

**PROBLEMS OF TEACHING ENGLISH IN GOVERNMENT
COLLEGES OF DISTRICT KHAIRPUR MIRS SINDH
PAKISTAN**

AZIZULLAH AMUR*

Fazal Ali Butt*

Imran Malik*

Abstract

Teaching English is a great debatable issue in Pakistan, it has suffered great historical, political, linguistic and procedural ineffectiveness regarding its status in education system of Pakistan. As it is language of communication and medium of teaching in education; it is treated as enforced, in both public and private sectors. Teaching English in Pakistan is difficult because of its dual role in education. Although, it has been announced official language, but no linguistic policy has been specifically made. It is taught as subject in education especially in govt colleges. Due to its complex status the teachers in colleges suffer a lot in teaching students who purely come from rural areas having extremely low background knowledge about language. The study is conducted to explore the problems faced by teachers in teaching English in public sector colleges of District Khairpur Mirs, Sindh. The population of this study is comprised on 16 English teachers; the data has been collected through structured questionnaire. The data has been analyzed descriptively. The study doesn't intend only to explore the problem but suggests the curative procedures to overcome them. The explored findings and proposed suggestions will offer the simplest path for both teachers and authorities to search probable solution to handle these problems in order to provide proficient ELT environment required up to standards.

Key words: problems, teaching English, government colleges, khairpur Mir's.

* M.phil (Social Sciences), Hamdard University Karachi, Sindh, Pakistan.

Introduction:

Teaching English has ever been remained uphill task in Pakistan, especially in higher secondary classes in colleges of govt sector. This study is conducted to explore the problems of teaching English in govt colleges of District Khairpur Mirs Sindh. The study aims to identify the core issues, the teachers are facing while conducting English classes at higher secondary level. Besides this, the study with its findings will help authorities and teachers to coup with the problems related to teaching English.

Literature Review:***Historical background of English***

The inspiration of Global English is product of the hundreds of the years of progress. The English Language has its footprints in England since 5th century, with the advent of Angles and Saxons in Europe who spoke the sets of West Germanic dialects known as Englisic (literally English). Today it is known as Old English (the poem Beowulf is its best example). The current English looks identical to the West Frisian than to other Modern Languages. Quarter of the vocabulary in modern English is taken from Western Frisian or other West Germanic Languages like, Norse, Norman and Latin. The Old English received the influence from Norse (the North West Germanic dialect spoken by Vikings) during the invasions and control of Vikings on the North of England. Later, in 1066, soon after the Norman Conquest, the English was almost replaced by the French. The great number of French vocabulary (approximately one-third of Modern English) was absorbed; Additional vocabulary from Latin and Greek (approximately one-third of Modern English) also was adopted. This new change, with spelling complexity, grammar quagmire and orthographic styles resulted in many difficulties in English of the time.

In 14th century, there emerged a man; Geoffrey Chaucer, who worked with vigor and intellect that changed the entire shape of Old English. He simplified the Grammar, changed the orthographic form and the spellings of Old English. Due to the efforts of Geoffrey Chaucer the English earned a new name the Medieval English or Chaucery English. In later medieval period, King Henry v, ordered the use of Medieval English in whole Govt Beurocracy. In Renaissance

period, due to emergence of several genres of the literary developments, and invention of printing press by Caxton, the English language achieved a lot in standardization. Change in vowel sound brought transition which changed Chaucery English, as an Early Modern English (also known as Shakespearean language). There are some other notable and moderate changes too, that eventually supported English in burgeoning as a language of today.

As the political influences of England broaden, there came the Acts of Union with Scotland and Ireland. These acts of union gave way to Chaucerian English to replace the independently spoken dialects of Angles and Saxons' (Scots and Yola) in Scotland and Ireland. In 1607, the first English speaking colony was established in America that gave foundation in globalization of English; however, both the colonies in America and the dialects in England grew independently. The English Language expanded in Australia in 1788, and then to Africa, Asia and Newzealand by British settlers from England and Ireland. They developed English in these countries by imposing it in to administrative bodies and bound speakers of other languages to speak English. The Received Pronunciation (RP) is considered the great level of achievement of the 19th century.

