



**RESEARCH PAPER**

**A Descriptive Analysis of Applied ESL Teaching Techniques: A Comparison between Public and Private Secondary Schools**

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This article describes the existing English language teaching pedagogical interventions prevalent at randomly selected forty public and private sector secondary schools, eighty teachers and the classes they teach by administering two research tools namely questionnaire and classroom observation checklist which were piloted before administration. The results reflect the gap between perception and practices especially in the public sector schools where mother tongue is in vogue rather English to improve the language skills of the students whereas private sector schools go for using different pedagogical interventions along with technology to enhance the English language skills of the students. The study recommends that there must be a separate language teachers' cadre in government sector and a responsible part be given to teachers training institutions so that proper English language teaching may be ensured and students may be able to get maximum benefit of the monitoring by those teachers training institutions

**Introduction**

English has surely become the language of 21<sup>st</sup> century in the light of the need of a global language. Hence, we see that the numbers are approximately, speakers of English; range from 100 million to one billion and at any rate, McArthur (2002) makes out "firmer facts", which underline the unchallengeable status of English as a world language. It shows that presently we can use the terminology- globalization of English language. It is also necessary to bear in mind that schools, public or private sector, claim to teach English (ESL, English as a second language) through English as well as through technology or teaching aids required in accordance with the need of the subject matter by considering the today's academic demand that captures the attention of parents to send their

children to the right place to get education at a place where English is given priority both in spoken and written form. In this context (Agostino, 1999; Berrien, 1998; Cuban, 1986; Oppenheimer, 1997) say that technology is by all accounts being investigated for some inborn capacities to help educators instruct, assist students with learning and on a very basic level change the social and instructive setting of classrooms.

Hence, the study aims to find out that what methods/techniques/teaching strategies/pedagogical interventions are in vogue for the teaching of English as a second language at public and private secondary schools. Hence, the study intends to compare and contrast in vogue ESL (English as second language) methods/techniques/pedagogical interventions at public and private sector secondary schools in the light of the latest teaching trends required in the teaching of English language in the present educational scenario. It further aims to reflect major differences, if there are, in the same field pertaining to English language pedagogical interventions at public and private secondary schools.

### **Material and Methods**

The study is a descriptive research and conducted on randomly selected eighty teachers of 40 male and female public and private sectors' secondary schools of Lahore district. A questionnaire (*Appendix-A*) and a classroom observation check (*Appendix-B*) list were used as tools to collect data which were piloted before their administration. Pre testing was conducted on 4 teachers and in accordance with the research needs the questionnaire was modified and finally fifteen question items were selected by keeping in view the second tool, classroom observation checklist, The alpha reliability of the tool was .9374. The researchers observed the classes of four teachers to test the initially made observation checklist. On account of experience and findings, by deleting and adding some more observation items, final checklist was used containing fifteen observation points and the alpha reliability of the tool was .9132.

### **Literature Review**

Present is the era of Internet and related information technology. We have entered a period in which language and correspondence will assume a more focal part than any time in recent memory in monetary, political and social life-exactly at a crossroads in history that a worldwide language has arisen (Gradoll, 2000). During the most recent decade instruction has amazingly extended and brought world networks exceptionally nearer by causing the worldwide a town where individuals to have quick association with send and get data. In that 'worldwide' town, the current time is molded by an enormous advancement of information, which prompts a blast in instructing and learning (Wallace, 1991) and which requires the language instructors, at the degree of recharged data, to keep a nonstop and supported proficient turn of events.

Globalization is an influencing force everywhere in the world. It makes us more aware that, along with the prescriptive slogan 'think globally, act locally', there must, as so aptly put by Hogan (1996), be the additional critical observation that we also 'think locally, act globally'. Language acquisition is very much like the cycle youngsters use in getting first and second dialects. It requires significant associations in the objective language-regular correspondence in which speakers are concerned not with the type of their expressions but rather with the messages they are passing on and understanding. Blunder amendment and unequivocal educating of rules are not applicable to language obtaining (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973), yet guardians and local speakers can adjust their expressions routed to acquirers to help them comprehend, and these alterations are thought to help the procurement cycle (Snow and Ferguson, 1977). There has been a developing insight that the English language, especially in a considerable lot of the Third World Countries 'will keep on developing, in the broadness of its uses and the quantity of its clients, for just inasmuch as the individuals who use it believe it as their own belonging, with its own scope of employments, its own assortment of clients, its own arrangement of etymological highlights (Pride, 1982).

