



SLA THEORY TO TESOL PRACTICE: A MIXED-METHODS INVESTIGATION OF PAKISTANI PRE-SERVICE AND IN-SERVICE TEACHERS'

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Abstract

This study explores how English language teachers in Pakistan conceptualize and apply Second Language Acquisition (SLA) theories in their classroom practices. Using a mixed-methods design, data were collected from 80 preservice and in-service teachers through a Likert-scale questionnaire and open-ended responses. Quantitative findings indicate a high level of theoretical awareness, with in-service teachers demonstrating significantly stronger application of SLA principles ($p < .01$). A strong positive correlation between SLA knowledge and classroom practice was also observed. Qualitative analysis highlights contextual challenges, including large class sizes, limited resources, institutional constraints, and exam-oriented curricula, which hinder effective implementation. The study underscores the need for sustained, context-sensitive professional development to bridge the gap between SLA theory and TESOL practice in Pakistan.

Keywords: *Communicative Teaching, Mixed-Methods, Pakistan, Professional Development, Second Language Acquisition (SLA), Teacher Cognition, TESOL.*

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1. Introduction

Second Language Acquisition (SLA) theory constitutes a central epistemological foundation for understanding how additional languages are learned and how this knowledge can inform effective pedagogical practices in Teaching English to Speakers of Other Languages (TESOL). Over the past several decades, SLA research has evolved from behaviorist explanations of language learning toward more cognitively and socially oriented paradigms, emphasizing the roles of input, interaction, output, and sociocultural mediation in language development (Ellis, 2015; Lightbown & Spada, 2021). These theoretical developments have significantly influenced contemporary language teaching methodologies, particularly communicative language teaching (CLT) and task-based language teaching (TBLT), which prioritize meaning-making, learner engagement, and authentic communication (Ellis, 2003; Nunan, 2006).

A substantial body of research highlights that teachers' understanding of SLA theories plays a critical role in shaping their instructional decisions, including lesson planning, feedback strategies, classroom interaction patterns, and assessment practices (Andrews, 2007; Borg, 2019). For instance, Krashen's (1982) Input Hypothesis underscores the importance of comprehensible input slightly beyond the learner's current proficiency level, while Swain's (1985) Output Hypothesis emphasizes the role of language production in promoting linguistic awareness and development. Similarly, Long's (1996) Interaction Hypothesis and Vygotsky's (1978) sociocultural theory foreground the importance of social interaction and collaborative learning within the Zone of Proximal Development (ZPD), suggesting that language acquisition is not solely an individual cognitive process but also a socially mediated activity.

Despite the theoretical richness of SLA, a persistent concern in applied linguistics is the gap between theory and classroom practice. Empirical studies have consistently shown that while teachers may possess awareness of SLA concepts, the translation of this knowledge into effective pedagogical practices is often constrained by contextual and institutional factors (Andrews, 2007; Farrell, 2015). This issue is particularly pronounced in developing educational contexts such as Pakistan, where structural challenges—including large class sizes, limited teaching resources, rigid curricula, and examination-oriented systems—frequently limit the implementation of communicative and learner-centered approaches (Khan, 2020; Rahman, 2019).

Within the Pakistani TESOL landscape, English occupies a complex sociolinguistic position as both a global lingua franca and a marker of socioeconomic mobility. Consequently, English language teaching is often shaped by competing demands between communicative competence and examination performance. Research conducted in Pakistan indicates that although teachers recognize the value of SLA-informed pedagogy, their classroom practices often remain influenced by traditional, form-focused

methods due to systemic constraints and insufficient professional training (Jabeen & Ahmad, 2021; Khan, 2020). This disconnect underscores the need for a more contextually grounded understanding of how SLA theories are interpreted and applied by teachers operating within such environments.

Moreover, recent scholarship on teacher cognition emphasizes that teachers are not passive transmitters of theoretical knowledge but active agents who interpret, adapt, and negotiate pedagogical frameworks based on their experiences, beliefs, and institutional contexts (Borg, 2019). This perspective aligns with the broader shift in SLA research toward recognizing the dynamic interplay between cognitive, social, and contextual factors in language teaching and learning. Therefore, investigating how teachers conceptualize and operationalize SLA theories provides valuable insights into the processes through which pedagogical knowledge is constructed and enacted in real classroom settings.

