Institutional Challenges Faced by English Teachers' in Government Schools

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Abstract

This study analyses the institutional challenges, faced by the English teachers, at government schools in Quetta city. The need for this study arises because a number of academic studies and government documents point to the low-quality of English teaching in schools in the province of Baluchistan. Therefore, it would be appropriate to highlight the insights of the teachers, whose role could be instrumental in making any policy either a success or a failure. The study aims to investigate the, institutional and challenges in the English teaching and learning practices. The objectives of the study are to investigate the challenges English teachers in the government schools face in teaching English, and seek their suggestions for the improvement of policy and practices. The research sites for this study were 13 Government Urdu medium Girls and Boys school in Quetta city which is the main largest city and capital of Baluchistan (Province) in Pakistan. Using Mixed Method research, the study draws on questionnaire survey, interviews and observation to explore the perceptions they hold about English teaching, and the suggestions they put forward for overcoming challenges they face while they teach English in schools. The study uses non-probability sampling strategy for the selection of respondents. The respondents are selected on the basis researchers' convenience. A total of 140 teachers participated in the questionnaire survey whereas 6 of them responded to interviews. The study employs a triangulation research design for both data collection as well as data analysis. Results suggest that English teachers are faced with numerous challenges. The institutional challenges include management of large classes, challenges of lengthy course completion, dearth of qualified and trained teachers, mismatches between the new policy and its implementation. The participants suggest that the policy making and implementation mechanism be made more inclusive, democratic and all-embracing where teachers are also included in the process. The study concludes that to make English teaching and learning successful and productive, the concerned authorities and policymakers need to take account of the challenges, which this study highlights, and devise a policy mechanism where the highlighted challenges are addressed. This would ideally require more coordination and collaboration between policy designers at the top and policy implementers on the ground. Currently, there is a crisis of disconnect between both of the above stakeholders.

Key words: Policies, Implementation, Challenges, Crises.

Introduction

Pakistan is a multilingual and multiethnic country where so many regional languages are spoken but each region specifies its regional language which represents its cultural and ethnic setting. Urdu is the national language and lingua franca in Pakistan (GOP, 1998; Rahman, 2005). Moreover, Urdu being the national language, has been declared as a medium-of-instruction up to matriculation level, in all provinces irrespectively especially at government schools (Rahman, 1997). The language critics and linguists emphasize on the mother tongue for the medium of instruction to achieve learning purposes (Skutnabb-Kangas, 2009). Vygotsky (1978) Views that Socio-Cultural Theory finds learning and cognitive development as rooted in the social environmental interactions where the learners interrelate with other partners in the collaborative environment. This theory further suggests that the learner must be given conducive environment so that the learner may find maximum interactional opportunities with fellows, teachers, and others. To bring a quest for language, students of language should be provided a rich-interactional environment and other activities. Vygotsky (1978) Suggests that children are

thinking and meaning-making is generally constructed and appears out of their social interactions with their environment. Skutnabb-Kangas (2000) Suggests that the children in mother tongue will reproduce their linguistic and cultural minority. On the other hand, English is considered as the language of success and economic value that it has social mobility and job oriented nature nationally and internationally (S. Canagarajah & Ashraf, 2013; GOP, 1969, 1998; Mahboob, 2002; Manan, David, & Dumanig, 2017; Rahman, 2004, 2005). But English in Pakistan is used by elite class to hold their monopoly exclusively to access the domain of power (Rahman, 2004). The teachers are not themselves well-versed, trained and qualified in the English language, some have the poor academic background or knowledge of respective English subject or language and there are challenges for them to teach English to the students (Coleman, 2010; Manan et al., 2017; Shamim, 2008). There are four types of education levels in Pakistan which include Government Urdu medium school, private elites English medium school, low fee private English medium school and Dini madrassas for religious education (Coleman, 2010; Manan, 2015; Rahman, 2004, 2008). According to (Rahman, 2005) there are three categories of English Medium Schools in Pakistan (i) Elitist Public School and Cadet Colleges which are stately patronized (ii) the second category is private elite schools while the third (iii) category is no elitist Schools. In the first category comes, Federal Public Schools, Cadet Colleges, and Schools of the armed forces. These Schools are specifically for the elites and armed forces children while the civilians can send their children on self-finance basis, the first category of English Medium Schools are under the Subsidy and Patronage of Government the second Category of English Medium Schools is for the wealthy elites, these Schools are for 'A' and O' Levels Students and Studies while Schools run without the patronage and subsidy of the state. The last category of school's is inferior to both above types which are usually joined and preferred by Middle class of society and this is also devoid of the official or state subsidy or patronage (Coleman, 2010; GOP, 1959, 1998; Rahman, 2005; Shamim, 2008). The design of English texts and the provision of memorized written answers to questions about those texts mean that the classroom teaching practices of English neglect the proficiency skills as speaking, listening and critical reading. The English instruction particularly in government schools – have a tendency to impart the English language using bilingualism approach because the teachers own competence in English is the poorer because they have low confidence in their own competence to deliver better English (Coleman, 2010, p. 45).