Educators can't disregard proficient development as it increases the instructive expectations, which spins around the issue of giving equivalent and adequate freedoms to everyone (Hargreaves and Fullan, 1992), so the instructors need to constantly outfit themselves with the information and abilities to improve effective freedoms for their understudies. Besides, the idea of instructing requests that the instructors participate in vocation - long proficient turn of events (Day, 1999) as encouraging mastery develops over the range of a profession (Tom, 1997). English as a subsequent language instructing/learning in our general public is acquiring comprising progress due to various reasons. As Curtis proposes (referred to in Bailey, Curtis and Nunan, 2001), keeping up to date with the quickly advancing field of ELT is a legitimate purpose behind taking part in proficient turn of events. Along these lines, Pachier and Field (1997) recommends that being a successful unknown dialect educator requires a promise to stay aware of the improvements in the field and a readiness to take part in ceaseless expert turn of events.

Further, Coskuner (2001) contends that English language educators ought to have the option to fulfill the assumptions for consistently expanding number of understudies by utilizing around date encouraging techniques performed skillfully with devotion and energy. To accomplish this reason, they ought to be worried about ongoing information and appreciate numerous elements and factors that control and oversee the learning and instructing in the study hall setting.

It is because of this reason that English language teachers are expected to have updated professional knowledge about language teaching and learning process. They have to maintain professional standard by knowing various

techniques required to teach English to school students as the true learning age for language seems to be from 5 to 15 years. Clark (cited in Hargreaves & Fullan, 1992) suggests that proficient advancement is essentially 'a singular excursion'; notwithstanding, practically all instructors need help and backing during that venture from associates or managers to upgrade their own turn of events, by which they can acquire an inside point of view on other educators' encounters and raise their mindfulness through considering their own circumstance. Now, Edge (referred to in Bailey et al, 2001) noticed that working in seclusion keeps educators down and emotional experience imparted to nobody can't add to their turn of events, however through the quality coordinated effort, instructors get an opportunity to escape from subjectivity and reach a few determinations in regards to their encounters and sentiments.

Then again contemplates tending to the significance of shared learning networks considered gathering undertakings as pivotal for language learning (Tatlah, 2014). They kept up that interactional learning supported solid collaboration and talk that thusly drove language learning. For example, Goatley, Brock, and Raphael (1995) tracked down that intriguing ELLs to join local English-speaking book clubs improved ELLs' language abilities and permitted them to share their way of life. Such examination proposes that understudy connection advances the development of a local area that supports more prominent language use. Zeroing in on local area building systems appears to improve language learning in any event, when all understudies in the gathering need English capability (Joyce, 1997).

## **Results and Discussion**

A majority of teachers claims that they are trained, professionally or academically, then why the results of tool No. 2 reflect that a majority of public school teachers don't teach English the way it is assumed to be taught such as through pair or group work, etc. As the results reflect that public sector secondary school teachers appear to be qualified and have received in-service teachers' training during their professional career but seem to be less communicative as compared to private sector school teachers who are not given in-service training as public sector school teachers are concerned. The subjects, public sector, use lock step teaching technique whereas private school teachers prefer to interact with their students in English language and start classroom proceedings in English language. Results reflect that majority private sector teachers conduct classroom proceedings in English language which is the outcome of the use of direct method; an approach suitable to ensure the learning of the target language. Such application has been found missing in public sector schools whose teachers are trained but it may be possible that the examination system, prevalent presently, does not demand the students to display competency of listening and speaking skills of English. But in such a case private sector schools' students also pass through the same system and it has been seen that teachers try to give the students exposure to listening and speaking skills of English during the classroom teaching.

