

**EXPLORING CAUSES OF FAILURE IN
ATTAINING OBJECTIVES OF TEACHING ENGLISH AT
SECONDARY SCHOOL LEVEL IN SINDH**

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ABSTRACT

This paper attempts to find out the hurdles in achieving the required objectives of teaching of English language subjects at school levels in Sindh. The population of the study includes all the teachers teaching English at secondary school level in Sindh province. The convenient sampling method is adopted, through which total sample size n=40 teachers (18 male and 22 Females) are selected. The questionnaire is designed and validated and made reliable through piloting. The data is analyzed using tables. Findings exposed that factors such as lack of teacher's academic and professional qualification; lack of refresher trainings; limited teaching resources; and particular environment affected the attainment of objectives. Researchers recommend appointment of academic and professionally trained teachers for English subject, provision of teaching aids and learning environment and providing ongoing professional development opportunities to teachers for overcoming challenges.

Keywords: Teaching, English, Secondary School, Professional Development.

INTRODUCTION

English dialect has turned out to be more noticeable and prevailing dialect around the globe. Lion's share of the universal associations uses English as official dialect in different fields including International Relation. All inclusive, its significance is highlighted by different scientists (Deterding & Kirkpatrick, 2006; Sarwar, 2001). In the underdeveloped nations, it is utilized as a second dialect. It is taught as second dialect in numerous nations including Pakistan (Kausar, 2010).

LITERATURE REVIEW

The University Grants Commission of Pakistan in their report highlighted the significance of English. Besides, the report predicts

eventual fate of English as essential for keeping up shared relations and getting more worldwide open doors. As of late Education Ministry in Pakistan chose to advance English dialect in every single state funded school from evaluation one keeping in mind the end goal to encourage understudies needs and to set them up for worldwide rivalry, which in the end highlight this thought its significance is felt at instructing level, as well as at strategy level (Mehboob, 2009).

Regardless of the way that English has not been progressed with the higher standard in Pakistan, yet we cannot refute its importance in the fields of restorative, planning, advancement, business in this manner on for classes above helper. As opposed to seeing Urdu as National vernacular, English is go about as an official lingo of the country. All law making body records, military trades, business contracts and distinctive activities are appeared in English.

In Pakistani schools, educating is especially standard i.e. teacher centered and educators are stick to old techniques and frameworks of demonstrating which are broadcasted obsolete. Rater recognizing two route correspondence, generally, teachers direct understudies. Since vernacular require two ways collaboration, it is hard for understudies to handle this tongue and utilize it in their step by step life. This test is particularly typical in state subsidized schools (Sarwar, 2001). To fulfil the tongue targets Govt. of Pakistan is masterminding various readiness programs for the teachers of English tongue at national and worldwide levels. These tasks go for impelling teachers to use distinctive overall educating rationalities to energize understudies learning. Assembly of Sindh as a group with British Council, Society for English Language teachers (SPELT) and the Aga Khan University composed English tongue training activities to offer instructors upgrading demonstrating some help with learning process (Teenvo, 2011). Regardless of taking various measures, the condition of vernacular instructing are not improved (Warsi, 2004). Notwithstanding taking after ten year of teaching, understudy can't create a fundamental application or talk few sentences in English. The reason could be various yet it is generally communicated that the subject is taught from examination viewpoint just. An outside tongue teaching requires suitable data, get ready, learning and dedication for the educator (Saikia, 2013).

This paper critically assesses the causes of failure in achievement of objectives of teaching English at Secondary School

level in province of Sindh. This study will help to identify the actual situation of Teaching of English at secondary level; problems faced by teachers during teaching learning process in the classroom. This research would help researchers and policy makers to revisit policies and come up with better plan to tackle this challenge effectively.

RESEARCH QUESTIONS

- What techniques/methods are used by teacher during their teaching to develop four basic skills of language?
- What resources are present in the school for teaching of English?
- What difficulties are faced by the teachers during teaching of English?
- What things / steps are needed to improve the language teaching in schools?

