

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 10 : 11 November 2010

ISSN 1930-2940

Managing Editor: M. S. Thirumalai, Ph.D.

Editors: B. Mallikarjun, Ph.D.

Sam Mohanlal, Ph.D.

B. A. Sharada, Ph.D.

A. R. Fatihi, Ph.D.

Lakhan Gusain, Ph.D.

K. Karunakaran, Ph.D.

Jennifer Marie Bayer, Ph.D.

S. M. Ravichandran, Ph.D.

G. Baskaran, Ph.D.

Problems in Teaching of English Language at the Primary Level in District Kohat, NWFP, Pakistan

Muhammad Naseer Ud Din, Ph.D.

Abstract

In this paper, the author discusses problems in teaching of English language at the Primary Level in District Kohat, in the North-Western Frontier Province (NWFP) in Pakistan. The study was undertaken to identify the problems of teachers as well as students, regarding the subject.

The main objectives of the study were

- (i) to investigate the academic and professional qualification of English teachers,
- (ii) to evaluate the problems related to teaching of English as compulsory subject in primary schools and
- (iii) to make recommendations in the light of findings of the study.

The participants of the study were from eight schools, six male and two female schools were randomly selected within the District Kohat. This is considered only as a sample study. The researcher himself identified various areas of problems in teaching English language. On the basis of these areas, two questionnaires were developed, one for the head teachers of the schools and the other for the English language teachers of the schools.

Data collected through the questionnaires was tabulated, analyzed and interpreted by using percentage and chi square formula. In the light of the objectives, the main conclusions were: Majority of the teachers were matriculate and had the professional degree of PST, so they were under-qualified for teaching English at the primary level, Audio-Visual aids were not available in the schools and there was no environment of speaking English at schools. On the basis of the conclusions arrived at, recommendations were given. English language teachers should have professional qualifications up to B.Ed. The English language teachers should be provided special training to practice spoken English and should be enabled to use teaching methods specially designed for teaching English at the primary level. Adequate teaching aids may be provided in schools.

Key words: English, Language, Academic Qualification, Heads, Teachers and Students.

English in Pakistan

English has always been rated high in Pakistan. In the past, it was treated as a compulsory subject from class six onwards in government school system. While it was offered as a compulsory subject in English medium schools and was used as a medium of instruction, the private schools offered English as a subject from nursery classes. It means that the students of government schools started studying English at the age of eleven years whereas the students of English medium schools started studying English at the age of four years. This created a serious problem for those students who did not study English from class one with the result that students of government primary school are rated low in admission for higher education and in getting jobs (Ahmad, 1987).

Problems of an English Teacher in Pakistan

An English teacher in Pakistan faces many problems. In the present situation, he is not in a position to do full justice to the difficult task of teaching English. The result is that most of the students face difficulties in this subject. Some of the teachers' problems include difficulty in overcoming the heavy influence of mother tongue, cognitive issues, linguistic issues, lack of resource and crowded classes (Mueen, 1992).

Statement of the Problem

Keeping in view the deprivation faced by students in government schools, government of Pakistan made a decision that English should be taught as a compulsory subject at the primary school level.

The present study aims to explore the problems in teaching of English language at the primary level in the District of Kohat, in the North-West Frontier Province, Pakistan.

Objectives of the Study

Language in India www.languageinindia.com

10 : 11 November 2010

Muhammad Naseer Ud Din, Ph.D.

Problems in Teaching of English Language at the Primary Level in District Kohat, NWFP, Pakistan

Following objectives were focused in the study:

1. To investigate the academic and professional qualification of English teachers,
2. To evaluate the problems related to the teaching of English as a compulsory subject in primary schools, and
3. To make recommendations in the light of findings of study.

Significance of the Study

Nowadays English is considered as an international language due to its importance, which is felt at all levels of education. This study is significant as it provides the data about the prevailing conditions in primary schools regarding the teaching of English. The findings of study may also be useful for planners, educators and researchers. This study will also be useful for the administration and for the supervisors in making appropriate and relevant arguments for teaching English at the primary level, with the use of teaching aids helpful in teaching English. The findings of this study will also provide a base to those who are interested in conducting further research in this area.

As far as the researcher knows, no such study has so far been conducted on the subject in the district, hence the study is both needed and justified.

Statement of the Hypothesis

1. The English teachers at the primary level are under-qualified for the teaching of English.
2. The lack of teaching aids is causing problems in the teaching of English at the primary level.

Delimitation of the Study

Within the constraints of available resources and time the present study is limited to:

1. The head teachers of primary schools in District Kohat.
2. The English teachers from Class one to fifth Class in primary schools in District Kohat.

