

“ANALYSING ENGLISH LANGUAGE TEACHING LEARNING PROCESS IN PUBLIC SECTOR SCHOOLS IN PAKISTAN”

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ABSTRACT:

This research aims at analyzing English language teaching learning process at secondary level in government schools. This research is expected to provide important insights into the state of English as a secondary language teaching in terms of the four basic skills of the language. The sample size of the present study is 75 teachers and 45 students of accessible fifteen schools. The tools used for the collecting data are questionnaires and face to face observation with the teachers of English and the students of English language in Lahore district. The questionnaire for the teachers of English consists of eighteen questions and the questionnaire for the students consists of ten questions. The findings from the perception of the teachers reveal that grammar translation method is the commonly popular method of teaching English among the teachers although some of them favoured to use direct method as well. The teachers argued that they adopted skill-based approach to teaching of English with major focus on speaking skill. They also expressed that bilingual medium of instruction was suitable during English language classes. Describing some of the problems they faced, they talked about lack of motivation, dearth of resources and the inadequacy of skilled teachers. The students also opined that grammar translation method was commonly used in their English language while writing was the core skill which was focused during teaching learning process of English according to them.

Keywords:

English Language Teaching, visual communication, methods, audio-visual aids.

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INTRODUCTION

In this modern age, the significance of English has emerged enormously. The status of English is that of a second language in Pakistan as English language is important for progress in life (Abbas, Jalil, Zaki & Irfan, 2020; Abbas & Iqbal, 2018). Due to international importance of English language, it is being taught as compulsory subject in schools, colleges and universities (Irfan, Khan & Malik 2020). It has become the language of television, newspapers and social media. English plays an important role for providing a quality education in our society. It is also the language of trade and industry. Students who are expertise in English language can accomplish their education career. Students with good English medium background may have opportunity to attain a presentable status in the community as well (Abbas, Pervaiz & Arshad, 2018). The purpose of teaching English at school level is to acquire four basic skills such as Listening, Speaking, Reading

and Writing. Unfortunately, paucity of trained teachers in English language is big challenge in Pakistan. Irfan, Khan and Malik (2020) stated that Pakistan learners cannot share their views in English especially who are from backward areas. Speaker of third language does not have all the four basic skills; reading, writing, listening and speaking. It is observed that mostly graduates in Pakistan do not have mastery of English language skills. Pakistani teachers don not use such methods which produce creative skills among students. The teaching methodologies of the teachers are affected by these factors under which the teachers are forced to teach the students by using common methods Therefore, this research is considered important because it gives us possible suggestions in improving the learning process of English language through better teaching methods. Irfan, Shahzadi, Naqvi, and Naseer (2020) explained that English as international language is being learnt as essential subject after

Urdu in Pakistan. Following are the important methods of teaching English; Direct Method. Grammar Translation Method, Audio-Lingual Method, Structural Method, Reading Method and Eclectic Approach.

LITERATURE REVIEW

Teaching methodologies play a vital role in teaching learning process. Different methods and approaches are used for fulfilling the needs of learners. Malik has pointed out the following important methods and approaches, for teaching English. Literature review section of the article will discuss different methods used across the globe in teaching English by highlighting different pros and cons attached to these language teaching methods.

Grammar Translation Method of language learning is the ancient method which was developed for teaching ancient language. Sharma (2005) expressed that Grammar Translation Method was given much importance in the domain of language teaching. Sharma said, "Towards the end of the nineteenth century Grammar-cum Translation Method had become the well-liked method of teaching of a foreign language. Zainuddin et al (2011) stated, "Grammar Translation Method known as classical method was based on the belief that different parts of knowledge are stored in different parts of the brain. The study of different subjects is to exercise different parts of brain. Larsen-Freeman (2010) observed that Grammar Translation Method is an ancient method. It was also called Classical Method when it was first used for teaching the classical languages. It was patronized in such manner that learner can easily just read and appreciate target language. Grammar was considered significant factor in this method (Larsen-Freeman, 2008).

Direct method which emerged in second half of 20th century proposes teaching of English in English without interference of mother tongue. The direct method facilitates the students to learn

English language (foreign language) without using mother tongue because learner has acquired knowledge of mother language without involvement of other languages. Learners were forced to ensure the usage of only target language without using the mother tongue (Shamim, 2008). Beside this, teacher should have knowledge of target language. Grammar is indirectly taught in this method. Binod (2004) stated that direct method is most applicable method for acquiring a foreign language in proper way. Dialogues and discussions are occurred between learners and teachers in target language. Translation or grammar is banned in this procedure. Ideas and words are taught with the help of charts, pictures and other available resources. Zainuddin (2011) said that "Direct method was deviation from grammar translation method. This method is traced back to 1884. All the times emphasis is on practice and drill in the target language. Learners are compelled even to think in the target language and communicate in English. Little grammar and pronunciation is drilled for proper communication. Different objects are used to convey the ideas. For example if teacher has to elaborate "Minar e Pakistan" various pictures are shown to learners related to the topic. Likewise the idea of bank is explained by visualizing cheque books and pay slips. Celce-Murcia (2009) stated that the basic rule of direct method is "No translation". This method got its name due to the fact that meaning is to be directly connected to the target language. This method plays salient role in the verbal communication because it overcomes the hesitation of learners. Teacher performed all activities in the class and students remain energetic all the time.

Audiolingual method became very famous as soon as it was introduced to the language learners. Ellis (2006) recorded that interference of U.S.A in second world war bring sudden changes in teaching methods of language. Grammar Translation Method was not enough and capable to make people fluent and efficient in language. Therefore, U.S government took steps and launches best

language program for communication and speech. It was supposed that continuous practice can create and develop habit (Ellis, 2006). Larsen-Freeman (2010) reported that “audio” means listening and “lingual” means speaking. Listening and speaking is given stress in audio-lingual method. The learners constantly repeat an order until it is made automatic and spontaneous.