METHODOLOGY

A survey research method was used to gain data. The population of the study includes all the teachers teaching English at secondary school level in Sindh province (Tando Mohammad Khan City) at secondary level i.e. IX and X classes. Convenient sampling method is adopted to select 40 teachers (18 male and 22 Females) as the sample size for the study.

INSTRUMENT

A 20 item closed structure questionnaire was used to collect the data from the respondents. The things were intended to inspire data on different aptitudes of dialect educating distinguished by the scientists. The instrument was accepted and was made solid by the scientists.

DATA COLLECTION

The collected data was analyzed thematically. Hence the data was separated according to themes related to the research objectives. These themes were as follows:

- Techniques/methods used by the teachers,
- Resources present in the school,
- Difficulties faced by the teachers, and
- Steps needed to improve the language teaching.

DATA ANALYSIS

TABLE-1
TECHNIQUES/METHODS USED BY THE TEACHER

Research Questions	Items	N	%
Techniques / Method used by the teacher in the English classroom	Lecture / instruction delivery in English	8	20
	Translation method	36	90
	Direct / audio-lingual	06	15
	Tape recorder / cassette player listening	2	5
	Question – Answer	24	60
	Class discussion	18	45
	Speech / drama / quiz competition	02	05
	Reading comprehension	28	70
	Textbook Reading practice	36	90
	Recitation of the poet	32	80
	Supplementary reading material	20	50
	Newspaper reading	12	30
	Writing drill	32	80
	Creative writing	04	10
	Dialogue writing	10	25
	Written comprehension	7	28

Source: Field Work

TABLE-2
RESOURCES PRESENT IN THE SCHOOL

Resources present in school for teaching of English in the classroom	Items	N	%
	Blackboard	40	100%
	Flash cards and other material for resources	2	5%
	Charts / Pictures / Models etc.	24	60%
	Radio	4	10%
	Tape recorder / C D player	2	5%
	Television	5	22.5%
	Computer	4	10%
	Language laboratory	00	00%
	Newspapers	4	10%
	English books in library	4	10%

Source: Field Work

TABLE-33
DIFFICULTIES FACED BY THE TEACHERS

What difficulties do teachers faced by the teachers	Items	N	%
	Overcrowded class	36	90%
	Non motivated Students	24	60%
	Talk in Mother tongue	36	90%
	Negative response in HW	24	60%
	Shortage of Teaching time	26	65%
	Unavailability of teaching aids	32	80%
	Administrator's behaviour	16	40%
	Lack of trainings and refresher courses	36	90%
	Illiterate parents	26	65%
	Pattern of examination (rote-memorization)	8	20%

Source: Field Work

TABLE-44
STEPS NEEDED TO IMPROVE THE LANGUAGE TEACHING

Steps needed to improve the language teaching	Items	N	%
	Refresher/In-service Trainings	36	90%
	Audio-visual aids	32	80%
	Small class-size	18	45%
	More teaching time	24	60%
	Media Campaign	6	15%
	Skill assessment based examinations	6	15%
	Flexible/moveable Seating arrangements	25	55%
	Educational trips	28	70%
	Provision of Computer/educational C Ds	34	85%

Source: Field Work

RESULTS

From the biographical data of the sample it is found that most of the teachers who teach English language at the secondary school level neither have degree in English subject nor are professionally qualified for the subject. They are teaching the subject because they are assigned to do so. Most of the teachers use text books for comprehension, loud reading purpose and for the recitation of the poems while for the purpose of explanation, grammar translation method is used. Some teachers use question answer techniques, class discussion, quiz, speech and other activities, but most of these are in

their mother tongue and only few words, phrases or the sentences are spoken in English. Most of the teachers routinely give written work from their text books, but very few teachers are used to practice for creative writing or the written comprehension. For teaching of English language there are very few resources, lack of availability of proper teaching aids and furniture in classes. Blackboard is used most of the time by the teachers, while some teachers use charts, pictures and models in their classes. There is no language laboratory, computers, television, tape recorder or any media or modern aids for teaching language through which language can be plasticized. Most of the teachers suggested that the condition of the language can be improved only by the appointment of the proper qualified and professionally trained teachers. Teachers are not given any refresher training courses since they have joined the profession. The methods used at secondary school are according to the examination pattern and construction of the exam paper this is the reason that the skill of the language teaching is not developed at this level.

