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**RESEARCH PAPER**

**Convolutions in Teaching English to ESL Learners in Pakistan**

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**Introduction**

English is the language of communication with an increasing scope. All around the world in a native country or an ESL country the use and value of English is increasing day by day. English can be considered as a language of the globe. Kannan (2009) stated that English language learning not only facilitates the status of any individual but it also opens up a lot of communicational opportunities in almost all the disciplines of the world. The value of English in foreign countries is similar as it is in the native countries one possibility is that most of the states were under British influence where the native got the urge to learn English language.

In educational arena English has gained popularity in the ESL and EFL countries since its invasion. Now the teachers are trying to elevate the students'

learning in ESL and EFL contexts in order to deal with the upcoming challenges in a better proportion. Teaching of English is an important has been an important concern in ESL and EFL countries because of the reason that English is not the mother tongue of the learners. So, in everyday situations and real life context they find difficulty to use English properly whether in writing or speaking. Textbooks English can give assistance but they cannot comprehensively cover the everyday aspects and situations so a student faces a lot of hindrances. Van Lier (1996) suggests that: "it is useful to regard the classroom as a complex adaptive system" It is important for the teacher to have innovative and creative strategies and technique which can reflect and replicate the real life situations to minimize the level of difficulties of the students regarding English language learning (Long, 1969; Chen, 2007; Nunn, 2011). Teaching is perplexed and multidimensional process as the teacher has to focus upon all the skills like writing, speaking, listening and reading to develop students' second language efficiency. Teachers taught these skills to the students through multiple strategies and skills (Williams, 1995; Oxford & Green, 1996; Philp & Tognini, 2009;). Different opinions have been given by different researchers about these strategies and skills. Nassaji (2012) states that research and teaching has a specific relationship so, researchers and teachers both learn during the process. Crookes, 1998; Jenkins, 2000; Zaman, (2004) stated and supported the researcher and teacher relationship and suggested different methods that can help in learning and teaching process.

If we talk about Pakistan and Pakistani context the country got independence from British rule in 1947 and it was a colonized state. Naturally the value of English is undeniable. Here the society is deeply influenced by the use and importance of English for different purposes. Similarly for educational purposes the input language is English in all the schools colleges and other educational institutions. Teaching and learning both are important components of education. A teacher has many responsibilities in the classroom. If a teacher can cascade ideas, thoughts and feelings he can develop the mind of the students. Keeping in view this one can say that teaching is a process which needs passion and exuberance in order to influence students. A teacher is in search of ideas and methods which can help in students learning. In Pakistan the methods of teaching are still conventional. In the provinces and big cities teachers usually prefer old methods which are prevailing since long for guiding and teaching students at different level. The situation is same and worst in the rural areas where the teachers are only focusing to teach students through cramming technique.

Especially in ESL context the methods are old and conventional and are deprived of latest and modern techniques. The students in the big cities who are studying in colleges and schools face a lot of difficulties in learning English. An important reason here is that the local language may be Punjabi, Sindhi, Baluchi and Pashto which is also the first language of the students. These factors also create problem in teaching and learning and is the reason of a lot of complexities and ambiguities. The issues of students are also the issues and difficulties of teachers.

## Literature Review

Language has always been an important aspect for communicative purposes. In educational arena language has greater value in teaching and learning perspectives. However during teaching a lot of complications and problems are confronted by the teachers. Mekhlafi and Nagaratnam (2011) explored the issues and difficulties tackled by the ESL teachers while teaching grammar. They are of the view that grammar should be taught from early classes with motivation. Haboud (2009) conducted a study which was focused on EFL context. This specific investigation viewed the value of first and second language. It illustrates that teachers usually find difficulty in teaching English because of the language difference of ESL students. Though for EFL teaching the policies are defined yet the learners are not easily digesting the second language learning concepts easily

ESL teaching is an important aspect and it has a lot of issues which are discussed by a lot of researchers. Some of them are of the view that second language acquisition research is important to understand the problems of ESL learning which can later help in all aspects of ESL teaching as well (Larsen 1998, Long,1969,& Pica 1994). The strategies for learning can be best explained as the specific behaviors and thoughts which are used to support learners in comprehending and learning any new type of information (O'Malley &Chamot, as cited in Ganbarzehi, 2014, p.385). Lightbown(2000) said that there is an assumption on the part of the researchers about the utility and vitality of some researchers related to second language acquisition but even these assumptions are not incorporated in the teaching methods of the teachers. The implications strategies should be fair and judicious. Further it is the duty of the researchers to tell the teachers what to teach. Wardhaugh(1969) is of the view that there are some specific theoretical issues when ESL and ESL teaching occurs. He pointed out a gap between the theory and practical issues. Further he states that a good practice in classroom is dependent upon an updated and undisputed theory.