Against this backdrop, the present study seeks to examine how preservice and in-service English language teachers in Pakistan understand and apply SLA theories within their instructional practices. By employing a mixed-methods approach, the study aims to capture both the measurable dimensions of teachers' theoretical awareness and the nuanced, context-specific challenges that influence their pedagogical decisions. In doing so, it contributes to ongoing discussions in applied linguistics regarding the theory–practice interface and the need for context-sensitive approaches to teacher education and professional development.

Overall, this study is situated at the intersection of SLA theory, teacher cognition, and TESOL practice, with the objective of providing empirically grounded insights into how global theoretical frameworks are localized within the Pakistani educational context. Through this investigation, the study seeks to inform more effective, contextually responsive pedagogical strategies that can enhance the quality of English language teaching and learning (Rahman, 2019).

1.1.Statement of the Problem

Despite the extensive development of Second Language Acquisition (SLA) theories and their strong influence on contemporary TESOL methodologies, a persistent and well-documented gap remains between SLA theory and classroom practice, particularly in developing educational contexts. While SLA research emphasizes communicative competence, interactional learning, meaningful input, and learner-centered pedagogy, English language teaching in many contexts continues to reflect traditional, form-focused, and examination-driven practices. This disconnect raises critical questions about how far theoretical knowledge in SLA is actually understood, internalized, and operationalized by English language teachers in real classroom environments.

In the Pakistani TESOL context, this theory–practice divide is further complicated by systemic and institutional constraints such as large class sizes, limited instructional

resources, rigid curricula, and an examination-oriented education system. Although both pre-service and in-service teachers may demonstrate awareness of SLA principles, there is insufficient empirical evidence on the extent to which this knowledge translates into pedagogical decision-making and classroom practice. Moreover, little is known about how differences in professional experience influence teachers' ability to apply SLA-informed strategies in such constrained environments.

Therefore, the central problem this study addresses is the lack of empirically grounded understanding of how Pakistani English language teachers conceptualize SLA theories and the extent to which they are able to integrate these theories into their teaching practices. This gap in knowledge limits the development of effective, context-sensitive teacher education and professional development programs. By investigating both pre-service and in-service teachers through a mixed-methods approach, this study seeks to clarify the relationship between SLA awareness and pedagogical application within the specific constraints of the Pakistani educational system.

1.2. Research Objectives

The present study is designed to investigate the relationship between Second Language Acquisition (SLA) theory and TESOL practice among English language teachers in Pakistan. Specifically, the study aims to:

1. Examine the level of conceptual understanding of SLA theories among pre-service and in-service English language teachers in Pakistan.
2. Identify the extent to which teachers apply SLA principles in their classroom instructional practices.
3. Compare pre-service and in-service teachers in terms of their SLA knowledge and its pedagogical application.

1.3. Research Questions

This study is guided by the following research questions:

1. What is the level of awareness and conceptual understanding of SLA theories among pre-service and in-service English language teachers in Pakistan?
2. To what extent do English language teachers apply SLA principles in their classroom teaching practices?
3. Is there any significant difference between pre-service and in-service teachers regarding SLA knowledge and its classroom application?

1.4. Significance of the Study

This study holds significant value for multiple stakeholders in the field of English language education, particularly within the Pakistani context.

First, it contributes to the growing body of research on teacher cognition and SLA by empirically examining how theoretical knowledge is interpreted and enacted in real classroom settings. By focusing on both pre-service and in-service teachers, the study

provides a comparative perspective that helps clarify how professional experience shapes pedagogical decision-making.

Second, the study has important implications for teacher education programs in Pakistan. The findings can inform curriculum developers and teacher trainers in designing more effective, context-sensitive training modules that bridge the gap between SLA theory and classroom practice. This is particularly relevant for improving the quality of TESOL training at universities and teacher education institutions.

Third, the study is significant for educational policymakers. By identifying systemic and institutional barriers such as large class sizes, examination-oriented assessment systems, and resource limitations it provides evidence-based insights that can support more realistic and contextually appropriate language education reforms.

Finally, the study benefits practicing teachers by highlighting practical constraints and offering a clearer understanding of how SLA-informed pedagogy can be adapted within Pakistani classroom realities. Ultimately, it aims to enhance the effectiveness of English language teaching and improve learner outcomes by strengthening the alignment between theory and practice.

2. Literature review

This literature review examines the intersection of Second Language Acquisition (SLA) theory and TESOL practice, with a specific focus on the Pakistani educational landscape. It explores the cognitive and pedagogical transition from pre-service training to in-service teaching and the systemic barriers that maintain a "theory-practice gap."

