

## THE TEACHING OF ENGLISH LANGUAGE IN THE PRIVATE SCHOOLS OF DIR UPPER, KPK, PAKISTAN

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### ABSTRACT

This research study aims at finding out the existing methodologies and their application for teaching English in the private schools of Dir Upper, KPK. Teachers from different schools were randomly selected and questionnaires were given to them to know about the use and existence of teaching methods and strategies they used. Different teaching methods were used for the teaching of English. Some teachers found them useful while to others, the methods and strategies had problems as they did not offer enough to make the learning of English convenient for the students. Various segments of the questionnaire were analyzed as per the objectives of the study. It was found that the majority of the teachers made use of the outdated methods and the strategies that lacked motivation for students for their effective learning.

**KEYWORDS:** Learning of English, Communication

### INTRODUCTION

It is unanimously agreed upon that English is the most widely used languages in the world. It is also the national language of many countries, while it is being widely used as a second language outside the sphere of the English speaking world. Majority of the people of the United Kingdom speak it as their mother tongue. But it is the mother tongue of a far larger number of people who have never been to Britain or communicated with an English man. These English speakers are distributed all over the world, so that one is almost certain of meeting English speakers wherever one may travel.

The number of people who speak English as their mother tongue is nevertheless only a fraction of those who use it in one way or another for business or pleasure i.e. to enjoy better social prestige. It is a means of international communication and facilitates contacts with the world at large in fields as diverse as commerce, industry, diplomacy and employment abroad.

Similarly, English occupies a prominent position in Pakistani context. It retains a privileged position for it is an international language and is the only means of our contact with the rest of the world. No country like Pakistan can afford isolation from the social, educational, scientific and cultural movements that are going on in the world. In this context, Pakistan needs English as a second language, which may enable it to assimilate the experiences of the advanced countries of the world. It can serve as a powerful instrument of rapid social change that is sweeping across the entire landscape of Pakistan.

In our country, it is the language of intellectuals and higher professions like engineering, medicine, agriculture, dentistry, animal husbandry, economic industries and all branches of higher scientific research. It is the medium of international trade and commerce and we avail the research work of USA and UK besides other advanced countries on the globe.

Apart from international importance of the English language, it is the medium of instruction in all the universities of Pakistan. Secondary schools are the main nurseries of all kinds of colleges, higher and advanced education. Preparation of the students at secondary school level in basic subjects is a foundation stone for their further education. Preparation in the basic subjects including English is of great importance even for those who cannot continue education at post secondary level and have to search for some job.

English has been given the first place priority in our curriculum. Its importance is that it has been taught as a compulsory language from class V to the graduation. Therefore, the teaching of English should be given sufficient importance, perhaps more importance than it is being given at present in our curriculum. The role of English has changed to a great extent after independence. In pre-independence days the emphasis was placed on proficiency in English as a literary instrument. Now English is needed primarily as a functional language for comprehension and expression.

The researcher has selected the topic 'English language teaching in private schools of Dir Upper, Khyber Pakhtunkhwa, Pakistan. English language teaching strategy can play an active role in this context.

English language teaching involved the arrangement of different activities in a skillful manner for getting the desired objectives. In EFL context, a teacher can make his teaching affective by applying different strategies For example group work, question-answer, demonstration, group discussion, individual task, pair work, trios etc.

More than any other subject, students of our area face difficulties in the subject of English from the very beginning. Various factors can be regarded in this respect: such as the lack of facilities in schools, lack of qualified or trained teachers in the subject of English, lack of frequent interaction with English in daily life etc, which in turn result in low proficiency and poor examination result. The focus is shifted to a main factor in the present study, i.e. to take in consideration the teaching strategies applied by teachers in secondary level in the subject of English language.

The study at hand is conducted with the following objectives in view:

- To explore the methods of English language teaching mostly used at secondary school level (class ninth and tenth) in the private sector;
- To collect the opinion of teachers about the different strategies applied in English for IX and X classes in the target area;
- To find out whether the methodology used in English classes emphasizes the four basic skills- listening, speaking, reading and writing;
- To suggest strategies for the improvement of teaching English language at the secondary school level.

