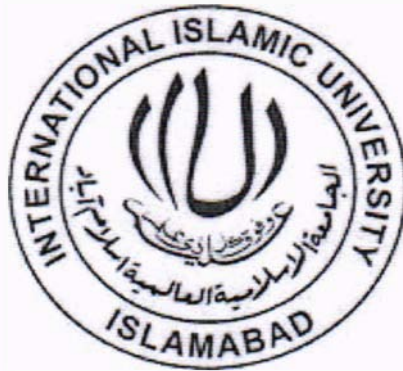


**English Language Teaching Practicum in the Government
Colleges of Hyderabad City**



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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTERS OF PHILOSOPHY IN ENGLISH

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Acceptance by the *Viva Voce* Committee

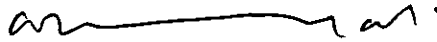
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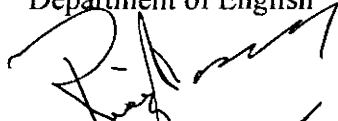
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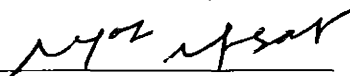
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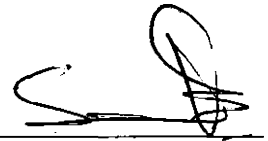
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DECLARATION

I, Sanaullah Rustamani S/O Gul Mohammad, Registration No.42-FLL/MPhilEng/F-06, a student of M.Phil/MS in English at International Islamic University Islamabad do hereby solemnly declare that the thesis entitled "English Language Teaching Practicum in the Government Colleges of Hyderabad City" submitted by me in partial fulfilment of the requirements for the degree of Master of Philosophy in English is my original work, except where otherwise acknowledged in the thesis, and has not been submitted or published earlier and shall not be submitted by me in future for obtaining any degree from this or any other university.



Sanaullah Rustamani

Dated: _____

ATTRIBUTION

I ATTRIBUTE MY THIS HUMBLE RESEARCH WORK AND ANY OTHER
ACHIEVEMENT IN MY LIFE TO THE MERCY OF
ALLAH ALMIGHTY.

ACKNOWLEDGEMENTS

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ABSTRACT

This thesis aimed at investigating the ELT related problems of the government colleges of Hyderabad, mainly focusing on the English language learning opportunities to the learners of the colleges. Purpose of this study was to find out the ELT related issues of the government colleges and suggest some recommendations for improving English of the college students.

Study was conducted in five government colleges of Hyderabad. The data was collected through questionnaires and non participatory class observations. All the respondents showed 100% participation.

This study recommends ensuring learner centred classrooms, imparting ELT trainings to the college teachers and revising the syllabus focussing more on improving the linguistic skills of the learners.

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Note on Style Manual

The style manual followed in this study for in-text citations and references is

APA Publication Manual [APA] (2001).

CHAPTER 1

INTRODUCTION

English in Pakistan is considered as a remarkable feature for socio economic prosperity of the people. Proficiency over English language is of great significance to have perks and privileges and it is believed to be the language of elite class. In order to qualify any competent examination in civil or military bureaucracy or to opt for a lucrative job in any multi national organization or NGOs, the proficiency of English language is essential.

English is commonly called a second language in Pakistan. But, as a matter of fact, English is almost the first language for the elite Pakistanis. English is not only the language of communication and symbol of status but, in this cyber age, it is essential for going to any corner of the world.

Keeping in view the growing demand of English language, the learners as well as the parents are more inclined toward English and prefer English medium education to Urdu medium.

In Sindh, the state owned educational institutions are not believed to impart quality education and students' proficiency of English language is hardly termed satisfactory. The teachers are qualified, but untrained. They are mostly MA in English Literature, whereas, in the colleges they are supposed to teach English language. In the colleges, teachers mostly use lecture method for teaching English to the learners. Students find few opportunities of learning English in the class. The present study

explores the English language teaching practicum in the government colleges of Hyderabad city focusing opportunities available to the learners to learn English in the class.

1.1 Context of the Study

English language teaching is of vital importance because of global status of English. The competence over English language plays an important role in material achievements of an individual. A person with good English language skills in Pakistan can hope for a good future in practical life. For getting a job whether in public or private sector, a candidate is required to be good at English. Proficiency over English language is believed to be a prerequisite to qualify any federal or provincial competitive examination.

This has been the desire of every parent to impart quality education to their children so that they may find any attractive post in the job market. But the situation of English language teaching in the state owned educational institutions of Pakistan is believed to be critical. Rahman (2004) argues that there are no resources in the state owned schools which he calls "Urdu medium schools". He further states that students have to cover miles to reach any school. In these schools, learners depend on rote learning and are awarded corporal punishment for making any mistake. In these schools, one finds shortage of fans in summer season and no facility of heaters in the winter. Students sit on hard benches and remember their lessons by cramming and singing them in chorus.

Same is the situation of state owned schools in Sindh. Students of matriculation or FA/FSc depend on rote learning. They do not know the simple writing skills. In the examination, the students use unfair means and get through. It has been observed that the learners of the state owned schools and colleges are not good at English. The government has announced to teach English to the students from class one. But students of even matric class do not speak or understand English. There is no criterion set by the government to gauge the competence of the English language of the high school teachers. There is a cry on the part of the college teachers that the students seeking admission in the colleges find an alien atmosphere and are found with poor English language skills. Their schooling up to matriculation was in their mother tongue, whereas, in the colleges all subjects are supposed to be taught in English.

There is dearth of quality education in the public sector colleges of Sindh. The situation is aggravating despite the flow of funding by the international donors in education sector. Besides, this is also a common observation that the linguistic competence of the learners of public sector colleges of Sindh, especially with reference to English can hardly be considered satisfactory. One reason could be the teachers' own unfamiliarity with the modern language teaching methods because no such training is either required or available for the teachers of government intermediate and degree colleges. The teachers are appointed by the Sindh public service commission. The qualification for the appointment is just MA English. Most of the English teachers of the government colleges have the qualification of MA in English literature not in linguistics. Hence, they are completely ignorant of the

modern concepts of foreign language teaching. There could be host of other educational reasons not particularly associated with the subject of English Language Teaching (ELT) alone.

1.2 Objectives of the Study

The overall purpose of this research is to study the English language teaching practices in the government colleges of Hyderabad city. More specifically this study attempts: to study the present state of English language teaching at the government colleges of Hyderabad city and suggest appropriate remedial measures and innovative ways of English language teaching for improvement in the English language teaching practices.

1.3 Significance of the Study

This study will apprise the policy makers, curriculum designers and teacher training planners of the provincial Ministry of Education (MoE) of the existing situation and suggest the steps to improve the trend of English Language Teaching (ELT) at the colleges and introduce the innovative ways of teachings. The concerned lecturers may adopt the recommended ways of English teaching to ensure effective English Language teaching at the colleges.

1.4 Research Questions

1. How far English classes in the government colleges of Hyderabad city are successful in providing opportunities to the students to learn English?
2. If there are not much opportunities, then what is its effect on their learning?
3. What is the role of teachers in the classrooms?
4. What is the role of learning material in the classrooms?

CHAPTER 2

LITERATURE REVIEW

In this chapter, the literature review pertaining to English language teaching such as problems in ELT classes, use of audio lingual methods, grammar translation method, direct method and socio cultural methods for teaching English and other related topics will be discussed.

2.1 English Language Teaching in Pakistan

2.1.1 Profile of Teaching and Learning of English in the Classroom

In the state owned schools and non elitist schools, there is dearth of quality education. The teachers mostly depend on the outdated ways of teaching tools such as reading and explaining text in the English classes. Shamim (2008), in this context, observes that in the government and non elite private secondary schools in Pakistan, the teachers mainly focus on 'doing a lesson' or 'doing grammar.' In the doing lesson process a language teacher either asks the student to open their text books on page number so and so and take out their copies. The teacher asks the selected students to read the text. Following this, teacher herself reads a text aloud and writes the meaning of difficult words on blackboard and explains the text in Urdu or any other regional language. During this process students remain passive listener in the class with their heads down pretending to mechanically note what ever is written by the teacher on the blackboard. In the 'doing grammar' method one finds teaching and learning of a grammar item having focus on form only and writing essays, letters and so forth.

Most of the time, the teachers use L1 in the class and opt for grammar translation method for teaching English.