Braj kachru separates the use of English in three spheres:

In first sphere, he describes the traditional base of English in England and Anglophone population of British Colonies like, America, Australia etc. he calls it an internal circle. In second sphere, he gives English a role of Lingua Franca between ethnic and language groups, where English has an official or Historical importance (such as common wealth countries; like, India, Pakistan etc.) and is carried out pre-dominantly in all important fields. He calls it outer circle. In third sphere, he describes the secondary role of English, where English has no official function; it is simply learnt by non-native speakers to handle International business etc. Prof. Darnes Degher uses the term *de-centered* English for this change. Braj Kachru calls it expanded circle.

Status of English in British India:

Braj kachru 1983 highlights the entrance of English in India since 1600 with the establishment of East India Company. He also refers Encyclopedia Britannica (1974) where it is mentioned that the Mughal court also granted English the right to trade; with passage of time it flourished and

dominated the whole subcontinent. Braj Kachru further describes the role of Christian missionaries in developing English into masses in around 1614, as weak and downtrodden masses were converted in to Christianity. The British influence in India spread so vehemently that soon they were become conquerors and rulers. During their rule two schools of thought existed, that were entirely different in establishment and the rule over the natives or the conquered. One, the Orientalists, who believed in ruling over India while studying and maintaining the existing status quo of the traditional way of society, prevailed in India. The strongly believed that in native literature and values; there exists a lot of sprit that will attract the natives more and will extinguish the fire of hate for conquerors. They did so in maintaining the old customs and vernaculars of Mughal Dynasty. They established schools where vernacular languages were focused and Persian was maintain as language of education. On the other hand, there was the Anglicists school of thought, who was instinctively western in nature and thought. They believed in the incomparability of English and Western Culture, and demonstrated discriminating abhorrence against Oreintalists. Rehman 1996, states that The Anglicists considered it their duty to civilize native Indian by introducing Christianity, teaching European literature and science and introducing English Language as a medium of education.

In Feb, 1835, the Anglicists got emblematic win over the Orientalists, when the minutes of Macaulay were approved (by Governor General of India, Lord Bentinck) to create a class of persons in India; with Indian in blood and color, but English in taste and character in moral and intellect. On March 7, the Lord announced that, it is the indispensable aim of the British Govt. to refine the natives by supporting European literature and science in natives, so the greater amount of funds allocated for the purpose of education will be used on English education single-handedly. However, Orientalists muscularly resisted the policy but there voices got no concentration. Macaulay also proposed the prohibition on the publication of books in Arabic and Persian. This step brought both job and financial insecurity. This Anglicists' policy breaded the English Medium Education in India.

Another nail was permeated by the Industrial revolution and economical change in Britain. The new industrialization in the West influenced both commercial and educational policies in colonies as well. To create market for Western goods the educational policies and principles for languages were established. The conquered were the best for this experiment and the language of

the conquerors was given special attention for this specific use in commerce markets. With this change English got another surpassing role. The education was the first to get influence from this act of introducing new English status for the natives and vernaculars.

In 1837, the Governor General abolished Persian as an official language and replaced it with local vernaculars. As Persian was the only official Lingua Franca among all natives and was a sign of unity after the fall of Mughal Empire. This breakup resulted in establishment of local languages as a sign of linguistic and ethnic sentiments (as the use of local languages in local courts) and the eruption of the spirit of nationalism was simultaneously the countable for this new destructive change. The British got the full advantage of this breakup, and applied the principle of 'divide and rule'. Undoubtedly, the Persian was the only Lingua Franca among natives, so the huge gap was created, as there was no other vernacular language to be used as internal lingua franca or the language of education. English was therefore, a good replacement to be used as new lingua franca. The English not only filled this gap but was adopted as the language of education in 1847.