This study will provide a guideline to the educational administrators as well as planners with regard to the teaching of English in the secondary schools. It will be especially beneficial to the concerned authorities in the solution to the problems related with the teaching of English. It will also provide a guideline to the teachers and researchers interested in the teaching of English, while making relevant strategies.

The study is delimited to a survey of English language teaching at Secondary school level in the private sector. Further, only the methodology and different strategies are focused while examining English language teaching. Moreover, the focus is shifted only to the private schools sector that claim the status of English medium school system. Lastly, the study is restricted to eight private secondary schools in District Dir Upper.

## REVIEW OF LITERATURE

From time to time, attempts have been made to make English language effective. According to Richard and Rodgers, (2001), the history of English language has been characterized by a search for more effective ways of teaching as a Second or Foreign language. For more than a hundred years, debates and discussion within the teaching profession have often emphasized at issues such as the role of grammar in the language syllabus, development of accuracy and fluency in teaching, choice syllabus framework and course design, the role of vocabulary in language learning, productive and receptive skills, learning theories and their application in teaching, memorization and learning, motivating learners, effective learning strategies, techniques for teaching the four skills and the role of materials and technologies. Although much has been done to purify these and other important questions in language teaching, the teaching profession is continually exploring new options for addressing these and other basic issues in the effectiveness of different instructional strategies in the classroom.

The teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of learning and teaching principals drawn from research and theories and educational psychology. The result is generally referred to a teaching method or approach, by which we mean a set of core teaching and learning principles together with a body of classroom practices that are derived from them. The same is true in English language teaching; the field of teaching method has been a very active one in learning since 1900s. New approaches and methods proliferated throughout the twentieth century. Some achieved wide levels of acceptance and popularity at different times which were then replaced by methods having newer or more appealing ideas and theories. Examples of this kind include the Direct Method, Audio-lingualism and the Situational Approach. Some, such as Communicative Language Teaching were adapted almost universally and achieved the status of methodological orthodoxy. At the same time, alternatives to the mainstream approaches have always found some level of support within language teaching, though; often this has not led to wider acceptance or use. Methods in this category include those from the 1970's such as the Silent Way, Counseling Learning, Suggestopedia and Total Physical Response, as well as more recent alternative methods and approaches such as Multiple Intelligence, Neurolinguistics programming and Lexical Approach. Approaches and methods in language teaching seeks to provide a comprehensive and comprehensible account of major and minor trends in language teaching methods from the beginning of 20<sup>th</sup> century to present (Richards and Rodgers, 2001).

The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago. "The foreigner is learning English to express ideas rather than emotion, for his emotional expression he has the mother tongue.... It is useful general rule that the intensive words and items are of secondary importance to a foreign learner, however common they may be" (West, 1953). The process of learning linguistic habits and skills is very difficult and slow. Learning of a second language denotes the forming of fresh speech habits and skills and this is not an easy task (Thompson and Wyatt, 1956). In acquiring habits and skills motivation plays a vital role (Lando, 1964).

Next to linguistic set-up and students' motivation, learning foreign language is highly based upon two things i.e. teacher and methodology. The teacher is a creative individual. Additions and alterations in the teaching strategies that he employs in the classroom enable him to meet ability variations in the class as well as create additional enthusiasm among the learners. He has to tap the detailed resources of such methods of teaching to the extent of creative enthusiasm and effectiveness that can be generated while teaching (Mukalel, 1998). "A method is an immediate guideline or framework within which the teacher belonging to any discipline or in any sort of classroom organizes his teaching devices in the classroom. The classroom method specifies in English language teaching, the teaching of grammar, vocabulary or

reading... A particular method specifies the teaching of grammar in one way while another method recommends a different organization of the classroom activities (Mukalel, 1998).

In any EFL context, an experienced teacher can set methods for his/her development, treatment with different type of learner, syllabus to be followed and solution to various problems whether faced by him/her or learners. Although in most cases teacher is not supposed to be responsible for all these areas, but as Gebhard, (1996) puts it, an experienced teacher is more likely to do with different EFL situations he/she is exposed to. But most of the problems are related with novices than teacher in EFL context. Partly because of the fact that learners having different background, experience, competence and learning style are exposed to the same program, teacher, institution and duration. Gebhard, (1996) also considers teachers' self-improvement in any given situation than any teaching strategies suggested by any external authority, and goes on to explain how an EFL teacher can develop his/her teaching through a process of exploration (Gebhard, 1996, p. 1). For good discussion of TEFL and topics such as general issues related to classroom management and culture, language skills and methodologies, and problems related and solutions related with curriculums for EFL context with example from real teaching experience (see Gebhard, 1996, section 2 and 3).