Methods and Procedure

Population

The Study was descriptive in nature. Selected head teachers and English teachers of primary schools of boys and girls of the District Kohat constituted the population of the study.

Sample

Language in India www.languageinindia.com

10 : 11 November 2010

Muhammad Naseer Ud Din, Ph.D.

Problems in Teaching of English Language at the Primary Level in District Kohat, NWFP, Pakistan

The sample of this study consisted of eight primary schools of the District Kohat which included eight head teachers and sixteen English teachers of selected primary schools; male and female.

Research Instruments

Questionnaires were used as research instruments. Two questionnaires were prepared as research instruments one questionnaire for Head teachers and the other questionnaire for English teachers of primary schools.

The questionnaires were developed on the format of closed and open ended questions which covered all the aspects of problems in teaching of English Language at primary level in the District Kohat.

Data Collection

Data from the field was collected through questionnaires. The researcher administered the questionnaires personally. The researcher visited the schools mentioned in the sample for obtaining the opinions of the head teachers and English teachers of the primary schools.

Data collected through questionnaires was tabulated, analyzed and interpreted. Statistical tools like Chi Square and percentage were used. Some workable recommendations were made to improve the situation.

Data Analysis

For statistical treatment percentage and chi-square were applied using the following formula:

Following formulas were used:

i. Percentage % = $\frac{\text{No. of respondents}}{\text{Total Respondents}} \times 100$

ii. To calculate the value of chi square following formula was used.

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where

- \sum = Stands for sum of $(fo - fe)^2$
- fo = Observed frequency
- fe = Estimated/ Expected frequency

Degree of freedom was calculated by the following formula:

Language in India www.languageinindia.com

226

10 : 11 November 2010

Muhammad Naseer Ud Din, Ph.D.

Problems in Teaching of English Language at the Primary Level in District Kohat, NWFP, Pakistan

$$df = (C-1)(R-1)$$

Where

C = Stands for number of columns
R = Stands for number of rows
P = Probability of exceeding the tabulated value of X^2

$$= fo - fe$$

$$= \frac{(fo - fe)^2}{fe}$$

$$X^2 = \sum \frac{(fo - fe)^2}{fe} \quad (\text{Garret, 1997})$$

On the basis of the analysis and interpretation of data, conclusions were drawn and recommendations were made.

Results and Discussion

This section deals with data analysis and its interpretations. The results of the study are presented in tabular form. The data collected through research instruments were tabulated analyzed and interpreted in the light of the objective of the study and questionnaire was used as research instrument. So, to execute this aim, the administered questionnaires data was analyzed by using chi-square to get the validation and significance of research scores.

A. Questionnaire for Head Teachers

Table 1: Frequency distribution of Head Teachers

Items	Responses	Yes	No	Total	χ^2
Teachers are properly qualified for teaching English	Responses	8	0	8	8*
	Percentage	100 %	-	100%	
Teachers are Punctual	Responses	8	0	8	8*
	Percentage	100 %	-	100%	
Parents complain about English teachers	Responses	0	8	8	8*
	Percentage	-	100 %	100%	
Teaching aids for teaching English from class 1st to 5th are Available	Responses	3	5	8	0.5
	Percentage	37.50 %	62.50%	100%	
Teachers use teaching aids during teaching	Responses	3	5	8	0.5
	Percentage	37.50 %	62.50%	100%	

* **Significant**

df= 1 χ^2 at 0.05 = 3.841

The above table shows that value at 1 degree of freedom the χ^2 value at 0.05 = 3.841 which is greater than the table value, the chi square (χ^2) value is **8** in each item of teachers are properly qualified for teaching English, teachers are punctual. Parents complain about English teachers while the value of χ^2 is **0.5** which is lesser than table value of each item of teaching aids for teaching English from class 1st to 5th are available and teachers use teaching aids during teaching.

B. Questionnaire for English Teachers

Table 2: Frequency distribution of English Teachers by Academic Qualification

Qualification	Nos.	Percentage
SSC (Matric)	9	56.25%
HSSC (Intermediate)	3	18.75%
B.A (Graduate)	2	12.50%
M.A (Post Graduate)	2	12.50%
Total	16	100%

The above item deals with academic qualification of English teachers. The data collected through this item is presented in table 2, which shows that most of English teachers were Matriculate.

Table 3: Frequency distribution of English Teachers by Professional Qualification

Qualification	Nos.	Percentage
PST	13	81.85%
CT	1	6.25%
B.Ed.	1	6.25%
M.Ed.	1	6.25%
Total	16	100%

The above item deals with professional qualification of English teachers. The data collected through this item is presented in table 18, which shows that in primary schools most English teachers had done PST (81.85%) while remaining had done C.T. (6.25%), B.Ed (6.25%) and M.Ed (6.25%) each.

