



Teaching Problems of Female English Teachers in English Classrooms in Peshawar, Pakistan

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Abstract- This research investigated the problems faced by English teachers in teaching at secondary level in district Peshawar. The instrument of the study was a questionnaire, which was administered to the female English teachers. The sampling was made on 'Simple random sampling'. The pilot study of the research instrument was carried out on content and construct validity. The reliability of the research tools was tested on 'Cronbach's alpha'. It was action as well as descriptive research study. The data were collected from 55 school teachers and it was analyzed on frequency, percentage, mean, standard deviation, and t-test. The findings indicated that female English teachers performed their duties without physical facilities while they were well qualified and competent for teaching but due to no professional training, they had the classroom management and control problem while teaching. Some other factors were also revealed like no proper knowledge in pedagogy and due to which they were tamed to motivate and encourage students for learning. In overcrowded classrooms, they had the problem of teaching and making students understand and that obstructed to keep eye on every student all activities. It is recommended for the education department and policy makers to facilitate female English teachers by necessary equipment's which they use on daily basis in the class and appoint at least two more teachers to divide the burden of the class. Heads may request to be polite with talented and hardworking teachers with encouragement and motivation. The research consists of different questionnaires, which have been taken from different school teachers of Peshawar district. Other comments of the teachers were lake of interest of the students in English, irrelevant syllabus taught by different schools at Peshawar. Covering of syllabus by teachers is very hard as they have heavy workload at school time.

Keywords: Teaching Problems, Female English Teachers, English Classrooms

I. INTRODUCTION

The growing need of the English language makes it even more important to learn it. According to Paik (2008), English is perceived as an indispensable tool in order to live in the global economy; therefore, the demand for learning English language is speedily increasing. Despite the need and importance of English language, it has been observed in the context of Pakistan that students, who have strong command over the English language, can easily seek admissions into renowned educational institutions. On the other hand, students who lack proficiency may not have the access to the well-reputed educational institutions. Moreover, in Pakistan, English is the language of all competitive exams. Lacking proficiency in the English language disadvantages the students (Zeeshan, 2013). According to Jimenez and Rose (2010), without any systematic effort, students in the process of learning English have no hope of acquiring the kinds and amounts of social, cultural, and academic capital that they need to move into higher education or some significant work.

Teaching has the major role in the acquisition of English language. According to Patil (2008), teaching English is not only transmitting knowledge to the students; instead, it is to enable them to read, to speak and to write with fluency. However, in Peshawar, the situation is not so different from the other rural areas of Pakistan due to linguistic diversity in the region. According to Economic survey of Pakistan (2015), KP is one of the fifth and considered the most under privileged province of Pakistan because of poverty, unawareness and lack of education.

In Peshawar, a number of local languages are spoken such as Pashto, Hidko, Urdu and Saraiki. This multiculturalism may pose many challenges especially for the English teachers teaching at government schools located in KP. A multi-lingual classroom has elements like regional language, the local language and learners' mother tongue (Malone, 2007). Previously, there has not been any study conducted to explore the challenges faced by the female teachers, teaching English language in the multilingual classrooms such as in KP. This is the very first time a study is designed to investigate the challenges faced by the English teachers and also to explore the strategies the teachers employ to cope with the challenges in Peshawar,

Pakistan. Unfortunately, school based teachers' development activities are also lacking in this context and teachers are not given a chance to attend any training based on English teaching. The study has implications for the English teaching and learning in Peshawar, Pakistan. This study helps both the English teachers and students regarding teaching and learning strategies, which can be used in the multilingual classrooms. Multilingual classrooms are considered as the biggest challenge for the English teachers and students not only in Peshawar, Pakistan but also in other parts of the world. The teachers and the students face a number of problems due to different local languages spoken by the students in the classrooms. Multilingual classrooms are not easy to handle and sometimes it becomes very difficult for the English teachers to cope with the challenges.

Khan and Khan (2016) conducted a study to explore the challenges faced by the English teachers and students in the multilingual setting of district Mianwali and district Bhakkar, Punjab Pakistan. The participants were college students and teachers. Results of the study revealed that college students find difficult to learn English due to the untrained teachers, education policy, examination system and lengthy syllabus. Haukås (2016) analyzed in his research the problems of a multilingual classroom in Norway. Twelve teachers were selected for the study including 6 Spanish, 4 French and 2 Germans. The data was collected through focused group discussions. The collected data was transcribed and coded for themes and patterns. The findings of the study revealed that learning a third language is entirely different from learning a second language. Teachers claimed to use their students' linguistic knowledge of English and Norwegian language while teaching the third language.