The results also enable us to understand that private sector teachers try to assess students' performance in the classroom by giving them instant feedback of their work which shows that it is an effort of teachers' part to provide independence of learning to the students of secondary level which they need in their future academic and professional life. Minimum use of mother tongue has been observed in private sector schools during the teaching of the target language but public sector teachers mostly prefer to use mother tongue for the teaching of second language which may hamper the learning of English language skills. Language activities are surely attached with the use of various teaching strategies and the results show that private sector teachers use latest ELT latest intervention in language teaching but despite being trained public sector teachers appear to be using outdated methods of teaching English language that may ensure good pass percentage in the exams but not in active use of second language in future academic life of the students.

Teachers of the private sector schools display their communicative competency while teaching in the class so far as English language is concerned as for the teaching of foreign language, such as English, different methods/teaching strategies are required so that it may be ensured that students are learning English language skills required for secondary level because sound foundation could further their efficiency in advanced language learning. Teaching with one method or strategy only does not do as many teaching aids or activities as these are required while using latest pedagogical interventions for the teaching of English. Results reflect that public sector school teachers rarely use different teaching strategies with the help of teaching aids in accordance with the need of content they teach (Tatlah, 2015). Students' academic needs vary while learning a second language and it is the use of variety of teaching techniques is an effort on teacher's part to address academic needs of the students individually as well as collective need of the learners.

But results show lack of collaborative teaching on the part of public sector schools' teachers which may hamper independent English language skills' learning. Monotonous language teaching may get students shy for which they may take many more years to overcome but if English is taught with a variety of ways with the help of teaching aids based on language learning activities it may help students become independent learners. The results of the study (tool No1.) reflect that public sector teachers responded that they get the students engaged in interactive and collaborative teaching/learning process so that the students may be able to become independent learners so far as language skills' learning is concerned but results (tool No.2) show that the same teachers are not found teaching English in a collaborative way instead they use lockstep technique which makes the teacher dominant in teaching and learning process.

## Findings

**Table 1**  
**Teachers Response**

Sr. No	Observation Point	Public & Private	Yes	No	To some extent
1	Do you have appropriate academic qualification to teach secondary classes?	Public	35	1	4
		Private	30	4	6
2	Do you possess professional qualification required to teach English to secondary classes?	Public	25	5	10
		Private	22	8	10
3	Do you have theoretical knowledge of English language teaching?	Public	34	2	4
		Private	35	3	2
4	Do you teach English by using English as medium of instruction?	Public	23	7	10
		Private	32	5	3
5	Do you have sufficient knowledge and skills to teach English as a second language?	Public	27	2	11
		Private	33	2	5
6	Do you know teaching strategies required for the teaching of English as second language?	Public	31	2	7
		Private	35	1	4
7	Do you think you generate interest among students for the learning of English?	Public	32	1	7
		Private	36	1	3
8	Do you use direct method of teaching to teach English?	Public	35	2	3
		Private	37	1	2
9	Do you think grammar translation method is helpful to enable students to learn English language skills?	Public	25	7	8
		Private	5	33	2
10	Do you think different teaching aids generate interest among students to learn English language?	Public	24	6	10
		Private	33	1	6
11	Do you think pair work, group work and individual tasks are equally helpful to achieve teaching objectives?	Public	20	10	10
		Private	34	1	5
12	Do you assess students' proficiency regarding English language in the class?	Public	27	3	10
		Private	37	1	2
13	Do you think language activities are attached with various methods of teaching English as a second language?	Public	15	15	10
		Private	35	1	4
14	Do your students speak English in the classroom during the classroom proceedings?	Public	20	8	12
		Private	28	6	6
15	Do you think Urdu can be used for the teaching of English as a second language?	Public	20	8	12
		Private	28	6	6

**Table 2**  
**Classroom Observation Checklist**

Sr. No	Observation Point	Public & Private	To some extent	To great extent	Not at All	Always	Occasionally
1	Teacher starts with greeting students by using English language.	Public	5	5	10	15	5
		Private	5	10	2	10	3
2	Teacher announces learning objectives	Public	2	3	25	5	5
		Private	8	7	3	16	6