 According to Rahman (2005) there are 65 different kinds of languages spoken in Pakistan and among them, 6 are major and 59 are minor languages. Since Urdu is recognized as the national language while English is practiced as the official language. English is used in the domains of power which are the networks of the administration, judiciary, military, education and media through which the distribution of goods and services and other gratifications is controlled (Rahman, 1996). Coleman (2010) Reports that in government schools education is free of cost and the students are facilitated with textbooks free of cost. The same author adds that the teachers are well-qualified and classes are smaller. However, government school teachers more frequently remain absent from their duties. Despite their huge salaries government schools produce the poor learning outputs. A student in a government school requires more time to learn. (Coleman, 2010).

1.1.Urdu and English in classroom in government schools

In Pakistan, Urdu is the medium of instruction in government schools, English is the medium in elite private schools and English is claimed to be the medium in non-elite private schools(Coleman, 2010; Rahman, 2004). In Pakistan Of the 71 other indigenous languages, only

Sindhi has an official role as a medium of instruction in primary schools in Sindh and Pashto is used in government schools in Khyber Pakhtunkhwa Province while English is a compulsory subject from Year 1(GOP, 1998). Consequently, much depends on the availability of teachers; while the students cannot learn English alphabet in their five years in primary school (Coleman, 2010). The same author adds that the ongoing English Urdu policy forms many flaws.

Ellis (1985) defines input as "the language that is addressed to the L2 learner either by a native speaker or by another L2 learner and his interlocutors' (127)." Krashen and Terrell (1983) also debates learning input in their input hypothesis. The same author argued that the learning of a second language required access to comprehensible input in the target language, and the input should extend beyond learners' current competence. Krashen (1985) postulates that 'humans acquire language in only one way as by understanding message, or by receiving 'comprehensible input'…that contains structures at our next 'stage' structures that are a bit beyond our current level of competence. Brown (2007) Explains that learning a second language is a lengthy and complex process. He views that the whole person is influenced as we struggle to get beyond the limits of our mother tongue and into a new language, a new culture, a new way of thinking, practices, and operations while many factors are involved in the learning process. Moreover,Vygotsky (1978) views that the socio- cultural facts play a pivotal role in trying to determine the whole process of learning. The socio cultural, background of the parents, their literacy level are highly important in making learning atmosphere an academic and productive.

1.2. Classroom English: practice and function

1. Existing literature reports that there is no practical function of English at government school level and the students cannot learn with its full skills while the government school teacher function is only nominal to prepare the students only for examination (Coleman, 2010). There has been a shortage of trained and well-qualified English Language teachers in Pakistan (Shamim & Tribble, 2005).

Coleman (2010) views that there is a common perception that the teacher has no command on English subject, they have no teaching passion and competence to achieve those learning and feedback based output and goals. The student's English learning is based on cramming the main lessons for examinations. So at government school level English has been taken an examination subject.

1.3.Objectives of the Study

To investigate the challenges English teachers in the government schools, face in teaching English, and seek their suggestions for the improvement of policy and practices within the government schools.

1.4.Research Questions

1) What challenges do English teachers face in the government schools in Quetta city?
2) How could English Teachers' problems and challenges be overcome in the government schools in Quetta city?

1.5.Research Methodology

In this study mixed research Methodology is used which combines both qualitative and quantitative process in data collection of research inquires and data analysis(Creswell, 2009). This study aims to investigate the challenges faced by English teachers at government schools levels from class 6 to 10th. The research sites for this study were 13 Government Urdu medium Girls and Boys school in Quetta city which is the main largest city and capital of Baluchistan

(Province) in Pakistan. The major largest segment of population and social class send their children to these government schools (Coleman, 2010).