Rebecca, (1989) claims that language-learning strategies are often conscious steps or behaviors used by language learners to enhance the acquisition, storage, recall and use of new information. Research indicates that language learners at all levels use strategies (Chamot and Kupper, '1989). But most of the learners are not fully aware of the strategies they use or the strategies that might be most beneficial to be applied. It is clear that students can be taught to use better strategies, and research suggests that better strategies improve language performance. Language learning style and strategies are the most important variables influencing performance in a second language. It is stated that teachers need to become more aware of both learning style and learning strategies through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies on one hand and solve student's problems on other hand.

Despite the fact that English is a foreign language in Pakistan and has no linguistic similarity with any indigenous language of Pakistan, its popularity and importance is increasing and the first objective of standard institutes is to teach it successfully. It has been stated by Robert J. Baumgardner, et al (1988) that from one to three per cent of the Pakistani population knows English; a small but influential portion of the country's population in the domains of government administration, law, the military, higher education, commerce, and mass media (Baumgardner et al, 1988). But another recent study shows this ratio differently: in Pakistan, the access to the world community of scholarship, business, and development is perceived to be through the English language, and it is used as the lingua franca, or common language, in such settings. Only about 10 percent of the population is conversant in English (Encyclopedia Britannica).

English is taught as foreign language in Pakistan and involves learning of linguistic habits with conscious efforts (Usmani, 1965). So emphasis should always be on relating teaching of English to the need and interest of the student. For this purpose, using a particular method for English teaching or studying or analyzing, it is necessary to examine the following areas. These areas are important since the discussion of these areas helps us to understand the significance of any English language teaching methodology. Every language teaching methodology differs from one another with respect to these areas. Moreover, these areas play an important part in the success or failure of a language teaching methodology: the goals/aims of using that particular language teaching methodology, the role of the teacher and student in classroom and their interaction, particular features of teaching learning process, the way through students' feelings dealt are with, the view of language with respect to culture, the language skills which are emphasized, the role/usage of student's native language in classroom, the evaluation technique which is used, and treatment of student errors and mistakes

(Widdowson, (2003). It is important here to mention that by introducing new language in the context of, for example, a social situation, we will be giving students a clear idea not only of its significance, but also of its value, as suggested by Widdowson (1977).

## METHODOLOGY

### Procedure of the Study

The study was descriptive in nature. Survey method was used in this connection. The study aimed at studying the teaching strategies applied by the teachers in the subject of English at secondary level in Dir Upper. The literature concerning the topic was thoroughly studied. The data were collected through a questionnaire containing 18 questions of two types i.e. yes/no and multiple choices.

### Target Population

The population of study was the thirty-three teachers teaching in eight different private boys secondary schools out of many secondary schools in Dir Upper. All the schools are located in rural areas.

### Sampling

The sample for study included 33 teachers selected randomly from eight secondary schools at Dir Upper (Khyber Pukhtun-Khwa) Pakistan which were randomly selected.

### Research Tools

A questionnaire was prepared by thorough study of the topic, and further help was taken from the discussion with experts in the field and through the consultation with the supervisor. The only used tool was a questionnaire with (YES / NO) and multiple choice items in case of the possibility of three to five answers as option for collection of the data from the respondents.

### Data Collection

Data were collected personally by the researcher on the basis of alternate/multiple items in the questionnaire. For this purpose, researcher visited all the eight schools. Respondents were given the introductory information about the study and the nature of the questionnaire. All the respondents filled the questionnaire with full liberty and without anybody's assistance in their schools.

### Analysis of the Data

After receiving responses from the teachers, the data were organized, compiled and tabulated according to the objectives and key questions of the study. The 18 questions were divided into 5 tables due to the similarity among the questions. Further, the data were analyzed through simple percentage and average. As a result of these calculations, conclusions were drawn and recommendations were made.

