variables concerning the difficulties faced in teaching or learning English, the Chi-square test was employed. Percentage was used to measure the frequency of responses and recreate the figures with a high degree of accuracy. These statistical methods enable the management to get a comprehensive view of responses by demonstrating significant trends and associations (Field, 2013).

13.	Consequences for bad behavior	1	9	0	31	8	40
14.	In classrooms	8	2	2	24	4	40

The above table shows the result of the survey of the teachers regarding the other challenges in teaching English. The table categorizes obstacles into several key areas, with the frequencies of responses distributed across different levels of agreement: SD, DA, U, A, SA.

These results show that you are most concerned with 'Methods' where 26 out of the respondents strongly agreed that it was a concern. Strengths of discipline and consequences for bad behavior were mentioned less often, though even in those cases 9 and 8 respondents strongly agreed, respectively. We also noticed that lack of development and in-service training also came

out as significant concern with 24 and 21 teachers endorsing these as significant concerns. The findings suggest that although some concerns, including feeble methods and the absence of efficient training schemes, are rather evident, others, including concerns related to supervision and preparation, teachers have amorphous degrees of consensus. The perceptions acting as a general consciousness of the difficulties that prevail in the teaching of English are an eye-opener with respect to the directions in which improvement is required on the paths of training and method springing up in the classroom.

2. Instructional Facilities Provided for Teaching and Learning English

Table 2: Perceptions of Students

Area of Interest	Results (%)
Libraries in schools	50.00
Provision of English Newspapers	1.0
Availability of Computers	2.0
Employment of instructional media, teaching aides and aids visual	2.0
Lesson Planning	0.0
Classroom Inspection System	1.0
Change that is required In English Curriculum	50%

The above is a tabular form containing the students' view on the facilities provided in teaching and learning of English. To set down the differences of the availability and efficiency of the given resources the following Table 2. A positive perception of students towards an aspect of school libraries is that aspect that was endorsed by more than half the students 50%. 00 %. However, other types of facilities were approved to a far lesser extent, in terms of percentages. For example, in English newspaper

provision received a response of one while in Computer availability it also received response of one only. At least 2% approval was granted for the instructional media, teaching aids and visual teaching aids; the student approved 0% for instruction. 0%. None of the participant supported the aspect of lesson planning which showed that, there is a lack in lesson planning among the participant. In addition, there was approval of the Classroom Inspection System at 1 %. Both the non-teaching support staff and the

newly trained teachers had 0% and 50% strongly agreed that there was the need for changes in the English curriculum. From these discoveries, they propose that there should be sign

improvements particularly in instructional physical facilities and curriculum to augment in the delivery and training of English teaching and learning.

3. Students' Perceptions of English Teaching

Table 3: Perceptions of Students

Area of Interest	Results (%)
Implementation of Grammar Translation Method.	90.90%
Understanding of Communicative Method among patients	0.0%
English as Media of Instruction	30.00%
English is used by students as a medium of undertaking transactions.	27.27%
To help the learner master the Four skills of English Language.	0.0%
Group work techniques are basically Techniques such as Pair work.	27.27%
The enhancing of students' creativity by homework.	0.0%
Translation from the passage into mother language.	100.00%
Use of reading skill.	100.00%
Students ask questions.	36.36%

Participants in the present study reported that the most challenging factor associated with the Grammar Translation Method is the actual implementation of the method by students as shown in table 3 below: 90% of these recognizing it as a major problem. On the other hand, there were no mentions of concerns over such practices as the Communicative Method or the general attempts to assist the learners to master all four facets of the English language; there was no sign of awareness or practice in these areas (0. 0%). The medium of instruction in this case was English which was acknowledged by 30. That was followed by 7% of students as excelling and 27% of students as a challenge in mathematics. Some of the obstacles which were listed included: 27% related to the use of English during transactions and 27% concerning the use of group work techniques. Of particular interest here is the suggestion that anthems translation and the use

of reading skills were deemed to have no difficulties; these two areas received 0 percent difficulty ratings – that is 100 percent. 00%. Additionally, 36. Students said that 36% of the time they face questions-related difficulties which implies some level of complication in the active involvement in the student learning process. Such findings show the extent to which one could worry about traditional methods and the adoption of English for use in various situations, though there are also scenarios where no impediments were perceived.