The majority of the children in Pakistan study in non elite private English medium or Urdu medium government schools, where the teachers' limited proficiency in English hinders to make English as a medium of communication in the class. The situation gets worse when the teachers encourage rote learning and the learners dictate the letters and essays to reproduce them in examination.

2.1.2 Issues and Challenges in the English Language Teaching

There are some hindrances involved in the process of effective teaching and learning of English in the public sector educational institutions. Shamim(2008) believes that the following main issues impede the way to implement the policies to ensure quality education: There is non availability of equal opportunities of education to the masses. In Pakistan education facilities are available as per social class of people and there is also a two stream of education system in Pakistan - Urdu and English medium. There is lack of shared implementation policies with sustainable strategies and the absence of well defined national language policy. She adds that the main challenge is to formulate ways and means of providing equal opportunities for learning English and other subjects to the children studying in non elite private English medium schools or Urdu medium government schools in Pakistan, the facilities and opportunities which are already available to the children in the elite English medium schools. The curriculum development wing, located in the federal

ministry of education, is funded through donor projects, but there is no sustainability of the externally imposed donor funded projects.

She further states that until now no fruitful efforts have been made to improve the teaching and learning of English in different school types. On the other hand, one finds many private institutes for the English language teachers' education and teacher development programs like Spelt, which indicate that private schools provide training to their teachers or such training is required for getting a job in these schools but, nothing of the sort is found for the teachers of state owned educational institutes.

2.2 Modern Language Learning Methods

2.2.1 Grammar Translation Method

The grammar translation method focuses on vocabulary and reading text. Grammar rules were taught through deductive methods. This way of teaching was common up to 1940. In this way of teaching, sentences were used as the fundamental units of teaching. Later on, the reformists like Gouin underlined the need to learn the second language with the pattern linked with the methods of first language acquisition. He endorsed to learn the second language in a natural way, which led to the development of the Direct Method of Teaching (Richards & Rodgers, 2001).

2.2.2 Direct Method

Direct method of learning aimed at learning any target language in a natural way. The learners are exposed to the target language to practice and absorb it. This method focuses to practice in target language followed by repetition and production based on accuracy. For teaching this method the teachers should be either a native speaker or

should have native like fluency in the target language (Richards & Rodgers, 2001). This method of teaching could not give satisfactory results everywhere, it focused oral aspect of language learning, whereas, reading and writing skills were ignored. This way of teaching could not be implemented everywhere particularly in the state owned institutions of Pakistan, because these institutions have inexperienced teachers to use such aids and there is also non availability of audiovisual aids, which are a pre requisite for learning any language.

2.2.3 Audiolingual Methods

This way of teaching is applied through audiolingual tools, in which teaching listening and speaking are focused. In this way of learning, a learner creates a habit of repetition. Freire (1993) observes that the grammar translation method, direct method and the audio-lingual methods, impart a key role to the teachers who update the learners that what is right and what is wrong. The learners are treated like have nots or empty vessels and the teachers perform like haves and transfer their knowledge towards the learners. In this way of teaching creative and analytical qualities of the learner are suppressed, therefore, he suggests that learner should be given an environment to perform as an active learners. Freire believes to liberate the learners from this oppression by introducing communication based language teaching in the classes where teachers and learners can communicate with one another with liberty in the target language. This way of thinking led to the emergence of communicative language teaching.

2.2.4 Communicative Language Teaching

In 1980s Communicative Language Teaching, CLT, was introduced. This method includes the use of activities or tasks in the classroom and gives more opportunities to the learners for interaction in classroom with fellows or teachers. In this way of teaching classes turned to be learner centered (Brumfit & Johnson 1979).

The researchers such as Vygotsky (1978) observe that learners learn through socio cultural environment. He further adds that a learner can learn a language more effectively through social interaction. Humans live in a society where they use language to communicate with one another.

2.2.5 Zone of Proximal Development Method

Vygotsky also discusses Zone of Proximal Development method of learning. In this way of learning, he observes that interaction is not enough to ensure cognitive development; therefore, a learner should be provided cultural symbolic tools. ZPD provides environment for learning and also encourages group work.

Another way of learning language is scaffolding which is also linked with ZPD. In scaffolding learners are assisted to perform or complete an activity. A teacher provides learners as supporting structure and when the learners reach a stage where they can perform tasks on their own, the scaffolding is removed (Rohler & Cantlon, 1996)

2.2.6 Group Discussion

Group discussion in a language class gives a learner an opportunity to share his views with group members, later on; he shares them with all class fellows. For group activities the setting of the classroom should be arranged in a way that small group work, individual or pair activities or whole class discussions can be held smoothly (Wright, 1987).

Oliver (1958) describes the following goals to be achieved by group discussion:

1. It helps educate the learners so that they may expose whatever they know, believe and feel about the daily routine of life.
2. It provides additional stimulation to the learners.
3. It gives a chance to the learners to check their work and observe the depth and clarity of their oral or written thoughts.
4. It creates sense of tolerance and enables the learners to listen to others attentively.

In this process of group discussion the knowledge of teacher matters a lot. A language teacher may know what to do in the class, otherwise it would be a futile discussion and the class atmosphere may go in disorder. In a group work, particularly in speech activities, the learners should be taught to speak without dogmatism and they should, rather, be made to incline towards intellectual and vocal art of debate.

A language teacher has to create conducive environment for his learners. A language teacher should keep in mind that language learning thrives in a pleasant and cheerful environment. According to Wilson (1971), the competent and trained language teachers always use the following methods to make their classes a success:

They ask the students to share their knowledge and interact in class, therefore, they use the words, Do you know, would you like to... Teachers use such words so that students may participate in the class. They create opportunities for the learner to participate in class and allow students to even use blackboard and give the students freedom of movement in the class. Teachers encourage students to ask questions in the class. Teachers also do not embarrass students in the class and give students the sense of security. A student, who is unwilling to speak in class, is not forced to speak in the beginning sessions. Teachers give learners time to think and paraphrase the questions. Teachers try in a way to utilize the abilities of the students in the class.

The trained teachers also show interest in students out of school life and ask them about their social activities and their area of interest. This gives students more options for doing communication in the class. Such teachers, in the class, go from known to unknown and concrete to abstract and give students sufficient time for class activity and practice.

Discussing textbook Wilson (1971) recommends that the text books of beginners level should be based on conversation and not straight prose pieces. The language should be amusing, relevant to modern life and make students want to talk about it and it should be colloquial and probably livelier.

2.2.7 Use of Supplementary Resources

The supplementary material like video taps, charts and maps are helpful for teaching. The teachers can also make his or her own material to be used in the class. Such material will spark discussion in the class (Harmer, 1998).

Besides, it is important for a language teacher to use supplementary books in the class also. These books are important for good teaching and students can not buy these books individually these books include dictionaries and encyclopedia (Wilson, 1971, p.97).

2.3 Problems in ELT Classes

The large number of students in the class creates problem in the language learning process. According to Hayes (1997, p.108), the following are some of the elements which create problems in the class.

2.3.1 Discomfort

In the confined classrooms the language teacher feels uneasy to promote student interaction because there is no room to move about. Students in the confined environment, having chairs closely adjusted, can not move and can not perform interaction practices in the class.

2.3.2 Control

It is difficult for a language teacher to control a large class. The presence of more than 40 students in the class make noise. Hence in the noisy atmosphere, those students who are not interested in class, will disturb the others and will make a loud noise. Hayes (1997) further argues that large classes are a great concern for the International Network for Class Size Studies (INCLASS). Arthur (1986, p.102) argues that the large classes are generally believed to hinder the way to effective learning but it is need of the hour to find as how to cope with the large classes. He

suggests that teacher trainers should develop certain skills among the language teachers to adopt practical procedures in the class keeping in mind as how to do with a class of forty. Sarwar (2001) believes that it is difficult for a teacher to manage a large class. In a class having hundred students, teacher feels nervous and uncomfortable. It becomes difficult for the teacher to handle discipline and classroom management. In the large classes it becomes problematic for a teacher to pay individual attention and consequently give written and verbal feed back to the learners.