## TABULATION AND ANALYSIS

**Table 1**

Responses	MA/Msc	BA/B.Sc.	FA/F.Sc.
Academic qualification of teachers	33 (100%)	0	0
Professional qualification of teachers	M.Phil. (education)	M.Ed.	B.Ed.
	3 (9%)	25 (76%)	5 (15%)

The above table indicates that 33 (100%) of the respondents are M.A/M.S.C qualified. It means that English teachers at the Secondary Schools of the area of study hold the required qualification as recommended by the commission of National Educational Policies in Pakistan. Three (9%) of the respondents are highly qualified. In the remaining respondents, 25 (76%) have master degree in education while 5 (15%) have bachelor degree in education, i.e. 30% teachers have got the professional educational degrees. This indicates that the respondents have adequate professional qualification and fulfill the required conditions recommended by the commission of National Education in Pakistan (1966).

**Table 2**

Questions	Response	
	Yes	No
<b>Knowledge about strategies</b>	33 (100%)	--
Application of different strategies	30 (91%)	3 (9%)
Application of strategies in proper time	28 (85%)	5 (15%)
Application of strategies according individual differences	16 (48%)	17 (52%)
Modern Strategies for the development of various skills	22 (67%)	11 (33%)
Strategies motivate students for learning	25 (76%)	8 (24%)
Application of strategies learnt in training	20 (61%)	13 (39%)

Table 2 presents respondents' analysis with regard to the knowledge about the strategies used in the classroom in the subject of English. Their responses show that all of them have the essential knowledge with which we are concern in this study. But the ratio of the respondents related to the practice of different strategies about which all of them were aware is somewhat different. Previously we noticed that 100% of the respondents gave their positive responses about the essential knowledge of different teaching strategies but in next step the analysis shows that 30 (91%) of the respondents are using different strategies in the classroom in the subject of English while 3 (9%) do not use these strategies. The result is noticeably different as for as the use of different strategies on proper time by the respondents is concerned. Analysis shows that 28 (85%) of the respondents are using strategies in proper time while 5 (15%) of the respondents are not applying strategies in proper time. Among them, 26 (79%) of the respondent's are of the view that their applied strategies are helpful in solving student problems like difficulties in pronunciation, understanding of words meaning, problems in written expressions etc, while 7 (21%) of the respondents strategies are not helpful to students in order to solve their problems in studies. The use of modern strategies by teachers is also not very much agreed upon.

The data show that 22 (67%) of the respondents are using modern strategies for the development of various English language skills of the students while the remaining 11 (33%) of the respondents are not using such modern strategies. The result is same as for as the use of different strategies for slow learners by the teachers is concerned. Here also 22 (67%) of the respondents use different strategies for slow learners thus involving all the students in the teaching learning process while 11 (33%) of the respondents are not making strategies for slow learners. What is of more importance and controversial that 16 (48%) of the respondents are applying strategies according to the mental level of all the students while 17 (52%) of the respondents are not applying strategies according to individual differences. It means that merely half of the respondents care about this important factor in learning namely individual difference.

**Table 3**

Questions	Response	
	Yes	No
<b>Students understand methods</b>	30 (90%)	3 (9%)
Students convey their problems	17 (52%)	16 (48%)
Student gives a positive response to strategies	26 (79%)	7 (21%)

Table 3 shows the analysis of the respondents with regard to their opinion about students' understanding of different methods used in classroom. The data show that 30 (91%) of the respondents are of the opinion that the students understand their methods while 3 (9%) of the respondents are against it. The respondents are divided in their response with regard to students' conveying their problems and difficulties they (students) encounter in classroom. Seventeen (52%) of the respondents are of the opinion that students convey their problems and difficulties arising during studies while 16 (48%) of the respondents have the idea that the students are shy in this regard and do not convey their problems in their studies. The result is somehow satisfactory about students' positive response than students' conveying their problems and difficulties as we noticed previously. The data show that 26 (79%) of the respondents are of the opinion that the students give a positive response to their strategies and follow their way of teaching while 7 (21%) of the respondents are of the opinion that the students do not give a positive response to their strategies.