Likewise, Abongdia and Foncha (2015) carried out a study to analyze the challenges faced by pre-service English teachers, teaching English in East London, South Africa. The participants of the study were eight pre-service English teachers. The study was qualitative and it focused the problems faced by the student teachers while teaching English language. The study emphasized on learners' discipline, resources, classroom management, supervision and observations. The results of the study suggested that teaching practice prepares the student teachers for their classes; it further suggests that placing the student teachers at the end of the year at schools is not a good proposal because it is a critical time for both the students and teachers. The study recommended that universities should work hand in hand with schools to assure that the institute supports teachers and students. Tufail, Kanwal, and BadarToor (2015) conducted a study in district Pakpatan, Punjab, Pakistan to investigate the challenges faced by the learners while learning English language. The participants were 60 teachers teaching English language at different public and private schools. The finding of the study suggested that there should be teachers hired from the universities to conduct workshops for the English teachers teaching in schools. LartecBelisario, Bendanillo, Binas-o, and Cammagay (2014) figured out the strategies used by the teachers in a multilingual classroom in Baguio city, Philippines. The participants were 12 kindergartens and grade 1 teachers. The data was collected through a semi-structured interview protocol. The recorded interviews were transcribed and coded for themes and patterns. The findings of the study revealed that teachers are facing many problems due to language diversity in the classroom. The study recommended that there should be trainings for the English teachers to teach in the multilingual classrooms in an effective and interesting manner.

Ismaili (2015) in his study analyzed the ethnic conflict in Macedonia. The study was conducted in South East University, which is the only university to provide an opportunity to the Albanian and Macedonian students to study in their mother tongue or choose English as a medium of instruction. Since the teachers and the students both belong to different lingual and cultural background so, it becomes challenging for the teachers to teach and the students to learn English. The data were collected through a questionnaire and classroom observations and were analyzed using qualitative and quantitative methods. The findings of the study revealed that students had positive attitude towards the use of L1 in the class. During classroom observations, the students found frustrated if the instructions were given in English language only. The study suggested that L1 should be used along with English language in the multilingual classrooms.

Gopang et. Al. (2015) examined the foreign language learning anxiety in one of their studies conducted in a university at Lasbela, Baluchistan, Pakistan. 240 participants were randomly selected for this research including 214 males and 26 females. The data was collected through two questionnaires and were analyzed using ANOVA and SPSS. The results of the study showed that students feel hesitant to speak in English because they are afraid of committing mistakes, which is the biggest hindrance in learning English. Dhillon and Wanjiru (2013) focused in one of their studies on the challenges of teaching and learning English in Kenya. The participants were 20 teachers and the data were collected, through a questionnaire and semi-structured interview protocol. The results of the study illustrated a number of challenges in learning English in the multilingual setting of Kenya. It was suggested that teachers need to be trained enough to teach English language in a multilingual setting. Similarly, Noom-Ura (2013) investigated in one of his studies the challenges of teaching and learning English in three provinces of Thailand. The participants of the study were 34 secondary school teachers. The data was collected through open-ended and closed-ended questionnaires and was analyzed by frequency distribution and percentage. The results of the study

revealed that local organizations and higher education should improve the situation of English teaching in Thailand.

The study recommended that there should be professional development trainings, workshops, seminars and study trips for both the teachers and students not only in Thailand but in other countries as well. Akram and Qureshi (2012) determined the challenges faced by the English teachers and learners in one of their studies in district Vehari, Punjab, and Pakistan. Punjabi is commonly spoken language in this region. There were 100 teachers including 45 females and 55 males who participated in this research from four different colleges of district Vehari. The data was collected through a questionnaire and was analyzed using SPSS. The findings of the study revealed that teaching and learning English language becomes more difficult due to its difficult pronunciation and vocabulary. The study suggested that English should commonly teach at school level since the very beginning to the students so they may feel comfortable while learning it.

Teevno (2011) figured out the challenges faced by the secondary school English teachers and students in their classrooms. The study was conducted in NaushahroFeroz, Sindh, Pakistan. The participants of the study were 11 English language teachers, 6 English experts and 70 secondary school students. The data from the teachers and students was gathered, by focused group discussions and a questionnaire and the experts were interviewed. The results of the study showed that there are no proper trainings of the English language teachers; the syllabus was difficult and not according to the needs of the learners. This is why the teaching and learning English both are badly affecting in this context. Previous studies show that teaching English language in the multilingual setting is the biggest challenge of this era. The past studies suggest that English language teachers should be trained so, they may teach English language in an interesting and effective manner.