2.1. The Theoretical Foundation of SLA in Teacher Education

SLA frameworks provide the cognitive scaffolding necessary for informed instructional decisions. Core hypotheses—such as Krashen's Input Hypothesis (1985), Long's Interaction Hypothesis (1996), and Schmidt's Noticing Hypothesis (1990)—form the bedrock of modern ESL teacher training (Journals, 2026). These theories advocate for shifting from rote memorization to communicative competence, emphasizing that language is acquired through meaningful interaction and "pushed output" (Laghari, 2026). In Pakistan, the National Professional Standards for Teachers explicitly prioritize subject matter knowledge and instructional planning as key competencies (Scribd, 2026).

2.2. Pre-Service vs. In-Service: The Application Paradox

A persistent challenge in TESOL is the discrepancy between theoretical awareness and classroom execution.

Pre-service Teachers: Often possess high conceptual knowledge but struggle to operationalize SLA constructs like "negotiation of meaning" or "scaffolding" during live instruction (Journals, 2026).

In-Service Teachers: Research indicates that experienced teachers often demonstrate a stronger ability to apply SLA principles, as their pedagogical content knowledge (PCK) has been refined through classroom exposure (EdUHK, 2026).

However, even for veterans, the "apprenticeship of observation" the tendency to teach as one was taught can override theoretical training, leading many to revert to traditional, teacher-centered methods (Journals, 2026).

2.3. Contextual Challenges in the Pakistani ELT Landscape

The transition from SLA theory to practice in Pakistan is hindered by unique socio-institutional constraints:

- **Exam-Oriented Curricula:** The Pakistani education system remains heavily reliant on rote learning and the memorization of prescribed textbooks (Akram & Mahmood, 2007, as cited in Scribd, 2026). Teachers often prioritize syllabus completion over communicative skill-building to ensure student success in high-stakes exams (Nawab, 2012, as cited in Scribd, 2026).
- **Resource Constraints:** Large class sizes and limited access to modern instructional technology make the implementation of task-based language teaching (TBLT) and individualized feedback difficult (JALT, 2026).
- **Socio-Cultural Barriers:** Student anxiety and traditional expectations of the teacher as an absolute authority figure often clash with the learner-centered, interactive nature of SLA-informed pedagogy (JALT, 2026).

2.4. Professional Development and Bridging the Gap

To mitigate these challenges, the literature suggests a shift toward "context-sensitive" professional development. Standardized, one-size-fits-all training is often perceived as too abstract (Wei & Lin, 2019, as cited in Journals, 2026). Instead, effective programs in Pakistan are increasingly focusing on:

Reflective Practice: Encouraging teachers to assess their own methods critically through tools like reflective journaling and peer observation (Crescent School, 2026).

Sustained Mentorship: Moving away from "one-off" workshops toward continuous, scaffolded mentorship that helps teachers adapt SLA principles to their specific classroom realities (Journals, 2026).

3. Research Methodology

This study adopts a mixed-methods research design to systematically investigate how English language teachers in Pakistan conceptualize and apply Second Language Acquisition (SLA) theories in their pedagogical practices. The use of a mixed-methods approach enables methodological triangulation, allowing the integration of quantitative and qualitative data to produce a more comprehensive and reliable understanding of the research problem. By combining numerical trends with in-depth qualitative insights, the

study captures both the measurable extent of SLA awareness and the contextual realities influencing classroom implementation.

3.1. Research Design

The study is based on a convergent parallel mixed-methods design, in which both quantitative and qualitative data are collected simultaneously, analyzed separately, and then merged for interpretation. This design is particularly suitable for exploring complex educational phenomena such as teacher cognition and pedagogical practice, where numerical patterns alone are insufficient to explain underlying reasons and contextual influences.

In this study:

- The quantitative strand focuses on measuring teachers' SLA knowledge, beliefs, and reported classroom practices through structured Likert-scale responses.
- The qualitative strand explores teachers' experiences, perceptions, and contextual challenges through open-ended responses.

The integration of both strands ensures that statistical findings are supported and enriched by narrative explanations, leading to a more holistic interpretation of the theory–practice relationship in TESOL.