2.4 Communicative Tasks and the Language Curriculum

Nunan (1991) observes that the language classes should focus on 'Task Based Language Teaching' (TBLT). The process of task based language teaching should contain the out of class assignments to be done by the learners. Breen (1987) giving its definition describes that task is work plans which have the over all purpose of facilitating language learning-from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or stimulation and decision making

In the language learning the pedagogic task is selected with reference to the real world of the language. Widdowson (1987) refers to task based teaching goals as:

To develop the skills necessary to take part in academic study

To communicate socially in the target language

To develop the survival skills necessary to obtain goods and services

To be able to read the literature of the target culture

Nunan (1991, p.293) discussing the syllabus of the task based language teaching states that it should have the features like:

1. Focus on learning to communicate through interaction in the target language.
2. Provision of opportunities for learners to focus not only on language but also on language learning process.
3. The syllabus should ensure to improve learners personal experiences as important contributing element to classroom learning.
4. There should be accessibility to link classroom language activities with outside the class assignments.

Sarwar (2001) argues our syllabus has no room for certain significant language learning activities in the class. She refers to her research for giving exposure of target language to the learners for this purpose learners are given certain Project Based Tasks (PBL).

PBL is carried out as out of class activity. The crucial objectives of such a project are to give opportunities to the learners so that they may be fluent and confident in the use of English language. In the large classes one finds students having varying degree of proficiency but an attempt is made to involve as many students as possible.

The project is categorized in five steps and is covered in a single academic year. In the first step the learners are realized regarding the significance of English language and let them know that learning a language is a skill and under these circumstances, in the presence of above one hundred students in a class, it is not

possible to perform certain language learning tasks in the classroom. Hence, the students are informed about the benefits of individual work and are encouraged to form certain groups to perform the activities like composing a news paper, compiling a book or other topic of their interest. Students feed back for this task showed their interest for the project.

In the second step, the students gather related information from various sources including encyclopedia at their home. The third step involves peer checking and self editing of the compiled work. This process provides the learners the opportunity in editing and presenting work in an order. In the fourth step, they organize the material for final presentation and in this step English suddenly steps out of their text books to become a living language. Students also feel ownership of their work as they invested time and effort in it. In the fifth and final step, learners work is displayed and evaluated. The evaluation criteria contains learners language, handwriting and presentation. In this process of learning students management skills are involved and they are exposed to real-world English. They are required to share their work with fellow learners. In this activity learners show remarkable confidence and describe English language not as a subject to be leaned by cramming but term it as fun and a very interesting and creative thing to do. In this way of learning the students get realization that they are able to do something and contribute something on their own. In the end of the target awards are given to the three toppers while the rest of the participants are awarded certificate as a token of appreciation (Sarwar, 2001)

From the above experiment, it is learnt that for the successful language learning there should be informal and warm hearted interaction between the teacher and the learner and among the learners themselves. Managing the learning and teaching environment has a strong positive benefit on the learner.

CHAPTER 3

RESEARCH METHODOLOGY

For this research five government colleges (three boys' and two girls) were randomly selected. Data was collected through questionnaires and non participatory class observations.

The questionnaire was administered to randomly selected forty English teachers. Ten classes, two from each college, were observed.

3.1 Population and Sampling

3.1.1 Population: As the present study is an evaluation of English language teaching practicum in the government colleges of Hyderabad city, the population of this research comprises of 22 government colleges having enrolment of about 20,000 students at FA/FSc level.

3.1.2 Sample: Five government colleges (three boys' and two girls') which include Government College Kali Mori, Government College Qasimabad, Government Muslim Science College, Government Zubeda Girls College and Government Girls Degree College, Latifabad, were selected as a sample from the population.

3.2 Data Collection

Data collection is an important segment of any sort of research. Kumar (2006) describes that questionnaire and observation are steadfast sources for data collection

to carryout any objective research. In this study I used questionnaire and non participatory class observation to collect the data.

3.2.1 Questionnaire

The questionnaire (Appendix 2) along with the covering letter (Appendix1) was distributed among the concerned teachers in person and was collected after one week by the researcher.

Forty randomly selected English teachers- Lecturers, Assistant Professors and Associate Professors- were given questionnaires in the friendly atmosphere. Last question of the questionnaire was made descriptive and open ended, in which teachers were asked to give their own suggestions as to how to improve English of the learners.

3.2.2 Observation

With the permission of the teachers and the college administration, few English classes were observed and duly documented to develop a critique thereof and incorporate it in the thesis. The researcher developed an observation sheet (Appendix 3) to note down the students and teachers activities during observation of the classes.

3.2.3 Piloting the questionnaire

The questionnaire was piloted in the two colleges of Hyderabad city. The purpose was to make the questionnaire unproblematic and remove complexities. Hence during the piloting teachers asked about the ambiguities in the questionnaires, which were later on removed in the final version.

3.2.4 Ethical Consideration

The colleges were visited with the permission of the concerned principals. The respondent teachers were given a covering letter along with questionnaire and they were also verbally informed that the purpose of this study is not to find certain lacunas but, to reach to the remedies and recommendations to enhance the standard of English Language teaching practices in the colleges.

3.2.5 Delimitations of the Study

This study is delimited to the English language teaching practicum in the government colleges of Hyderabad city focusing the opportunities available to the learners to learn English language in the class. For this research data includes class observation and response of the teachers and does not include learners' assessment or learning outcomes.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

In this chapter, first of all, the findings of the questionnaire and observations will be presented. This will be followed by the analysis and interpretation.

4.1 Description of Questionnaire (Appendix 2)

The questionnaire contains thirty questions. The initial five questions were meant to get information regarding gender, age, educational level, teaching experience and professional trainings of the respondents. This information was required to know about the professional background and academic insights of the respondents. Some of the questions also dealt with the information regarding lesson planning, focusing the text in the class, application of various teaching methods and the availability of teaching resources in the class. Whereas, the questions about the use of mother tongue in the class, assessment of the learners, the teachers consent to join ELT trainings if offered by the government were also part of the questionnaire. In the last question suggestions from the teachers were offered as how to improve the English language of the learners

The following five questions incorporated in the questionnaire pertain to the information regarding gender, age, educational level, teaching experience and professional trainings of the teachers.

4.1.1 Gender

In our study the first question was asked regarding gender of the respondents. The following graph shows the gender based participation of the teachers.

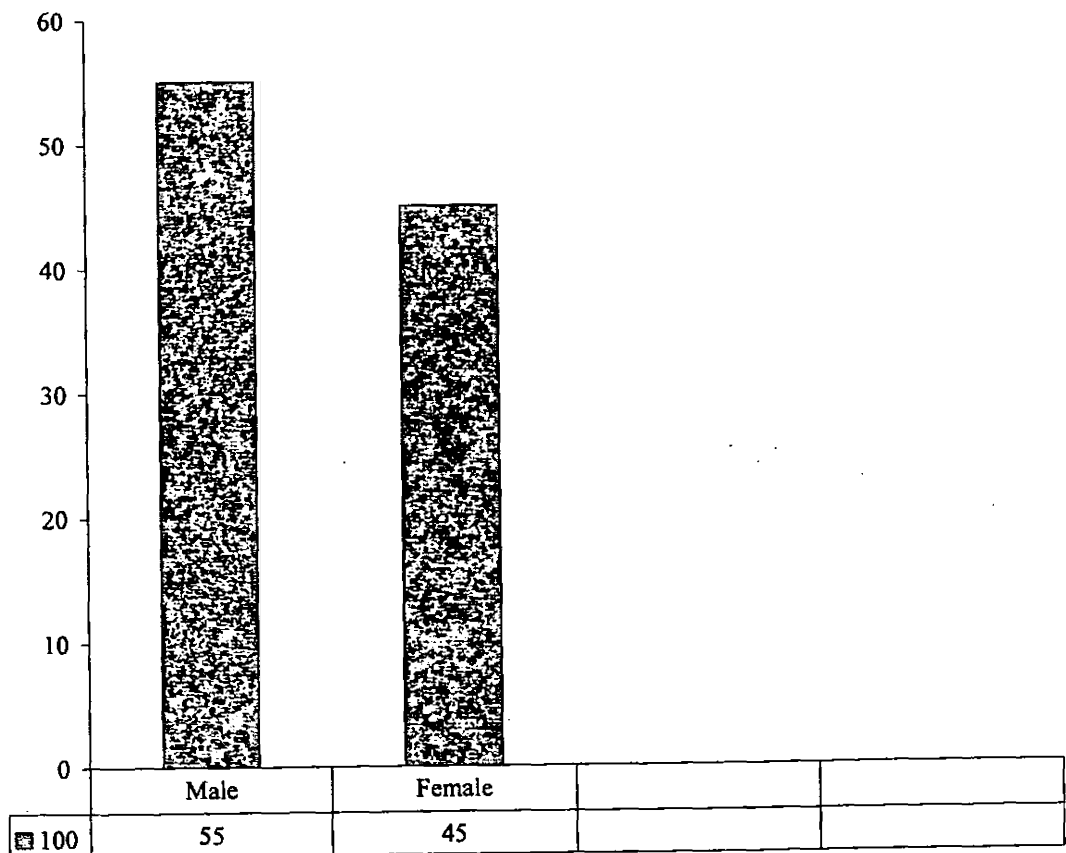


Fig.1 Gender

In this research majority of the respondents (55%) were male and the rest (45%) were female teachers.