II. STATEMENT OF THE PROBLEM

The study determined teaching problems of female English teachers in English classrooms in Khyber Pakhtunkhwa, Pakistan.

III. OBJECTIVE OF THE STUDY

The objectives of the study were:

1. To investigate the female English teachers' problems in the classroom.
2. To make remediate solution for the English teachers to address problems.

Significance of the Study

The study is significant because female English teachers are facing problems in the classroom environment and their teaching methodology have such gaps that need to modify and make the teaching effective for the learners and reach the demanding needs of English language, literature and grammar learning skills. The study is beneficial for the Elementary and Secondary Education, textbook boards, policy makers and English teachers.

Delimitation of the Study

The study was delimited to:

1. Govt. Girls Secondary Schools.
2. Govt. Schools of District Peshawar
3. Session 2019-20.

IV. METHODOLOGY

It was an action research by nature and the data was collected, through a structured questionnaire, which was administered for the female English teachers of Peshawar District.

Population

1. No. of Govt. Girls High Schools of Peshawar District = 55
2. No. of Female English teachers of Govt Girls High Schools of Peshawar District = 55

Sample of the Study

The sampling was made on census sampling technique and according to this 55 questioners were delivered and return response was 33.

Tools of the Study

The tools of the study were a structured questionnaire, which was administered for the female English teachers of Peshawar District.

Tools Development

A questionnaire was developed in which different types of questions were designed for the female English teachers through, which we got different types of information regarding problems faced by female English teacher of Peshawar District.

Data Collection Procedure

The questionnaire was designed in which different types of questions was given to the female English teachers regarding problems faced by female English teachers during classroom of Peshawar District and later on collected.

Data Analysis

The questions were categorized and the responses received were put in the table and reasons and graphs were prepared accordingly.

V. REVIEW OF LITERATURE

The field of second language learning is a wide area linked with other areas of studies such as Psychology and Linguistics. The multidisciplinary nature of this field makes it challenging for linguists and researchers to claim how second languages are learned (Mitchell & Myles, 2013). Different researchers offer various points of views to explain the process of language learning. However, this study was conducted within the framework of Vygotsky's (1978) socio-cultural theory. Vygotsky (1978) viewed learning as a social phenomenon in which individuals' learning takes place as a result of interaction with one another, particularly with more knowledgeable others such as parents and elder siblings who have more knowledge of the world around the learner.

The standard of education of a country intertwines and determines its position among other nations of the world. In this regard, countries with high achievements in the fields of education and research lead the world. Education influences living standard as it turns the population of a country into useful human capital and works as an agent of positive change (Hoodbhoy, 1998).

In this section, a brief view is presented of literature on second language learning. Before we go further in the discussion of language learning, it is important to highlight the difference between 'language acquisition' and 'language learning'. To understand the difference between two terms, Saville-Troike (2006) relates an example of two individuals; one is a small child learning to speak unconsciously in the natural environment of his home and second, a student in a classroom who is studying rules of using English as a second language under the supervision of his teacher. The first instance may be taken as a clear picture of language acquisition while the second one is that of language learning (Saville-Troike, 2006). There are two broad categories of approaches which provide explanations of the process of second language learning in two different ways. The first category comprises researchers who primarily see the language learner as an autonomous individual and for them, second language learning is an internal, cognitive process similar to any other type of human learning. On the other hand, the second category of theorists view learning of a second language as necessarily a social phenomenon and believes that humans learn languages as a result of interaction with fellow learners or peers.

Grammar Translation Method is one of the most popular ways of teaching English in Pakistan (Shamim, 2008; Durrani, 2016; Khan et. al., 2015). 60 3.6 Grammar translation method (GTM): The use of GTM for instruction is, generally, linked with teaching of classical languages such as Greek and Latin. In the Grammar Translation Method, a learner is exposed to extensive use of reading and writing to translate texts from one language to another and grammar rules are taught explicitly to assist the second language learner to understand language.

