

# Critical Analysis of English Language Teaching Skills, A Study of Primary School Teachers of Taluka Kotdiji, District Khairpur Mir's

Abdul Karim Suhag<sup>1</sup>, Naveed Ahmed Wassan<sup>2</sup>, Lubna Oad<sup>3</sup>, Shafiq-ur-Reman Solangi<sup>4</sup> & Pervaiz Ali Soomro<sup>5</sup>

<sup>1</sup>Department of Education, Sindh Madressatul Islam University, Pakistan

<sup>2</sup>Department of Education, Sindh Madressatul Islam University, Pakistan

<sup>3</sup>Lecturer in Education Department, Benazir Bhutto Shaheed University Lyari, Karachi

<sup>4</sup>Lecturer of international Relation, Pakistan Navy School of Management, Pakistan

<sup>5</sup>Assistant, working at Sindh Secretariat Karachi, School Education & Literacy Department Government of Sindh, Karachi

Corresponding author: Abdul Karim Suhag, Sindh Madressatul Islam University, Department of Education, Sindh

Madressatul Islam University, Karachi, Pakistan, Tel: +923002664403;

Email: aksuhag@smiu.edu.pk

**Abstract:** English language teaching is very important because of the global status of English. English language teaching is a process that requires great efforts on the part of all the participants. Classroom interactions, activities, textbooks are the most important elements of teaching process for the aims and objectives of a course. Main objective of this study is to discover English language teaching skills in primary schools of union council Kumb Taluka Kotdiji, District Khairpur Mir's. The Questionnaire was prepared for teachers to explore the different aspects of teaching English skills and teachers' skills, (Training, teacher qualifications regarding English, English teaching methodologies). The questionnaire identifies teacher training and instructional materials.

A sample of 20 teachers (both male and female) were selected from different schools of union council Kumb Taluka Kotdiji, District Khairpur Mir's. The data obtained was tabulated and analyzed by the percentage.

**Keywords:** Teaching, Teaching Skills, English Teaching Methods, School, Primary School.

## 1. BACKGROUND OF THE STUDY

English is a global language with a comparatively broader scope. It is being educated in the majority of the Pakistani schools. It is the clear wellspring of correspondence with the globe. In various countries it is practiced as a second language. In the English showing classroom at essential level the educators confront numerous troubles particularly in provincial ranges. Their family foundation is hostile to English. In Pakistani rustic territories the understudies initially learn other neighborhood language s as their native language. In schools, they learn Urdu as a national language after this English is instructed. Understudies' troubles in learning English are firmly identified with the educating challenges. (Behraam, Hassan, Perveen, Nadeem, April 30th 2015)

Teevno (2011) expressed that it has been observed that as of late the legislatures of Sindh and Pakistan have been giving a considerable measure of offices including free books and preparing programs for the educators at auxiliary level however the instructing and learning of English is not up to mark. It was discovered that educators had no legitimate preparing of showing English, suitable workplaces were not assumed instructive modules were not as indicated by the requirements of substitutes. p.27

Warsi (2004) expressed "English language teaching remains observed as existence an extended method from palatable in

the state, not obliging aimed at captivating in the language" p.28.

Nunan (1988) said "education and learning of second language English in Pakistan is founded happening the method of grammatical patterns and here is a leaning of recognized and bookish language, students just yield sentence and emphasis on reading and script", p.27

Paik (2008) expressed "by way of English is apparent as a vital instrument in instruction to live in the world-wide, the strains aimed at English language al consume grownup". p.696 .

Jimenez & Rose (2010) argued "deprived of an oversight as well as productive effort, understudies amid the period consumed education English have no desire of getting the categories and actions of communal, and insightful principal that they need to change into cutting superiority training or vital effort" p.411.

A generally trusted conviction is that without observing the purposes of any task, it's pined for result can't be proficient. To make adjusting much capable and proficient, teachers should be clear about the whole deal targets and specific purposes of indicating English (James, 2001) p.697

Albeit powerful educators when all is said in done may share a few attributes, there are sure qualities that vary among them relying upon the topic they instruct. A few analysts trust that it is the way of the topic that makes language educators not the same as instructors of different fields (Hammadou & Bernhar, 1987) in an investigation of the characteristics of good language teachers.