Table 4: Frequency distribution of English Teachers by marks in English at B.A. level

Marks	Division	No. of teachers	Percentage
33- 44%	III	1	33.33%

45- 59%	II	2	66.66%
60- 65%	I	0	00.00

Table 4 shows that majority of English teachers (66.66%) had II Division marks in B.A. English.

Table 5: Frequency distribution of English Teachers by teaching English as a Subject at primary level:

Experience of Teaching English (In years)	No. of Teachers	Percentage
1-10	7	43.75%
11-20	7	43.75%
21-30	2	12.50%
Total	16	100%

The above item was designed to know the experience of English teachers by teaching English as a subject at the primary level. The data collected through this item is presented in table 5. It is clear from the table that majority of English teachers (43.75%) had teaching experience of teaching English as a subject in the range of (1-20) years.

Table 6: Linguistic skills in English language

Skills	Good (in %age)	Satisfactory (in %age)	Poor (in %age)	Total
Listening	16 100%	0 -	0 -	16
Speaking	7 43.75%	6 37.50%	3 18.75%	16
Reading	15 93.75%	1 6.25%	0 -	16
Writing	13 81.25%	3 18.75%	0 -	16

Table 6 shows that majority of respondents (100%) were found good in listening. Speaking was reported as good by majority of respondents (43.75%). 93.75% respondents were found good in reading while writing as a skill was claimed good by 81.25% respondents.

Findings of the Study

1. Teaching aids from class 1 to 5 are not available. So, the teachers are unable to use teaching aids.
2. Majority of teachers were found to be only matriculates and have done PST, a professional degree or certificate in teaching. Statistical data is given in the tables 2, 3, 4, and 5
3. Listening power of the majority of the teachers was good whereas their speaking power was satisfactory. Most of the teachers used direct method which is given in the table 6.

4. There were no Audiovisual aids used in the classrooms for teaching English, as given in the table 1.
5. The primary school English syllabus was not according to the mental/cognitive level of the students and most of the students were found regular in their homework.

Conclusions

In the light of the analysis of data and findings of the study, the following major conclusions were drawn:

1. Majority of teachers, male and female, working as English teachers in primary schools were matriculates who held professional degree or certificate in teaching.
2. Majority of the teachers were matriculate and had professional degree of PST, so they were under qualified for teaching of English at primary level.
3. Majority of English teachers reported that they were good in listening but their spoken English was not good because they had not done any English language course.
4. There was no environment of speaking English in schools. Audiovisual aids were not available in the schools. Present primary school English syllabus was not according to mental/cognitive level of students.
5. Facilities for teaching English, especially teaching aids from class 1 to 5, were not available.

Recommendations

On the basis of the above conclusions, following recommendations are made:

1. Majority of English language teachers at primary level were PST, which was not satisfactory. So, it is recommended that the English language teachers should have professional qualifications up to B.Ed.
2. The English teachers should be provided special training to give them practice in spoken English and enable them to use teaching methods specially designed for teaching of English at the primary level.
3. Adequate teaching aids may be provided in schools. Curriculum experts should revise the syllabus according to the mental approach and psychology of children at the primary level. As the parents, in general, cannot provide guidance in the study of English at home, more periods should be allocated for the effective teaching of English. Teachers should improve their spoken English.

=====

References

Ahmad, J.S. (1987). English Language Teaching in Pakistan. Pub. Majeed Press.

Language in India www.languageinindia.com

230

10 : 11 November 2010

Muhammad Naseer Ud Din, Ph.D.

Problems in Teaching of English Language at the Primary Level in District Kohat, NWFP, Pakistan

Garrett, H.E. (1997). Statistics in Psychology and Research in Education, 6th ed. Combine Printers Pvt. Ltd, Lahore. Pakistan.

Gurrey P. (1972). Teaching of English as a Foreign Language. Organization of the United Nations Rome, Italy.

Larik, K.M. (1986). English as an International Language. The Daily Dawn Karachi. April 24, 1986.

Mueen, A.(1992) Teaching of Foreign Language, Bhatti Printing Corporation.

Rehman, K. (1985). Place of English in Pakistan. The Daily Dawn Karachi. Oct 7, 1985.

Tahir, (1988). Modern Approaches to Teaching of English as a Second language. Pub. Mukhtar Ahmad.

=====
Muhammad Naseer Ud Din, Ph.D.
Institute of Education and Research
Kohat University and Science Technology - (KUST)
Kohat
N.W.F.P
Pakistan.
drmnaseeruddin@yahoo.com
naseer_khanpk2000@yahoo.com
naseerkust@yahoo.com