With the emergence of globalization and better connectivity, communication became the focus of learning languages. The yardsticks like perfectionism or excellence became under criticism. Therefore, communicative language teaching was recognized to be most suitable choice. Jiang (2018) disclosed that communicative language teaching plays an essential role in learning foreign language. It is a proper way to get connection with foreign language. It is considered a suitable way of getting acquaintance to the foreign language. It is civilized way which is mostly used in the west journals, for improving the communicative skill of learners.

In the world today where repertoire of teaching methods is quite large for the teachers to make choice from, the decision is quite difficult. A method may be better in teaching one skill while another may be excellent choice for teaching another skill. Therefore, there is an emerging tendency to create a hybrid mixture of different aspects of different methods and create a customized version which is called eclectic method. Nunan (2005) said that different methods are used for teaching English language. All methods are not reliable and effective. There is need of eclectic and realistic approach in selection of teaching methodologies. It is not compulsory for teacher to use one fix method of teaching. Every method has its own qualities which should be used by concerned English teacher.

RESEARCH METHODOLOGY

The researcher utilized mixed method study with both quantitative and qualitative approaches. Quantitative research refers to the systematic empirical investigation of any phenomena via

statistical, mathematical or computational techniques. Qualitative research centers on beliefs, experiences and interpretation of participants, tending to psychological questions. The samples for the study are the teachers who teach English in the schools of the Lahore District. The teachers of English in these schools, and selected students are used as samples for gathering information to study the status or level of English language teaching in the government schools of the Lahore district. The sample size of the present study is 75 teachers and 45 students of accessible fifteen schools. The researcher will take 5 teachers and 3 students from each selected school.

The locale of research comprises of schools that are accessible for researcher in Lahore. It is not possible to cover all areas of Lahore district so researcher will fix area of Samanabad, Gulshan e Ravi, Sectoriate, Iqbal Town Lahore and Mazang for study. Researcher will only choose fifteen schools of area these areas, Lahore. The tools used for the collecting data are questionnaires and face to face observation with the teachers of English and the students of Lahore district. Two types of questionnaires were prepared by the researchers; questionnaire for the teachers of English consists of eighteen questions and the questionnaire for the students consists of ten questions. The researchers collected data non-randomly for school students and randomly for teachers and the data was analyzed through frequencies, percentage responses, observations and opinions. The questionnaires of teachers, heads and students included various options. The questions in these questionnaires were of the following:

- (1) Yes-No type questions
- (2) Open ended questions
- (3) Items with alternatives: the four point scale
- (4) Questions inviting attention to express the views on the pedagogical issues.

RESULTS AND FINDINGS OF THE STUDY

Analysis of the Responses Collected from the Teachers' Questionnaire

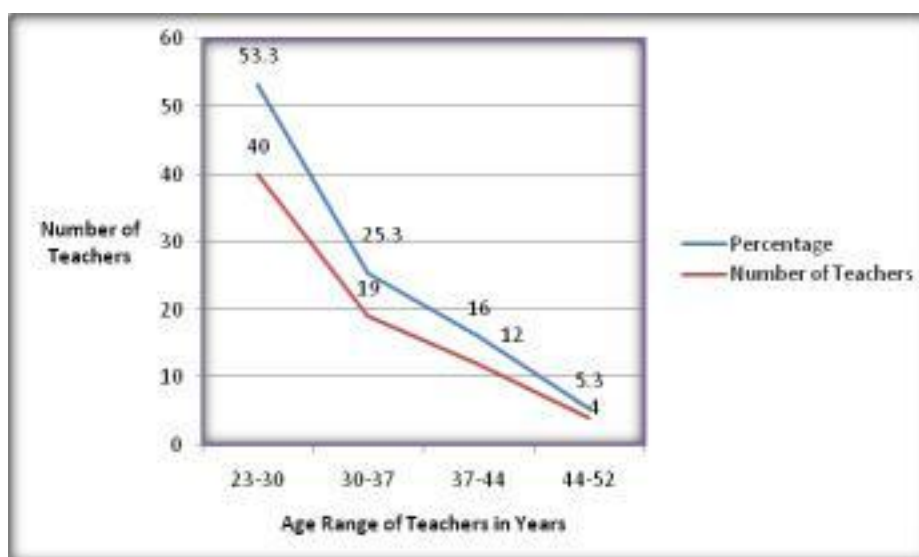
The researcher struggled to highlight the issues of English language teaching faced by teachers and students. First part is about general introduction of teachers. The present research contains samples of

75 teachers ranging in age 23 to 50. Formation of teacher's age is as below:

Table 1

Sr.No.	Age range in years	Number of Teachers	Percentage
1	23-35	40	53.3%
2	35-40	19	25.3%
3	40-45	12	16%
4	45-50	4	5.3%

Graph 1

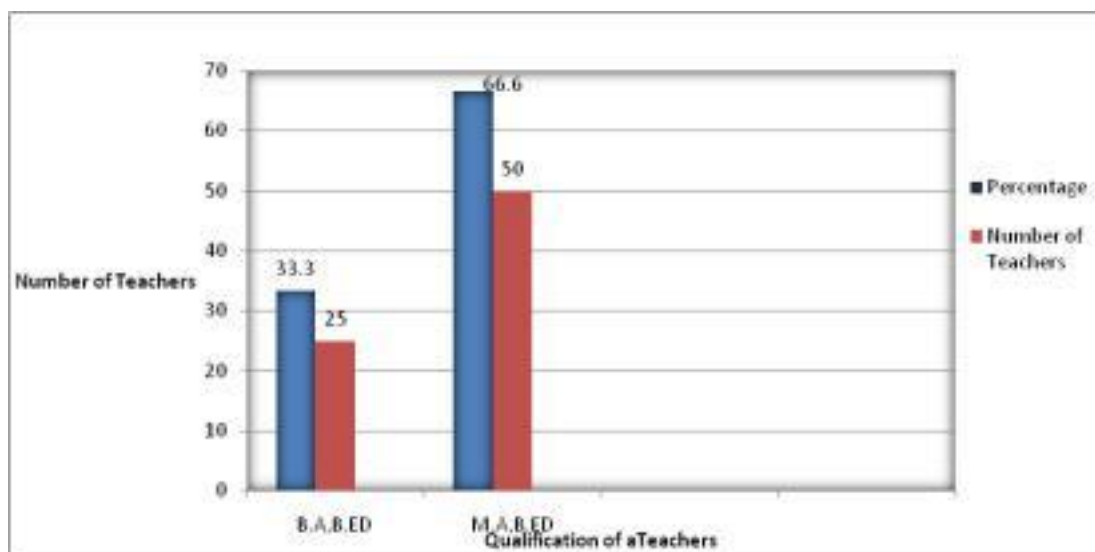


Degree in education is compulsory for appointment of government school teacher in his subject. So, the teachers selected for questionnaire

were holders of graduate and post graduate degree holders.