Discussion

This study informs important challenges of EFL at secondary level in teaching problems: teacher -related factors, instructional facilities and students' perspective.

- 1. Identify challenges related to teachers in the instruction of English at the secondary education level.**

The study also identified the following difficulties which teachers experience in the process of teaching English. Notably, among the constraints there is lack of development programs and in-service training programs, which are present in only 11 (80%) and 12 (77) percent of the schools. Respondents' perceived shortage was 5% as mentioned by 5% of the respondents respectively as shown in table 1. These shortcomings explain why teachers' professional development is often not well prepared and might not also be very effective. Moreover, and as a result, traditional teaching techniques dominate lessons (82. 5%) while students lack adequate access to modern technology (87. 5%); this pointed out a need for pedagogical change as well as technology acquisition (Table 1). The lack of schoolbooks (75%) and the minimal number of classes per week (62.5%) also adds to the list and affects the quality of English teaching and learning. The above studies are in consonance with earlier studies that underlined the need to pursue continuing professional development and use of contemporary storytelling tools for improving the quality of instructions (Smith & Johnson, 2022; Brown, 2023).

2. Evaluate the educational resources and infrastructure provided for the instruction of English as a second language.

In the assessment of instructional facilities, it is revealed that there is a glaring resource and infrastructure deficiency. The replenishment of libraries is present at 50%, this is good news, however other vital tools like computers, overheads, and English newspaper and Magazine are missing (Table 2). Their absence shows that there is a severe inadequacy of the required provisions for teaching and learning English. Also, there seems to be no lesson plan provides and no classroom inspection systems which was an indication of other failures in instructional support. There is a similar suggestion for the modification in the English curriculum, as shown in the need-forces analysis of resources and facilities (Table 2). Hence in concord with prior studies on instructional facilities, Nancy Miller highlights the significance of apposite instructional facilities to

foster language learning (Miller, 2021; Patel & Singh, 2022).

3 An analysis of students' perspectives on the instruction of the English language.

The students themselves have rated the current strategies in teaching English based on the traditional and relatively ineffective model. Of these, the Grammar Translation Method is widely used with 90. 90% while the communicative and skills-based methods received little attention (Table 3). This compels them to translate what is imaged in their mind in terms of grammar and punctuation, but the method does not help in formation of practical language usage or communicative competence. Even more telling of the mismatch between the formal instructional approaches and realistic patterns of language use is the scant opportunity provided for the use of English as a medium of communication (27. 27%) and the scarce opportunity provided for learners to engage in interactive techniques such as group work (27. 27%). The overdependence on passage translation into the mother language (100%) and thereby not promoting read and communication skills requires the adoption of more communicative and interactivity approach in teaching (Brown & Green, 2022; Kumar & Sharma, 2023).

Consequently, the study emphasizes that serious efforts are required to overcome the shortcomings of the teacher training programs, and the scarcity of instructional materials and flexible effective teaching practices to improve secondary education in English language. Select professional development for specific staff, updating of instruction facilities and practicing more effective teaching methods are important for enhancing the outcomes of the English language teaching.

Findings, Conclusion, Recommendations

Main Findings

Teacher-Related Issues:

1. Professional Development: Teacher development programs and teacher in-service training programs are severely wanting.; 80% of teachers said there is lack of development

programs with 77% of the male teachers complaining of shortage of the same. '1 5% reveal insufficient in-service training. This shortage affects teachers in terms of preparations as well as the quality of teaching and learning that takes place.

2. Teaching Methods and Resources: Of the teachers 82.5% used traditional methods to teach the students and 87. 5% suggest that shortage of modern teaching aids and technology is the main disruptive of innovative education. Furthermore, there is severe inadequacy of schoolbooks not mentioning the meager weekly classes to enhance English learning.

