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## **Problems of Teaching English in the Federal Government Secondary School of Rawalpindi Cantt.**

**Shazia Naureen, Ph.D.**

**Muhammad Munir Kayani, Ph.D.**

**Zahida Jabeen, M.A.**

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### **ABSTRACT**

This research was conducted to study the problems of Teaching English in Federal Government Secondary School of Rawalpindi Cantt. The main objective of the study were: (a) to find out difficulties faced by teachers in teaching English, (b) to analyze the teaching methods for English subject being adopted by the teachers and (d) to give suggestion for solving the problems in teaching English. For this purpose a questionnaire was developed and distributed among teachers, teaching English to 9<sup>th</sup> and 10<sup>th</sup> classes. The opinion of the respondents were gathered, tabulated and analyzed. The analysis of the data shows that teachers were using the traditional methods and were satisfied with present syllabus of English. Majority of the teachers use Grammar Translation method. Language in India [www.languageinindia.com](http://www.languageinindia.com)

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Shazia Naureen Ph.D., Muhammad Munir Kayani, Ph.D. Post-Doctoral Scholar and  
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Teachers suggested that there must be some provision of in-service training of English teachers, and provision of availability of literature on methods of teaching.

### **Introduction**

The process of reconstructing experience, constantly, is referred to education. Education enables individuals to control his surroundings and improve his ability to learn. Language is mean of communication, thoughts, emotions and sentiments. Language is the basic tool and medium of communication between humans. All the knowledge, training skills, views and ideas are conveyed through language. It depicts that language has its significant role in education as well it acts as a medium of instruction and transmission of learning, information colure, civilization, values and wisdom.

English is an important language for communication at the international level. Due to this fact, it is considered as an important language for material progress, research and for development of Pakistan. When Pakistan appeared on the map of the world as an independent country, language problem was not limited to teachers for teaching purposes but the officials also faced it. As a result, the stay of English was prolonged in our country. Most of the teachers in rural areas are not capable of following and using research-based education. Therefore the teachers face problems during teaching English (Warsi 2004).

English language has a prestigious place in Pakistani society. It is taught as a compulsory subject throughout the educational cycle. People who can speak English language are considered successful and honored. Significance of English Language may be easily estimated in academics, as it is a compulsory at all levels. Because of such importance given to English, there is a great need to solve the problems, which the students face at different stages of learning English. Teaching is an act to reduce the problems in teaching

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of every subject including English, which is related to the teaching of all four skills of language that is listening, speaking, reading and writing.

World has changed at a rapid pace into global village. Advancement in Information Technology and development in Sciences are the key factors for the transformation of world into global village. Various cultures integrate and communicate on global level for trade, business, political, entertainment, etc., purposes. It has only been possible because of the use of a common English Language.

More than 350 million people speak and understand English language around the globe. English is spoken as Mother Language in Canada, Britain, etc.; it is spoken as second language in countries as India, Africa and South America. English is learned as foreign language in majority of the remaining states. English is the language, which is spoken by most of the people in the world next to Chinese. English is a rich storehouse of knowledge. English is an important language and plays a vital role in higher education (Ahmad, 1968).

According to Sweet, language is the means through which communicative sounds are converted into words, through words sentences are formulated and these sentences give way to channel ones thoughts and ideas. Language is therefore used to communicate our thoughts and ideas and is essential for our survival and development as human beings (Finchiaro, 1979). Many commissions and eminent educationists have emphasized mother tongue as medium of instruction. Wood's Dispatch in 1854 recommended that education should be imparted through the medium of vernacular language. Hunter Commission of 1882 has recognized the value of mother tongue as the medium of instruction. Wardha Committee of 1937 recommended the use of mother tongue as the medium of instruction. Tarachand committee 1948 suggested that English should be replaced in five years by the regional languages at university level. The University

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Education Commission of 1948-49 suggested that the medium at the university stage as that of elementary and secondary would have to be the regional languages.

The Secondary Education Commission headed by Dr. Lakshmanaswamy Mudaliar recommended regional language as medium of instruction throughout the secondary school stage. It recommended that, in middle school stage, every child should be taught at least two languages subject to the principle that no two languages should be introduced in the same year (Pahuja, 1995). In the midst of all these, English continued to flourish in the Subcontinent. “Something like a revolution in the methodology of English taught in our colleges of education” is needed (Khalid, 1998).

It is possible but complicated to change one’s behavior, changing behavior roots in changing the way of thinking. To change one’s view of learning requires a flexibility that not everyone has. A commanding nature of an English teacher ruins the splendor of his practice of teaching (Shahid, 2002). District Education Officers or Directors of Education usually inspect schools or colleges. They should approach the English teachers with constructive criticism and should see to it that the proper teaching techniques are being employed. It is easy for them to find out whether the structures and vocabulary, which the class is supposed to have learnt, have been effectively learned or not. They should also see whether the methods of teaching of the teacher are correct or not. If his methods of teaching are faulty he himself should give a model lesson (Qadeer, 1999).