4.1.2 Age

In this study, through a question, the respondents were asked about their age. The following graph shows the age of the respondents.

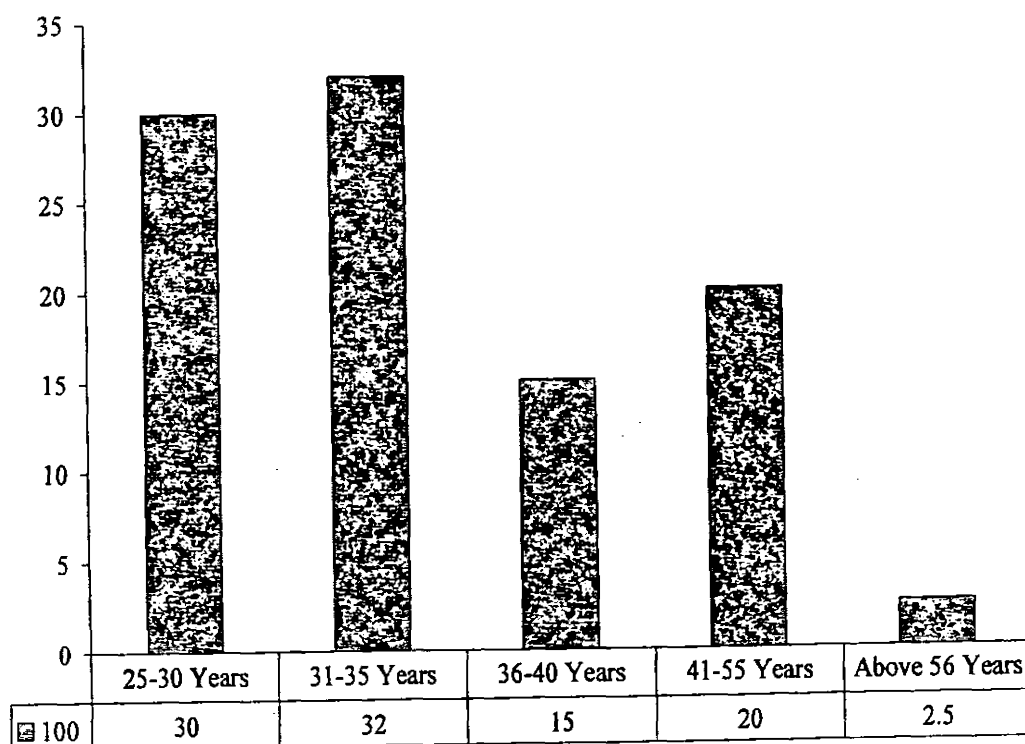


Fig. 2 Age

The bar chart shows that a considerable number (30%) of the respondents were at the age of 25-30 years and about one-third of the teachers (32%) belonged to 31-35 years, 15% showed their age between 36-40 years. Whereas, 20% respondents said that they belong to 41-55 years and a few teachers (2.4%) replied that their age is above 56 years.

4.1.3 Educational Level

In this study through the questionnaire, teachers were asked about their educational level. The following chart relates to the educational level of the respondents.

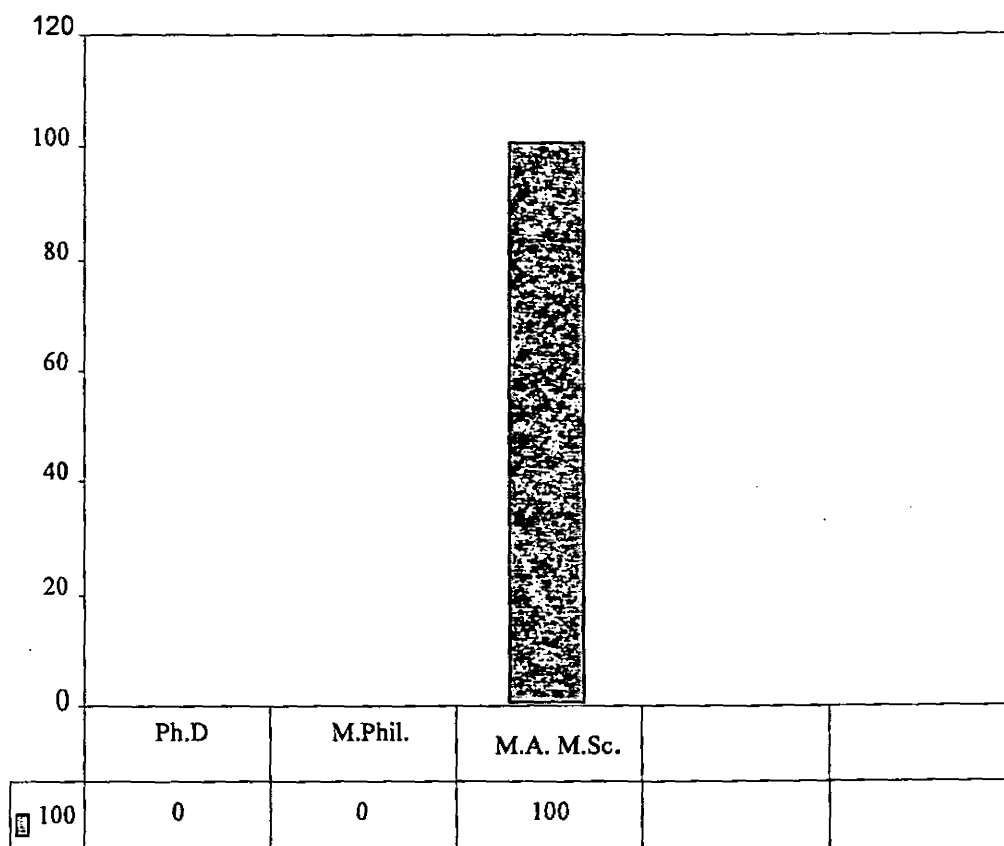


Fig. 3 Educational Level

As seen in figure number 3, all teachers have MA degree in English (100%). No teacher has got M Phil or PhD degrees. This implies that college teachers have either no opportunities or no intention for higher education.

4.1.4 Teaching Experience

In our study the teachers were asked to acquaint with us their teaching experience.

The following graph pertains to the response given by the teachers regarding their teaching experience.

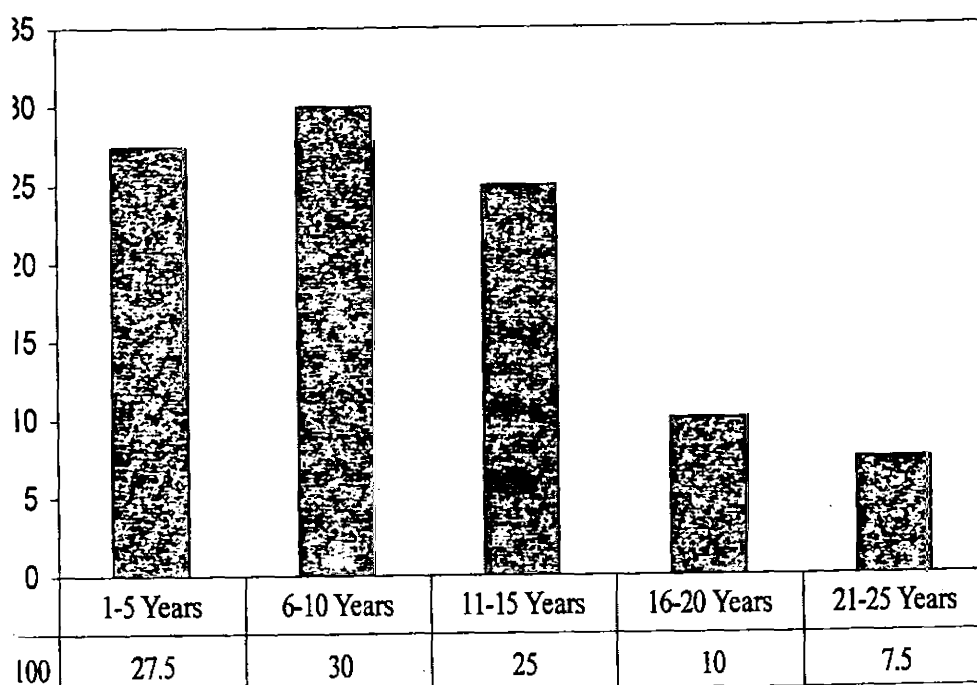


Fig. 4 Teaching Experience

In response to this question, 27.5% teachers said that they have 1-5 years teaching experience, another large number of the teachers (30%) replied that their teaching experience is 6-10 years; one-fourth of the respondents (25%) said that they have 11-15 years experience. A few (10%) answered that their teaching experience is 16-20 years and an other small number (7.5%) said that they have 21-25 years teaching experience.