Though, English was used as lingua franca but ironically, as mentioned above, two classes of schools were created. First, the Vernacular schools, (as Rehman defines) were simply to generate sub-ordinate staff and political support for nationalists. On other hand, the admission in English medium schools was restricted to rich only; which resulted in creation of different class of educated natives, trained for different purpose. These schools produced the elite class, educated in English for the support of British Govt, as their local representatives. Cook narrates that, Indian locals due to scientific and technological development were highly impressed by English so they demanded English in education. Consequently, in British Raj (1765-1947) with the administrative and official support English was established as a medium of instruction. Later on, the development in technology and median it flourished continuously.

The Muslims, who were affected on many grounds, first, with the advent of British East India Company, as they were targeted and were deprived of their jobs and lands, they were holding since Mughal rule. And had some grievances against the British Govt for showing biased attitude against them. Second the act of abolishing Persian and announcing English as the language of education. The Muslims adopted the hostile attitude against English as the British language, the result was the social and political gap and offense is the best defense prevailed. As the Muslims

were religious, they considered English education and Western culture entirely against the teachings of Islam. In this critical period the role of Sir Syed Ahmed Khan is unforgettable. Begum tells that Sir Syed was highly anxious about the hostile attitude and deteriorating state of Muslims in all walks of life. He put his all efforts in convincing Muslims to acquire modern education. He persuaded Muslims to feel the emergency of Westernized social standard and education, and became successful at much extent. Begum further describes the applaudable pursuance of his goal while starting education movement in 1877. Sir Syed established Mohammadan Anglo- Orientale (M.A.O) College on the pattern of two highly reputed universities Cambridge and Oxford. The college worked as forum which affected the whole phase of Muslim life.

Language Policy after independence of Pakistan:

The catastrophe of World War II brought several psychological, social and geographical changes in the world. Many new revolutions blew up in the different parts of the world. The separation, spilt and creation of many countries and states came into being. Like other colonial counties, Pakistan emerged on the map of the world as a 5th largest Muslim state. Pakistan was based on two major parts East Pakistan (now called Bangladesh) and West Pakistan (the existing one) at the time of separation form joint India. This split was the tumultuous one in many folds but the issue related to the language was the critical one. The problem of language like many other problems posed many questions related to designing and implementation of the national and official language in Pakistan because of being multilingual, multicultural and multi ethnic country. The language issue remained controversial in beginning as the Urdu was announced as a national language of Pakistan (whose speakers were only 7.52% and were immigrants from India) while the English according to Rehman 2007 was given official status till the period the Urdu will replace it completely. According to Rehman (source census 2001), Urdu was announced the national language by the first governor general of Pakistan Quaid-e-Azam Mohammad Jinnah in his first speech in 1947. At the time the Urdu was declared the national language, at least six major languages and 58 minor languages were used in Pakistan. The percentage of these major languages was Punjabi 44.15%, Sindhi 14.10%, Pushto 15.42%, Urdu 7.52 Balochi 3.57% , Bengali 54.45% and others 4.66%. The announcement of both the languages as an official and the national languages brought many linguistic and ethnic conflicts

in the country. Especially, the Urdu as a national language was not accepted by the Bangladeshis in East Pakistan and the Sindhi community in the Province of Sindh. According to Ahmar 2003, due to political conflict, the corpus planning for Urdu as a national language suffered a lot. Therefore, the English was maintained official and the state language to run the govt and its affairs. In Pakistan the situation was accurately, the same, as in other multi-lingual countries. Nida (1971) describes three dimensional function of language in Pakistan. The functions of vernacular language, only to communicate within in group or culture, while the Urdu for out group and English for other specialized information. Due to the language policy in 1948, the Urdu medium and English medium schools were established and Urdu was announced the language of education in Primary level however, the role of English was not specified. The same British policy of maintaining the English and Urdu school side by side continued which generated the two different classes of people. According to Remman, 2007, English empowered the privileged and elite class as admissions were restricted to them only.