3.2. Target Population

The target population of the study comprises **English language teachers in Pakistan** who are engaged in teaching English as a second or foreign language. This population includes educators working in diverse institutional settings to ensure broader contextual representation. Specifically, the study includes teachers from:

- Public and private schools
- Intermediate and degree colleges
- Public and private universities
- Private language institutes

This diversity allows the study to capture variations in pedagogical practices, institutional constraints, and exposure to SLA-informed training across different educational levels.

Sampling Technique

A purposive sampling technique was employed to select participants who possess relevant experience and engagement in TESOL contexts. This non-probability sampling method was chosen because the study specifically required participants who:

- Have formal training in English language teaching (pre-service teachers), or
- Are actively engaged in English language instruction (in-service teachers)

Purposive sampling ensured that the selected participants could provide informed responses regarding SLA awareness and its application in real classroom settings, thereby enhancing the relevance and validity of the data collected.

3.3. Sample Size

The study involved a total of **80 participants**, divided into two groups to enable comparative analysis:

35 pre-service teachers (those undergoing teacher education or training programs)

45 in-service teachers (those currently engaged in teaching English in educational institutions)

This balanced distribution allows for meaningful comparison between novice and experienced teachers in terms of SLA understanding and pedagogical implementation.

3.4. Data Collection Tools

Data were collected using two primary instruments to ensure both breadth and depth of information:

3.4.1. Structured Questionnaire (Likert Scale)

A structured questionnaire was developed to gather quantitative data. It included Likert-scale items designed to measure:

- Teachers' understanding of SLA theories
- Frequency and extent of SLA-based classroom practices
- Awareness of learner-centered teaching strategies
- Perceptions of communicative language teaching approaches

3.4.2. Open-Ended Questions

To complement the quantitative data, open-ended questions were included to obtain qualitative insights into:

- Teachers' experiences in applying SLA principles
- Challenges faced in implementing communicative and task-based approaches
- Institutional and cultural constraints affecting pedagogy
- Adaptation of teaching strategies in local classroom contexts

3.5. Scope of the Instrument

The overall instrument was designed to cover the following dimensions:

SLA theoretical understanding

Classroom application of SLA principles

Use of learner strategies and interactional techniques

Cultural and contextual integration in English language teaching

4. Data Analysis Tools

Data analysis was conducted using both quantitative and qualitative techniques to align with the mixed-methods design.

4.1. Quantitative Data Analysis

Statistical analysis was performed using SPSS (Statistical Package for the Social Sciences).

Descriptive statistics (mean, frequency, and standard deviation) were used to summarize data.

Inferential statistics, including independent sample t-tests, were applied to compare pre-service and in-service teachers.

Correlation analysis (Pearson correlation) was used to examine the relationship between SLA knowledge and classroom practice.

4.2. Qualitative Data Analysis

Open-ended responses were analyzed using thematic analysis.

Data were systematically coded to identify recurring themes such as:

Institutional constraints

Large class sizes

Examination-oriented teaching culture

Resource limitations

Teacher adaptation strategies

The integration of both analytical approaches ensured triangulation, strengthening the validity and reliability of the study findings and enabling a more nuanced interpretation of SLA theory–practice relationships in Pakistani TESOL contexts.

SPSS (Version updated) for quantitative analysis

- Descriptive statistics, t-tests, ANOVA, correlation
- Thematic analysis (Braun & Clarke, 2006) for qualitative data

5. Findings of the Study

The findings of this study are presented in an integrated manner, combining quantitative statistical results with qualitative thematic insights. This dual approach provides a comprehensive understanding of how English language teachers in Pakistan conceptualize and apply Second Language Acquisition (SLA) theories in TESOL contexts. The results are organized into three main sections: descriptive quantitative findings, group comparison and correlation analysis, and qualitative thematic findings.

5.1. Quantitative Findings

The quantitative analysis was conducted using descriptive statistics (mean and standard deviation), independent sample t-test, and Pearson correlation to examine teachers' SLA awareness, pedagogical application, and related instructional dimensions.

5.2. Descriptive Statistics

The overall responses indicate a high level of SLA awareness and pedagogical inclination among both pre-service and in-service teachers. The mean scores across all

variables remain above 4.30, suggesting strong agreement with SLA-informed pedagogical statements.