## **Methods and Procedures**

The Sample of the study was as under: (a) number of teachers is 20 and (b) number of schools is 10. After going through the relevant literature, a questionnaire was developed. Questionnaire is based on four parts;(a) Part one is based on six items with dichotomous scale of Yes and No response, (b) Part two is based on three items with multiple choice

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questions, (c) Part three is based on four open-ended questions related to personal opinion and (d) part four is based on one open-ended question related to suggestions.

After approval of questionnaire, a pilot study was conducted. In the light of pilot study the questionnaire were modified with the help of experts. The modified questionnaires were administered to the sample of study. Personal visits were made to the targeted sample. Questionnaire was distributed to all the respondents. The researchers collected the data. In order to make the study meaningful, the collected data was presented in the tabular form. Percentage was used as statistical tool. The whole data was analyzed and interpreted in the light of the objectives of the study.

## Results and Discussion

**Table 1: Professional Qualification**

<b>Teachers</b>	<b>B.Ed.</b>		<b>M.Ed.</b>		<b>Total</b>
<b>Male</b>	Response	9	Response	3	12
	Percentage	75%	Percentage	25%	100%
<b>Female</b>	Response	4	Response	4	8
	Percentage	50%	Percentage	50%	100%

The table shows that 75 percent of males had B.Ed. and 25 percent had M.Ed. as their professional qualification. Whereas in females 50 percent of the teachers had B.Ed. degree and 50 percent had M.Ed. degree as their professional qualification. According to the percentages given in table, males have higher qualification as compared to females in the profession of teaching. When considered as a whole, the majority of the teachers have B.Ed. as their professional qualification.

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**Table 2: English Teaching Experience (years)**

Teachers	0-5		6-10		11-15		16-20		Total
<b>Male</b>	Response	-	Response	2	Response	4	Response	6	12
	Percentage	-	Percentage	16.67%	Percentage	33.33%	Percentage	50%	100%
<b>Female</b>	Response	2	Response	-	Response	4	Response	2	8
	Percentage	25%	Percentage	-	Percentage	50%	Percentage	25%	100%

As shown in the table, 25 percent of the females have experience of teaching English of less than five years, 50 percent have it ranging from eleven to fifteen years and 25 percent have it ranging from sixteen to twenty years. However the male sample indicates that 16.67 percent have experience of teaching English ranging from six to ten years, 33.33 percent have English teaching experience of eleven to fifteen years and 50 percent have a teaching experience between sixteen to twenty years. It shows that males have more English teaching experience in terms of duration than females. As a whole most of the teachers have the experience of teaching English ranging from eleven to fifteen years.

**Table 3: Likeness of Teaching English**

Teachers	Yes		No		Total
<b>Male</b>	Response	12	Response	-	12
	Percentage	100%	Percentage	-	100%
<b>Female</b>	Response	8	Response	-	8
	Percentage	100%	Percentage	-	100%

The table depicts that both males and females like to teach English in the school.

**Table 4: Special Professional Training:**

<b>Teachers</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>
<b>Male</b>	Response	11	Response	1	12
	Percentage	92%	Percentage	8%	100%
<b>Female</b>	Response	5	Response	3	8
	Percentage	62.5%	Percentage	37.5%	100%

92 percent of the males and 62.5 percent of the females had special professional training before joining the institution. However, 8 percent of males and 37.5 percent of females didn't get any special training before joining the institution.

**Table 5: Planning the Lesson**

<b>Teachers</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>
<b>Male</b>	Response	12	Response	-	12
	Percentage	100%	Percentage	-	100%
<b>Female</b>	Response	8	Response	-	8
	Percentage	100%	Percentage	-	100%

As shown in the table all of the teachers plan their lesson before delivering it in the class.

**Table 6: Use of A.V. Aids**

<b>Teachers</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>
<b>Male</b>	Response	5	Response	7	12
	Percentage	42%	Percentage	58%	100%
<b>Female</b>	Response	4	Response	4	8
	Percentage	50%	Percentage	50%	100%

42 percent of males and 50 percent of females used the audio visual aids. The table depicts that majority of the teachers did not use audio or visual aids to teach English.

**Table 7: Different Teaching Methods**

<b>Teachers</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>
<b>Male</b>	Response	11	Response	1	12
	Percentage	92%	Percentage	8%	100%
<b>Female</b>	Response	7	Response	1	8
	Percentage	87.5%	Percentage	12.5%	100%

The table shows that 92 percent of males and 87.5 percent of the females used different teaching methods to teach English. This depicts that majority of the teachers used different teaching methods to teach English.



**Table 8: Most Effective Method**

Teachers	Grammar Translation Method		Direct Method		Any other		Total
	<b>Male</b>	Response	10	Response	2	Response	
	Percentage	83.33%	Percentage	16.67%	Percentage	-	100%
<b>Female</b>	Response	7	Response	1	Response	-	8
	Percentage	87.5%	Percentage	12.5%	Percentage	-	100%

83.33 percent of the males and 87.5 percent of the female teachers were of the view that Grammar Translation method was the most effective method of teaching English. Whereas 16.67 percent of males and 12.5 percent of female teachers opined that direct method was the most effective for teaching English. The high percentage votes for the Grammar Translation method to be effective in teaching English.