Table 2

Qualification of Teachers	Number of Teachers	Percentage
B.A,B.B.ED	25	33.33%
M.A,B.ED	50	66.66%

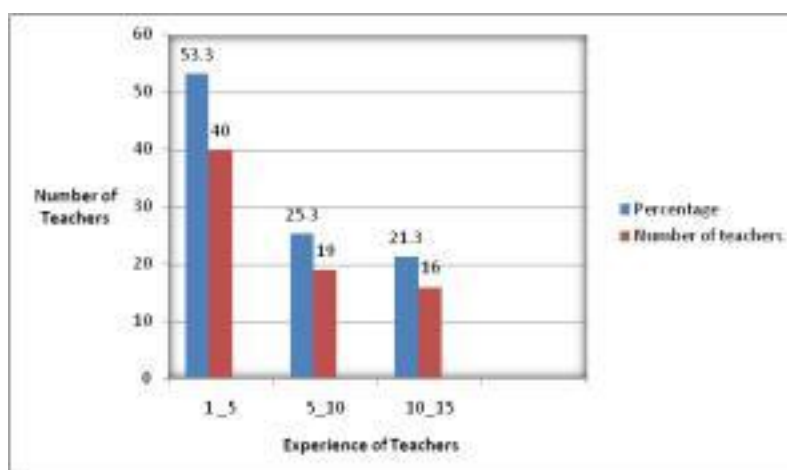
Graph 2

According to results most teachers are undergone through training as training is necessary part of B.ED. Mostly teachers were trained but few of

among were not trained properly. The data collected from schools shows that majority of the teachers had more than 1 year experience.

Table 3

Sr.No.	Experience in years	Number of teachers	Percentage
1	1-5	40	53.3%
2	5-10	19	25.3%
3	10-15	16	21.3%

Graph 3

Another problem noticed from the data collected from teachers is that the Pakistani students and teachers are facing the problem of over-crowded classes. Out of 75 teachers, 60 teachers reported that the strength of pupils in a class exceeds

60. Actually, the ratio of pupils and teachers throw a light on the discrepancy that leads to the teacher's lack of class control, the students' discipline in the class, etc.

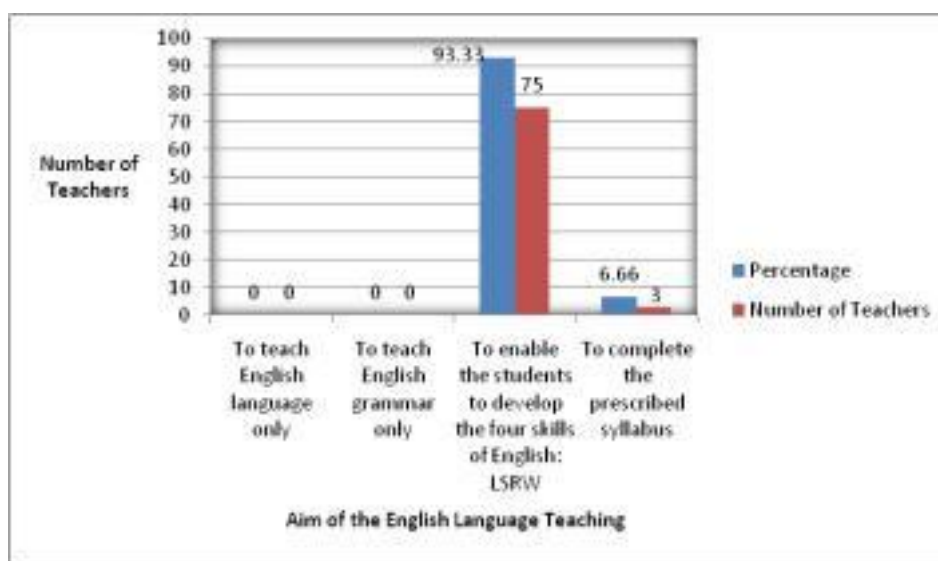
The first question was intended to know the intention behind the teaching of English at secondary school level. Out of 75 teachers, 70 respond to the question, saying that the aim of

teaching of English is to develop and enable the four skills (LSRW) of pupils. It is stated as below:

Table 4

Sr.No.	Aim of the English language teaching	Number of teachers	Percentage
1	To teach English language only	00	00%
2	To teach English grammar only	00	00%
3	To enable the students to develop the four skills of English: LSRW	72	93.33%
4	To complete the prescribed syllabus	3	6.66%

Graph 4

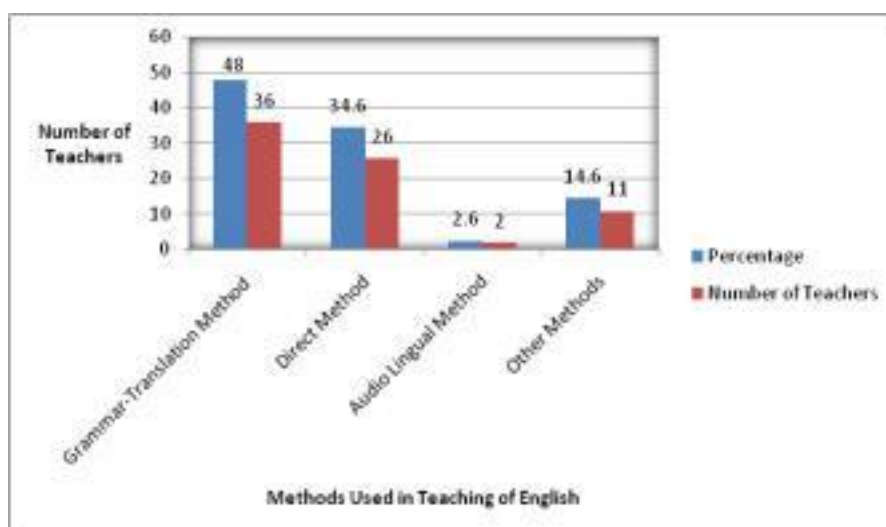


The second language is not naturally learnt but is acquired with best efforts. English, though is a foreign language in Pakistan, it should be studied like the second language. As, English is taught as a second language in Pakistan, the main purpose of teaching English should help students in acquiring 'practical command of English'.