As the study is conducted at the government Urdu medium boys' and girls' schools, the participant or respondents were mainly male and female English teachers at these schools, the teacher may be divided in to two categories as male and female. In the same way, the students were observed in the class when their English teacher was teaching them. However, the main stakeholders in this study were still teachers whose perceptions carry weightage because they are directly linked in practice of classroom teaching process .consequently, teachers were consulted, interviewed, and inquired through questionnaire administrative investigation. Their perceptions and views regarding challenges were noted down during interviews and questionnaires individually. In the same way, the teachers as respondents were selected from grades 6 to 10 on the basis of probability random sampling from government Urdu medium boys and girls schools. The questionnaire administered to the total number of teachers were 140 among them 80 were female while 60 male who responded to the questionnaire items. These all respondents were giving classes differently from grade 6 to 10 at these schools. The questionnaires were administered equally in uniformity but female respondents responded in higher percentage as 80% while the male percentage was 60% but for this study the requirement of probability random sampling through questionnaire administration which was initially planned to be 100 as 50 for male and 50 for female but the numerical difference was that female respondent strength exceeded from 50 to 80% who were noticed and observed more enthusiastic and willingly more interested in taking part in this study. Comparatively, some of the male respondents were observed to be indifferent to some extents on accounts of their academic or natural tendency towards this study.

Table 1: Number of respondents

Group/categories of respondents	Number/strength as per category	Instruments used for data collection
Teachers (Male)	60	Questionnaires :60 Interviews:03
Teachers (Female)	80	Questionnaires :80 Interviews:03
Total respondents	140	Questionnaires: 140 Interviews:06

The numbers of the teachers interviewed for this study were 06 who were 3 male and 3 female from different Government Urdu medium schools of Quetta city. All these teachers were teaching English as a curriculum subject from class six 06 to 10 at Middle and Secondary levels. The process of the interview was to know their professional skills such as pre-service and in service training, their experience of teaching, the pedagogical Methods ,teaching strategies and their academic qualification ; their perceptions about textbooks, about student's feedback and class participation; about the students proficiency levels such as reading, speaking, listening and writing skills in the class. In the same way, they were asked about the institutional challenges or issues which they faced during English subject in class room at school levels. All the teachers were interviewed in English language .Semi-structured technique was used during interviews. The interviews were conducted in their class rooms and offices. These teachers were selected by BPCS (Baluchistan Provincial Public Service Commission) as SSTs (Secondary School Teachers) the name of teachers interviewed and name of schools were kept confidential as part of ethical consideration.

The qualitative and quantitative tools were employed in multiple ways. These instruments were questionnaire, interviews which were further followed by observation in research field such as

class room observation and formal and informal meetings with respondents. A Questionnaire was designed for this study which was specific to the objectives of the study. This questionnaire was self-made. The design of questionnaire was based on many phases and process for validation and cross validation to determine face validity. In this process 4 to 6 experts were asked for their consultancy if the questionnaire was valid to measure what it was supposed to measure (Cohen, Manion, & Morrison, 2003). The same technique was applied for determining content validity which Cohen et al. (2003) have stated as the questionnaire items must cover the whole aspects of research phenomenon.

1.6. The data analysis phases

1. Data analysis during the interviews conducts Questionnaire administration and Observation.
2. Analysis of survey Questionnaire with tabulation, computation process of SPSS.
3. Transcription of Audio taped interviews and coding minor and major themes.

1.7. Theoretical Framework: Top-down & bottom-up policy

As the study comes within Dynamic Theoretical Framework; within the scope of Dynamic approach in which all the stakeholders are taken on board and consulted ,the concept of a new dynamic and micro-level approach to research on language policies and practices(Spolsky, 2009).Language policy and development is as multifaceted as a multilayered 'onion', a metaphor Ricento and Hornberger (1996) used to claim for the dynamic nature of any language policy. In the same way, Spolsky (2004) defines that language policy includes all the "language practices, beliefs, and management of a community or polity". There occurred a new Research approach, which Menken and García (2010)state as 'the new wave of language education policy research', that centers on 'agency in implementation'. The supporters of the new approach call for dynamism, an approach that advocates the central role of stakeholders in policy making processes; they emphasize that language policies should be understood from the operations real practices (A. S. Canagarajah, 2005; Garcia & Woodley, 2009; GOP, 1998; Hornberger & Johnson, 2007; Ramanathan, 2005). Language policy is ''dynamic'' and ''more multilayered'' as there are ''many individuals involved in its design and implementation''; therefore, language in education policy research should shift focus from top-down government policies to bottom-up policy structures focusing on ''local school administrators, teachers, students, parents, and community members''(Manan, David, & Dumanig, 2016; Menken & García, 2010) . The main part of research focuses on macro-level top-down national language development and the purpose of language difficulties (Haugen, 1972).In the same way, the more critical approaches explored the procedures that language policies sidelined languages and communities, and prolonged social inequities and injustices (Phillipson, 1992; Phillipson & Skutnabb-kangas, 1996; Tollefson, 1991). Dynamic approach has been applied as a Theoretical Framework to analyze the Government school Teachers' views about English language teaching in school based on official Education policy, to analyze the current English-medium education policy specifically from the viewpoint of stakeholders' (teachers) views, teaching and learning practices . The study analyzed that all the stakeholders have not been taken on board and consulted for policy making.