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3	Teacher remains interactive while starting classroom proceedings.	Public	5	2	20	3	10
		Private	12	10	2	10	6
4	Teacher connects classroom proceedings with previous lesson.	Public	5	3	22	5	5
		Private	8	10	6	12	4
5	Teacher speaks English while giving introduction of the lesson.	Public	5	5	27	5	3
		Private	18	6	4	10	2
6	Teacher uses direct approach to teach lesson.	Public	2	3	28	3	4
		Private	5	15	5	10	5
7	Teacher only depends on students to work in the classroom for learning English language.	Public	2	1	33	2	2
		Private	5	5	10	10	10
8	Teacher uses mother tongue while making students understand language items.	Public	4	4	26	4	2
		Private	2	3	25	5	5
9	Teacher applies various strategies to enable students to learn English in case they feel problem.	Public	5	5	25	2	3
		Private	8	8	2	20	2
10	Teacher only focuses English language for classroom proceedings.	Public	3	1	30	3	3
		Private	8	8	4	15	5
11	Teacher takes assistance of teaching aids to make learning easy.	Public	5	5	22	4	4
		Private	5	5	1	23	1
12	Teacher teaches English through different activities to improve language skills of the students.	Public	3	3	27	3	1
		Private	5	5	3	25	1
13	Teacher assesses students during the classroom proceedings.	Public					
		Private	5	5	1	25	4
14	Teacher prefers collaborative teaching and learning during the session.	Public	5	5	25	2	3
		Private	8	8	2	20	2
15	Teacher gives feed back to students in the classroom and assigns tasks for classroom and home.	Public	3	3	27	3	4
		Private	3	6	2	26	3

## Discussion

The study was designed, by considering the importance of English language in the current educational scenario, to know the existing mode of pedagogical interventions applied for the teaching of English at secondary level by public and private sector secondary schools' teachers. It further intended to compare and contrast in vogue ESL (English as second language) pedagogical interventions at public and private sector secondary schools in the light of the latest trends required in the teaching of English language in the present educational scenario.

The first research question for the study was that are the teachers academically and professionally trained to teach English as a second language to secondary classes at public and private sector secondary schools. A majority of

public and private sector secondary school teachers possess required academic qualification as the results reflect but at the same time those who don't possess feel that they are qualified enough to teach English to secondary classes. Similarly they also possess professional qualification required for secondary school teachers. Teachers are of the opinion that they do have sufficient theoretical knowledge so far as English language as concerned. A majority of the teachers, both public and private sectors', possess required academic and professional qualification needed for the teaching of English at secondary level as the results show. The government sector teachers are frequently imparted in-service training as and when required in the light of the different in-service teachers' training programs. In the Province of the Punjab an apex institution shoulders this responsibility and at the

On the other hand private sector claim to have required training but a large number of teacher still feel that they need teachers training to have such skills deemed necessary for the effective teaching of English language at secondary level as the results manifest. But the research question has been answered by the respondents because most of them say that they possess required requisite professional and academic qualification needed for secondary school teachers, or teachers teaching English at secondary level.

The study tried to find out that whether the teachers use English as a tool for classroom proceedings so that language skills' enhancement of the students may be ensured. As discussed above it is important to mention that foreign language teaching requires consistency and update knowledge of the language instructors. English is taught in our education system as a foreign language which makes its teaching a challenging task because it is not one side process but two ways as both teacher and taught are to shoulder responsibility equally.

But it is the language teacher that steers the boat of language learning in the right direction and it is done with the help of different language teaching techniques by realizing them with language activities/task which is to be done in the classroom where students are to reflect language learning in the class before the language instructor but in the light of the results of the study it has been observed that public sector school teachers prefer mother tongue instead of English language for the enhancement of language skills of the students leaving a lot for students to desire. The use of mother tongue does improve grammatical understanding of the target language but it becomes very difficult for students to improve/enhance their language skills if language is not taught with the use of target language and without the application of latest language teaching interventions which a variety of language tasks/activities to be done in the classroom to improve language skills of the students.