Khan et. Al. (2015) consider that GTM is a teacher-centered method of teaching English language which is easy for teachers to adopt. In this method, native language plays a scaffolding role on which teachers predominantly depend during their teaching. A frequent use of native language makes it easy for teachers to explain a concept and for students to understand it quickly. However, the method is not as simple as it seems because the learners' mind is occupied by two languages at a time in this method which may create issues for the learner.

Second Language Acquisition

Second language acquisition means learning of any language other than mother tongue which could be helpful for learning or any other purpose. In the whole world second language acquisition is adopted for different purposes. Developing countries adopt English as second language mostly because English is an internationally recognized language which helps the English speaker in almost every aspect of life.

Importance of Medium of Instruction

The Language is a collection of meaningful sounds adopted by the people of any region to understand and communicate their feelings to other people. Encyclopedia Britannica (2012) define language as combination of the alphabets and words, its articulation and the way they are combined to interact with the community.

Adoption of Medium of Instruction In Pakistan

In almost all policies and commissions, it was discussed and concluded, that medium of instruction should be Urdu, which is National Language and familiar to primary level students. One-step further, it was discussed and reviewed that medium of instruction at primary level can be mother tongue like in Sindhi in Sindh, Pushto in NWFP (now KPK) and Balochi in Balochistan. This was concluded, only after discussing for months, keeping in view the result of standards of other countries and experiences of the implemented policies, that results of mode of instruction have drastically positive outcome in understandable and familiar language of students at primary level to keep their interest intact in the study and relation with schools and education.

Medium of Instruction in Government and Private Schools

In Pakistan, there have been two medium of instructions, in government schools, Urdu was medium of instruction and in private schools, English was medium of instruction. This practice was applicable until 2010. Now, Government of Punjab has changed medium of instruction as English from Urdu from Primary level. Before this, English was taught as subject but now English has been adopted as medium of instruction. All syllabus has also been changed and newly printed for implementation of policy. Teachers and students are two direct associates who are involved in the process of education. Change of medium of instruction has affected both teachers and students at primary level.

Children of any region of the world learn language according to their region and environment with ease and they prove themselves better communicators with the passage of time. If in this early stage, they are given a task within the environment fully facilitated to learn any language other than their mother tongue they would learn this second language very quickly and easily as compared to any elder person either he is literate or illiterate.

Problems as a Result of Prevailing Society

We are living in a society where everyone of us like their daughters/women to be treated and taught by female nurse and teacher but intensively hate and dislike our women/girls/female to part in education or services hence the matter seems quite ambiguous

Problems as a Result of Economic Conditions

Owing to getting a smaller amount of financial support, the side of education system has remained the most under paid and poor in performance especially in female. This fact has rendered the education sector as the most unattractive profession in the country. Teacher community, being the most finically poor in society, often look for other sources of earning such as going abroad for working and run their own businesses at the cost of their professional integrity. In this regard teachers are less motivated towards and take least interest in their school duties. In many cases teachers get salaries without attending the schools because of their businesses. This has retarded the process of quality teaching and learning in schools (Shahzadi and Perveen, 2002).

Problems as a Result of Household Activities

Sometimes, due to huge family and laborious work the female teachers become so busy and involved, they do not pay full attention to school and teaching profession although Govt has done much to uplift the miser and pity conditions of teachers but still much efforts and determination is required to overcome this problem (Riasat et. Al. 2005).

Problem as a Result of Social Recognition

It is considered one of the main pillars of a society (Adams, 2001). In some countries teaching is taken as the most honorable and lucrative profession. In developed nations teachers are adored and occupy a reverential social position in society. However, in Pakistan teachers, particularly school teachers, in theory are exalted but the reality is the other way round. In Pakistan, teaching profession does not enjoy a great social status in the society. Teaching is considered the most underpaid and less attractive profession as compared to other professions like medical or engineering and so on.

Problems as a Result of Lodging and Amenities

Female Teachers cannot have enough money to rent out houses on payment which is given to them and by a hair's breadth make their living. Due to non-availability of executive housing female teachers, they make extended absentees and are not capable to carry out their duties with complete concentration and happiness.

Problems as a Result of Frequent Transfers

Female Teachers in Pakistani schools are constantly at the sweet will of education officers and school administration. The transfers are usually made on the basis of favoritism and nepotism. Due to this practice most of the teachers remain in high mental agony, disturbance and pressures (Khan, 1980). Often transfers

to remote areas are made to teach a lesson to the teachers who are either disobedient or have affiliation with opposing political party.