Question 2 seeks answers from teachers about the method that they use during teaching and importance of that method. Most of the teachers reply that they teach English through the Grammar-Translation method in combination with the Direct Method. The following table gives the idea of the methods used in the teaching of English.

Table 5

Sr.No.	Methods used in the teaching of English	No. of teachers	Percentage
1	Grammar-Translation Method	36	48%
2	Direct Method	26	34.6%
3	Audio Lingual Method	2	2.6%
4	Other Methods	11	14.6%

Graph 5

According to the results of the questionnaire 48% teachers use Grammar-Translation Method in the teaching of English. They responded that Grammar Translation is most suitable for teaching English because this method helps in improving English pronunciation of learners. This method is easy to use in crowded classes and helps in understanding intellectual ideas.

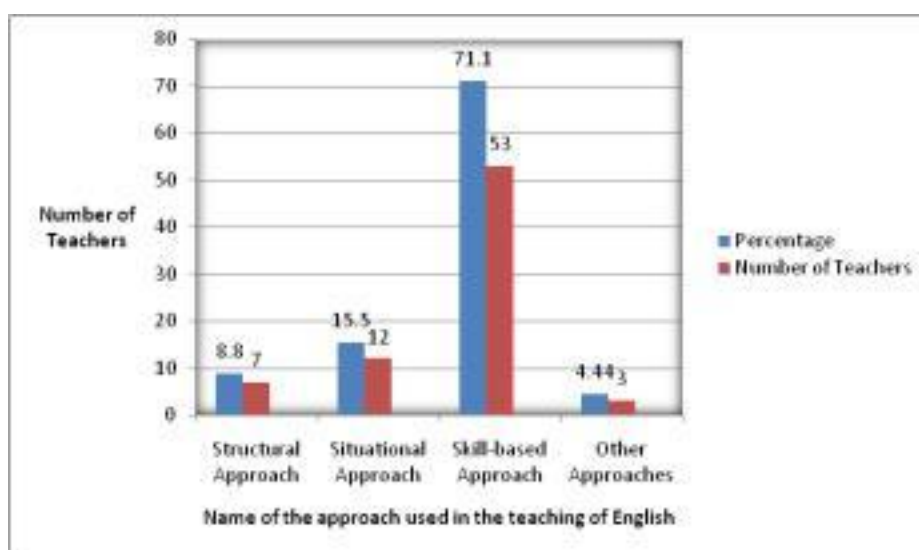
Out of 75 teachers 2.6% teacher preferred Audio – Lingual Method where a teacher reads a text and explains to the pupils mostly in English but, sometimes, in Urdu also. When a teacher teaches English in the classroom, he has to see whether the pupils understand him or not. If he feels that

students are average and quite confident, then he should use Eclectic method. From the sample of teacher only 14.6% teachers said that they use another method like the Eclectic Method in the teaching of English.

The approaches help and direct the teacher to teach a topic so that he can overcome the practical problems that arise in the classroom situation. Regarding the approaches used in the teaching of English, 53 out of 75 (70.66%) told that they use skill-based approach in the teaching of English. The detailed information about the use of the approaches is given below in the following table:

Table 6

Sr.No.	Name of the approach used in the teaching of English	No. of Teachers	Percentage
1	Structural Approach	7	8.8%
2	Situational Approach	12	15.5%
3	Skill-based Approach	53	71.1%
4	Other Approaches	3	4.44%

Graph 6

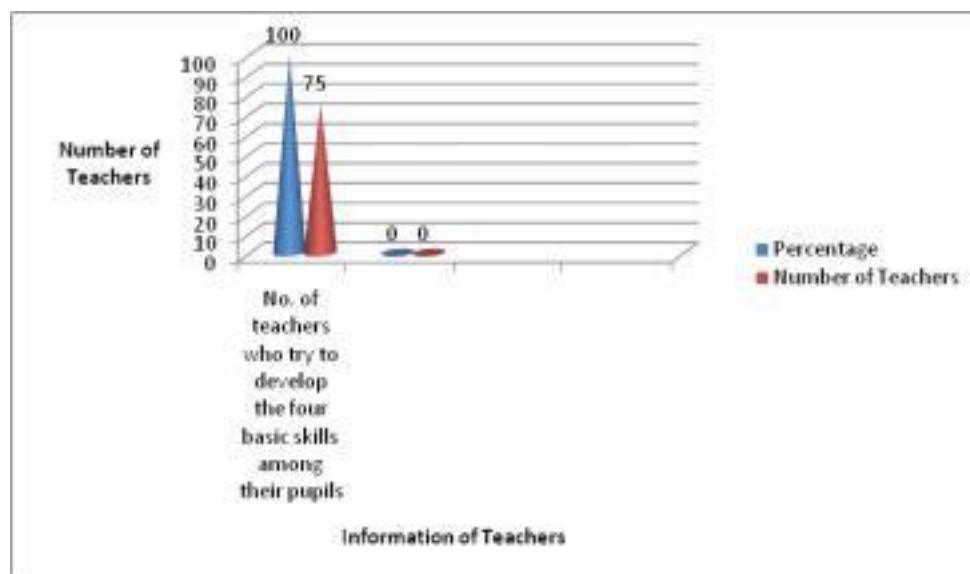
It seems good that the teachers use skill-based approach in the teaching of English since this approach insists on the pupil's acquiring the four basic skills of the language LSRW. Listening and Speaking precede Reading and the Writing. While using this approach in the teaching of English, the teacher aims to get mastery of the basic skills, but while using this method he faces problems regarding the availability of time and aids. A very few teachers (according to the survey) indicate

that they use situational approach in the classroom (15.5%).