In 1959, the Sharif commission was made to look in the matter of the language issue; it announced that Urdu and Bengali would be taught in secondary schools (from 6 to matriculation), the issue of language again was unspecified. It was delayed till 1972, as mentioned the then education minister in Punjab Assembly. Mansoor (1993:10) describes that, the card of corpus planning for language was again played to satisfy the right wing. According to Rehman (1996:234) there were almost 19 private English medium schools for elites that time. In 1969, Noor Khan brought this issue for discussion that Urdu in West Pakistan and Bengali in East Pakistan ought to be taught in education at all levels, as the linguistic issue is turning ethnic/cast-like rather. But the issue was delayed till the commission of 1972 to be held. But the year 1971, changed the entire scenario, the Bangladesh was separated with the issue of Bengali language, the Bhutto came into Power in West Pakistan, he was well known of the linguistic issue, though, the Bengali issue was dissected, there remained the issue of Urdu as a national language and the English as the language of the elites and the right wing. Bhutto in the constitution of 1973, Article 251 gave the Urdu status of national and the replace of English till coming fifteen years, which means no change in previous planning. However, to appease Sindhi Nationalists Sindhi vernacular was given a status of official language in Sindh province.

In the Zia-ul-Haq era the Urdu- isation and Islam-isation policies were implemented on language planning. The Urdu was introduced in all govt schools from level 1, while English was not to be used till class 6 and Arabic was imposed as an official and Islamic language in education, which according to Ahmar 2003, played political role rather than religious and educational. The policy of Urdu as a national language was religiously implemented in govt schools while the schools for elites enjoyed immunity and continued teaching English in schools, possibly, due to political influence of elite parents. The policy of Zia was criticized by parents that caused high raise in attendance in English medium schools. In 1987, the only Urdu policy was lightened and English was allowed to be taught as a medium of instruction for science subjects and medium of matriculation examination to select Urdu or English was left for the choice of students. This choice of medium, within a decade brought less exposure of English to the school going children. The teaching body also stopped teaching English as medium of instruction which precisely, declined in the context of English which resulted in the competency of people in English, especially in rural areas where private schooling was nowhere.

After the killing of Zia-ul-Haq in plain crash, the period from 1988 to 1999, remained political arena between the Benazir Bhutto (the daughter of Ex- Prime minister Z.A Bhutto) and Nawaz Sharif. Their Govts were twice dissolved in the wake corruption. The education policies either were followed from the past or there brought a minute change. As Benazir Bhutto, introduced English in all govt schools from class rather than from class 6 as the Zia-ul-Haq did in past. Again the language policy for English along with its corpus planning was not given any special attention. After the 1999 coup by general Pervaiz Mushraf, the economical development, study and progress in new technology was the first priority of his govt. It was envisaged that the policy of govt for education will be crystal clear especially the English language will be given special attention. Unfortunately, no such glimpses are found in history of Pakistan's education and language policy. According to Rehman the languages are learnt in Pakistan in systematic way; the native language as the first language, the Urdu the second and the English the third or even better to say a Foreign Language (English is second for those who has Urdu as a mother tongue).

Language policy in province of Sindh:

The Sindhi language was the oldest language in India, According to Rehman 1999, the first language the Muslim Arabs came across with, when they entered India in large numbers was Sindhi. Sindhi is derived from Sanskrit word Sindhu which means River, it is associated with the Indus River. Dr. Nabi Bux Baloch 2006, a renowned Sindhi scholar, describes that sinhu word also means Sea. Sindhi language enjoyed the status of well constructed language, having vast vocabulary, oldest literary heritage and the favorite language for literature and poetry. The origin of Sindhi language is attributed to Indo-Aryan dialect, or primary Prakrit that was spoken in the region of old Sindh at the time of compilation of Vedas (1500-1200 BC) or perhaps many years before. Like other languages in its family, Sindhi has passed through old Indo -Aryan (Sanskrit) and middle Indo-Aryan (Pali, secondary Prakrit and Apabharasha). Abu Aryan Biruni in his book Tahqiq Malil-Hind declared that even before the advent of Islam the Sindhi was not only spoken widely, but was used in three different scripts: Ardhanagri, Saindhu and Malwari. He further described, till 14 to 18 century it was developed into rich language as many Sufi poets; like Shah Bhattai and others composed their poetry in Sindhi.