Respondents from public sector schools claim that they possess theoretical knowledge required for the teaching of English language at secondary level but the results of tool No. 2, show that they hardly display the possessed knowledge which is to be reflected actively in the classroom by using English language for all



academic assignments needed to do for English language teaching/learning. Teachers do not try to make students independent learners so far as English language skills' learning is concerned because the over use of mother tongue can hamper their interest for the learning of second language for which teachers are inducted so that good foundation, regarding the use of language skills in the classroom, may be ensured. It is this kind of practice which the students need in the classroom at secondary level for future academic and professional need of English language. It could be inferred that public sector teachers, despite being professionally and academically competent, do not use English as a tool to enhance English language skills of the students where as there has been effort on the part of the private sector secondary school teachers to use English, not as medium, but as a tool to enhance language skills of the students studying at secondary level.

The study surveyed to understand that whether or not teachers practice interactive/collaborative teaching as well as use teaching aids and technology for the teaching of English at secondary level by keeping in view the importance of the English language. But situation is different in private sector schools where teachers do what they claim and students have been engaged in different activities for the learning of language skills as well as trying to get hold on the content which they are to reflect in the examination. It is possible that there are certain other reasons but one of them, expressed by some of the respondents of private sector schools, is that in summer vacation English language teachers are engaged in language learning workshops which are sponsored by the school administration. But there are hardly evidences, except some, of the use of teaching aids and technology which are very important for the teaching of English in public sector schools and no use such things have been recorded whereas private sectors respondents use, to maximum extent, as some of the class are taken in the I.T lab., which seems to be a good effort for the enhancement of English language skills of the students of secondary level. The researchers feel that much work is required to be done in the public sector schools where teachers are qualified and trained but are a bit reluctant to use latest pedagogical interventions required for the teaching of English.

## **Conclusion**

Keeping in view the below mentioned research questions of the study concludes that despite being qualified and trained the public sector secondary school teachers need more training which may be especially designed for the teaching of English in accordance with growing demand of English as a global language as has been demonstrated by the respondents of private sector secondary school teachers. It is possible that private sector school teachers are conscious of their job insecurity and they are consistently monitored by their administration both academically and administratively which may not be prevalent in the public sector schools. It may not be the only reason but it can also be said that there is lack of motivation among the respondents of public sector teachers which is considered

as one of the major requirements for language instructors. It is motivation that can enable the teacher teach a living language even without teaching aids as it generates a sense of belonging among the instructors for the students and the language taught. It can be over ruled that teachers do not know different latest pedagogical interventions required for the teaching of English because it was observed that respondents from both the sectors, public and private, appeared to be confident while teaching English but it was the lack of the application of theoretical knowledge in the classroom which is mandatory for the teaching of English.

### **Recommendations**

In the light of the conclusion the following recommendations are put forward:

1. There must a separate cadre of English language instructors both in public and private sector secondary schools and language teachers must only teach English instead of teaching some other subject along with English language.
2. Government sector secondary school teachers must be monitored by ELT experts and their evaluation should be done on consistently.
3. Teachers should be given training in the use of technology for the teaching of English and computer must be used for the teaching/learning English language.
4. Teachers' training should not be compromised as consistent training is way out to get the teachers on the right track for the proper teaching of English.
5. Head teachers should visit secondary level classes on regular basis so that a sense of responsibility on the part of the concerned language teachers may be generated.
6. The local teachers' training college should be assigned task to monitor language teaching efforts of the teachers as teachers' training institutions are situated in almost all districts in the Punjab.
7. There must be public and private partnership and teachers of both the sectors must cooperate with each other for better teaching of English language at secondary level.
8. Presentation component has been found missing at school level. Hence, it is suggested that students of secondary, at public secondary schools, should be engaged in such activities both in and outside the classroom.

9. Communicative language teaching based curricula be encouraged which may discourage rote learning of language items prevalent among the secondary school students, especially at public sector.
10. There must be concrete actions on the part of the policy makers regarding the implementation of language teaching policy at secondary schools as SSC is the foundation stage which needs teachers to be teaching English the way a living language is taught or expected to be taught.

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