Question four is intended to note the efforts of teachers made towards the acquisition of the basic skills. The teachers were asked whether they have ever tried to develop the four basic skills of English in their pupils or not. All the teachers replied that they always tried to develop the four skills pupils. This becomes clear from the following table:

Table 7

No. of teachers who try to develop the four basic skills among their pupils	Percentage	No. of teachers who do not try to develop the four basic skills among their pupils	Percentage
75	100	00	00

Graph 7

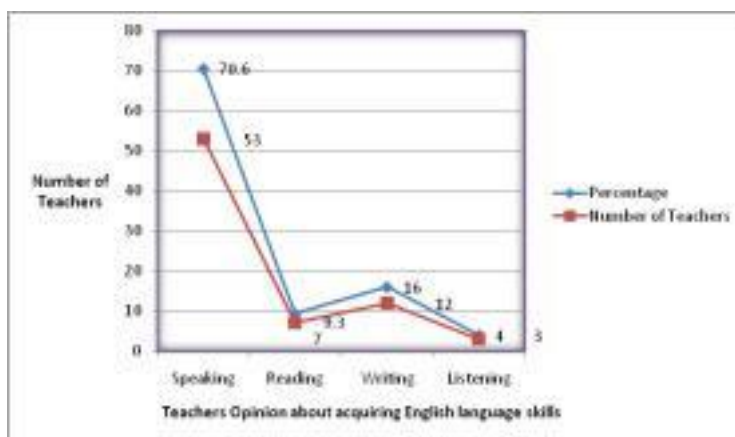
It is a good thing that all the teachers try to develop their students' four basic skills of English. The teachers further were also asked to mention the ways that they try to develop the above skills. These teachers use the various ways and means to develop the skills of their students. For example, the teacher may ask a student to read a paragraph.

found that 70.6% of the teachers feel that the students suffer a lot in speaking English, 9.3% are of the opinion that the students suffer a lot in reading, 16% feel that the students suffer a lot in writing, 4% are of the view that the students find it difficult in listening, and 0% of the teachers feel that the students find it difficult to acquire all the four skills.

Question five is "In which part do the pupils suffer in obtaining English language skills?", it is

Table 8

Sr.No.	Teachers opinion about acquiring English language skills	Number of Teachers	Percentage
1	Speaking	53	70.6%
2	Reading	7	9.3%
3	Writing	12	16%
4	Listening	3	4%

Graph 8

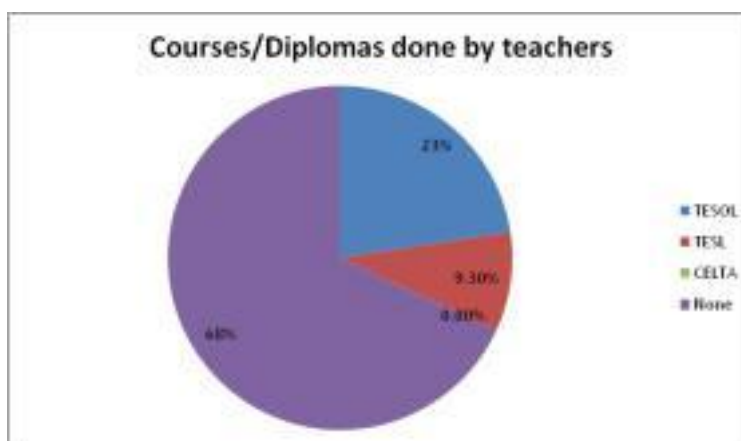
Besides the condition of the over-crowded classes, use of they were appointed just after their B.A. /M.A., methods in teaching of English at the secondary level, B.Ed. /M.Ed. They could not teach the pupils information about the syllabus, textbooks, in this section, confidently or effectively.

the teachers were asked to put forth their opinions on English Language Teaching Training. The teachers were asked to express their opinion on whether the fresh teachers appointed with their B.A./ M.A., B.Ed/M.Ed. qualifications can teach effectively and confidently or not. 42 out of 75 replied that they could teach effectively and confidently but the rest of them told that because

(1) TESOL (2) TEFL (3) CELTA (4) None, it is found that most of the teachers have not completed these certificate / diploma courses. It has to be noted that in foreign countries teachers of English are hired on the basis of these diplomas. They are also less interested in doing these courses in future too. Details are given below in the table:

Table 9

Serial.No.	Courses	Number of Teachers	Percentage
1	TESOL	17	22.6%
2	TEFL	7	9.3%
3	CELTA	0	0%
4	None	51	68 %

Graph 9

Majority of teachers (68%) have not done any diploma regarding English language teaching due to lack of interest and resources. Mostly old teachers are totally unaware about these diplomas and they are less bothered in doing these courses in future.

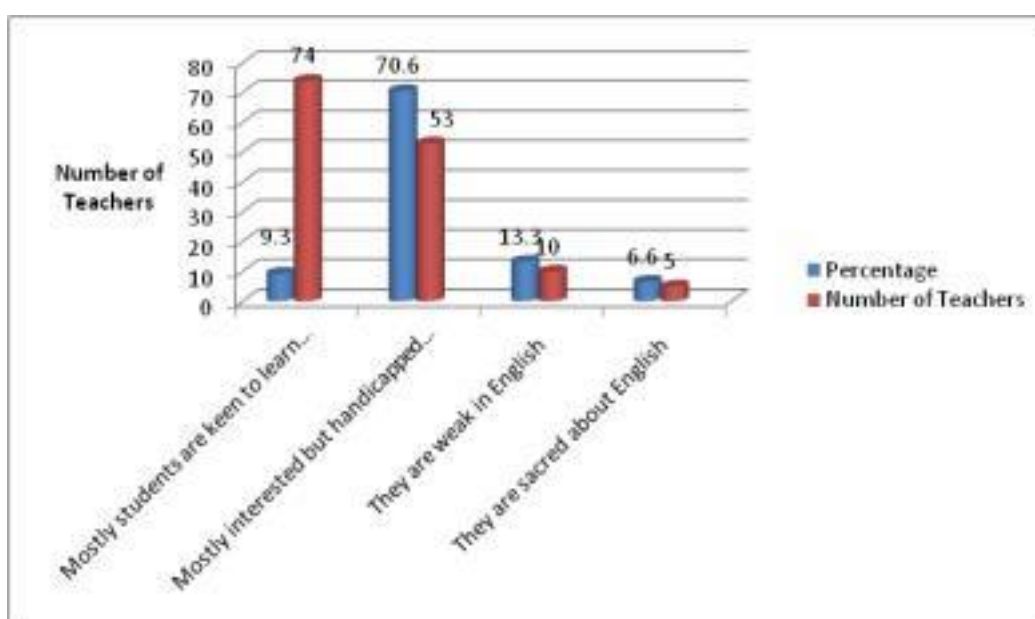
Question eight was addressed to the teachers to know the standing of pupils in their acquisition of

