



## ANALYZING THE CONTEMPORARY DEVELOPMENTS AND CHALLENGES IN TEACHING ENGLISH LANGUAGE IN PAKISTANI SCHOOLS

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*Abstract: English phraseology is a required subject taught at the Pakistan graduate level. Even after surveying the English terminology for over 14 years, the plurality of learners arriving from non-elite organizations, need the basic grip in English language skills to maintain their elevated schooling and proficient fields. With this reasoning, the recent investigation concentrated on developing English composition and assignment techniques, and in Karachi private non-elite organizations confronted the difficulties while developing these techniques at the SSC (Secondary School Certificate) level. Qualitative as well as quantitative method has been used. The variety of the investigation included 20 SSC level students, 12 SSC level English language teachers of non-elite private schools, and 5 student notebooks. Characteristics were composed through open-ended votes, committees' consultations, and tablet examination. Data were examined adopting subjective analysis. The conclusions disclosed that developing English language assignment strategies involve reading the passage aloud, paraphrasing the passage, furnishing the basic suggestion and significance of tough phrases to the students. The prominent difficulties struggled by the instructors in instructing reading skills are learners' absence of attention in reading, absence of pursuit, and soft reading cognition skills. The investigation also indicated methods of teaching writing skills such as the requirement of standard texts and appropriate terminology sections. The main dilemmas while developing writing skills include a shortage of pre-writing recreations, beginners' deficient grip over vocabulary, punctuation, grammar, and spelling, voluble syllabus, and restricted time.*

**Keywords;** English Language, Composition, Assignment, Technique, Paraphrasing.

### INTRODUCTION

This research is conducted in Pakistani schools of secondary level. This research project is conducted at BS level class activity. The English terminology rides as blood in the threads of states. As an effect, the pressure for English speech gives birth to the scope that it instructs the subjects of current nations to be skilled and sufficient to be victorious in their literary and experienced missions. To bring achievement and to maintain their examinations, learners are instructed to compose with accuracy and individuality and examine with a proper point of understanding. Composition is an essential technique within the method of understanding the English terminology as it delivers a means of articulating one's opinions and beliefs. Pakistani subordinate school students assign jotting down abilities for numerous academic goals containing communicating missions provided by the instructors and receiving quizzes and final inquiries. Further, to improve composing techniques, active reading techniques are also assigned. Examining a category of genres enables beginners to be creative authors as they discover the correction systems, speech, and technique of composing from the contents they examine. Hence, both techniques are equally valuable and connected. Supposedly concentrating on the English vocabulary in Pakistani schools, "The language learners still face difficulties in almost every area: reading, writing, listening, speaking, vocabulary, grammar..." (Dar & Khan, 2015, p. 122). One purpose behind this problem is the insufficient performance of skill-based vocabulary schooling at the SSC grade because the priority of instructors and learners is on the



consummation of abstraction and practice for examinations of the board rather than capabilities establishment. Since the agency of schooling in several Pakistani subordinate level schools is English and reserve editions and additional instructional equipment are especially in the English vocabulary the learners must have authority in a limited task and composing techniques to recognize and generate understanding at an eligible phase.

English vocabulary is coached as a necessary content at all grades of education in Pakistan. In privileged organizations, the whole instruction is in the English speech, but in non-privileged organizations, learners' acknowledgment of the English vocabulary is restricted. Pakistani non-privileged inferior institutes furnish to beginners from the plurality of our nation learners conducting their SSC from these institutes face complications in English terminology study and composing; like as this capitalizes the initial motive to execute this survey. Several surveys were completed on approximately connected problems such as circumstances under which English is instructed in Pakistan. In Pakistan, English vocabulary is instructed in government and private organizations, both of which are issues connected to English language education. Therefore, communicating difficulties confronted by the beginners, reading of the second language, instruction in Pakistan, and educating exploring techniques problems. Still, as per public reports, no survey gives birth to administered on developing the English language study and composition abilities activities and issues at the SSC level in non-privileged institutes, which gives space for this research. This survey struggled to settle the following inquiry question: 1) How the secondary school level teachers are facing the challenges in Pakistani schools? 2) What are the developmental strategies have been adopting for betterment in Pakistani schools for teaching environment?.

## METHOD

A qualitative approach mainly and quantitative approach is partially adopted for this research study. A sample of this study included ten SSC level teachers of English language, fifteen SSC level students, and 4 notebooks of students. Four teachers had a degree of MA in English, three of them had BA degrees, two had B.com and one teacher had HSC. The experience of teachers teaching the English language ranged from two to seven years. The collection of data took place by open-ended questionnaires (presented in a qualitative manner in analysis portion), notebook analysis, and group interviews from two selected schools in Karachi. The questionnaire was conducted to teachers, group interviews of students presented in a qualitative manner in analysis portion) were also held and five students' notebooks were also analyzed. The interview protocol and questionnaire were established by researchers. Two experts were also taken by the researchers. Urdu responses of the students were translated into English and validated by the experts. To ensure ethical considerations, participants' approval was taken through a consent form for the interview. Participants could exit if they wanted from the study.

## RESULT AND DISCUSSION

### 1.1 Result

This study showed that the most important reading practice for the students is to read aloud. Liu (2008) has also focused on reading aloud practices. This study also revealed some other reading practices like the concentration on pronunciation and the practice in which teachers provide the main idea to their students before they read the text. Moreover, teachers also explained the meanings of difficult words and also taught them to appreciate the usage of words. Some teachers also asked their students to read from books or the internet. Notebook analysis of students showed that they copy answers from the book. The problems faced by teachers in teaching reading skills of the English language are students' lack of concentration and low level of interest in reading. Bhatti (2013) has also found the same reading skills problems.

