

Analyzing the Role of English Language Teachers at Progressive English Language Institution of Communicative Skills in Khyber Pakhtunkhwa Pakistan

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Abstract

The study was conducted to analyze and dig out the area of the role of teachers in teaching English language at the institution, named PELICS. It was also aimed at to find out Teacher role in the improvement of social, moral, and professional values of the students. However, its overall objective was to carry out a study which will analyze teacher's role as a planner, organizer, leader, consultant in different language classes at PELICS and to pinpoint gray area for further improvement in future.

During the study, a wide range of relevant books were consulted, libraries were explored, and experts were approached.

Later on, the basic staff holders i.e. 90 teachers from three branches of PELICS such as PELICS Main branch Mardan, PELICS Chain one Batkhela and PELICS Chain two Rustam, where the researcher met with teachers, students and authority and discussed the different aspect of the role of teachers in the above mention branches. Even though, the main objective of the visit is, to distribute Questionnaires among the selected teachers as 30 teachers from each branch, were selected as target population for the study. Data was collected directly from the respondents through questionnaire and analyzed by using various statistical tools.

So, it was noticed that some teachers were found better in educational, social, and moral values etc. while, few were heap better work wise, method wise and especially in their approach and dealing toward the students and their problems. It is worth to mention such teachers as a great consultant and leader, among others. However, it was recommended that teachers should be

facilitated with the butter hand all along with more advance professional training in order to help them to cope with need of modern time and to bring a blooming breakthrough in their teaching. Consequently, During the research it was found that some of the teachers were having a sort of natural tendency and thrust to teach, to share and to explore the World of English without having English background or English as their subject which was really astonishing experience for research and their enthusiasm and heartfelt desire to teach and lead, compel the researcher to recommend that such an admiring teachers should be facilitated with hefty packages.

Keywords: Khyber Pakhtunkhwa Pakistan, English Language Teachers, Communicative Skills, Teacher role, social, moral, and professional values, consultant, and English language.

1. Introduction

Three languages play a very important role these days. These include mother tongue, national language, and international language. Most often, the first two languages are learnt by all the individual due to their environment. But for the international language one has to struggle hard.

In today's fast-changing global scenario, English language is of a prime importance, as it is the language of the majority of developed countries and most extensively used language of the common wealth countries such as U.S.A, Canada, and the African states and many other countries of Europe, America and Asia. According to an estimate more than half of the world directly makes use of English.

English is a language of higher education in Pakistan, for the Pakistani students abroad it is still the medium of instruction for the scientific and technical subjects. Besides this, fresh knowledge in every field of life is constantly appearing in books and journals published in English language.

The standard terminology in the field of science and technology is available in English and this is the result of a joint venture by all nations of the world. We cannot effectively participate in this teams work unless we learn and use the standard terminology of physical and social sciences. Moreover, without the knowledge of English language, it is almost impossible to take an effective part in the international commercial market. English is also used by our diplomats in foreign countries such as our delegates to various international conferences, conventions and seminars express themselves in English language.

English is one the official language of the United Nation and its various Organs and bodies, without sound command of English language, we cannot effectively represent our

country at international forums. Thus, the learning of foreign language is one of the most important means of promoting international understanding and cooperation.

In any teaching-learning situation, the role of the teacher in the classroom is of paramount significance because it is central to the way in which the classroom environment evolves. Moreover, the role adopted by the learner in the classroom also hinges on the role adopted by the teacher. Therefore, teachers must be clear about their role in the classroom so that there is no chasm between the perceptions of their role and what they actually practice in classroom. Of course, when we talk of the classroom role of teachers here, we take a restricted view of the role(s) of a teacher by focusing on what they do or should do inside the classroom only, leaving out of consideration the institutional roles that they have.