English. There was a shocking answer that came from most of the teachers. The teachers are of the opinion that most of the students are interested in learning English, but are handicapped due to various factors. The following table records the responses to the relevant questions:

Table 10

Serial.No.	Opinion of teachers about their students	Number of Teachers	Percentage
1	Mostly students are keen to learn English language	7	9.3%
2	Most of the pupils are interested but are handicapped due to the lack of motivation, the lack of well- equipped school teachers and the basic problems that they face.	53	70.6%
3	They are weak in English	10	13.3%
4	They are sacred about English.	5	6.6%

Graph 10



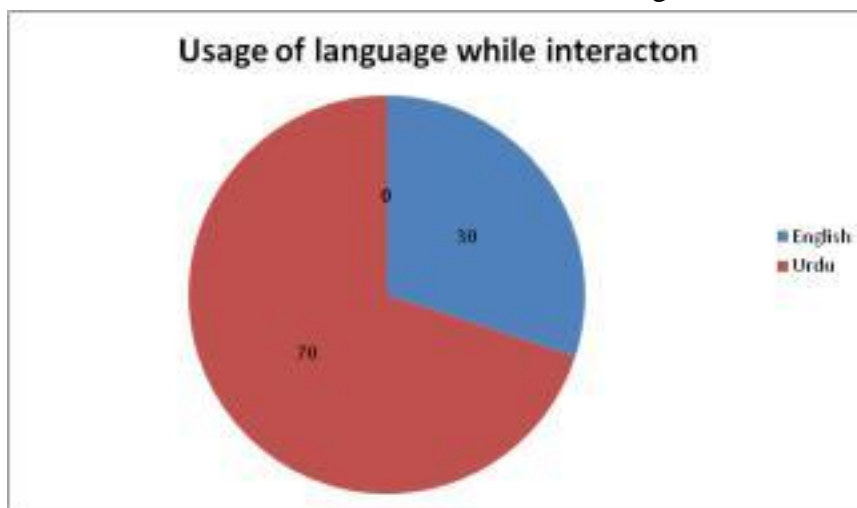
English though is a foreign language in Pakistan; most of the students according to teachers are

interested in it. But, these interested pupils finds themselves handicapped due to the lack of proper

motivation and scarcity of well-equipped teachers in schools.

Question number nine is about to find the interaction of teachers with students in English. It is found that 70% of the teachers interact with the

students in English at least for a few minutes in their classes and 30% of the teachers do not communicate with the students in English. Sometimes teachers combine mother tongue (Urdu) and English language for better understanding.



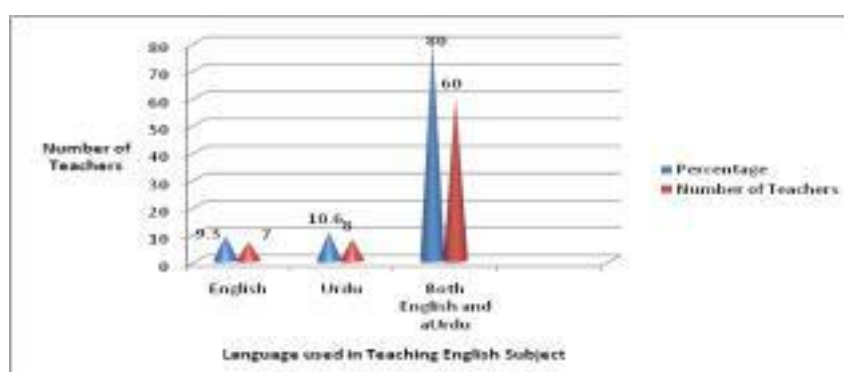
The next question (10) is “In which language do you teach English? It is found that mostly teachers use both languages Urdu and English. All students in class don not have same intellectual and skills. Mostly Government schools are over-crowded and teachers translate English text into Urdu and

explain also in Urdu for their convenient. If teachers do not use Urdu language, students will not understand anything and this will lead to bad results in their examination. Detail is given below in the table.

Table 11

Sr.No.	Language used in Teaching English Subject	Number of Teachers	Percentage
1	English	7	9.3%
2	Urdu	8	10.6%
3	Both English and Urdu	60	80.00%

Graph 11



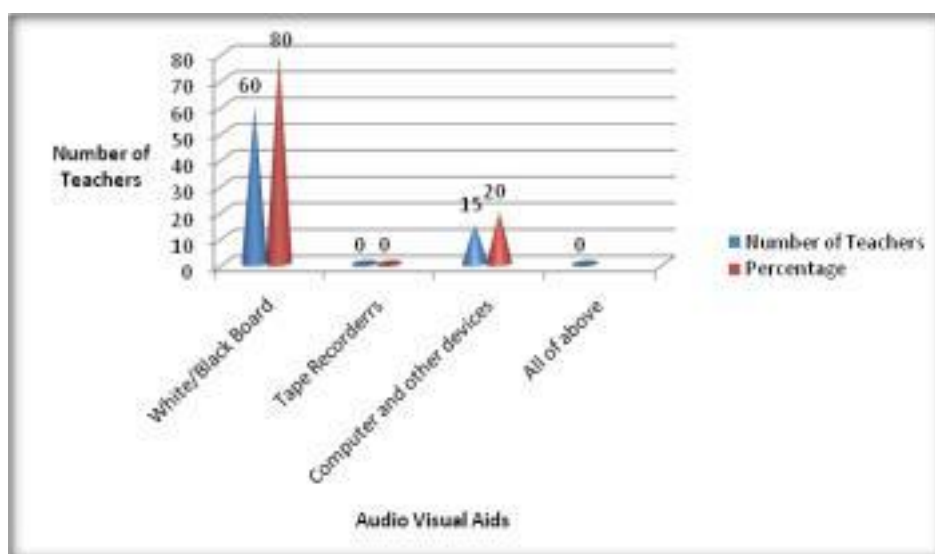
As the use of audio-visual aids plays a vital role in the teaching-learning process. In question eleven, the teachers were asked what type of audio-visual aids was being used in their schools. The answers differed from teacher to teacher according to the status of schools. Most of the teachers told that