Table 4

Questions	Response	
	Yes	No
Use of Audio Visual Aids in classroom	22 (67%)	11 (33%)
Books suitable to follow strategies	11 (33%)	22 (67%)
Training provided regarding strategies	21 (64%)	12 (36%)
Strategies helpful in solving problems	26 (79%)	7 (21%)

Table 4 is concerned with respondents' analysis with regard to their use of available materials by them like A.V aids and their (teachers) training. Table indicates that 22 (67%) of the respondents are using audio visual aids in classroom during teaching while 11 (33%) of the respondents are not using audio visual aids in classroom during the teaching learning process.

The situation is even more unsatisfactory in case of respondents' opinion about suitability of books being used. Only 11 (33%) of the respondents are of the view that the textbooks recommended by Ministry of Education for students are according to their strategies while 22 (67%) of the respondents are of the opinion that the existing books are not according to students' need and for the application of different strategies mentioned in introduction (see page ). Again, the number of properly trained teachers is not very much satisfactory. The table shows that 21 (64%) of the respondents have been received training regarding strategies while 12 (36%) of the respondents have no such training. It means that in our area of study every third teacher is without proper training. But practicing strategies learned in training is another critical factor here. The data show that 20 (61%) of the respondents are applying strategies which they learn in training while 13 (39%) of the respondents are not applying such type of strategies.

Table 5

Questions	No. of Respondents	%Age
<b>Application of Various Strategies Appropriately in Connection with English Language Skills</b>		
Listening skills	8	25%
Speaking skills	9	27%
Reading skills	9	27%
Writing skills	7	21%
<b>Method/Methods Used in Classroom</b>		
a) Direct method	9	27%
b) Grammar translational method	12	37%
c) Structural approach	2	6%
d) Audio lingual approach	3	9%
e) Communicative approach	7	21%

**Table 5: Contd.,**

<b>Various Strategies Applied in Classroom</b>		
a) Drill	6	18%
b) Practice	12	37%
c) Pair work	5	15%
d) Role play	--	--
e) Information gap activities	--	--
f) Group discussion	10	30%
<b>Strategies for Clearance of a Concept</b>		
a) To narrate	6	18%
b) To explain in detail	13	40%
c) To draw things on board	8	24%
d) To show pictures	2	6%
e) To show real things	4	12%

Table 5 presents respondents' description with regard to their priority in developing four language skills (listening, speaking, reading and writing) and the use of different English language teaching methodologies, strategies and techniques used in classroom. The table shows that 8 (25%) of the respondents are in favour of promoting listening skills, 9 (27%) in favour of speaking skills, 9 (27%) in favour of reading skills and 7 (21%) in favour of developing writing skills of the students.

Despite the fact that the native tongue of all the students is same (Pashto) and the context is similar, yet the methods used in subject of English are different. The data show that 9 (27%) of the respondents are using direct method, 12 (37%) are using GTM (grammar translation method), 2 (6%) are using structural approach, 3 (9%) are using audio lingual approach and 7 (21%) are using communicative approach for teaching the subject of English. Similarly, due to the selection of different methods, the activities being used are also different. The data indicate that 6 (18%) of the respondents are using drill as a strategy and 12 (37%) are using practice as a strategy in the classroom in the teaching of English. 15% of the respondents are using pair work as a strategy and 10 (30%) of the respondents prefer to use group discussion as a strategy in the classroom. Role play and information gap activities are not used by any respondent in the teaching of English. Finally, the respondents apply different techniques in classroom for clarification of students' concept. The widely used technique is to explain in detail as it is used by 13 (40%) of the respondents. The next popular technique used by the respondents is to draw things on board as it is used by 8 (24%) of the respondents. Six (18%) of the respondents narrate, 4 (12%) of the respondents show real things and 2 (6%) of the respondents show pictures in order to clear the concept during teaching learning process.

## **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **FINDINGS**

- The data show that 100% of the English teachers in secondary school are M.A / M.Sc 9% of the respondents are professionally highly qualified while 76% of them are having master degree in education.
- The data indicate that 100% of the respondents have the essential knowledge of the strategies while 91% of the teachers are using different strategies in the classrooms.
- About 90% of the respondents are of the opinion that the students understand their methods.
- As for as the use of strategies is concerned, about 85% of the respondents are of the view that they are using strategies in proper time.