Before the implementation of any new education policy design of syllabus or textbook all the stake holders teachers and students are consulted and their suggestion regarded by the policy makers. In the same way an effective process of trainings and refresher courses are launched over the curriculum syllabus and textbook contents but in Baluchistan new Education policy if made, it is implemented by the government, the stakeholders particularly the teachers are not

consulted. The English textbooks from class 6th to 10th have been changed but the teacher have not been trained over the course of English textbook contents which is challenge for English teachers of Govt. schools in teaching and learning practices. Such situations surely lead to an academic failure and education policy drawback or fallacy. There is a general consensus of disagreement over the policy teaching English from grade one permanently from school teachers an account of Govt. Language education policy making operational is 'dynamic' and 'more multilayered' as there are "many individuals involved in its creation and implementation. Consequently, language in education policy research should change concentration from top-down government policies to bottom-up policy making focusing on "local school administrators, teachers, students, parents, and community members,"(GOP, 1998; Menken & García, 2010). Unilateral approach in policy making, unavailability of training over the new courses of English, non-participation and consultation of the teachers in the selection and design of course contents of the English textbook. The top down bottom of approach based policies of Government are criticized for cause and reason of creating challenges for English teachers in teaching and learning practices. such policies, implementation based management have been condemned largely to be responsible for academic failure of both English teachers and Government School students while such official conservative or traditional approaches and tactics have been unanimously proposed to be replaced with dynamic approach in which all the stakeholders are taken on board such as teachers, students, educationist, parents, and policy makers. The students do not show interest in the English textbooks because the contents are tough mismatching of the lesson contents and their exercises. The same way, the   lessons are considered lengthy, time taking and boring. Consequently, the students do not show an effective individual participation in the learning practices such factors again cause challenges for English teachers to teach with devotion and interest.

Results and Discussion

1.8. The Challenges

Challenges mean a difficult process which requires mental and physical struggle. According to Cambridge Dictionary (2015)"the situation of being faced with something that needs great mental or physical efforts in order to be done successfully and therefore tests a person's ability".
The factors which cause difficulties in the process of teaching and learning, usually making it a challenge for English teachers to perform a teaching task that requires great mental and physical efforts to accomplish often with unsatisfactory outcomes. Analysis of the data suggests that broadly teachers face a number of challenges.

The Institutional Challenges

Factors which caused challenges for English teachers were that they have not enough time to complete the whole course during an academic year. The lessons in the English textbooks are lengthy and followed by complicated exercises which are again a challenge for a teacher to complete the syllabus. Aly (2007)analyzes the report of the 'National Education policy Review team 2007' that The structure of textbook in Pakistan are both marked by the poor context and contents, such low standard situation is even highlighted by the research survey of Federal Ministry of Education that the textbooks and learning materials are underdeveloped the training process in an official way is also inactive (Aly, 2007). The textbooks are designed with illogical and traditional materials which are not knowledge-based or critical contents oriented but nature of the textbook contents are typically marked by the old, Conservative and historical approach which cannot meet the current challenges (Aftab, 2012). There are usually large size and overcrowded classes which is a great challenge for the teacher to manage the English teaching