In the year of 1668, Narayan Jagannath Vaidya, replaced the Abjad (Script) used in Sindhi into Khudabadi script. The first translation of holy Quran in 270 AD into Sindhi language witnesses its richness and standardization. This language did not have only a developed script but it had had an established large inventory in phonology with 46 consonants and 16 vowel sounds. It was used in form of different dialects, such as, Lari, Lasi, Kuchhi, Devanagri etc. Till it has been developed in language of today, it was used in Davanagri orthography for trading and Arabo-Persian in religious purpose which as developed by Abul Hassan Sindhi. In British rule the Arabo-Persian alphabet was decreed standard language. Sindhi has enjoyed the status of standard language from past to present with continuous development in style and orthography.

After the creation of Pakistan in 1947, the Sind was declared the province of Pakistan. Urdu was declared national language and the English an official language. The Urdu was language of those people who migrated from India and settled in urban areas of sindh. Due to Urdu only language policy, Sindhi speaking community resisted, as their language which was used since long period in this area was given no status. Due to poor language policy in Sindh, the linguistic conflict broke out which turned into ethnic issue. The riots broke out between Sindhi and Urdu speaking

people. In 1971, it was resulted in physical fight killing two people and leaving hundreds injured. The situations worsen day by day, contempt for Urdu language increased. The govt took no measures to forward any language policy in Sindh. The so called language policies were made in Federation with no effect in this Province. In 1973, the Urdu and English enjoyed the same status while Bhutto for appeasing Sindhi nationalist gave Sindhi the official status in province of sindh. The medium of education was also given as choice in Sindhi. The option in medium of education resulted in lack of efficiency in both Urdu and English language. Teachers and students both stopped using Urdu as the most hateful language and English as unnecessary language.

Appointment and Teachers' education in Sindh:

G.R Memon 2007 describes that procedure of appointment of teachers in Sindh has always remained questionable. The primary teacher is appointed with 10 years schooling and eleven month certificate course such as PTC (Primary Teacher Certificate). Where as, the JST (Junior School Teacher) for secondary school, is appointed with 12 years of schooling and eleven month course of CT (Certificate for Teaching). The HST (high school teacher) is appointed against the Bachelor's Degree and one year certificate of B.Ed. (Bachelor's of Education). The Higher secondary/ College Teachers are appointed mainly through Commission Exams such as, SPSC (Sindh Public Service Commission) on the basis of Master's degree in relevant subject with no other pre-requisites. These certificates are issued by Elementary Colleges, which are conducted by master trainers who are even not properly trained. The supervision of these programs of conducting the certificate courses also lack monitoring policy. No merit of the certificate is scrutinized properly; the certificate itself is enough to apply for the teaching job. Memon further highlights, the appointment of teachers is frequently political interference which breeds threats of absentees of teachers and effectiveness of teaching and supervision system. He doesn't hesitate to say that appointment of lower secondary and secondary teachers is politically influenced or by paying huge amount of money. The merit in appointment of teachers is always remained bone of contention in Sindh.

The teachers' training/education is root cause for both success and failure of the education system in any country. The concept of teachers training refers to the policies and procedures initiated to enhance the ability, skill, behavior and professionalism in teacher/s to perform duties in class, school or organization as good as possible. The ideal teacher in education policy or system usually is made up of following g three basic steps.

1. Initial Teacher Education: A pre- service course before joining as a teacher in any institute.

In many countries (ITE) is introduced solely in institution of Higher Education which is planned according to two fundamental models:

- a) Constructive Model: A teacher first obtains a qualification in one or more subjects (often Bachelor's Degree) and then studies for further period to gain an additional qualification in teaching (that might be a Master's degree).
- b) The concurrent Model: A student studies at the same time, the both academic subjects and the techniques of teaching that subject, significant to merge Bachelor's and teaching credentials to become certified as teacher of that subject.

2. Other procedures are also applied in many countries for teacher education, such as, in-service training under working experts. Or during -service the teachers get university certification regarding their area of study (as in USA). The ways of teaching and assessing a specific subject is extremely debatable issue. Because it is not accurately possible in advance to know what sorts of knowledge does the student necessitate when they enter in adult life, what type of skill the teacher should use to meet the demand. The teachers, then, focus on skills (such as, learning to learn, and social competence) which is extremely questionable in many traditional teaching methods, especially, in teaching language and subjects of natural science.