Brosh (1996) expressed effective language teacher to be: having knowledge and command of the target language; being able to organize, explain, and clarify, as well as to arouse and develop interest and motivation among students; being fair to students by showing neither favoritism nor prejudice; and being available to students

Carter & Nunan (2001) expressed that “it’s undeniable that during the past eras English has been playing an increasingly crucial role in all spheres of life for people around the world. Globalization has made English a crucial component for the progression of all states as far as cheap, data innovation, legislative issues, training and societies”. p.48.

## 2. RESEARCH OBJECTIVES

- a. To investigate the English teaching methodologies effect on student’s desire understanding?
- b. To explore the different communicating methods, have different level of impacts on understanding of students?
- c. To find out the processes are involved in second language education and learning?

To investigate the role of English in Pakistan especially in the field of teacher education and the professional arena?

Research Questions

Do English teaching methodologies effect on student’s desire understanding?

Do different communicating methods have different level of impacts on understanding of students?

What processes are involved in second language education and learning?

What is the role of English in Pakistan especially in the field of teacher education and the professional arena?

## 3. METHODOLOGY

This study was assumed to evaluate the teaching of English language skills, and to find out the language teaching skills and training of English subjects. The research work was carried out 20 government primary schools of union council Kumb Taluka Kotdiji, District Khairpur Mir’s.

## 4. RESEARCH STRATEGY

The present study has been conducted by survey method. Quantitative method of research has been used for collecting data, into English language this plan is additional capable at the same time as compare near further investigational design, while it manages to eliminate irrelevant variables. The male and female teachers completed under beginning of mean score into examination of English language teaching skills and training.

### Population

All primary schools of Taluka Kotdiji, district Khairpur Mir’s Sindh, Pakistan. All teachers of Taluka Kotdiji, district Khairpur Mir’s Sindh (Pakistan) were population of this Survey study.

### Sampling

In order to complete the whole research work, the relevant data was collected through questioner. Required data was collected from Union council Kumb, Government primary schools of Taluka Kotdiji, district Khairpur Mir’s. There were N=20 English language teachers in Government Primary Schools of Union council Kumb.

### Research Instrument

**Questionnaire:** Questionnaire was prepared for primary school teachers who were teaching English subject. For the purpose of collecting the data, I used a scale guide as a research tool. Identified important relevant areas for reviewing the English language teaching skills to explore which method used by teachers and they are trained or not.

### Data Collection

Data for this research was collected through questionnaire; questionnaire was distributed between the teachers of primary school. From this data to examine the teaching skills of English language.

## 5. DATA ANALYSIS

In order to find out the English language teaching skills, the sample percentage.