and learning activities, consequently, all the students cannot participate in learning activities, the teacher cannot attend each student individually and it is very difficult to get feedback from the students. The class size in Pakistan differentiates the Government schools of Urdu medium and the private English Medium schools: In private schools, the number of the students in the average large class in Secondary Classes is 45 to 43 but it is larger in Urdu Medium Government Schools which is 61 to 61. In the same way, he analyzes the usual class six in English Medium private School as 41 to 87 and the strength of the students as 50 to 74 in government Urdu medium schools. The teachers are not provided academic or teaching material such as Audiovisual Aids, multimedia or digital or print media for better academic outcomes. Teachers are not trained and they have no professional's skills to innovate or update their teaching strategies. For better teaching outcomes, it is important to motivate and select better figures for teaching in the same way to provide such teacher better professional training for change or innovation in education and teaching system (Galton, 1996) .For effectiveness and reform in education system, the teacher's training the foremost step for innovative quality in the education system of Pakistan (Hawes & Stephens, 1990). At very small scale, the Government conducts some short trainings for the school teachers. There has been a three -day schedule training for all teachers of all subjects collectively at one and the same space and time such as conducted by PITE (Provincial Institute for Teacher education) or at NIM (National Institute of management). The context or the content and nature of such trainings for a huge teaching body remain the same .Usually, such trainings are ineffective, insufficient which are commented as irrelevant and not matching to each teacher professionally and his or her respective subject individually. Such small scaled trainings are conducted by Government or often with the mutual coordination of UN or international organizations. The government does not consult the teachers for making education policy or textbook design and change in the course of the syllabus. Consequently, paving the way for the mismatch between policy and practice.

The statements from for investigating institutional challenges were put to analyze the exact perceptions of the respondents were in sequence. The statements were computed, analyzed by SPSS while frequencies and percentages were summed and calculated by MS Excel.

The respondent's perceptions have been analyzed and the percentages of the statement have been discussed.

Problems of Capacity Building and Administration

Many institutional factors exist which cause difficulties for the Govt. School teachers in teaching and learning activities. The syllabus and the lessons are lengthy which cannot be completed during an academic year; large sized classes; Training issues for the teachers and irrelevant subject teachers teaching English without relevant qualification, experience and training. Teacher's views, suggestions and proposals, as the main stakeholder, have not been taken or consulted.

2.4 Training for English teachers

For better teaching outcomes, it is important to motivate and select better teacher for teaching .In the same way, to provide such teacher better professional training for change or innovation in education and teaching system (Galton, 1996). Mundial (2006) Analyses of the Global monitoring reports, 2006 that the existing Global tendency is both towards quality and quantity in education system to meet the future challenges and over the teaching challenges. For effectiveness and reform in education system, the teacher's training the foremost step for innovative quality in education system of Pakistan(Hawes & Stephens, 1990) .The progress in the pre-Service teacher training and education can lead to improvement in the professional

qualities of the teachers, so all the states are required to bring innovative steps for reforms so as to produce quality in education and overcome challenges in teaching particularly, in professional ways. In pre- service training the facilities and management for the teacher enhance the quality and betterment in teaching learning process (Aspin & Chapman, 1994). The provision of teaching and learning practices and effectiveness is leading towards better outcomes in the learning skills and task solving abilities in education (Sallis et al., 1999). The pre- service training are conducted by the Government Elementary Colleges While in-Service trainings are Administered and conducted by the government in each province respectively in separate manner. For training the training offering body PITE (provincial Institute of teacher Education) is offering in service training to all teachers in each province. The private schools manage and administer their own method of training in their private capacity which is only conducted in most influential schools such, as grammar, convent and city and bacon house schools in their various branches to all provinces respectively(Aftab, 2012) .As English is a foreign language in Pakistan and it is learned in institutions academically from various English textbooks, designed under official education policy implemented and taught by national curriculum. The teacher or the students have no any cultural or linguistic ties with English other than learning or teaching environment from the institutions on official level. The main and prime plan of policy makers globally is to emphasis the approach of change and reform in the education system (Hargreaves, 1994). There has been a shortage of trained and well-qualified English Language teachers in Pakistan (Shamim & Tribble, 2005). Innovative steps and reform process showed be focused for quality and enhancement in education process(McLaughlin, 1998). The rationale behind asking this statement was to investigate the teacher's views if they have been trained before the implementation of the new education policy or if there is any training policy program for English teachers at all. Consequently, the data suggest that (n=129 disagree 34.1%) respondents disagree with the statement and believe that they have not received any training for teaching English from class 6th to 10th at school