In Sindh, the teachers' training institutes Such as, PITE, (Pakistan Institute of Teacher Education) have been working to provide educational development in Province through research, innovation and support for teachers' education. PITE established in 1995, under Teacher Training Program (TTP) of Asian Development Bank to assist the Education and Literacy Department and Teacher Education Development Authority in formulation of policy for teachers' education. It specifically, supports management areas, quality control and general teaching techniques and issues. The Teacher Education courses of devised in sindh, such as PTC (Primary Teaching/Teacher Course), CT for JST (Junior School Teachers) and B.Ed for (High School

Teachers/ Science Teachers). But no specialized education/ training policy is made for English Teachers. The English teacher/lecturer in college is appointed on Basis of Master's degree in English with no special pre-service certificates in language teaching as of TESOL TEFL etc. Even no official in-service training is provided to these college teachers. However, the Govt of Sindh, has given financial support to English Lecturers to get language certificates course Such as ADP TEFL (Advance Diploma in teaching English as a foreign language) conducted by Agha Khan University and Allama Iqbal University, and ICELTS (international certificate for English language teachers) conducted by SPELT. But the least number of Lecturers are benefited from this support. Due to vague policy for English in Sindh, this language has never attracted the masses in rural areas to learn English as empirical one. The attitude of masses in rural Sindh with English remained secondary; the result is lack of accuracy, lack of fluency, rough pronunciation, and accent problems and so on.

Historical and Educational Background of Khairpur Mirs':

Mirza. Qaleech Baig 1922 Khairpur Mirs' is district in province of Sindh of Pakistan. It is located in northern part of Sindh. It has a huge border connection with Indian by the greatest desert Thar in the East. According to Census 1998, the population of Khairpur is 2.2 million, its 27% population lives in urban areas remaining majority is rural based. The majority religion is Islam with 96.86% and Sindhi is the majority language with 95.15% of its speakers. It has been called the Khairpur of Mirs' because it was ruled by Talpur Mirs of Talpur Dynasty from 1783 to 1955. When Pakistan got independence in 1947, Khairpur was princely state opted to join Pakistan. In 1955, the Govt of Pakistan dissolved the princely states and Khairpur was given to the province of Sindh. It is agricultural district; the dates are its famous harvest. As it is agricultural District, the major portion of population lives in rural areas. These areas, being remote, (such as the deserted area of Thar) lack basic facilities like education. Though Govt, along with the support of different national and international programs has opened many schools but the education in these remote areas yet needs more efforts to come to standards. The provision of trained teachers, the standard of education and policies related to the application of English have ever remained questionable. However, the number of schools in public sector is greater enough in this District, but the English medium schools are found nowhere except few in rural areas (the

English medium schools are private). According to local and median survey, the standard of these private schools; sparing few, is equal to Govt schools. There are 12 higher secondary schools and 14 colleges (mostly these are Degree Colleges) in the District.

The colleges are classified as girls' colleges, boys' colleges and Co-education colleges. These colleges are situated in both the urban and rural areas, Majority is in rural areas. Like other issues these colleges also are facing same problems in teaching English at higher secondary classes. (The problems are discussed in the appointment and teachers' training section). There are averagely 2 to 3 English Lecturers in each college. Some of them are Lecturers, a few associate professors, and few are assistant professors and professors.

Research Questions:

Following research questions will somewhat be concentrated on:

- i. What sorts of problems the teachers face in conducting English classes at higher secondary level?
- ii. What technical measures do the teachers take in developing students' linguistic competence?
- iii. What methodologies the teachers use in adaptation and manipulation in the syllabus to enhance students' English proficiency?

Objectives of the study:

- i. To explore the problems in teaching English at higher secondary level.
- ii. To describe the effects of lack of proficiency in English on over all career of the students.
- iii. To highlight the defective teaching methods used in colleges resulting in overall complexities of linguistic competence.
- iv. To explain the defects of syllabus taught in higher secondary classes in colleges of Public Sector.
- v. To propose counteractive measures for both teachers and concerned authorities to boost didactic dynamics of ELT environment in classroom.