HS Morales - Letras, 2017 performed a study in which he figured out and explains the complexities of teaching English at Costa Rica. He found out that there are contextual, psychological and technical issues that create problems in English language teaching. Likewise

Mohamed (2015) performed a study to investigate the problems in English language teaching in the discipline of engineering. He explored that ESP teaching itself is a strenuous task for the teachers and with the advancement of technology the orthodox methods are now being questioned and challenged.Furthermore a study conducted by Cozma (2015) focused upon the problem of adult learners in learning English and they also found issues of context, language, psychological issues, and parental background restrictions to study English.

ESL teaching has a specific aim and that is to enhance and develop the basic skills(listening, reading, writing and speaking) with the command on grammar,

but that is not the final aim. The ultimate aim is to develop students' competence so that they can use language at their own will wherever and whenever required (Shakibaei & Keivan, 2014). Stern (as cited in Ghanbarzehi, 2014) differentiate successful and unsuccessful learners, she is of the view that successful learners have some important strategies and skills like

- Planning and management technique
- Learners self-intentions regarding their own learning
- Cognitive abilities which include analysis, synthesis and organizing to learn materials
- Communicative techniques which include asking questions, asking for the repetition and paraphrasing, explaining
- Interpersonal skills which comprised of the techniques that a learner uses for the monitoring of his own progress, evaluation and development regarding his own performance.

However there are a lot of other problems while ESL learning as well as teaching situations. As in ESL teaching is difficult because of so many reasons. The study conducted by Kannan, (2009) was on the problems of ESL learners while learning English. He found out that though English is the language of the world and has a wider scope yet the people in India and subcontinent take English as an dreadful subject as they face difficulty in learning, comprehending and understanding it especially in the villages. Hence the teachers and instructors face serious problems in teaching English to learners because of their unwilling behavior. Naseer (2010) explored a lot of issues and the problems at primary level related to English teaching and learning but his study was in Iran.

Keeping in view the various scenarios the researchers intended to find out the issues of the teachers while teaching English in ESL classrooms belonging to Lahore Pakistan.

## **Material and Methods**

### **Research Design**

For this study descriptive design of research was chosen. This type of research is usually use for the description of any population or a phenomenon which is under discussion (Shields, Patricia & Rangarajan 2013.)

According to Krathwohl (1993) the three important functions of the research are explained describe and validate the findings. Descriptive research helps in exploration and supports to organize the particular findings so that they may be adjusted with explanations. All these factors validate the authenticity of the test.

## Sample

100 teachers from various colleges of Lahore were selected using simple random sampling method to be the part of the population. So the sample size is 100 which is the representation of the population of the teachers of Lahore.

## Data analysis

In the current study survey methodology was used for the collection of data. A structured Questionnaire was used a tool for the survey to enquire about the difficulties from the teachers belonging to different areas of Lahore. The questionnaire was purposefully structured to explore the perceptions of the teachers. Later the questionnaire was analyzed through SPSS. Let us view the following table in which different statements are presented

	Statistic	Statistic	Std. Error	Statistic	Statistic
Student show laziness in learning English	92	3.53	.119	1.11	1.27
English Language learning is not welcomed by students		3.24	.143	1.34	1.86
The learners cultural background does not support English learning		4.11	.088	.86	.74
There is Scarcity of latest educational technologies and innovative Methods for teaching English in colleges		3.70	.129	1.25	1.52
Teachers even do not have the facility of Audio and visual aids for teaching English		2.79	.132	1.24	1.57
Students are only focused on the syllabus cramming		3.41	.122	1.16	1.34
Syllabus of English is not pertinent with the level of Students		3.89	.114	1.08	1.16
Latest teaching methodologies are not applied in the Class		3.65	.113	1.072	1.15
Parents illiteracy creates unfriendly environment for the student		4.32	.098	.948	.91
Teachers are bound to teach syllabus through rote learning method only		4.22	.123	1.24	1.54

The figures in the table are presenting the replies of the teachers which were later analyzed through SPSS. It clearly reflects that the teachers in Lahore have to face a lot of complexities and difficulties while teaching EFL classrooms the mean score of all the replies is from 3.53 to 4.32 with least standard error while the standard deviation is ranging from .199 to .123. The low percentage of mean clearly reflects that against each question the participants have given their verdict in clear manner and they have not positively supported the statement of the question. It clearly mirrors that the teachers who are in Lahore encounter issue, problems and hindrances while teaching in ESL context. Importantly it also suggests that in both the cities which reflect different cultural background with different language and

different society rituals and norms the complexities of teaching English is the same. It shows that in general the people of Pakistan specifically the learners are reluctant to learn English because of so many reasons. It also reflects that teachers teaching in EFL context are bound in so many ways that they cannot sometimes deviates from the orthodox