Problems as a Result of School Culture

Relationship and coordination amongst female teachers and with their executive staff is vital for creating an atmosphere of reliance and efficacy. Be short of friendly relations affects the process of effective schooling and learning. In some cases principals or head teachers give favors to only those female teachers who admit their dictations without any hesitation and appraisal. Teachers who question them or ask for more support are deliberately overlooked and ignored. This perform has given birth to suspect and demotivates some of the teachers who hate smooth talk. Normally school principals run schools like a kingdom, least encourage coordination among the staff, and have lack of vision (Government of Pakistan, 2001).

Problems as a Result of Community Involvement

Teachers are not given due respect in their society that is why teaching profession is constantly losing its respect and qualified people join other professions. Only people having low caliber and ability join teaching profession. Schools are community in miniature. Teachers are important change agents, mentors and academic leaders of the society. In Pakistani, government, schools the concept of parental participation is very poor. Teachers normally face negative remarks form the parents' side as any (ill) performance of the students is related to the performance of the teachers only (Muhammad, 2002).

Problem as a Result of Overloaded Classes

According to Kahlid (1998) the out of reach working circumstances in Pakistani schools have added to teacher suffer exhaustion. There are no measures of work in some schools either due to the ignorance of the administration or laps on the part of female teachers to find out the procedure of work. In the mass of schools, mostly in far-flung areas, there is being short of female teaching staff. This overburdens other teachers in the schools.

The Problems as a Result of Physical and Learning Resources

The lack of teaching and learning aids in schools creates difficulties in the teaching process especially for female. Some girls' schools even do not have basic aids such as black boards, attendance registers, offices, libraries, laboratories and up-to-date books. Even the majority of girl's schools have lack of classrooms. In majority of girls schools there are no proper playgrounds for the physical development of students and teachers (Qureshi, 2002).

Problems as a Result of Coordination and Cooperation

Teachers remain at the receiving end in all areas, e.g., in making of curriculum or any other education policy. Teachers participate only in the implementation not in the development part. This ends up in the creation of a culture of blame-game. There is even lack of coordination between teachers and principals (Zafar, 2003). This lack of coordination in view of Ashraf, (1983) has stopped discussion on different problems in schools as well as that of teachers. In this regard no effective measures can be taken to resolve vital issues at the school level.

Problems as a Result of Prevailing Curriculum

Curriculum development in Pakistan is a centralized activity. Curriculum is developed and schools are supposed to implement it without any manipulation. This tradition has left the teachers ignorant of many aspects of the curriculum which ultimately affects not only their own performance but also the process of teaching and learning in schools. In many cases teachers are not aware of the aims or goals of the curriculum for certain levels. This creates gaps between understating of the curriculum and its effective implementation. However, in developed countries teachers are invited to participate in the process of curriculum design and development. Their inputs are considered vital for the right direction of the education system (Government of Pakistan, 2001).

Problems as a Result of Textbooks

Textbook development is highly specialized area in curriculum development. Female teachers in Pakistani girls' schools face problem of instruction due to non-availability of quality textbooks. As teachers are expected to cover the syllabus before examination by all means, they, in order to overthrow the burden from their head and due to lack of understanding, resort to only reading and preaching the books without taking into account the vital aspects of schooling and learning such as development of various skills (communication, analysis, reflection) of students and enhancing their knowledge in an effective way (Khalid, 1998).

Problem faced by female English teacher in teaching English at secondary level is a wide area study. Female English teacher has many problems in their routine duty. She has constrained in her duty from the society, Government, Education policy makers, economic resources, household activities and political interferences. Our country is a developing country and the last 70 years we cannot pay proper attention to the education side. The level of education has been decreasing day by day as a result our country has lower literacy rate in the Asia countries.

From the above fact, we have observed that Pakistan is one of the causes of education downfall is the Government does not pay the required attention and the teachers specially female teachers face individual problems.

VI. DISCUSSION

Majority of the teachers are of the opinion that there are inadequate physical and material facilities that adversely affect their teaching. Similarly, teachers are also not satisfied with the required facilities. The most common visual aids that are available in schools is black board, charts cards etc. Advanced audio visual aids such as computer, overhead projectors, television, tape recorders TOFFEL and IELTS cassette proper English books and guide books CDs for English conversation etc. are not provided to secondary schools which play an important role in making teaching effective and interesting.