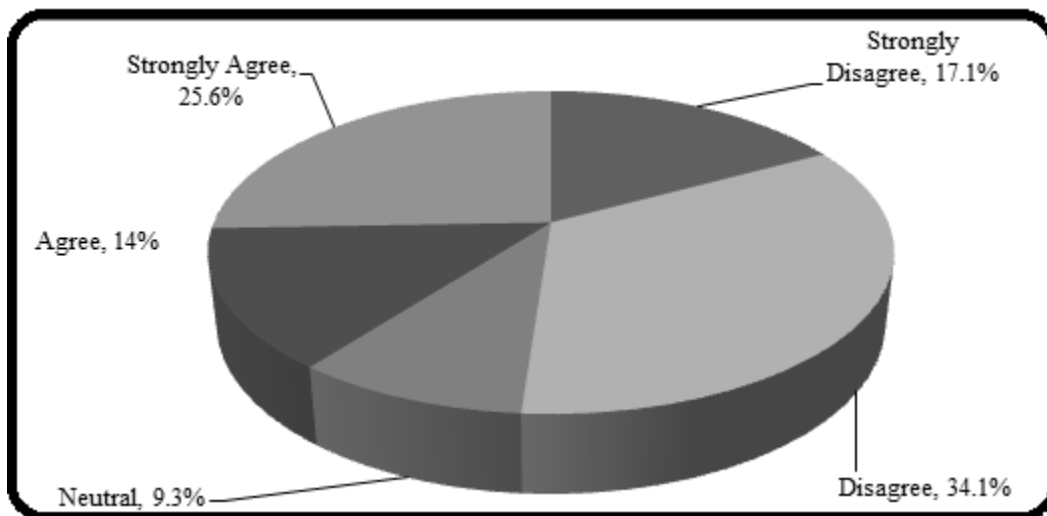**Figure 1: Respondents perception regarding the Training courses in English teaching**

Table 2: Respondents perception Percentage regarding trainings for English Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	17.1	17.1	17.1
Disagree	44	34.1	34.1	51.2
Neutral	12	9.3	9.3	60.5
Agree	18	14.0	14.0	74.4
Strongly Agree	33	25.6	25.6	100.0
Total	129	100.0	100.0	

2.5 Management of large sized classes

At Urdu medium schools, there is usually tendency of large sized classes which creates mismanagement during teaching. Due to high strength and crowd in the classes ,many academic and learning activities get missed teaching process (McLeod, 1989). When the issue was asked through the survey, the respondents perception in percentage was as that (n=129 disagree 35.7%) of the respondents view that There is large sized classes with large strength of the students at Govt. Urdu Medium Schools.

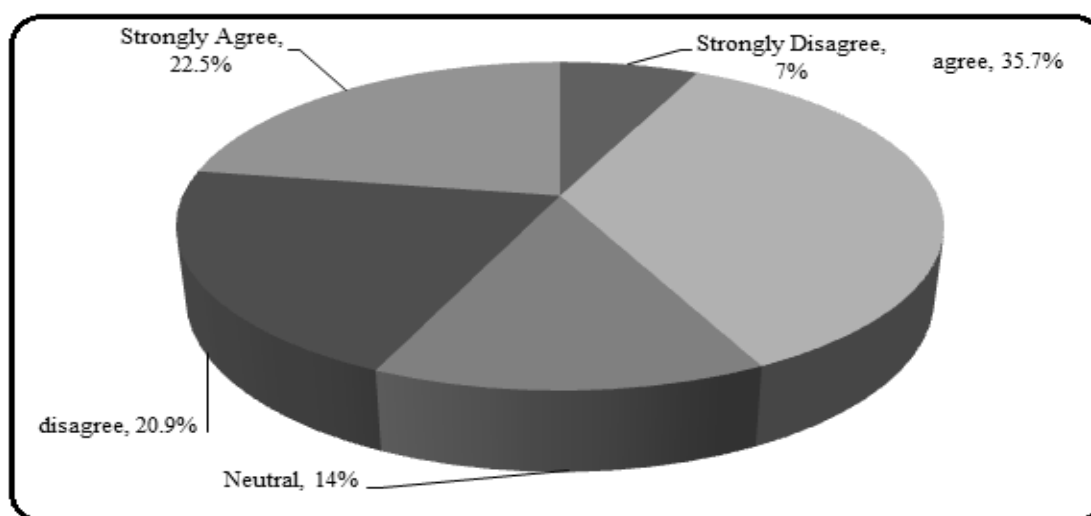**Figure 2: Respondents perception regarding Large or overcrowded classes**

Table 3: Percentage of respondents views for large or overcrowded classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	7.0	7.0	7.0
agree	46	35.7	35.7	42.6
Neutral	18	14.0	14.0	56.6
disagree	27	20.9	20.9	77.5
Strongly Agree	29	22.5	22.5	100.0
Total	129	100.0	100.0	