## Discussion

The study explored areas related ESL learning situations and it show that in colleges there are problems in the behavior of the students while learning English language. Usually it is a troublesome activity for the teachers to teach students English as they do not respond and also try to take least interest. Sometimes the syllabus is not practically market oriented which is not related with everyday situations which make the horizon of the student limited and they are confined to cover the syllabus only. Even while covering the syllabus they focus on memorizing it rather than understanding just to achieve marks in the examination. The learning process is a time taking process so at college level it is difficult for the teachers to teach students the basics like grammar, tenses etc. Hence, the poor background knowledge of English works as biggest hindrance in learning English at college level. It is also important mentioning here that even teacher guides are unable to help students come out of these problems as if because of so many reasons a learner is not ready to define a path of learning a teacher with so many issues cannot force learning process another important aspect is the facilities available. Even in Lahore which is an advanced city there is no concept of audio visual aids for intermediate students. Same is the situation in Quetta. There is a strong need for the inclusion and initiation of audio visual aids and other latest methods which attract students for learning. English should be taught unconventionally so that the interest of the students can be developed. Another important aspect is the economic and cultural differences of the learners. Sometimes in the classroom the mindset of the students is just to get success in the examination because their parents want it. As their parents do not know the value of English themselves so the child does not get support from the house. For that reason he is never interested in learning English. Importantly there are some students from religious background and mindset where the parents take English as anti-religion language so they follow them.

It can also be said by viewing the above results that the slip-up is in instructive framework itself as the instructor's objective is to "set up" his understudies for the assessment and not to make them gifted in the utilization of the language they are learning (Subramanian, 1985). Thusly, understudies attempt to get the necessary evaluation and they have no interior inspiration to learn English for different purposes and they move to higher evaluations with various evaluations and levels of English information and even lacking information. As indicated by Khaniya (1990 as referred to in Ghorbani, 2009), "An enormous number of educators assist understudies with adapting to assessments so as to safeguard their notoriety for being acceptable instructors" (p. 51). Instructors' dread

and the related blame disgrace or shame of poor outcomes as a result of their understudies' exhibition in open assessments may lead educators to show English for testing purposes just (Alderson and Wall, 1993). Jahangard (2007) stated that instructors are forced into forming their training rehearses dependent on the requests of across the country tests (Hosseini, 2007). Especially the individuals, who have exclusive standards of themselves, anticipate that their educators should cover every examinable subject. In Iran, the greater part of the understudies request that their English instructors center on reading material endorsed by the Ministry of Education. They dislike the course book yet they realize that last tests of the year depend on them. Their learning perspectives, along these lines, impact the instructors' curricular and instructional information (Ghorbani, 2009; Beattie, 1995). Today, sadly the majority of instructors don't connect equivalent significance to four language abilities and talking aptitude is the most ignored part of the four abilities in unknown dialect guidance. The overall results of this study are in connection with the study conducted by prospectus originators and English educators more spotlight on understanding ability, nearly, they use perusing course books in their study hall, that is the reason the Iranian students learn English language through understanding aptitude and perusing is need expertise among the four aptitudes for the Iranian students in EFL setting (Birjandi et al., 2006).

The overall results of this study are in line with the results of study performed by HS Morales - Letras (2017) who stated that in Costa Rica the major hindrances in teaching English are contextual issues, cultural background of the learners and focusing on rote learning only. The outcomes are also identical to a study conducted by Mohamed (2015) who posit that the use of latest learning methods are required to avoid problems and issues in English language teaching. He also stated that old methods have lost impact on the learners. Finally this investigation ties connection with a study performed by Cozma (2015) which concluded that the major problems upon the problem of adult learners in learning English context, language, psychological issues, and parental background restrictions to study English.

## **Conclusion**

Teaching has always been an important task in the world of education. Presently the methods of teaching are changing with the innovations which not only attract the learners but also give a way out for the teachers to perform and develop as better teachers. In the under developed ESL and EFL countries the situation however, is still grim. Here the methods of teaching as well as the students are still focusing on the old methods for learning and teaching. These methods for learning and teaching English are unsuccessful and thus both teachers and students face a lot of issues during teaching and learning process. The focus of this study however, was to find out the complexities faced by the EF teachers. So it was observed that in Lahore the situation ESL teaching is not easy. The teachers are facing some teething troubles while teaching English to students. There is a need to

develop teachers training programs so that teacher can be trained to teach innovatively. Secondly the aims and objectives should be to enhance the learning of the students rather than memorization of the syllabus only. This study also suggests that the learning environment should be created for the students by providing self-awareness to their family. Government officials should be involved in spreading awareness campaigns of learning English in order to compete with the modern world. Lastly the administrations of the institutions should also plan to facilitate the teachers by giving those modern gadgets and classroom technologies for teaching English.

### **Recommendations**

The following recommendations can be extracted from this study

- There is a staunch need to revamp the methodology of teaching
- The methods of assessments should discourage rote learning
- Modern techniques should be introduced to attract learners
- Technology based learning should be promoted
- Parental counseling should be a regular feature
- Students should be encouraged to learn English by providing various incentives
- Teachers should be trained to implement latest and innovative methods for learners

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