2. Review of Literature

Mother tongue

Searle, J.R. (1969, P.522) states that some educationists are of the opinion that mother tongue should be strictly avoided when the target language is being taught. Classroom should be transformed as if it is a small “Language Island” where purely the target language; English is utilized for all purposes. On the contrary, some experts maintain that mother tongue can be usually employed for teaching a second language like English.

2.2.1 Difference between Teaching Mother Tongue and Foreign Language

According to Searle, J.R. (1969, P.242) the learning of the mother tongue differs from learning the foreign language in number of ways. Some of these points of difference are that learning of the mother tongue is a natural process; the child has the strongest motivation to learn it; it is because he wants to express his needs and wants; if the child does not learn the mother tongue, he cannot adjust himself in society. On the contrary, the learning of a foreign language is an unnatural course of action. Usually a child is less motivated to learn it. The will to learn foreign language is missing. The child learns the mother tongue in a natural environment. He is surrounded by several teachers. His parents and relations coax him to learn the language. He listens to the mother tongue most of his waking hours. The foreign language is taught in an artificial environment. Often, the child’s only contact with the foreign language is the classroom. There are several holidays in the school and the time devoted to the teaching of the foreign language is limited.

2.3 Factors which Influence Second Language (English Acquisition)

Second Language Aptitude

Candlin, C.N. (1976, P.34-35) comments: The idea of second language aptitude is a matter of great debate and concentration for the last two decades. Some persons, it is thought, have an

unusual aptitude for second language learning, such as English. Students having such ability are supposed to be chasing language learning and are anticipated to put up the speediest growth in English classes as a second language. First, ability test predicts learning speed in second language classes. Achievements in foreign language classes are usually measured by grammar type tests that involve heavy use of conscious grammar rules i.e. the monitor. Several empirical studies confirm that aptitude measures relate to “communicative skills”. Also, the aptitude tests themselves comprise to a large extent tasks that entail a conscious awareness of a language.

2.4 The Role of First Language (Mother Tongue)

Rahman, M. (1999, P.42-45) states: (The role of the first language in second language (English) performance is often referred to as interference. This implies that the knowledge of our first language actually gets in the way when we try to speak a second language. If true, it means that we need to fight off this interference. Indeed, this is what may exercise attempt to do: they provide extra construction where the first and the second languages diverge.

The above interference is quite different, and it implies an exceedingly difficult cure for interference errors. The research supports an idea first proposed by Newmark, who advocated that the first language never gets in the way when we speak a second language. He further says that in the acquisition of the second language the rule of the first language rule will substitute the rule of the former if the acquirer has to do so while expressing himself. Rules of both the languages may be pretty similar to each other but may as well be at variance in many ways. When they are different, the ensuing error is frequently referenced as interference. But Newmark does not agree to call it interference in any way. He says that it is not the result of interference but sheer ignorance.

2.4.1 Routines and Patterns

Canlin, C.N. (1976, P.54) stated that “Routines and patterns are sentences that are memorized wholly or partially.” Examples of routines are sentences like: what’s your name? He further says that pattern is somewhat learned sentences with a vacant “Slot” for a noun phrase. The traveler who says: where is the? The blank could be filled with masque station, Ground Hotel, etc.

Candlin, C.N (1976, P.61) observed that “Before attempting explain age difference, let us first review the research and the effect of age on second language acquisition. Contrary to popular opinion, it is not simply the case that younger is better than adults in every respect in the acquisitions of the second language. Relatively, the former eventual achievement is mostly better. For career in the long run, a child generally reaches advanced level of competence in the second language than adults. For timely purposes, nonetheless, adults perform better in the acquisitions of the second language.

2.5 The State of English Language in Pakistan

Saif, M. (2000, P, 4-5) stated that “The status of English in Pakistan has been a subject of heated controversy ever since independence. When Pakistan attained independence on August 14, 1947 there was a natural reaction against the study of English. On the other hand, there are people who plead for the retention of English on plausible ground. On the other, there are persons who want to banish English from the country lock, stock, and barrel. The status of Urdu as a national language cannot be called in question. But instead of being misled by catchy words and high-flown slogans, we must adopt a pragmatic approach in the pure light of reason.