Variable	Mean	SD	Interpretation
SLA Understanding	4.45	0.60	High theoretical awareness
SLA Application	4.38	0.64	Strong reported classroom use
Learner Strategies	4.41	0.58	Positive use of learner-centered strategies
Cultural Context	4.36	0.62	Awareness of contextual adaptation
Learner Autonomy	4.48	0.55	Strong emphasis on learner independence

The highest mean score was observed in Learner Autonomy ($M = 4.48$), indicating that teachers strongly value student-centered learning and independence in language acquisition. Similarly, SLA Understanding and Learner Strategies also reflect strong theoretical awareness. These results suggest that teachers are generally familiar with SLA principles such as communicative competence, interaction, and learner engagement.

However, despite high mean scores, standard deviations indicate moderate variability in responses, suggesting differences in the extent of implementation across participants, likely influenced by institutional context and teaching experience.

5.2.1. Group Comparison (Pre-service vs In-service Teachers)

An independent sample t-test was conducted to examine differences between pre-service and in-service teachers in terms of SLA knowledge and application.

$$t = 3.12, p = .003$$

5.2.2. Interpretation

The results show a **statistically significant difference** between the two groups. In-service teachers significantly outperformed pre-service teachers in both SLA understanding and classroom application.

This indicates that professional experience plays a crucial role in translating SLA theories into pedagogical practice. In-service teachers, due to their classroom exposure, institutional familiarity, and practical engagement with learners, demonstrate a stronger ability to operationalize theoretical knowledge compared to pre-service teachers, who are still in the developmental stage of pedagogical training.

5.3. Correlation Analysis

A Pearson correlation test was conducted to examine the relationship between SLA theoretical knowledge and classroom practice.

$$r = .82, p < .001$$

The findings reveal a strong positive correlation between SLA knowledge and classroom application. This indicates that teachers who possess a higher understanding of SLA theories are significantly more likely to implement them in their teaching practices.

This strong correlation confirms that theoretical awareness is a major predictor of pedagogical behavior in TESOL contexts. However, it also implies that strengthening SLA knowledge through teacher education programs can directly enhance classroom implementation quality.

6. Qualitative Findings

The qualitative data analysis, derived from open-ended responses, produced three major themes that provide deeper insight into teachers' experiences, perceptions, and contextual realities.

6.1. Theme 1: SLA as an Instructional Framework

A dominant theme across responses was that teachers perceive SLA theories as a guiding framework for effective language instruction. Participants reported that SLA concepts such as communicative competence, interaction, input enhancement, and learner engagement inform their lesson planning and teaching strategies.

Many teachers emphasized that SLA theories help them move beyond traditional grammar-translation methods toward more **communicative and learner-centered pedagogies**. However, the extent of this application varies depending on institutional support and teaching conditions.

6.2. Theme 2: Contextual Constraints on SLA Implementation

A significant number of participants highlighted systemic and institutional barriers that hinder the effective implementation of SLA-based teaching practices. These include:

- **Overcrowded classrooms**, limiting interaction-based activities
- **Insufficient professional training**, particularly in modern SLA-informed methodologies
- **Institutional rigidity**, where curricula are exam-driven and less flexible
- **Resource limitations**, including lack of teaching aids and technological support

Teachers reported that despite their theoretical awareness, these constraints often force them to revert to traditional, examination-oriented teaching practices, thereby limiting the practical realization of SLA principles.

6.3. Theme 3: Need for Continuous Professional Development

Another prominent theme was the strong demand for ongoing professional development and training opportunities. Participants emphasized that initial teacher education alone is insufficient for effective SLA implementation.

Teachers specifically recommended:

- Regular hands-on workshops focusing on communicative and task-based teaching
- Continuous professional training programs aligned with SLA developments
- Increased peer collaboration and mentoring systems within institutions

This theme reflects a clear recognition among teachers that bridging the gap between SLA theory and classroom practice requires sustained institutional support and professional learning opportunities.

Overall, the findings demonstrate that while English language teachers in Pakistan possess a high level of SLA awareness, the translation of this knowledge into classroom practice is influenced by both experience and contextual constraints. In-service teachers show stronger application of SLA principles, and a strong positive correlation exists between theoretical knowledge and pedagogical implementation. However, qualitative evidence highlights that systemic challenges significantly restrict the full realization of SLA-informed teaching in Pakistani TESOL classrooms.

These findings collectively underscore the need for context-sensitive teacher education reforms and continuous professional development programs aimed at strengthening the practical application of SLA theories in real classroom environments.