## Result Analysis

### (1) You complete a teacher education or training program?

Total	Yes	%	N/A	%	No	%
20	14	85.36	00	00	06	14.64

Table 4.1

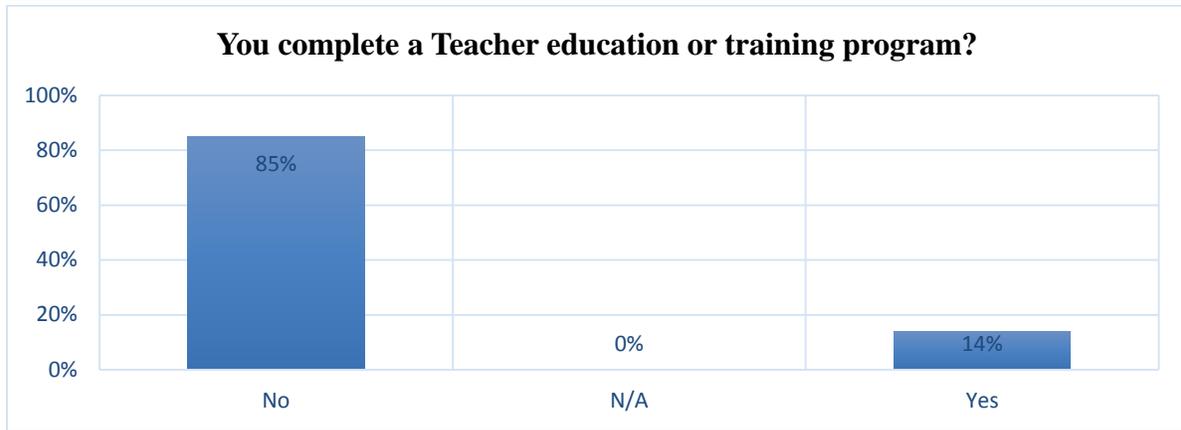


Figure 4.1

In item no. 01 the total respondents are N= 20, mostly respondents answered YES but a few answered 14.64% in No and other give answered in Yes, from these answer that mostly teacher completed training program or teacher education degree. If mostly teachers or untrained then how they teach

**(2) Did you recently attended any English teaching training programs?**

Table 4.2

Total	Yes	%	N/A	%	No	%
20	7	31.70	00	00	13	68.29

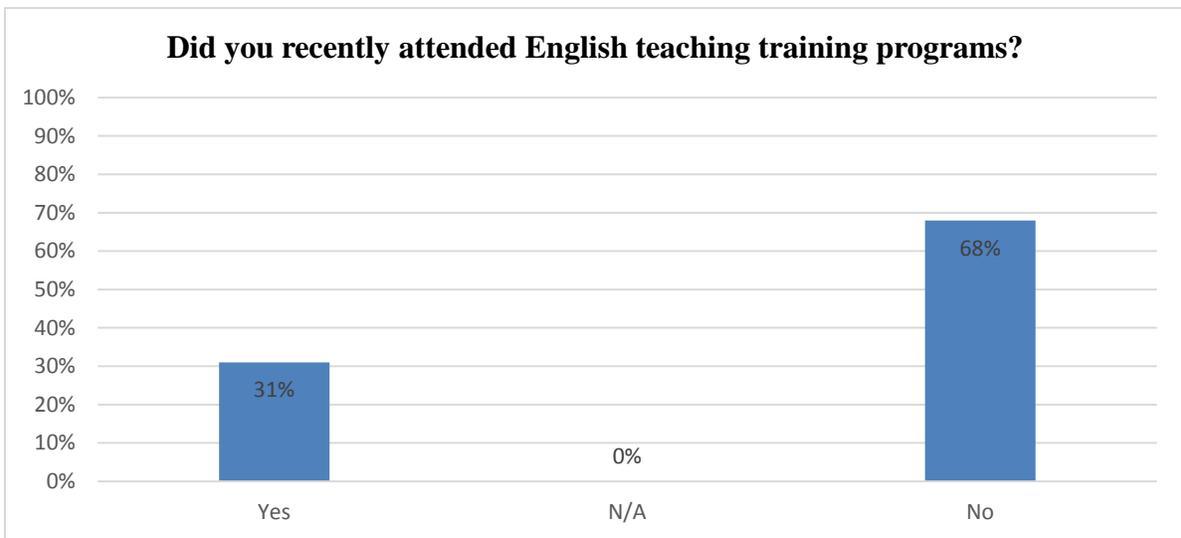


Figure 4.2

In item no. 02 respondents 31.70% answered in Yes and 68.29% answered No according these answered we can say that in recent time there are no faculties provide for teacher training. According to results there is a need of English teacher training on priority basis

**(3) Do you think that communicative approach is useful for developing listening, speaking, reading and writing skills?**