As a developing country, we should not fall into glorified vision of being self-sufficient in all respects. It may appear to be news to some readers, but 70 percent of all technological and specialized publications are being initially published in English and are later translated into other languages.

Objectives of the Study

- To assess the role of teachers in teaching English Language at PELICS.
- To evaluate teaching competencies at PELICS.
- To point out English teaching practices at PELICS.
- To identify the area of improvement of English language Teacher at PELICS.

Hypothesis

There is a significance difference between teacher’s competencies and professional qualification at progressives English Language teaching (PELICS).

Delimitations of the Study

Due to time constrain, this study was delimited to the following areas:
190 Teachers of the three branches of PELICS. (Mardan, Batkhila, Rustam)

Research Methodology

This research study is a descriptive analysis of the role of teachers in teaching English language at PELICS The sample comprises on total 90 Teachers from three branches of PELICS, 30 teachers from Main branch Mardan. 30 teachers from Chain one Batkhila and 30 teachers from Chain two Rustam of PELICS. A Questionnaire was developed, and Interviews were conducted at the three different branches of PELICS (Mardan, Batkhila and Rustam).

Data Analysis and Interpretation

Tables at a Glance

The analysis of the general opinion of teacher's regarding teaching learning process

T.No	Statement	χ^2
16	Opinions of Teachers about the increasing student talk in class	113.01
17	teacher's opinion about using more tasks based and student generated projects than pattern drilling	121.22
18	teachers Opinion about including group work strategies	55.78
19	Opinion about implementing lesson plans more effectively	56.11
20	Opinion about addressing learners' different Styles	38.34
21	Opinion about more efficient use of the class timing	73.78
22	Opinion about using supplementary materials other than the textbook Organization	50.56
23	Opinion about preparing daily lectures	29.78
24	Opinion about integrating language elements through content	38.89
25	Opinion about having more personal or one-to-one interaction with Students	67.27
26	Opinion about Taking new roles in class such as a leader or controller	109.22
27	Opinion about Feeling more confident to write tests for the Students	74.67
28	Opinion about increasing your proficiency in English	49.78
29	Opinion about being more receptive to comments and feedback about your teaching	58.23
30	Opinion about regularity of the teachers	49.78
31	Opinion about being more able to establish constructive dialogue with Parents.	59.78
32	Opinion about being more confident about the effectiveness of your teaching	26.33
33	Opinion about Feedback from supervisor or head of the institution	23.78
34	Opinion about Student feedback	55.78
35	Opinion about teaching in teacher center class	48.11
36	Opinion about providing more pre-reading activities	61
37	Opinion about the Collaboration with colleagues	26.56
38	Opinion about the Self-discovery	20.34

39	Opinion about Attending-in-service courses	22.01
40	Opinion about of repeating the same thing again and again	8.11
41	Opinion about the Use of new textbooks or materials	22.45
42	Opinion about improvement of teaching competencies	14.12
43	Opinion about working as facilitator	13
44	Opinion about the Contact with others who triggered a change in me	3.11
	Total of χ^2 =	1390.90
	Total of χ^2 / No of Items = Average χ^2	47.96

From table No: 16 to 44 it is revealed that the average χ^2 (47.96) is greater than the table value of χ^2 (9.488) at P (0.05), so that the opinion is different among the teachers. Therefore, H_0 is rejected.