4.1.5 Professional Training

In this study, through a question, the teachers were asked to let us know about their professional trainings. The following graph relates to the professional training of the respondents.

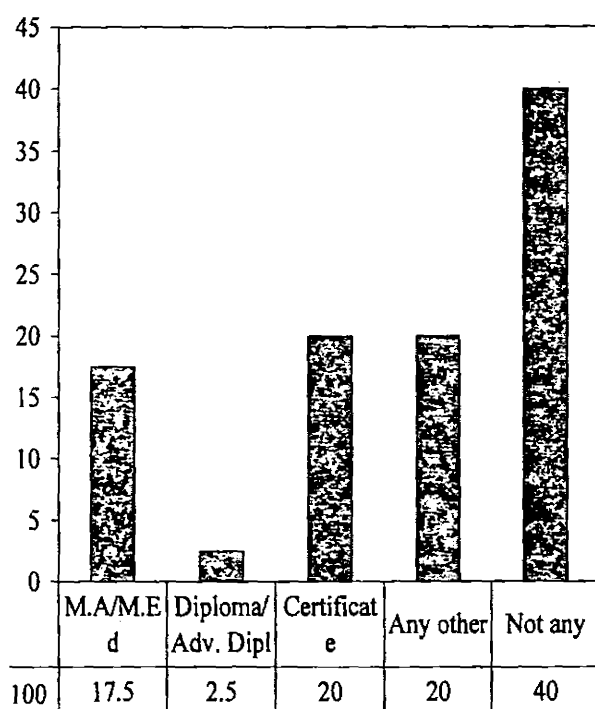


Fig.5 Professional Training

As seen in figure number 5, 17.5% of respondents said that they have M.Ed degrees, one-fifth of the teachers (20%) replied that they have various certificates and again, an other significant number (20%) said they have other degrees such as B.Ed. While a few (2.5%) teachers said that they have diploma, whereas, around half of the teachers (40%) replied that they do not have such professional trainings. Though these degrees might not have direct link with English language teaching but yet it shows that teachers have the curiosity for extending their knowledge.

4.1.6 Lesson Planning

The questionnaire contained a question about lesson planning. The purpose was to gain information whether there is trend of bringing a lesson plan in the colleges. Lesson plan helps a teacher to plan his teaching in the class using different teaching tools.

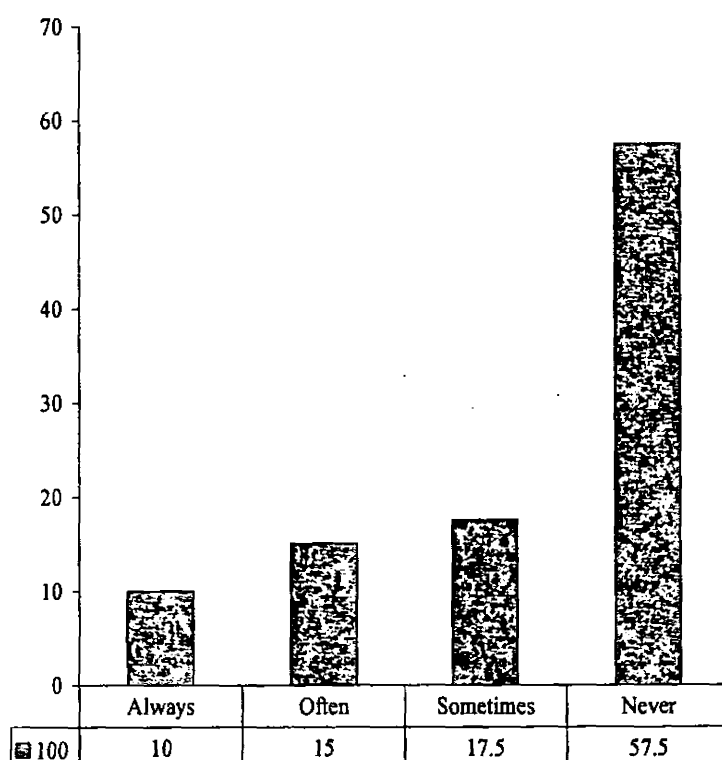


Fig. 6 Lesson Planning

In response to the question whether English teachers bring a lesson plan in the class, a few (10%) respondents said that they always bring a lesson plan in the class, 15% respondents said that they often bring a lesson plan in the class and 17.5% of the respondents replied that they sometimes bring a lesson plan in class. Whereas, majority of the teachers (57%) replied that they do not bring lesson plan in the class. This shows that majority of teachers do not consider it important.

4.1.7 Following a Lesson Plan

It is pertinent to know whether the college teachers follow a lesson plan, if they bring it in the class. Proper following of a lesson plan will help a teacher to achieve his teaching tasks in the class.

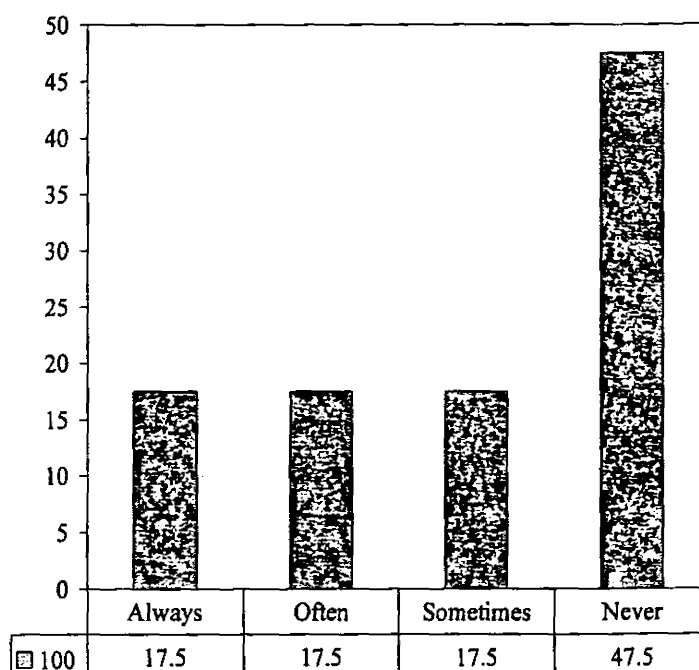


Fig.7 Following a Lesson Plan

As seen in figure number 7, very few teachers (17.5%) said that they always bring a lesson plan in the class, the same number (17.5%) said that they often bring a lesson plan, an other same scale of the teachers (17.5%) said that they sometimes bring a lesson plan and around half of the teachers (47.5%) said that they never bring a lesson plan in the class.

4.1. 8 Text Book

This question was asked to know that to what extent the teachers focus on the text books in the classes.