Implication of the Study:

Teachers, who are teaching English at higher secondary level usually, face lots of problems regarding the selection of teaching mythology. The students' background knowledge is almost weak, the syllabus requires adaptation. This study will help teachers to identify the hidden issues hindering the smooth teaching procedure. The suggestions and findings of study will provide them the way to manipulate and overcome these problems and support them to enhance the linguistic proficiency of the students.

Data Collection Procedure:

In order to identify the problems of teaching English in colleges of Public Sector at Khairpur Mirs, Sindh, the open ended questionnaire would be filled by English Lecturers/Teachers working in target area of the study. After collecting data it would be analyzed descriptively and graphically where possible.

Population:

The population of the study would be the College Teachers, who teach English at higher secondary level in public sector in the area of District Khairpur Mirs' Sindh.

Sampling:

The sample of 16 college teachers from the targeted population would be taken. Two teachers would be selected from each college one who teaches XI classes and the second who teaches XII classes in their respective colleges. There are 14 colleges with the average of 2 to 3 teachers in each. The 5 colleges are urban and 9 are rural. The 8 colleges are selected 3 from urban and 5 forms rural, and 3 girls' colleges and 5 boys' college with same urban and rural policy for collection of sampling.

Codes of the population:

For ensuring the secrecy the teachers would be assigned the following codes:

College code	Teacher code	Teacher code
A	T1	T2
B	T1	T2

C	T1	T2
D	T1	T2
E	T1	T2
F	T1	T2
G	T1	T2
H	T1	T2

Data Collection and Analysis:

The data was collected from the selected population via well-structured and specified questionnaire. After the collection of required data it was analyzed descriptively. The question wise analysis of data is placed here as under:

Q.1. what sorts of devices/ training aids are helpful for ELT class?

Ans: In response to question No. 1, it has been observed that almost 85% of the population is agreed on the use of modern technology in ELT class. The majority agreed on the use of multimedia, soft board, audio-video labs, flash cards, charts, OHP, mobile phones and computer attached with Internet.

Q.2. what sorts of devices do you use in your class?

Ans: Responding to question No. 2, the 75% population focused mainly on use of black/white boards, casual use of Audio-Video aids (in case the dramas in course are available on CD/Cassette), rarely, they use any other modern devices. Only 2% population nodded positively for the use of computer and multi media (as in the case of one of the urban college). The majority caused less use of modern technology because of the great use of lecture method.

Q.3. In case devices/ training aids are not available what alternatives do you use?

Ans: In answer to question No. 3, almost all focused on the use of Black/White board; individual reading and writing activities in the class, or sometimes, pair or group activities are assigned students for solving exercises given in the text books.

Q.4. How do you engage students in language learning activities?

Ans: The responses varied in Question No. 4; the teachers gave different views as they use different techniques in engaging their students in language learning activities. Some explained that they engage students by lecture, a few replied while saying that they engage them by discussing on the topic of the class. While others say that they give students different tasks related to reading comprehension, writing and vocabulary games.

Q.5. What are the weak areas of your students regarding language skills?

Ans: The Question No 4, was very surprising in reply, the majority of teachers focused on the weakness of grammar as they thought it is the core issue of weakness of all other skills. Few considered the speaking skill as a weak area, in their opinion the pronunciation causes lots of problem because students' accent is extremely rough. The least of the population gave attention to writing skill; they simply focused on the writing copied by students for appearing in examination which is the teacher's effort. Surprisingly, no teacher, even, mentioned the weak areas of the listening skills among students.

Q.6. What techniques do you apply for development of these weak areas?

Ans: In response to the question No 6, the 97.65% population focused on improving the grammar of the students. They enhanced the idea that the examination is the main focus of the study, therefore; the grammatical competence is always given priority. The writing and vocabulary is also the other justification to their opinion for more attention on the grammar. No attention is given in developing speaking and listening skills as these skill has been given no place in examination conducted at the completion of the course.