Discussion and Implication

Data analysis and findings proved a base for conclusion which is as under:

1. Although teachers try hard to increase students talk time in class but they have to manage their class time as well due to which it was hard for them to give a chance to every individual to participate for specific time. So they were in need to increase class time in order to cope with the need of students and to use more task based and student-generated project that give students more practices and to restrict teachers as a facilitator only.
2. The result shows that teachers at PELICS were playing properly the role of POLC (planner, organizer, leader, and controller) but having a bunch of immature teachers and dearth of competent teachers; most were falling short in one area or others. For example female were more better in controlling the class while male teachers were excellent in planning and organization as male teachers were found quite lenient and more free in their approach while controlling their classes. So, there was a great demand to hire more professional and senior teachers in order to get more fruitful result. Such teachers might have the ability to establish and manage the idea of POLC more meaningfully and in practical ways.
3. likewise, Majority of the teachers were found quite energetic, agile, showing full flow of spoken English and enthusiastically want to teach English language and to move the class in bombastic manner, but the main hurdle with these teachers was that they were unable to handle

properly one or other situation or area such as taking new role in class or solving individual problem as a result little change were needed in the field.

4. Adding more, PELICS teachers were found eager to increase their proficiency in English and they were quite receptive to comments and get feedback about their teaching whether that is coming from Head of the institution or from students and their parents. But its need a bit organizational touch in order put them in very proper way.

5. However, teachers were found eagerly interested to bring a great deal of changes in in-service training programs so that they could avoid the repetition of the same practice or training programme and to learn more advanced teaching practice. But the main obstacle was unorganized and improper arrangement of such programs through which the thirst of such teachers could be quenched in more organizes ways.

6. In the same vein, majority of the teachers like to work and teach in student centric classes but some of them having the opinion that in such classes it is difficult for teacher to control the class and to solve student's individual problem as teacher is functioning as a single figure, with multi-dimensional functions. So, it was demanded that little change should be brought as providing assistant or helper to teachers or reducing the strength of the classes to specific number.

7. In contrast to that, some teachers were found in favour of teaching in teacher centric classes as they were of the opinion that students learn better and have got memorable achievement in a teacher-centered class with a teacher controller. Students learn better and show higher achievement when they are under control. The results of the qualitative data show that students are more motivated but have lower achievement in a student-centered classroom with a teacher-facilitator.

8. The overall finding was that the lofty, noteworthy and remarkable personality of the teacher play multi-dimensional roles in teaching English language at PELICS and it would be prudent and judicious act to raise a slogan for such a figure....as.... "MY TEACHER MY HERO"

Recommendations

Assessment and Evaluation of Teaching Quality

PELICS usually uses only end-of- the course student surveys to evaluate teaching quality. So, it is recommended that student opinions are important and should be including in any assessment plan, meaningful evaluation of teaching learning outcomes. A particularly effective learning assessment vehicle is the *portfolio*, a set of student products collected over time that provides a picture of the student's growth and development.

Use active learning in class

Students' attention can be maintained throughout a class session by periodically giving them something to do. Many activities such as small-group exercise that should be implemented at all level of language learning classes.

Use cooperative learning

Cooperative learning(CL) is instruction that involves students working in teams to accomplish an assigned task and produce a final product (e.g., a problem solution, critical analysis), Team members are obliged to rely on one another to achieve the goal where all team members are held accountable both for doing their share of the work and for understanding everything in the final product .

Using TQM-based Strategies for Improving Classroom Instruction

It is not difficult to understand the links between teaching and total quality management. Almost every known strategy for teaching effectively cited a list of TQM components compiled by Grandzol and Gershon (1997). Examples include writing instructional objectives (*clarity of vision, planning*); student-centered instruction (*empowerment, driving out fear*), collaborative or cooperative learning (*teamwork*), assessment (*measurement, continuous improvement*), and training and mentoring new faculty members (*employee training*), is highly recommended to use at PELICS.

Increasing teacher's salaries

It is recommended that there should be hefty and well define frame work of salaries packages and annual increments based on the qualification and professional training of teachers highlighted by the members of TQM group.

Last but not the least, PELICS should be registered to international forum such as British Council and AEO Council in order to get international benefits such as participating in conferences, teachers training programs etc., and teachers should be trained under the guidance of these forum rather than local body or on internal bases as a result they could meet and equipped their selves with advance teaching practices.

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