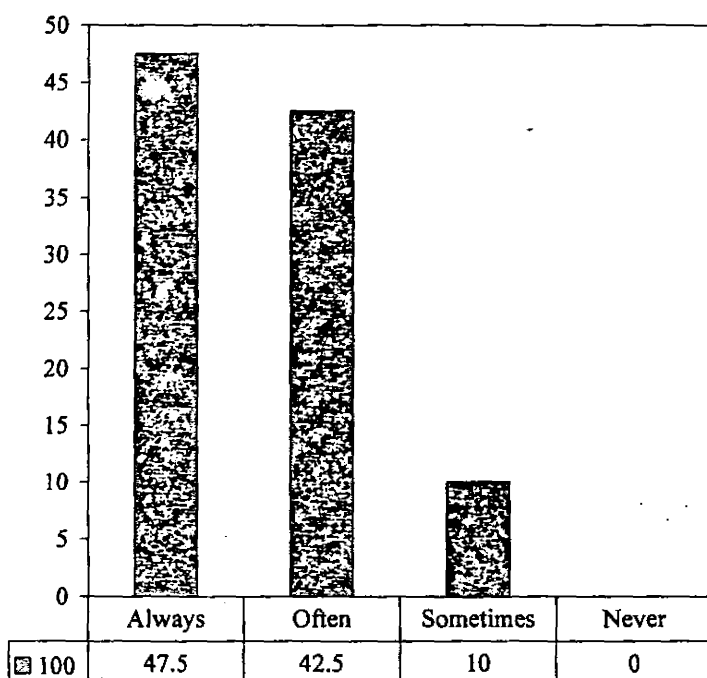


Fig. 8 Text Book

In response to the question whether they focus text book in the class, about half of the teachers (47.5%) said that they always focus text book, an other significant number of the teachers (42%) replied that they often focus on the text book, a few (10%) of the respondents stated that they sometimes focus on the text book and none of them (%) said that they never focus on the text book in the class.

4.1.9 Supplementary Books

The use of supplementary books such as dictionaries, newspapers and various guides and the other books related to the text, make the process of teaching and learning more effective in the class. The supplementary books open new vistas of knowledge to the learners.

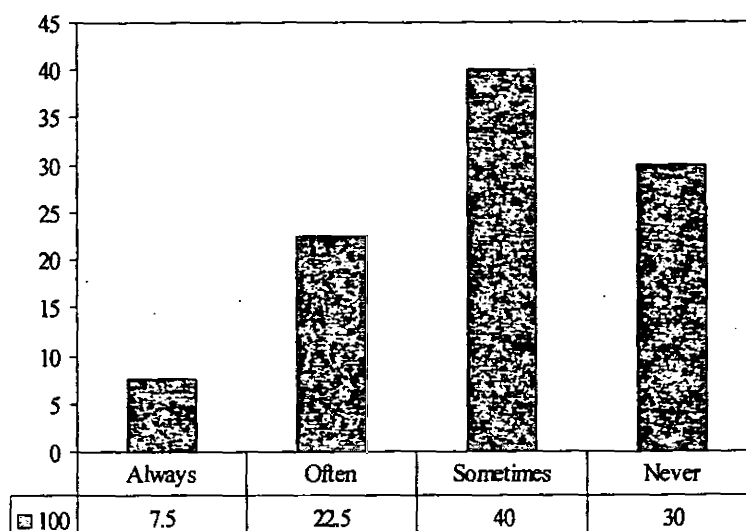


Fig. 9 Supplementary Books

As seen in the figure number 9, less than half of the teachers (40%) said that they sometimes use the supplementary material in the class, a considerable number (30%) replied that they never use supplementary material. About one-fifth of the teachers (20.5%) said that they often use the supplementary books and a few (7.5%) said that they always use supplementary books in the class.

4.1.10 Teaching through Grammar Translation Method

Teaching through grammar translation method is considered to be an outdated way of teaching. There is criticism on this way of teaching that it encourages rote learning and focuses less on speaking skills. The answer given by the teachers about this question is described in the following graph.

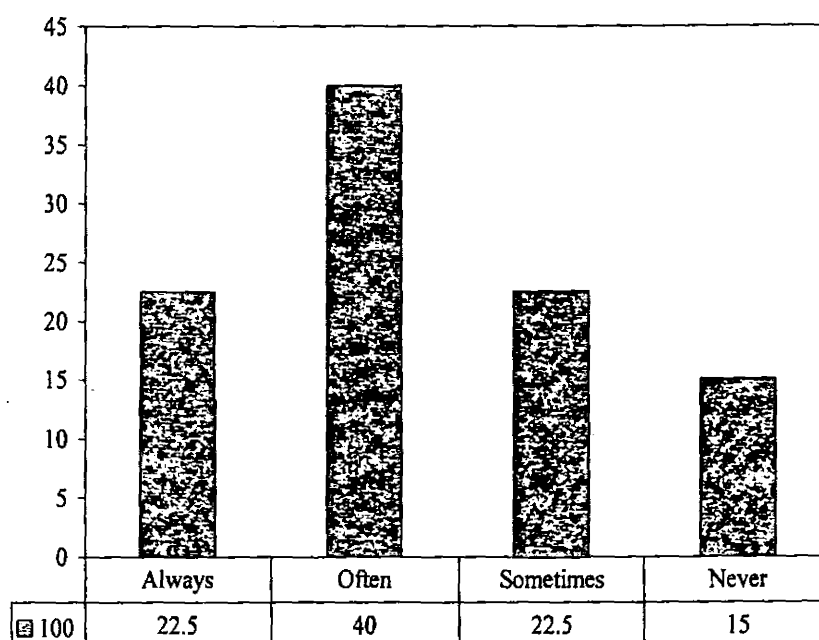


Fig.10 Grammar Translation Method

In response to the teaching method, less than half of the respondents (40%) said they often teach English through grammar translation method, whereas, 22.5% replied that they always use this method, another same number (22.5%) of respondents also replied that they sometimes use this method and a few of the teachers (15%) said that they never use GTM in the class. This shows that majority of the teachers prefers GTM

4.1.11 Direct Method

The grammar translation method has been replaced with the direct method of teaching. The purpose of asking this question was to know that how much the direct method is used in the colleges. The following graph shows the response of the respondents.

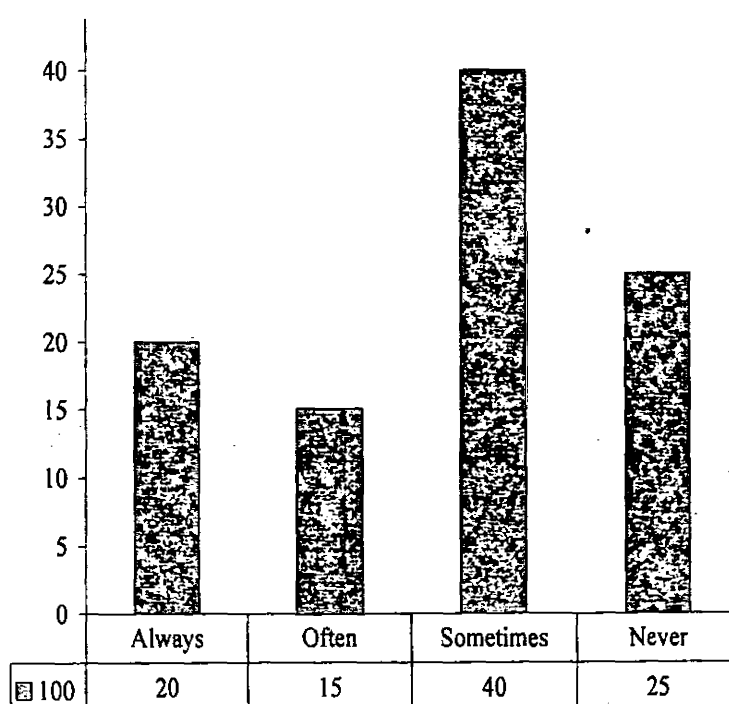


Fig.11 Direct Method

In response to the question regarding teaching English through direct method, less than half of the teachers (40%) replied that they sometimes use this method, one-fifth of the teachers (25%) replied that they never use this method. An other significant number (20%) said that they always use direct method and a few teachers (15%) said that they often use direct method for teaching in the class.