Q.7. How do you evaluate the progress of the students?

Ans: The response for this question No.7, brought another sore fact, the teachers responded that the evaluation process is only the tests/exams conducted; sometimes monthly or terminally. But, no systematic approach is adopted to evaluate the progress of students.

Q.8. What methodology do you use in your class?

Ans: Giving reply to the question No.8, 96% teachers consented on GTM (grammar translation method). They focus this because of the same examination point of view. They supported GMT because the students have to appear in the final exam conducted by Intermediate Boards. The examination is largely based on GTM module.

Q.9. Do you think syllabus in higher secondary classes covers all four skills?

Ans: In response to this question the reply was 100 % in NO. All teachers demonstrated dissatisfaction over the syllabus introduced in higher secondary classes. They mutually consented that syllabus does not cover the all the four skills of language. The teachers even expressed that the syllabus is extremely outdated and difficult in teaching because it is purely based on literary approach. The students on other hand are from rural background and weak entirely in language skills, they are unable to understand the depth of poetry and the text. They extended that the syllabus does not concentrate on real life situation. The teacher implored the authorities designing the curriculum and syllabus to change/revise or amend the syllabus on emergent basis.

Q. 10. How do you manage time for all four skills in class?

Ans: In reply to the question the teachers said that as the main focus in on GMT, they usually manage time while concentrating on reading and writing activities; sometimes dividing the same period (usually of 40 minutes) half for reading and half for writing or they give separate period for separate skill. The teachers said even if the one of the skill is weaker than other one they give more time to that skill with no specific attention of time.

Q.11. What is the background knowledge of students about language from previous classes?

Ans: In reply to the question, the teachers agreed on the point that the students' background knowledge about English is extremely weak. They referred that the majority of students belong to rural areas, even backward in education. They come from remote areas having less exposure to English at their schools. They even don't know the basics of English.

Q.12. How do you help these students in developing their weak areas of language?

Ans: In response to the question No.11 the teachers cited that the students are usually from rural backgrounds and their linguistic competence is tantamount to nil. As they have no exposure of English environment they can't speak English and they are largely introverts. This is great cause of lack of efficiency in English among students. They mentioned that they try their level best to help them to develop their language proficiency. They usually support them in learning basics of grammar, reading and writing skills. But they agreed that they are not successful at maximum level.

Findings of the Research:

Teaching English in govt colleges is an uphill task, as it involves lots of problems of multifaceted nature. The following findings bring to light by the selected research population of English teachers are as under:

- i. The majority of students at higher secondary level have poor backgrounds of English language.
- ii. Proper devices/training aids are not available for teaching English in colleges.
- iii. The syllabus taught at higher secondary level doesn't cover all four skills of language.
- iv. The methodologies in teaching English at higher secondary level require consideration, as the traditional methods of teaching are followed.
- v. The language policy for the status of English in colleges is vague.
- vi. The teachers' training/education is not well planned.
- vii. No specific measures are taken to improve students' linguistic proficiency.

Suggestions:

On the basis of literature reviewed, the data analysis and findings and my own experience relevant to my topic the suggestions are as under:

- i. The proper language policy for the status of English should be devised; whether, the language would be taught as a subject or language at higher secondary level.
- ii. Pre- entry test should be conducted for students to check their level, and then their development should be tested accordingly.

- iii. The trained English language teachers with specialization in language should be appointed to teach English at higher secondary level.
- iv. The syllabus doesn't cover all skills, so it should either be revised or amended.
- v. The use of modern technology ought to be ensured in teaching English.
- vi. The audio-video labs should be developed in each college.
- vii. The 100% availability of training aids/device must be guaranteed.
- viii. Teacher must be given pre-service, in-service training to meet the demands of changes entering into the teaching methodologies.
- ix. The English should be taught from the primary, secondary and high school as a language to enable students to understand it at higher secondary levels.
- x. Full attention should be given to improve the all four skills of language, as fewer efforts are taken for listening and speaking skills according to findings.
- xi. Focused attention should be given to listening and speaking as they play vital role in higher studies and career in future.

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