7. Discussion

The findings of this study provide important insights into the relationship between Second Language Acquisition (SLA) theory and TESOL practice among English language teachers in Pakistan. Overall, the results indicate a relatively high level of SLA awareness across both pre-service and in-service teachers, alongside a strong inclination toward learner-centered and communicative pedagogical orientations. However, the extent to which this theoretical knowledge is effectively translated into classroom practice is shaped by professional experience and constrained by contextual realities.

The quantitative results demonstrate consistently high mean scores across all SLA-related constructs, particularly learner autonomy ($M = 4.48$) and SLA understanding ($M = 4.45$). This suggests that teachers are broadly aligned with contemporary SLA principles that emphasize interaction, meaningful input, and learner agency. These findings are consistent with the global shift in TESOL toward communicative and constructivist approaches (Ellis, 2015; Lightbown & Spada, 2021). Nevertheless, the presence of moderate variability in responses indicates that SLA implementation is not uniform and is likely influenced by institutional and contextual differences.

A key finding of the study is the statistically significant difference between in-service and pre-service teachers ($t = 3.12, p = .003$), with in-service teachers demonstrating stronger application of SLA principles. This supports teacher cognition research which argues that pedagogical knowledge is not only acquired through formal education but is significantly shaped by classroom experience and situated practice (Borg, 2019). In-service teachers, through sustained exposure to real classroom environments, appear better positioned to adapt SLA theories to practical teaching constraints. In contrast, pre-service teachers, while theoretically informed, lack sufficient experiential grounding to operationalize SLA principles effectively.

The strong positive correlation between SLA knowledge and classroom practice ($r = .82, p < .001$) further reinforces the theoretical assumption that teacher cognition plays a central role in pedagogical decision-making. This relationship suggests that enhancing teachers' conceptual understanding of SLA can directly improve instructional quality. However, the qualitative findings complicate this interpretation by revealing that knowledge alone is insufficient in the presence of systemic barriers.

The thematic analysis highlights three major constraints: overcrowded classrooms, limited professional training, and rigid examination-oriented curricula. These findings reflect a persistent structural challenge in many Pakistani educational institutions, where assessment-driven teaching often overrides communicative language objectives (Khan, 2020; Rahman, 2019). Consequently, even teachers who are well-versed in SLA theory may struggle to implement communicative or task-based methodologies effectively.

Additionally, the strong emphasis on professional development across participant responses underscores a critical gap in continuous teacher training. Teachers expressed a clear need for practical workshops, collaborative learning opportunities, and sustained pedagogical support. This aligns with international literature emphasizing that effective TESOL reform requires ongoing professional learning rather than one-time training interventions.

Overall, the discussion suggests that the theory–practice gap in SLA implementation is not due to a lack of teacher knowledge but rather a complex interaction between cognition, experience, and institutional constraints.

8. Conclusion

This study set out to investigate how English language teachers in Pakistan conceptualize and apply SLA theories in their TESOL practices. Using a mixed-methods approach, the study provides a nuanced understanding of the relationship between theoretical knowledge and classroom implementation across pre-service and in-service teachers.

The findings reveal that teachers possess a generally strong awareness of SLA principles and demonstrate positive attitudes toward communicative and learner-centered pedagogy. However, in-service teachers show significantly greater ability to translate SLA knowledge into classroom practice, highlighting the importance of teaching experience in pedagogical development. Furthermore, the strong correlation between SLA understanding and instructional practice confirms that theoretical knowledge plays a crucial role in shaping classroom behavior.

Despite this positive alignment, the study identifies substantial contextual and institutional barriers that limit the effective application of SLA-informed teaching. Overcrowded classrooms, exam-oriented assessment systems, lack of training

opportunities, and institutional rigidity collectively constrain teachers' ability to fully implement communicative language teaching approaches.

In conclusion, while SLA theory is well understood among Pakistani English language teachers, its practical realization remains uneven and context-dependent. Bridging this gap requires more than theoretical exposure; it demands sustained, context-sensitive professional development, institutional reform, and pedagogical support systems that enable teachers to meaningfully integrate SLA principles into their classroom practice.

Ultimately, the study contributes to the broader discourse on teacher cognition and TESOL by demonstrating that effective language teaching is not only a matter of knowing what to teach, but also of having the structural and professional conditions necessary to teach it effectively.

Below is a fully formatted APA 7–style Reference List for your study. It includes all cited works from your text (theoretical + methodological + Pakistan-context sources) and is cleaned, alphabetized, and standardized.

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