4.1.12 Availability of Audiovisual Aids

In the modern way of teaching there is also focus on the use of the audiovisual aids. This questions pertains to the availability of audio video aids in the colleges. The answer of the teachers is given in the graph which is as follows:

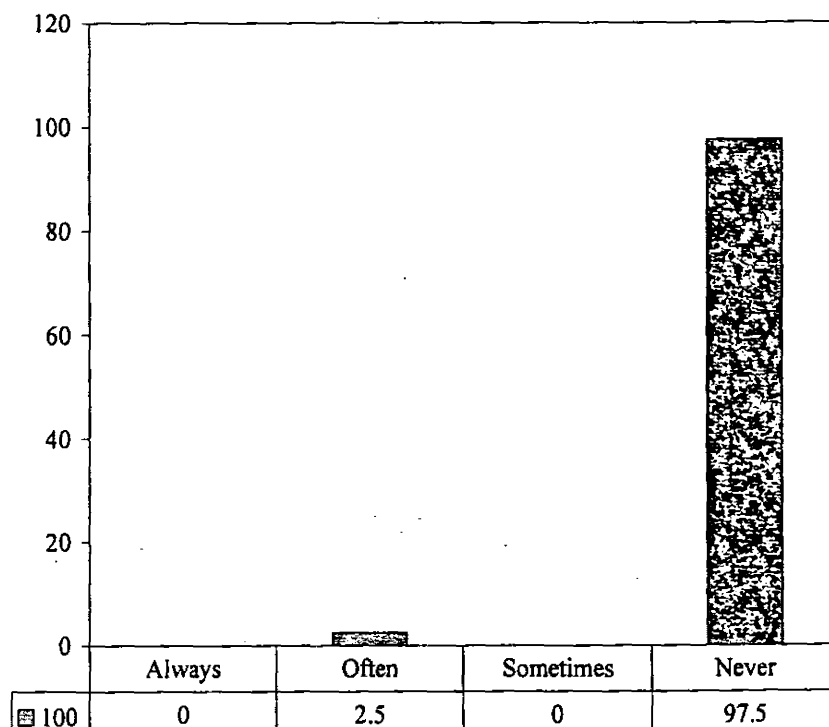


Fig.12 Availability of A.V Aids

For the availability of resources , a large majority of the respondents (97.5 %) replied that there are no audiovisual aids/multimedia resources in their colleges and very few teachers (2.5%) said that the multimedia resources are often available in the colleges.

4.1.13 Use of Audiovisual Aids

This is also pertinent to know that whether the teachers solely depend on lecture method of teaching or manages to use the audiovisual aids, if available, for the better learning of the students.

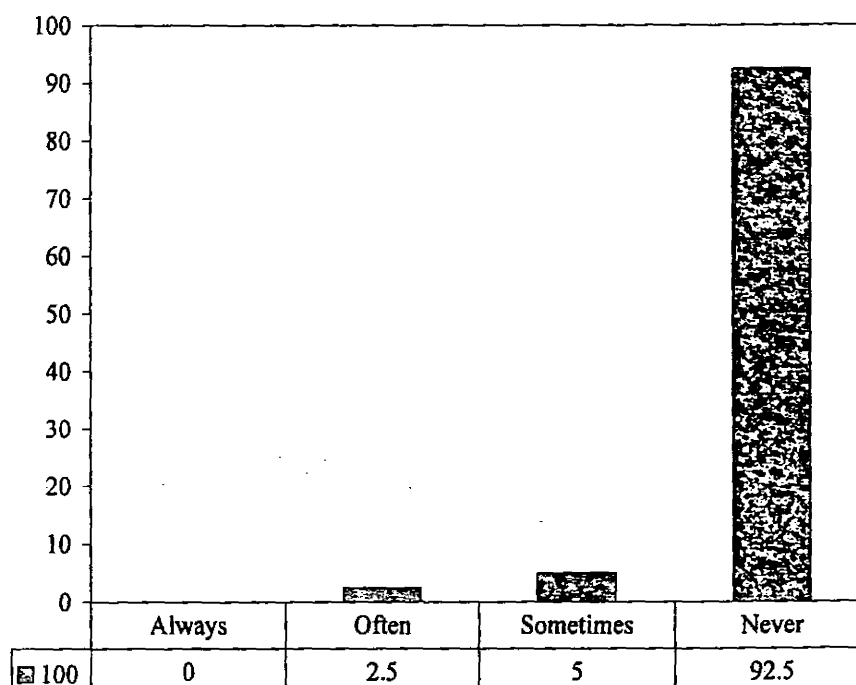


Fig.13 Use of A.V Aids

The above figure shows that there are no such facilities available at college; therefore, great majority of the teachers (92.5%) replied they never use such facilities in the classrooms. A few teachers (5%) said that they sometimes use these resources and very few (2.5%) said that they often use such resources in the classes.

4.1.14 Students Regularity

The learners regularity leaves impact on their proper learning. This question attempts to find out the regularity of the learners in the state owned colleges.

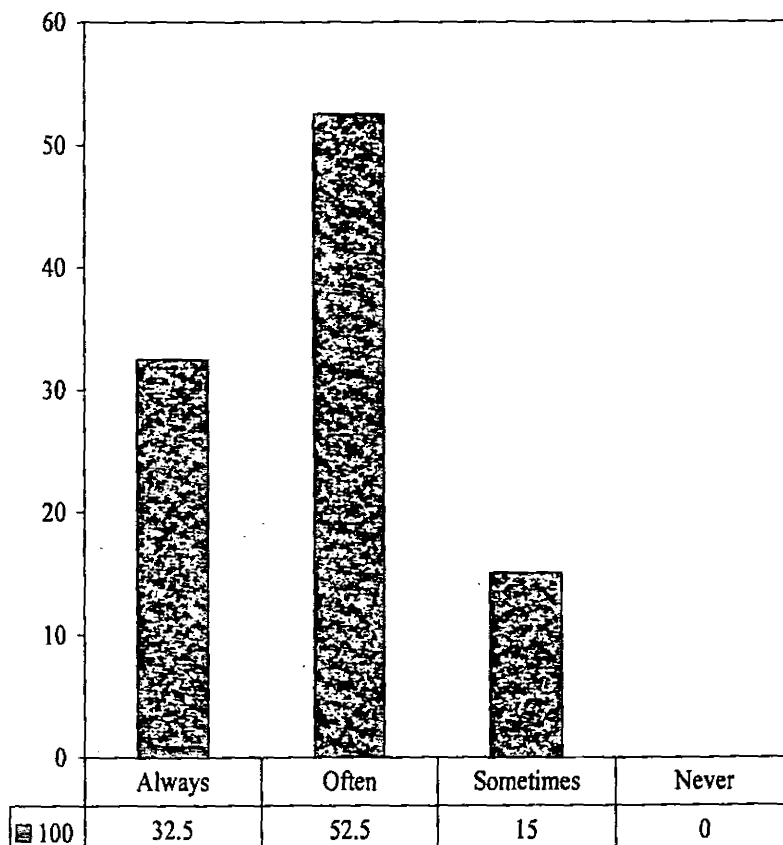


Fig.14 Students Regularity

About the regularity of students, more than half of the respondents (52%) replied that the students are often regular and significant number of the teachers (32%) replied that their students are always regular in the class and a few teachers (15%) said that their students are sometimes regular in the class.

4.1.15 Students Participation

This question was incorporated in the questionnaire to reveal whether the learners participate in the class activities. The class activities, such as doing class work, participating in group discussions, giving presentations on different assignments, will help the students to learn more effectively.

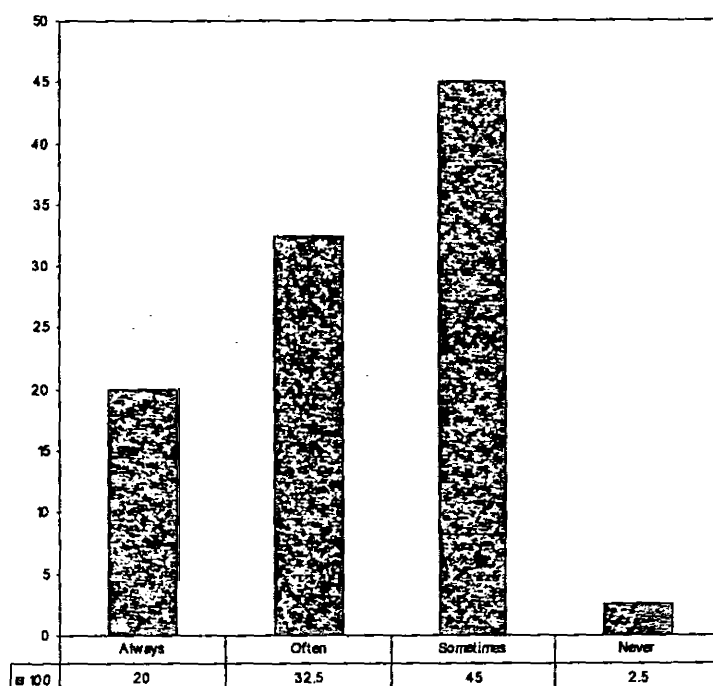


Fig.15 Students Participation

About students' participation in the class, less than half number of the teachers (45%) replied that the students sometimes participate in the class, an other significant number of the teachers (32.5%) said that students often participate and 20% of the teachers replied their students always participate in the class.