Many teachers depend upon textbooks during teaching writing skills, which hurdle students' creativity and power of expression. The findings of Warsi (2004) also showed similar results. The findings of the writing skills of Vazir and Ismail (2009) were also found in this study. This study also identified Irfan Khan (2011) that many teachers believe in the importance of prewriting strategies like free writing and brainstorming to bring coherence but cannot practice it due to some problems. Because of the lack of prewriting skills, the teachers were struggling with the problems faced by students that how to start writing tasks. Similar to Aqeel and Sajid's (2014) findings, the notebook analysis in this study showed a lack of teacher feedback. Teachers only underline the but do not put any feedback. These problems were also found in the findings of Cutler and Graham (2008).

One of the foremost problems faced by teachers while teaching reading is the lack of concentration and interest in students. TP 9 responded:

*"The students show a lack of interest in reading. If a chapter is long, it takes time to motivate them."*

Students' inability to understand the language properly is also a big problem for the teacher while teaching the skill of reading. TP 3 specified:

*"Students of secondary classes cannot read properly and lack understanding"*

Another major issue in teaching reading skills was teaching pronunciation. It was also noted that it was challenging for both teachers and students. Almost every student agreed with SP7 that:

*"While reading in the class, we cannot pronounce the words."*

This research showed that teachers assigned their students with writing topics to collect data from any resources like the internet, books, etc. TP 10 provided an input:

*"I ask the students to collect material from the internet and other books."*

It was also noted that the teachers provided their students with some words of vocabulary to use in their writing. TP 6 elaborated that:

*"Word bank is provided to the students according to the topic."*

Furthermore, some teachers also taught mind mapping strategies and asked their students to practice writing tasks. TP 5 responded:

*"Mind mapping is used to improve the writing organization."*

Students stated that teachers included word meaning, question answers, formal and informal letters, etc. in their writing. SP 8 explained:

*"We write applications like two days leave, words meanings, questions and answers, thank you letters, and informal letters in the class."*

Notebook analysis for writing skills showed that the language used in letters, essays, stories, applications were very similar and traditional.

## 1.2 Discussion

The findings portion is presented in a qualitative style. Under four headings, findings have been discussed in this study. (i) Teaching reading skills of English language (ii) Issues in teaching reading skills of English language (iii) Teaching writing skills of English language (iv) Issues in teaching writing skills of English language. For teacher participants, code TP and for student participants code SP has been used. Findings are derived from teachers by analyzing questionnaire data and from students by analyzing notebooks and group interviews. Findings from teachers through questionnaires showed that to teach reading skills teachers of the English language used textbooks. Some teachers explained that they used reference books and some took help from newspapers and the internet to teach English language reading skills. Quotes of TP from questionnaire responses are below. One of the teachers say:

*"We prefer the students to read good English books from the internet, novel, and Newspapers."*

Some TP responded that before assigning any reading activity to students they explained the main idea of the text. TP 5 shared a response that:

*"I first explain them the concept and then make them read the chapter after which they are asked some questions about specific information from the Chapter."*

One of the important practices of teaching reading skills was translating the chapter to get a general idea. TP 5 responded that:

*"The general idea of the chapter is taught by explaining the chapter in detail with translation."*

While reading many teachers focused on pronunciation and not on the understanding of a text. TP 3 underscored:

*"I ask them to read the text no matter they come across any unfamiliar vocabulary."*

TP 8 shared a view:

*"I ask them to read properly with correct pronunciation, I gave them lectures about silent letters."*

It was also asked teachers that while reading, what strategy they adopt to teach difficult words. They explained that they provided students with the meanings of difficult words. Few teachers adopted some different strategies as TP2 claimed that:

*"I ask the students to use contextual cues to infer meanings."*

Findings from students also showed that their teachers read the lesson first and then asked their students to read aloud and silently. Students affirmed that before attempting any comprehension questions teachers translated the whole text into Urdu. SP 2 said:

*"The teacher reads the entire text at first then asks students to read aloud than read silently. Later on, she works on the questions and answers part."*

Students explained that sometimes teachers also elaborated the meanings of unfamiliar words. SP 1 shared that:

*"The teacher also explains the difficult words from the entire lesson."*

Additionally, students noted that teachers also corrected their pronunciation of words and elaborated meanings of words as well. As SP6 shared a perspective:

*"The teacher pronounces the difficult words and explains the meanings as well."*

The notebook analysis of students showed that it comprised answers to comprehensive questions from the textbook and also from outside the textbook. It was also noted that teachers also pointed out mistakes of capitalization, spelling, and punctuation and not of comprehension.

## CONCLUSION

Teachers have are working at SSC level and according to the ground resources they are contributing their bit with limited resources. The above research study was conducted to inquire about the problems and practices of teaching writing and reading skills of the English language in private non-elite schools of SSC level. This study examined some

traditional practices of reading like teaching pronunciation, reading aloud, or translating any English text into Urdu. The findings of the study also revealed that the teachers also used some resources other than textbooks like the internet for reading. The research showed common traditional writing practices also like memorization of essays and over-dependence on limited structured essays etc. This study also highlighted the problems of teachers to teach English language writing and reading skills like low concentration, lack of interest, lack of ideas while writing, grammar, spelling, vocabulary, etc. Notebook analysis indicated that the teachers do not correct the mistakes but underline them and do not provide any feedback. All these findings are depended on data collected from selected non-elite schools.

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