Teachers are not properly qualified and trained to teach English. Most of them are simply BA, B.Ed. Some of them have done M.A, but in other subjects such as Urdu, Science, Chemistry etc. No refresher courses are arranged for them. There is lack of professional preparation of teachers. There is no proper guidance for them. They have no aptitude and interest in teaching English. More over student's weak background of English make it difficult for English teachers to teach properly.

Moreover, due to overcrowded classes, individual attention is very difficult to be given in the classroom by English teachers. So far as the workload of individual English teacher is concerned It is greater in the schools of District Peshawar as compared to the schools of settled area.

The most frustrating and disappointing situation is that majority of the teachers recite textbooks in the class. What the teachers do, they just explain the text in Urdu and explain certain grammatical rules. They dictate answers to the questions. The students have to memorize all grammatical rules and answers but they are unable to write or say just a single grammatically correct sentence in their own words. This situation adversely effect in the achievement of desired goals.

As far as the nature of the present curriculum (2006) is concerned majority of the English teachers are of the opinion that it is lengthy, cannot create interest among the children and is opinion based. It does not help to develop the four basic skill of English language that is listening speaking and writing. It helps to develop only reading skill. It is also observed that majority i.e. ninety percent of English teachers are not very much aware of the objectives of teaching English, which adversely affect the teaching of English.

Most of the teachers have given the opinion that almost all the co-operate with them. Moreover, they have good relation among their colleagues. On the other hand, the main problem faced by the teachers i.e. No parents-teachers' meetings are arranged in their school and parents. Those who are mainly responsible for guiding their children at home, they do not take enough interest in their children's education. Further, they do not co-operate with the teachers to solve the problems faced by their children. The main reason for their behaviour is poor educational background and poor social and economic conditions.

Another problem faced by the English teachers of the secondary school is the lack of interest of the higher authorities in solving their problems which results in the hindrance of teaching learning process go smooth. In government institutions, students come from different middle schools. There are no specific teachers to teach English so when they are thought at secondary level the students do not understand the level of English.

Self-practicing at home or with friends is at zero level, the students are shy of speaking English with friends or in society, and no is there to encourage them to do so.

VII. RECOMMENDATIONS

On the basis of the findings and conclusions some recommendations made by the researcher are briefly given as under:

1. Number of teachers should be increased in order to minimize their work load.
2. Funds should be increased in order to provide, all physical facilities such as guide books, English language cassette.
3. Each secondary schools where English as a subject is taught should be provided three English teachers with relevant qualification and training in English language so that they could be in a better position to teach English effectively at secondary level.
4. If the teacher has not studied English at master level, she should be given intensive grooming in both subject matter and pedagogy. Such measures should be taken on short-term basis while the long term strategy should aim at the provision of English teachers who are both academically and professionally qualified to teach English subjects at school level.
5. The English teachers should be encouraged and motivated by Providing them incentives, better service condition, developing their professional competence through training, making attractive academic environment of the institution.

6. In service, training and refresher courses may be arranged for the teachers to improve their teaching techniques.
7. Improve their knowledge of English. Every teacher should get at least one chance during every five years of her service to undergo a short training course relevant to his field. Summer vacations should be better used for this purpose.
8. Steps should be taken to reduce the number of students in each class. Their number should not exceed thirty so that the teacher may be able to give individual attention to each student.
9. Due to overcrowded classes both the students and the teachers face unhygienic and psychological problems. Less number of student in each class helps the teachers to give individual attention to each student. Attempts should be made to open new sections where the number of students in each classroom should not exceed 30.
10. Teacher should be given at least two periods in his daily time table for checking the students work.
11. It is very necessary for the parents to spare some time and go to school to discuss with the teachers the progress of their children. Mutual co- operation of teachers and parents is very essential in the interest of their children. For this purpose Parents Teachers Association (PTA) should be established.
12. The economic status of the teachers must be raised. Better packages should be offered to them in order to raise their social status which would attract talented and qualified people in teaching profession.
13. Higher authorities should be more responsive to the problems faced by the teachers. Also their behavior towards the teachers should be more sympathetic, positive and encouraging. This would give confidence to the teachers and they will work with more devotion and concentration.
14. Due to advancement and improvement in technologies, the government or educational institutes must develop a software for English learning so that the students are encouraged and their shyness may be removed.
15. Government should arrange proper English teachers at middle and primary level schools so that they can provide a good base of English of students at these level.
16. The teacher should not use second language in the class, all the conversation should be made in English. If someone mistakenly speaks wrong pronunciation or difficulty in speaking English, he/she must be encouraged.

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