Table 4.3

Total	Yes	%	N/A	%	No	%
20	12	78.04	00	00	08	21.95

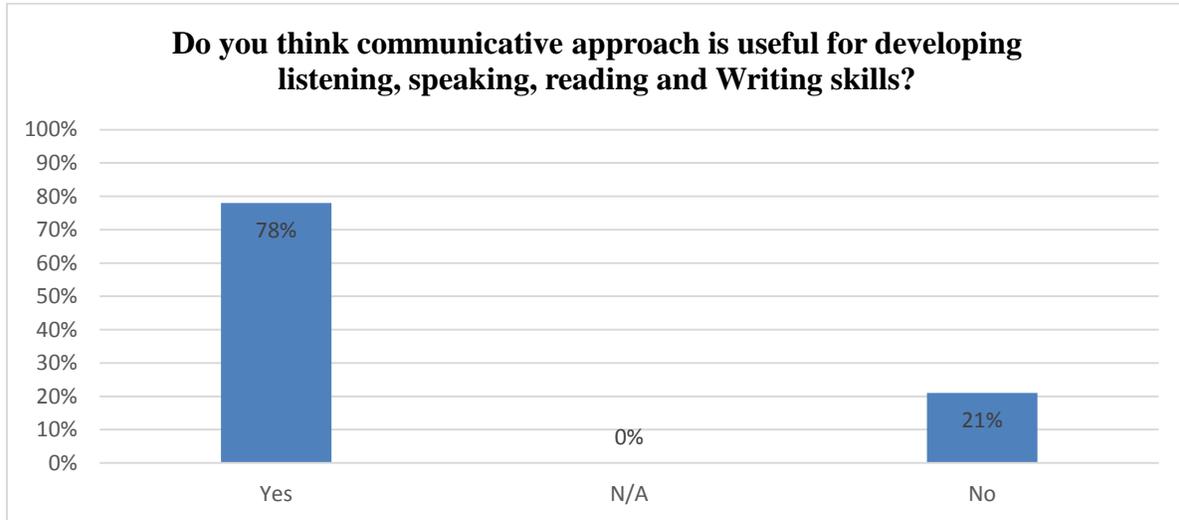


Figure 4.3

In item no.3 total respondents are 20, respondents 78.04% answered in Yes, these answers show Using Communicative Approach is useful for developing Listening, Speaking, Reading and Writing skills.

**(4) The textbooks properly designed to fulfil the objectives of English Language Teaching?**

Table 4.4

Total	Yes	%	N/A	%	No	%
20	15	60.97	01	2.43	4	36.58

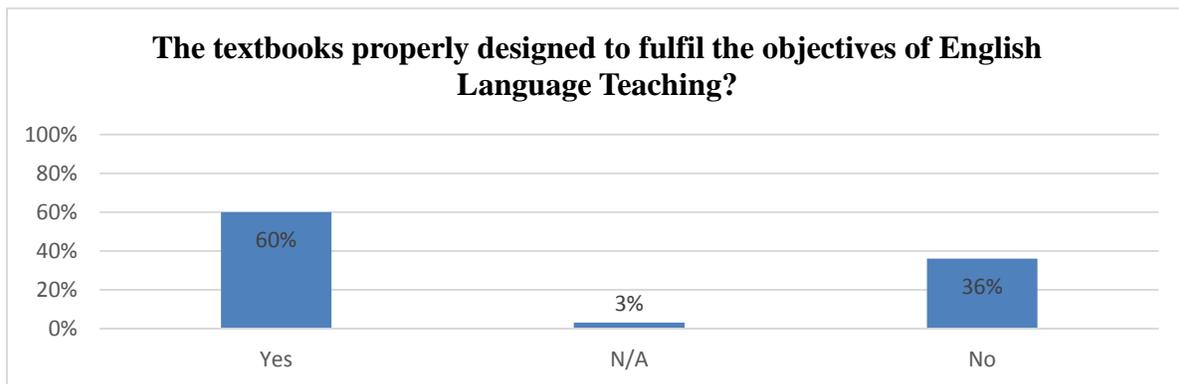


Figure 4.4

In item no.4 total According to respondents answered that textbook are well prepared but some respondents answered in No according to them textbook are not properly designed.