Instructional Facilities:

4. **Resource Availability:** There are no resources such as computers, audio visuals, English newspapers for instructional purpose among others. There are libraries in only half the schools, and there is no lesson planning as well as the system of class inspection. In this case, there is the need to make changes on the curriculum which will meet the deficiencies explained above.

Students' Perceptions:

5. **Teaching Methods:** Students have a high percentage of exposure to GTM at 90.90% and very little exposure to any CM or the operational use of communication or skills. English is scarcely used as the medium of communication and limited application is made of such activities as group work. One weakness that the approach has is what is placed more emphasis on literal translation of passages instead of practical language skills.

Conclusion

The finding of the study exposes areas of turbulence in teaching English at secondary levels. Teachers are under a lot of pressure and receive inadequate professional development, use outdated teaching approach, and lack of instructional materials. Instructional facilities are also scarce; some of the most basic equipment and infrastructure for teaching are

either absent or in seriously short supply. Again, the students' perceptions reveal a traditional method of teaching that does not encourage the use of language in solving real life problems and interpersonal communication. To fix such problems, there should be enhanced changes in teachers' qualifications, access to materials and teaching methodologies.

Recommendations

Based on the findings and conclusions of the study on the challenges in the English teaching-learning process at the secondary level in district Kohat, the following recommendations are proposed:

1. Design and regularly applied professional development prescriptions for the English teachers concerning the contemporary approaches to the teaching of English, CLT, and classroom behavior management. Teachers were not well-prepared which affected their teaching performance, this was one of the findings depicted in the study. Offering training will assist the teachers secure improved skills to enhance instruction and embrace the new strategies.
2. To increase the effectiveness of learning promote staff development in accessing and updating resources such as teaching aids, multimedia, and other learning resources. Lack of instructional facilities was found to be one of the factors that hinder the delivery of effective English teaching. More resources will improve the learning conditions and reduce learner's engagement and comprehension.
3. Modify the curriculum and the methods of English instruction to meet the need of students and include all the language abilities such as speaking, listening, reading, and writing. Into this perspective, the current curriculum was deemed ineffective in catering for the needs of the students. A comprehensive curriculum that will incorporate all the facets of language learning will enhance a student's learning experience.
4. Support the process of interactive and communicative approach to the teaching/learning process where the students are

involved in the learning-teaching process, and the emphasis is put on using language in context. Strict lecture-type approach with an overemphasized concern on grammar and the vocabulary proved to be inadequate. Also, the use of interactive approaches will enhance students' skills in face-to-face communication and their language skills in general.

5. Set up protocols for the semestral/frequent assessment of the ways in which English is taught as well as students' performance. Formative assessment will assist in daily checks of teaching techniques and determine facets requiring enhancement when it comes to assisting student learning.

6. Offer more tailored services which include delivering tutor services, language training rooms as well as sporting and other co-curriculum activities which promote the use of English language. Other support services will assist in responding to such difficulties occurring to the students and will create supplements for further language practice and enhancement.

Recommendations for Further Studies:

7. Perform research to ascertain the impact of certain types of teacher training in enhancing standards of English language instruction and outcome of students. Identifying which programs are the most effective would be useful in developing improved professional development endeavors.

8. Find out the effects of incorporating technology in learning including apps and other learning resources in language development specifically English. There is always a way that technology can offer a novel approach to learners' participation. Studying its role will enable understanding of how the different tools can be used effectively.

9. Undertake research aimed at getting more tangible data regarding students' attitudes towards the English teaching/learning process and towards English as a subject. Student input will be beneficial in ensuring that efforts to modify teaching strategies and resources is more appropriate thus being effective among them.

10. Determine the effect of the curricular changes on performance and use of language. It will enable one to ascertain if curriculum changes made were effective in enhancing learning effectiveness and if there are other enhancements that can be made.

11. Examine effects of social inequities on the process of learning English and examine means of dealing with it. Thus, there is a possibility of the educational attainment being influenced by the socioeconomic parameters. Including, identifying the impact of the strategies to help in the design of support strategies that will assist the learners.

12. Therefore, following these recommendations, as well as continued research, it will be possible to rectify the present problems in English teaching and learning, as well as enhance the achievements of educational processes.

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