In such crowded classes, with more than 60 students seating usually get arranged but at some places, the students' strength exceeded to 82 which caused disturbance, to teach, communicate and get feedback in teaching learning processes. Some of the classes were observed in which were disturbing because both the teacher and the student could not take interest in academic process. Regarding mismanagement, improper handling of the teaching activities, the teacher respondent in Interview pointed out about the mismanagement of large classes as

> "The strength of the students in my class is usually more than 60; we have usually large size classes at Government Schools. It is not easy for me to control the class or manage the English teaching activities properly. I cannot attend each and every students of my class, in this way, there is some time mismanagement, improper handling of the teaching activities and consequently, there is no proper or the

desired feedback or outcomes from the students in my class because the students themselves cannot take interests."

The things such as any teachings or learning activity cannot be seen vividly (Long, 1977).Too much noise is made by large number of students in such large sized classes (Nolasco & Arthur, 1986) .In large size of classes, the teaching activities cannot be organized by the teacher in well justifiable manners (Coleman, 1989; Hayes, 1997; Nolasco & Arthur, 1986) .The learning practices in such teaching environment remain less effective. In such environment of large size classes, the teacher cannot deliver teaching materials or take feedback from students or analyses their presentations because of the timing issue for teacher to deal with such large member of students (Nolasco & Arthur, 1986; Peachey, 1989; Watson Todd, 1999). Some affective factors are emerging with such large size student class where the teacher is discomforted and dissatisfied because of burden and stress (Coleman, 1989).

RESPONDENT-8. In her open-ended expression, Stated that "the important issue is one that the large size class and large strengths of the students in a small class room. The high strength of the students in classes should be minimized to an ideal and reasonable level."

2.6 Textbooks and Instructional Approaches: Pedagogical Concerns

As in observation of the English classes, interviews from the teacher respondents, the data suggest that the new English textbooks have been designed with complex grammatical terms and vocabulary even the teachers do not understand such complicated terms to teach .The data of the questionnaire survey when analyzed, suggests that (n=129 agree 44.2%) of the respondents view that the English textbooks, especially for class 9th and 10th have been designed in mismatching and there is identified irrelevancy between unit's contents and its exercises. A respondent in this regard viewed as

"the syllabus changes and replaces with many tough and complicated contents but the teachers are not trained over the new textbooks, as a result, the students do not understand, in such conditions, the outcomes will be zero." (Teacher .26)

In pedagogical terms, the data of the questionnaire survey suggest that (n=129 agree 51.2%) respondents face challenges in teaching English textbook and language activities. The students face problems in all proficiency skills such as English reading, writing, speaking and understanding. A teacher viewed in this way,

"The students of 9th class face problems in all proficiency skills such as English reading, writing, speaking and understanding." (Teacher respondent .4)

The textbooks are designed with illogical and traditional materials which are not knowledge based or critical contents oriented but nature of the textbook contents are typically marked by old, Conservative and historical approach which cannot meet the current challenges (Aftab, 2012). In some of the lessons in class 9th and 10th there is repetition of instances of as conditional sentences of class 9th page 72 and class 10 pages 103 are the same and repeated. The data of the questionnaire survey suggest that(n=129 agree 55.8%) of the respondents pointed out that the arrangement of the textbook contents have not been designed in logical way from easy to difficult but from difficult to difficult to difficult even more difficult. The terminologies such as the imagery, figure of speech, similes are included which cannot be learned easily by Govt. Schools students. The students cannot pronounce the words correctly though the teachers teach phonetic and phenology and know the rule of pronunciation because the students have no exposure to English learning oriented facilities either at home or at schools. A respondent in this regard viewed as,

> "There are included complex grammatical terms and vocabulary in English new textbook, in reality, even the teachers do not understand such complex terms not speak of the students." RESPONDENT-3.

The structure of textbook in Pakistan are both marked by the poor context and contents, such low standard situation is even highlighted by the research survey of Federal Ministry of Education that the textbooks and learning materials are underdeveloped (Aly, 2007). As for English proficiency skills specially, speaking and understanding, the students are helped by the print and digital media which are not available at Govt. Urdu medium schools. There are complicated lessons followed by lengthy exercises consequently the teachers do not have enough time to complete these units though they teach the basic grammar such as tenses active voices and passive voices, the students do not understand this basic grammar because they have not any prior knowledge about it and the teacher cannot focus all the basic grammar because of time factor.