**(5) Do you have library or reading corner in classroom?**

Table 4.5

Total	Yes	%	N/A	%	No	%
20	03	7.31	00	00	17	92.68

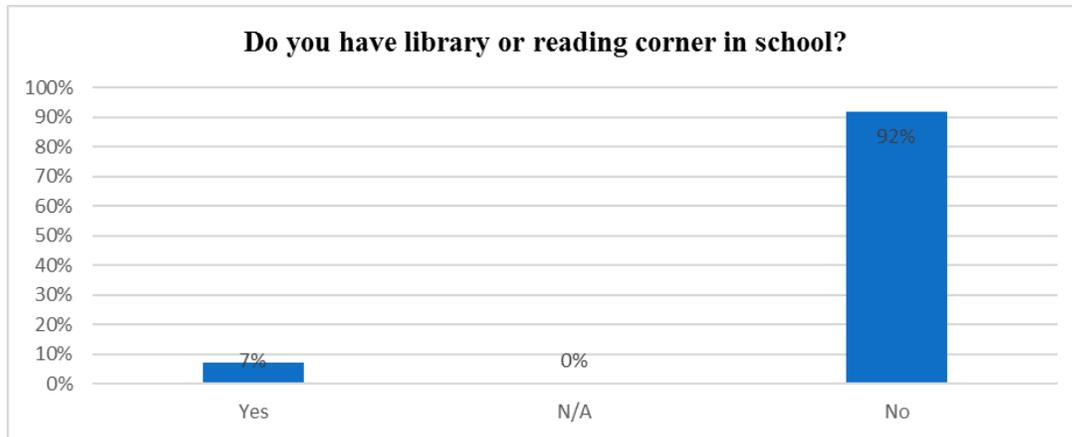


Figure 4.5

Students should be provided leaning environment at schools of union council Kumb Taluka Kotdiji, district Khairpur Mir’s province of Sindh in Pakistan and students should be encouraged for learning English.

It is recommended that teachers should adapt different strategies for teaching English  
 In item no.5 according to respondents answered there are no library in schools only 3 answered that they have library in school.

**6. CONCLUSION & RECOMMENDATIONS**

The aim of this chapter is that to discuss the English Language teaching skills, from results give findings, conclusion and recommendations, from this study looking the strength and weakness of the study and remove this weakness for future study.

**Conclusion**

It has been shown in the results of this study that English teaching is directly related to the trained and experienced teacher as it has been observed that majority of the teachers were to be found that gaps in English training when I asked question to teachers that You recently attended English teaching training programs Majority of the teacher responded that they have not taken any English language teaching training.

It has been shown in the results of this study that mostly teacher are untrained especially in English subject. Results shows that there no sufficient materials for English class and only 3 schools had library in schools of union Council Kumb Taluka Kotdiji, district Khairpur Mir’s.

And there is lack of English teaching and learning resource. In the response of other question which is you take any

training course(s) to learn how to teach English, mostly respondent answered that they didn’t taken ant training recently for teaching English, according to results there is lack of English teaching training.

In addition, we can say that there is no training available for specific subject and mostly teachers have no short course or degree in English subject.

**7. RECOMMENDATIONS**

It is recommended that textbook should revised and prepared it according to student level and add activates also.

Now developing countries are using directed method but in schools of union council Kumb Taluka Kotdiji, district Khairpur Mir’s mostly teacher still use grammar translation method. Due to grammar translation method students cannot communicate in English language.

Schools of union council Kumb Taluka Kotdiji, district Khairpur Mir’s of Sindh province in Pakistan libraries are not available for that reason government should take initiatives to open and allocate funds for existing libraries in schools so that students can learn more.

In mostly schools there are no sufficient teaching materials so there are needs of instructional materials.

It is recommended that in English subject teacher should develop a reading, writing skills.

It is recommended that teachers should adapt different strategies for teaching English.