- The data reveal that 52% of the teachers are of the opinion that students convey their problems during studies while 48% of the teachers are against it.
- Students give a positive response. About 79% of the respondents are of the opinion that the students give a positive response to their strategies.
- The data show that about 67% of the respondents are using Audio visual Aids in classroom during teaching learning process.
- Individual differences play a very significant role in teaching. About 48% of the respondents are applying strategic such as focusing upon the weaker students in classroom, giving chance of participation to them and taking care of students' different learning disabilities according to the mental level of the students while 52% of the respondents are not applying strategies according to the mental level or individual differences of the students.
- The data show that 67% of the respondents make certain strategies of slow learners in order to involve them in teaching learning process.
- The existing textbooks are not according to the strategies applied by the teachers. About 67% of the respondents are of the opinion that the existing books are not according to their strategies because these books do not serve the purpose of enhancing the four basic skills.
- English languages skills are developed by the teachers by applying different strategies. The data indicate that 67% of the respondents are using modern strategies for the development of various English skills of the students.
- The data reveal that 25% of the respondents emphasize upon listening skills, 27% emphasize upon speaking skills, 27% emphasize upon reading skills and 21% emphasize upon writing skills of the students.
- Training is of great importance. The data show that 64% of the respondents have been provided training regarding strategies. About 61% of the respondents are applying strategies learnt in training.
- The data indicate that 79% of the respondent's strategies are helpful in solving student's problems in their studies.
- Motivation is a key thing in learning. About 76% of the respondents are applying strategies such as giving positive feedback, arousing curiosity and encouraging competitions among students which motivate the students for learning.
- Different methods are used by different teachers. About 27% of the respondents are using direct method, 37% are using grammar translational methods, and 21% are using communicative approach as their methods in classroom.
- The data show that 18% of the respondents are using drill, 37% are using practice, 15% are using pair work and 30% are using group discussion as a strategy in the classroom.
- For clarification of an idea, different strategies are applied by the teachers. The data reveal that 18% of the respondents narrate for the clearance of a concept. 40% of the respondents explain the things in detail. 24% of the respondents draw things on board while 12% of the respondents show real things for the clearance of a concept.

## CONCLUSIONS

- The secondary schools of Dir Upper had qualified English teachers as all the teachers had the required qualification in academic and professional sides.

- Majority of the teachers had not attended any refresher course during their teaching career in order to make their teaching more effective.
- Majority of the teachers used the out dated methods for teaching. Listening and speaking skill were totally ignored in this context.
- Teachings material and audio visual aids were not used in teaching English by 33% of the English teachers.
- The textbook which are currently being used was very old and it needed a lot of changes. The teachers complained about the poor standards of the textbook and majority of the teachers were of the view that the course contents were not according to the mental level of students and strategies.
- Students didn't convey their problems, which is a great hurdle in the way of smooth learning.
- Majority of the teachers were not using strategies according to the mental level of the students.
- Slow learners are totally ignored in this respect, because they form a large ratio of the population.

## **RECOMMENDATIONS**

On the basis of the findings and conclusions enumerated earlier, the following recommendations are proposed to improve the teaching strategies applied by the teachers in the teaching of English.

- The government can make those objectives which are easily attainable and according to the techniques / strategies applied by the teachers.
- Methods play a very important role in teaching learning process. The teacher can adopt different methods at different times in order to get good results.
- The national commission on education lays stress on the importance of films and film strips and has recommended the excessive use of Audio Visual Aids. The use of Audio visual Aids is very helpful for the teachers as it reduces their work load and makes their teaching effective. The government can play a significant role by providing different Audio-Visual Aids to schools.
- Refresher courses are a kind of base foundation for teachers in order to polish their teaching methodology. The government can play an active role by arranging different refresher courses for the teachers in order to polish their teaching strategies.
- One individual is totally different from another. The teacher can play a positive role in this connection because the teacher is a psychologist as well as an expert. The teacher can teach the students by applying different strategies in keeping the differences of the students in his mind.
- Though the teachers are highly qualified, yet they didn't pay proper attention for the improvement of four basic skills. Besides reading and writing, listening and speaking can also be improved in order to get good results in the teaching of English.
- In majority of English classes, the students are passive listeners. The teacher can motivate the students by applying different strategies.

The text books under use at the secondary level need to be changed. The textbooks are not according to the mental level of the students. There is no such lesson which triggers the curiosity of the students. The government can play a positive role in this connection, by involving experts and teachers in the process of making textbooks.

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