DISCUSSION

Globally, English Language has become the language of instruction. It is recognized as the language of survival. It not only helps teachers to make global bridges with other communities, but students can also get opportunity to explore new possible prospects for their future. Looking from Pakistan's point of view, in a large portion of the govt. schools, educators trust that understudies learning endure and next to no learning happens due to the stuffed classrooms implies the quantity of understudies is high to the point that at to begin with, instructors feels reluctant, anxious and uneasy, also; the issues of class control and administration emerges while utilizing verbal clarification and thirdly; educators discover trouble in evaluating understudies work because of substantial group (Kausar, 2010). Coleman expressed the same issue that around the globe, instructors can't give singular thoughtfulness regarding their understudies in vast classroom (1989). In Government schools the most successive system used to show English is Grammar Translation Method which is utilized by 57% of the educators, trailed by direct strategy (Khattak, 2004). By (2004) interpretation technique is as yet being utilized as a part of the vast majority of dialect projects. In a large portion of the school, sentence structure interpretation strategy

for showing dialect is utilized and the exposition, chose ballads and stories are given to learn by heart, while talking part don't get consideration well. It is a direct result of the examination design where understudies are requested that compose everything word to word. It is one reason that no or a little consideration is paid to the imaginative thinking and composing capacities. Further it is anticipated that since instructors are untrained about worldwide showing approaches, this could likewise be the motivation to discover difficulties in showing English and procuring positive results.

Generally in Pakistan over-crowded classrooms, use of old and traditional methods of teaching languages, insufficient or the lack of physical and teaching facilities are the main hurdles in teaching and learning of English language (Teevno, 2011).

One cannot blame government alone, as the contribution of teachers as well as parents to provide conducive environment of learning to students is also crucial. Although research highlighted that incompetency, unawareness with the modern trends and techniques of ELT, use traditional teaching methods, absence of real testing, deficiency in real method of teaching poor planning are some of the problems face by teachers while teaching English as a second language. (Sufyan bin Uzayr, 2012; Vyas & Patel, 2015), however, self-learning and many other factors also contribute in this regard.

From Pakistan context, the challenges face by teachers in English language is highlighted by a newspaper stating that there is no national language policy in Pakistan to direct teachers to adopt English as a medium of communication in teaching (*Dawn* October 26, 2013). The multilingual concept in Pakistan is puzzling all the teachers and students, this misaligning objective of English teaching at large (Ahmed, Cane & Hanzala, 2011).

SUGGESTIONS

- For teaching of the English language at secondary school level, Master degree holder should be appointed as English language teachers as they have strong grip over the language and know the prose and cones of teaching language.
- Teachers should be given refresher training courses time to time along with availability of proper teaching aids and furniture in their classes.

- Change in the construction and skill based paper of the examination is suggested.
- Teachers should use Direct cum Audio-lingual method for teaching of English language, as language can be learnt in a natural way. Translation method is used only when there is no way in these methods.
- Teachers should collect different types of Newspapers, magazines, story books etc., for their teaching of reading skills and should be given to them as per their interest.

CONCLUSION

It is concluded that the most of the teachers teach English at this level are not language qualified nor they have any professional training for teachings of the English language. These teachers teach the language like other subjects in which the main concern is about to give awareness and to develop the knowledge. Teachers face many difficulties while teaching English at secondary school level and use the traditional methods like the grammar translation method, etc. As a result, the students do not have the basic skills of the English language i.e. neither understand, think, speak, nor write properly in English language. Teachers do not find the teaching resources for language teaching in schools and use textbooks only for reading practices. There is complaint for over-crowded classes and lack of subject teaching periods, types of furniture in the class and absence of refresher courses for the teachers in schools. Further, the results of this study highlighted many difficulties which should be tackled at earliest.

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