**REFERENCES**

- Behraam, S., Hassan, M., Perveen, S., & Nadeem, M. (april, 2015). Difficulties of teaching english at primary level in rural areas of pakistan

- [Abstract]. *International Journal of Information Research and Review*, Vol. 02(Issue, 04), issn: 2349-9141, p.646--648.
- Brosh, H. (1996). Perceived characteristics of the effective language teacher. *foreign language annals* 29(2), 125-136.
  - Carter, Nunan D. (2001) *Teaching English to speakers of other languages*, Cambridge: Cambridge University Press, 2001, p. 1–6.
  - Carter, R. & Nunan, D. (2001). Introduction. In R. Carter & D. Nunan (Eds.), *Celce-Murcia, M. (Ed.). (1991). Teaching English as a second or foreign language (2nd ed.). Boston: Heinle & Heinle Publishers.*
  - Nunan, D. (1991). Communicative Tasks and the Language Curriculum. *TESOL Quarterly*, 25(2), 279-295. Retrieved from <http://dx.doi.org/10.2307/3587464>
  - Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York, NY: Prentice-Hall
  - Paik, J. (2008). “Learning English, imagining global”: The narratives of early English education
  - Teevno, R. A. (2011). Challenges in Teaching and Learning of English at Secondary Level Class X. *International Journal of Human Resource Studies*, Vol. 1(No. 2), issn 2162-3058. Retrieved from <https://www.scribd.com/document/96941658/Challenges-in-Teaching-and-Learning-of-English-at-Secondary-Level-in-Naushahro-Feroze>.
  - Wang, D. X. (2012). *A study of small group discussion and English learning in English classrooms of senior high schools* (Unpublished master’s degree thesis). Northeast Normal University, China.
  - Wang, H. X. (2012). *The application of cooperative learning to English reading teaching* (Unpublished master’s degree thesis). Shanghai Normal University, China.
  - Warsi, J. (2004) ‘Conditions under which English is taught in Pakistan: An Applied Linguistic Perspective’. *Sarid Journal*, ([http://sarid.net/sarid-JRRE\\_Vol.9\\_No\\_2\\_2015\\_115\\_journal/2004\\_Warsi.pdf](http://sarid.net/sarid-JRRE_Vol.9_No_2_2015_115_journal/2004_Warsi.pdf)) Accessed on 26 August, 2011
  - What is English? And Why Should We Care? Machan, (2014, November 03). Retrieved from <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199601257.001.0001/acprof-9780199601257>
  - Machan, (2013). *What Is English? And Why Should We Care?* (Oxford: Oxford University Press, 2013), 416 pp.
  - Paik, J. (2008). “Learning English, imagining global”: The narratives of early English education
  - Shakoor, A., Chuadhry, M. A., AKhtar, M. Z., Hafeez, B., Chuadhry, S. A., Phd, & Nawaz, M. T. (july 2013). An analytical study for the data collection of confusing letters of english alphabet at nursery level. *International Journal of English and Education*, Volume: 2(Issue:3), issn: 2278-4012, 161-170. Retrieved October 10, 2017, from [http://ijee.org/yahoo\\_site\\_admin/assets/docs/15.17210929.pdf](http://ijee.org/yahoo_site_admin/assets/docs/15.17210929.pdf)
  - Luke, A., Luke, C., & Graham, P. (2007). Globalization, corporatism, and critical language education. *International Multilingual Research Journal*, 1(1), 1-13.
  - A.I.O.U (2000). *Teacher Education in Pakistan. Study Guide for M.Ed, Code No. 829. Faculty of Education, Teacher Education Department, Allama Iqbal Open University, Islamabad. pp.22*
  - Mehmood, K. (2009). *Workshop: Effects of Teachers Training & Pakistani Needs of Future. Teachers and Trainers in Adult Education and Lifelong learning. Professional Development in Asia & Europe 29-30 June 2009 in Bergisch Glad Bach /Germany. p.8 model. London, England: Routledge Falmer*
  - Farrant, J.S. (1990). *Principles and Practices of Education, 2nd Edition, London, UK. English Language Book Society, Longman. p.169*
  - Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2008). What does certification tell us about teacher effectiveness? *Economics of Education Review*, 27, 615– 631
  - Shahid, S. M. (2007). *Teacher Education in Pakistan. Majid Book Depot, Urdu Bazaar Lahore. p.19, 147*
  - Bennet, C. (2000). Preparing teachers for culturally diverse students. *Journal of Teaching and Teacher Education*. Vol. 16. p.59