The designed Textbooks in Pakistan are not caused towards refining on the linguistic requirements of the learner, viewing whether or not the learner is at the positive development level to learn the target language structure. (Warsi, 2004). The same author further views that suitable English Language textbooks can bring quality in learning.

The authorities of Government and Education can play a key role in publishing textbooks which are designed relevant to generative Grammar and structural Method, including with suitable pictures and ordered Exercise. Luckily, everywhere, there is an excess of English language textbooks, making it relatively easier for educators and policy makers in Pakistan to make these materials according to the learner's level of ability and exact academic objects (Warsi, 2004, p. 6).

A report on textbooks by OECD (1994) analyzed the contents of course books along with fallacies and shortcomings in English teaching materials. They report that English textbooks cannot encourage or motivate the students and cannot move their interests and such course books or texts cannot appeal to their intellectual capacity for changing their minds to creativity. These textbooks are designed in the poor language without dated contents. Such textbooks cannot prepare the students for further challenges but cannot make them creative or intellectual for future prospects. Such textbook can only prepare the students for examinations. The same author says that

There are many instructive complications in school textbooks, the concerns of which on students are huge. Many textbooks have been designed with the main concepts obscure, unclear, with ambiguous arguments lacking logic, explanations are lacking, and the focus is on rote learning and blind care to the power of the teacher and the textbook, and the requirements of examinations. These are all solid peculiar to inquiring minds that pursue understanding and truth via objectives facts, logical opinions and discussion (OECD, 1994).

2.7 Infrastructure's and students' problems

At government schools, there is usually lake of infrastructure; there are large number of the students and poor seating arrangements that cause disturbance in teaching process.

Some time, there are seating issues; there is very congested or small spaced rooms in which large number of students cannot be roomed or accommodated. The students feel uneasy in such large classes (Hayes, 1997).there are the unavailability of Teaching Aids; lack of well-equipped Digital Libraries; Multimedia with sound system which is the requirement of present day teaching and learning practices. The seating arrangements are the poor and found not satisfactory at Govt. schools. in such classes all the students cannot find the opportunities, to present or speak

and the students often talk in or use their respective mother tongues while the teaches usually pay focus to individual learners (Coleman, 1989; Woodward, 2001). There are usually associated the problem of discipline, seating, space, stress to teacher created by heavy classes, teaching staff shortage such as teacher feels exhausted after giving class to such large size classes and he cannot spare some free time for student's assessment consequently, the students cannot fully participate in learning practices in teaching process (Al-Jarf, 2006). In Pakistan all the above problems exist, especially in Urdu Medium Schools which are causing teaching challenges for teachers.

2.8 Other subject teacher teaching English

In Pakistan, usually, the English teachers are qualified with master in English Literature or language from any HEC recognized university which is requirement to teach English at College level (Mansoor, 2003). There are many irrelevant subject teachers who do not have the relevant English qualification and teaching experience to teach English at Govt. schools which is a serious academic flaw and mismatch between policy and its practice. Such teaching and learning practices become challenge for the students and surely leading to constant academic failure. In the context of Baluchistan, at School level, the English language or as a subject is taught by SST General (Social Science Teacher) who has come to this post through PCS (provincial Public Service Commission) where B.A /B.SC or equivalent degree in Bachelor of Arts & Science is required while at school level for teaching English is not necessarily considered, if the English teacher is Master Degree Holder in English or not. There has been a shortage of trained and well-qualified English Language teachers in Pakistan (Shamim & Tribble, 2005). In the same way, in all Government Schools of Baluchistan including Quetta City, there have been and are, service wise, experienced teachers who teach and can teach English as a subject at School level irrespective of teacher's qualification or requirement of Master Degree in English Language or literature.

2. Limitations of the Study and future direction

This fact may be established that this research is not free of certain limitations. The researcher believes that a diverse and relatively expanded sampling would have served a lot better in terms of getting much deeper insights into this issue. However, due to constraints of time and resources, the researcher could not manage to opt for a diverse form of sampling which could ideally have included students, parents, and government authorities, who take most important decisions about teacher training and their capacity building. Finally, a survey of the other districts of Baluchistan would have helped gather more information about the challenges which teachers face there.

Given the afore-stated limitations of this study, the researcher would like to put forward a couple of recommendations for those researchers who might need to work on the same topic. They could reach to teachers from across the province so that they could explore more about the challenges, and probably identify better solutions for addressing teachers' challenges in the respective areas.

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