they used blackboard, overhead projector, tape records, computers and other electronic devices such as CD, VCD, and PPT, etc. The awareness of teachers, towards the use of the audio-visual aids is noticeable from the following table:

Table 12

Serial No.	Audio-Visual aids used	Number of Teachers	Percentage
1	Only White/Black board	60	80%
2	Tape Recorders	0	0%
3	Computer and other devices	15	20%
4	All of Above	0	0%

Graph 12



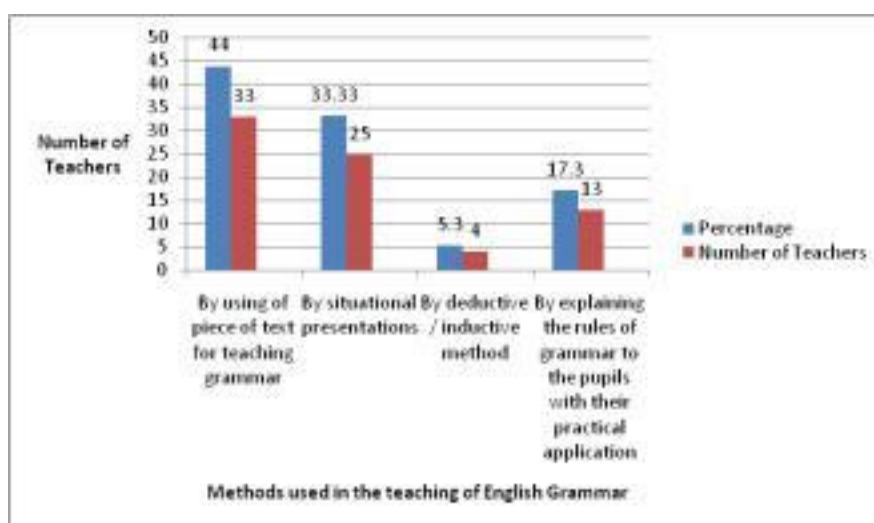
The teaching aids enable the teachers to make their teaching effective and interesting. These aids help to avoid excessive, empty, meaningless, verbalization; it provides the students with a direct experience of learning. It helps them clarify the concepts, it makes their learning live. The most important benefit of the audio-visual aids is that

the teaching with the help of these aids remains indelible or permanent in the mind of students.

Question twelve was asked to know the method used by them in the teaching of grammar. There was a lot of variation in the teachers' responses. The method of teaching grammar can be ascertained from the following table:

Table 13

Serial No.	Method used in the teaching of English grammar	Number of Teachers	Percentage
1	By using of piece of text for teaching grammar	33	44%
2	By situational presentations	25	33.33%
3	By deductive / inductive method	4	5.3%
4	By explaining the rules of grammar to the pupils with their practical application	13	17.3%

Graph 13

The above table shows that the teachers are inclined to adhere to the traditional way of teaching English grammar. A teacher, who uses a piece of text for teaching grammar, comes across the problems like over-emphasis on cramming and less grasp of the pupils. The traditional way of teaching grammar is against educational maxim, 'proceed from simple to complex'.

4.3 Analysis of the Responses Collected from the Students' Questionnaire

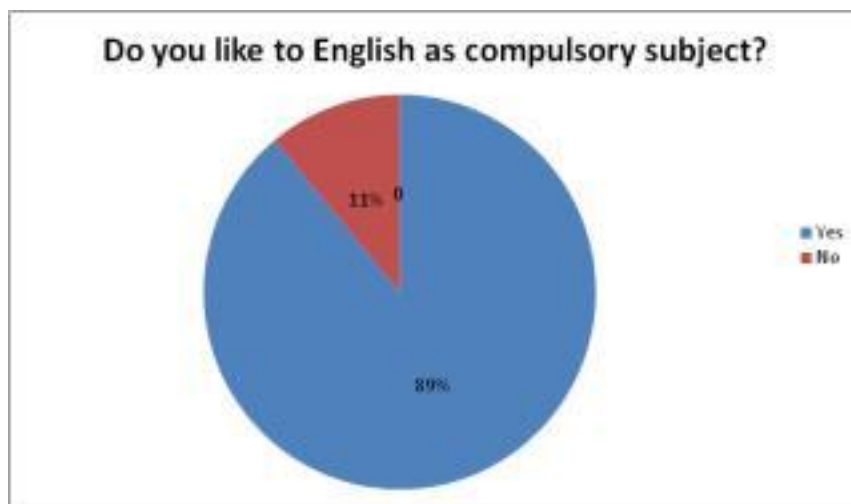
This section aims to highlight the opinions of pupils about English, their awareness about learning English, and pupils' assessment of their teachers' performance. It proposes to put forth the analysis of the responses collected from the

secondary school pupils from the Lahore district collectively and by random choice method. It also throws light upon the limitations of teachers implicitly pointed out in the students' assessment of their teachers. Actually, the teachers evaluate their pupils regularly, but the feedback received helps them explore the problems that the pupils face about their teaching and the uncongenial atmosphere obtained in the classroom. There are 8 questions in questionnaire. The sample size of students is 45.