**Table 9: Teaching Method Mostly Used in Class:**

Teachers	Grammar Translation Method		Direct Method		Any other		Total
	<b>Male</b>	Response	11	Response	1	Response	
	Percentage	92%	Percentage	8%	Percentage	-	100%
<b>Female</b>	Response	7	Response	1	Response	-	8
	Percentage	87.5%	Percentage	12.5%	Percentage	-	100%

92 percent of the males and 87.5 percent of the females used Grammar Translation method for teaching English. 8 percent of males and 12.5 percent of females used direct

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method. This shows that mostly teachers used grammar translation method for teaching English.

**Table 10: Motivation of Students Before Teaching Lesson**

Teachers	By discussion in mother tongue		By fear of punishment		By showing Picture, chart etc.		By relating previous lesson		Total
	Response		Response		Response		Response		
<b>Male</b>	Response	6	Response	-	Response	1	Response	5	12
	%	50		-	%	8.3	%	41.67	100%
<b>Female</b>	Response	2	Response	-	Response	1	Response	5	8
	%	25		-	%	12.5	%	62.5	100%

The table shows that 50 percent of male and 25% of female teachers motivated the student for learning English by discussing in the mother tongue. 8.3 percent of male and 12.5 percent of female teachers motivated the students by showing picture, charts and other visual aids. 41.67 percent of male and 62.5 percent of female teachers motivated the students by relating to previous lessons. None of them used fear of punishment to motivate the students. Majority uses discussion in mother tongue and by relating to previous lesson as a source of motivating the students for learning.

**Table 11: Encouraging Passive Students to Speak**

Teachers	Yes		No		Total
<b>Male</b>	Response	8	Response	4	12
	Percentage	67%	Percentage	33%	100%
<b>Female</b>	Response	8	Response	-	8
	Percentage	100%	Percentage	-	100%

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The table shows that 67 percent of male and 100 percent of female teachers encouraged passive students to speak in the class depicting that majority of the teachers tend to encourage the passive students to speak in the class.

**Table 12: Special Writing Period**

<b>Teachers</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>
<b>Male</b>	Response	1	Response	11	12
	Percentage	8%	Percentage	92%	100%
<b>Female</b>	Response	2	Response	6	8
	Percentage	25%	Percentage	75%	100%

This table shows the opinion of various teachers on the need for allocating a special period for writing English. Majority of the teachers have the opinion that a special period should not be allocated in order to improve English writing skills of students.

### **Conclusions**

1. The teachers have the experience of teaching English ranging from eleven to fifteen years.
2. All the teachers like to teach English in the school.
3. The teachers had special professional training before joining the institution
4. All of the teachers plan their lesson before delivering it in the class.
5. The teachers don't use audio or visual aids to teach.
6. The teachers use different teaching methods to teach English.
7. The teachers vote for the Grammar Translation method to be effective in teaching English.

8. Discussion is used frequently in mother tongue and by relating to previous lesson as a source of motivating the students for learning.
9. The teachers tend to encourage the passive students to speak in the class.
10. The teachers have the opinion that a special period should not be allocated in order to improve English writing skills of students.

### **Recommendations**

1. Provision of the availability of A.V aids in secondary schools will enhance teaching learning process. The provision may be made in terms of English A.V aids resource room.
2. A special period for the improvement of writing skills in terms of creative writing is strongly recommended in order to develop accuracy of thought and impression.
3. The traditional method of teaching and assessment needs to be modified. Direct method may be implemented and standardized assessment items may be available for the teachers to uplift language learning.
4. Speaking is one of the neglected areas of language. It needs to be inculcated in syllabi as well as in classroom teaching in order to develop confidence, spontaneous responses and communication skills. The secondary school English learner may be modified to speak English among themselves.
5. In the classroom, passive English learners may be motivated to be interactive as it is a way to make them active. Different activities may be developed for the purpose. The teacher may avoid the use of mother tongue during the discourse in the class.

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Shazia Naureen, Ph.D. (Corresponding Author)  
Assistant Professor  
Department of Education  
International Islamic University Islamabad  
Pakistan  
[drshazia.naureen@iiu.edu.pk](mailto:drshazia.naureen@iiu.edu.pk)  
[shazianaureen1@yahoo.com](mailto:shazianaureen1@yahoo.com)

Muhammad Munir Kayani, Ph.D.  
Assistant Professor  
Department of Education  
International Islamic University Islamabad  
Pakistan  
[drmunirkayani@yahoo.com](mailto:drmunirkayani@yahoo.com),  
[drmm\\_kayani@iiu.edu.pk](mailto:drmm_kayani@iiu.edu.pk)

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Cantt.

Zahida Jabeen, M.A.  
Teacher  
Army Public School Jehlum  
Pakistan  
[Zahidajabeen.iu@gmail.com](mailto:Zahidajabeen.iu@gmail.com)

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