The first question that was put before the pupils was intended to know whether they like studying English as a compulsory subject or not. Their response is indicated in the following table:

Table 14

Do you like to learn English?	Yes	No
	89%	11%

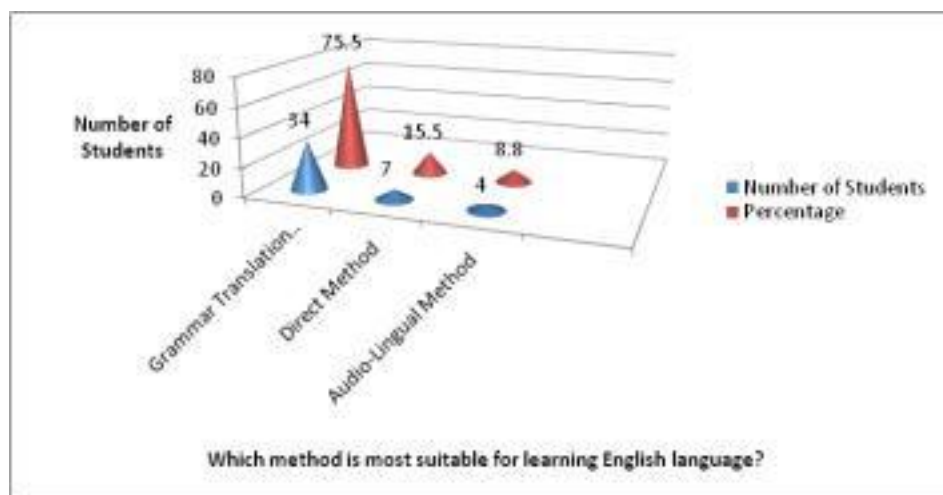
Graph 14

From the above table, it is clear that though English is a compulsory subject taught from the standard first to the graduate level, most of the secondary school students have expressed their willingness to study it. English is a language of every field and it will assist them in going abroad for further studies and for getting appropriate jobs according to their choice.

Question two was put before the students to explore their intention behind learning English at the secondary school level. Most of the students (75%) told that their intention behind learning English is to develop the personality and boost up confidence to communicate with others. They were inclined towards direct method. Details are given below in the table:

Table 15

Serial Number	Which method is most suitable for learning English?	No. of Students	Percentage
1	Grammar Translation Method	34	75.5%
2	Direct Method	7	15.5%
3	Audio-Lingual Method	4	8.9%

Graph 15

Mostly students replied in favor of GTM because they better understand any foreign language in their mother tongue though this method do not polish basic skills like writing and speaking.

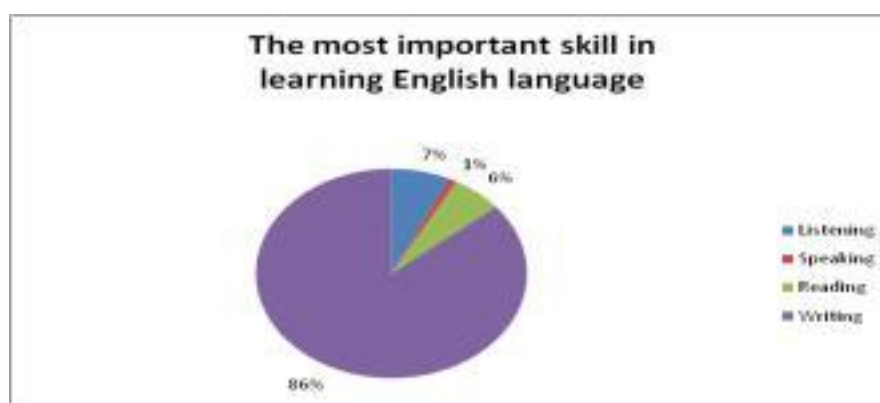
Question four was put to the pupils was acquisition of language. Acquisition of a language

needs four basic skills such as Listening, Speaking, Reading and Writing.

This question was intended to explore the basic skills of students which hold as the most important in learning English language.

Table 16

Serial No.	The most important skill in learning English language	Number of students in terms of percentage
1	Listening	7%
2	Speaking	1%
3	Reading	6%
4	Writing	86%

Graph 16

A supplementary question that the questionnaire included was intended to know the importance of basic skills in the acquisition of English. They were asked to give their replies in the order of preference. Most of the pupils answered that Listening, Speaking, Reading and Writing are the necessary aspects in the acquisition of English. They clearly told that Listening and Reading are the most important skills of language for Listening leads to Speaking, and Reading to Writing.

Serial Number	Do the teachers help you acquire LSRW?	No. of pupils in terms of percentage
1	Yes	92%
2	No	08%

From the above table, it becomes clear that most of the English teachers try to develop the four skills (LSRW) of their pupils. But, a very few among them feel that their teachers do not help them to develop the four basic skills. While teaching in a classroom, teachers should try to develop the four skills of pupils with the help of continuous use of English in communication, both in oral and written forms.

The last question number 10 to the students is, "What are your suggestions to improve the quality of teaching English in your class?" For this question, according to students opinion there should be more improvement in teaching methods of English language in their classes. They want to gain all four basic skills of English language for their better future. More audio-visual aids should be used in the classrooms for teaching English. Teachers should concentrate in making the students acquire the English language than making them know the summary of the English lessons in their mother tongue. Conversations and dialogues between the students should be held in English classes through different activities.

CONCLUSION

The purpose of the present study is to analyze the teaching learning process of English language in

The pupils then were intended to give their views on their teachers' efforts to develop their four basic skills. Most of them answered in the positive, but a few among them replied that their teachers offer them no help in acquiring the four basic skills. It becomes clear from the following table:

government schools in Lahore district. The findings from the perception of the teachers reveal that grammar translation method is the commonly popular method of teaching English among the teacher although some of them favoured to use direct method as well. The teachers argued that they adopted skill-based approach to teaching of English with major focus on speaking skill. They also expressed that bilingual medium of instruction was suitable during English language classes. Describing some of the problems they faced, they talked about lack of motivation, dearth of resources and the inadequacy of skilled teachers. The students also opined that grammar translation method was commonly used in their English language while writing was the core skill which was focused during teaching learning process of English according to them.

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