4.1.16 Communication of Students

Communication of the learners in English along with their fellows as well as with the teacher will lead to the development of their language skills. This question was asked to know whether the learners of the public sector colleges communicate in English in the class. The response of the respondents is as follows in the graph.

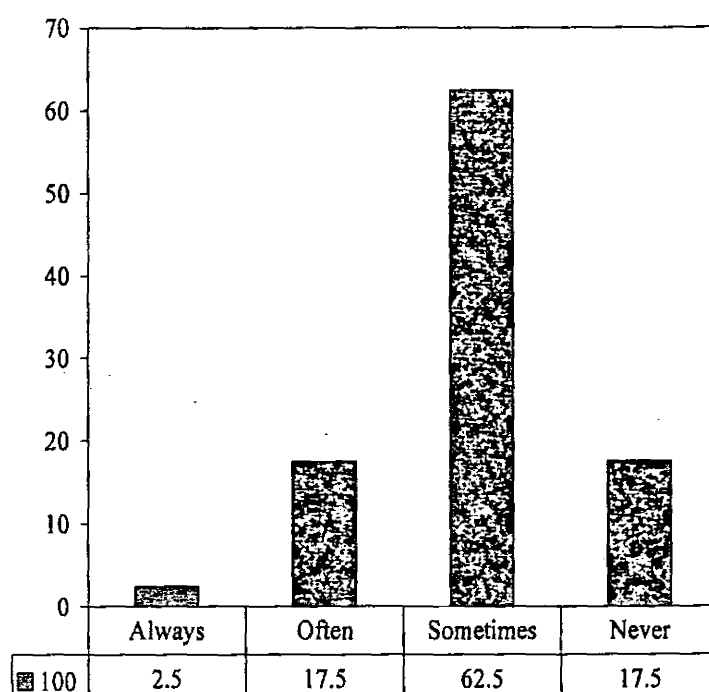


Fig.16 Students Communication

For effective communication of students in the class, majority of the teachers (62.5%) perceived that their students sometimes communicate effectively in the class, a few (17.5%) of respondents said that students often communicate effectively in English, an other same scale of the teachers (17.5%) said that students never communicate effectively in the class and very few (2.5%) said that their students always communicate effectively in the class.

4.1.17 Use of Mother Tongue

This question aimed at finding that whether the teachers use the mother tongue in the class. The answer given by the respondents is depicted in the following graph.

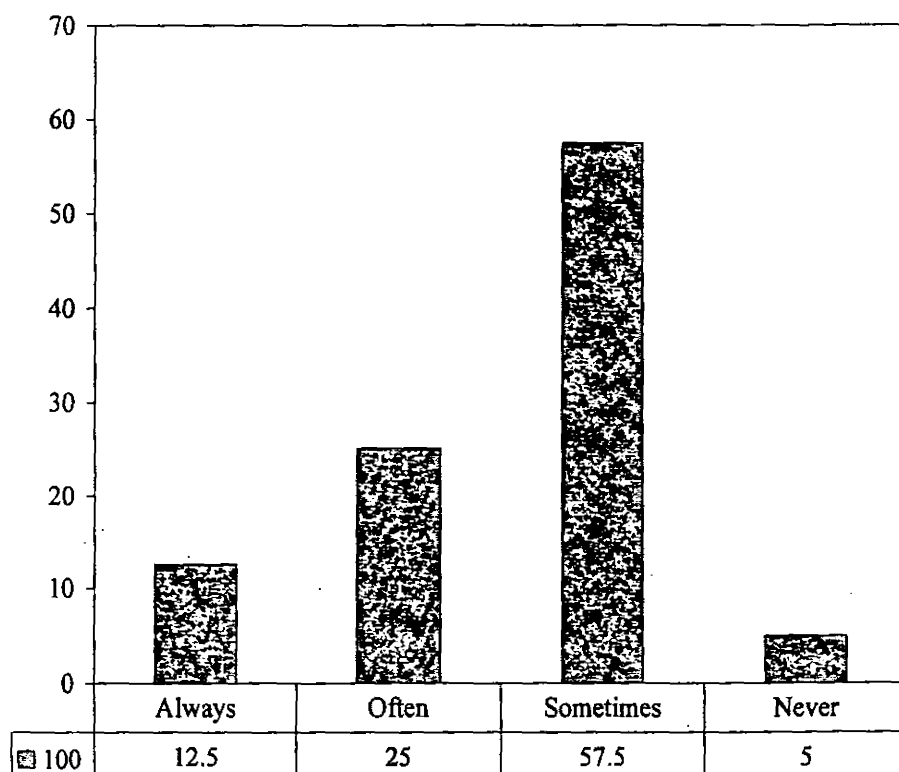


Fig.17 Use of Mother Tongue

For use of mother tongue in the class, more than half (57.5%) of the respondents replied that they sometimes use mother tongue in the class, one-fifth of the teachers (25%) said that they often use it, a few (12.5%) viewed that they always use mother tongue in the class and very few (5%) said that they never use mother tongue or L1 in the class.

4.1.18 How Learners Are Assessed

Through this question it was attempted to know that how the teachers assess their students. The response given by them is described in the graph which is as follow:

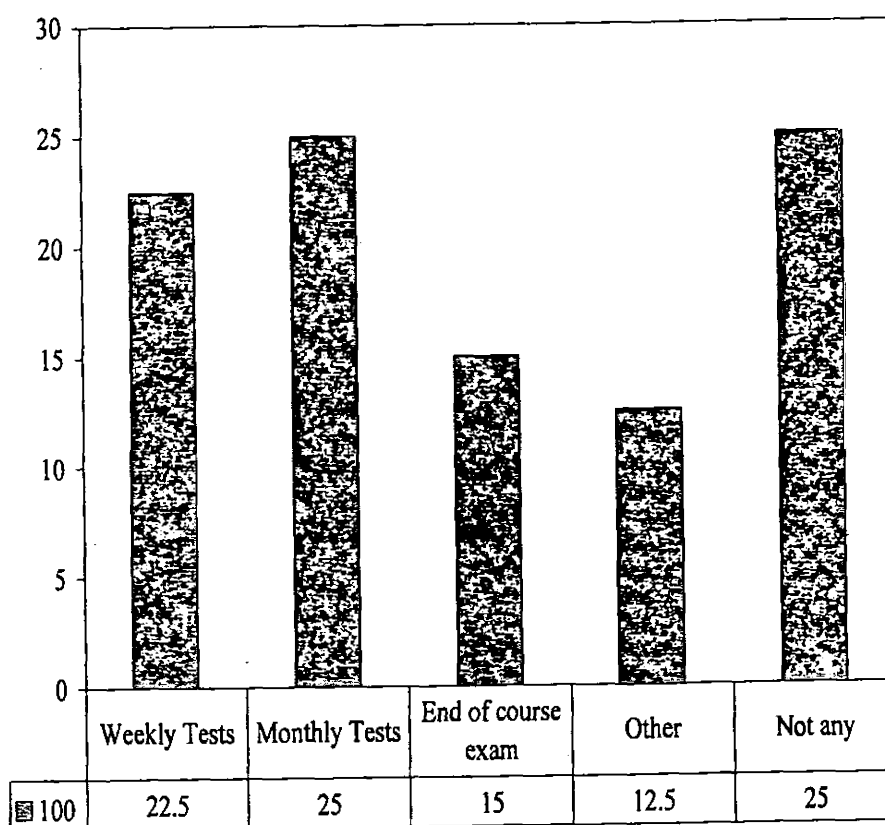


Fig.18 How Learners Are Assessed

Regarding this question, one-fourth (25%) of the respondents said that they have an assessment system of their students through monthly tests and 22.5% teachers said that they assess students through weekly tests, a few(15%) said that they assess the learners in the end, another significant number (25%) said that they do not assess their students.

4.1.19 How Often Students Are Assessed

This question aimed at finding that how often the teachers assess the learners. The answer of the respondents is given in the following graph.

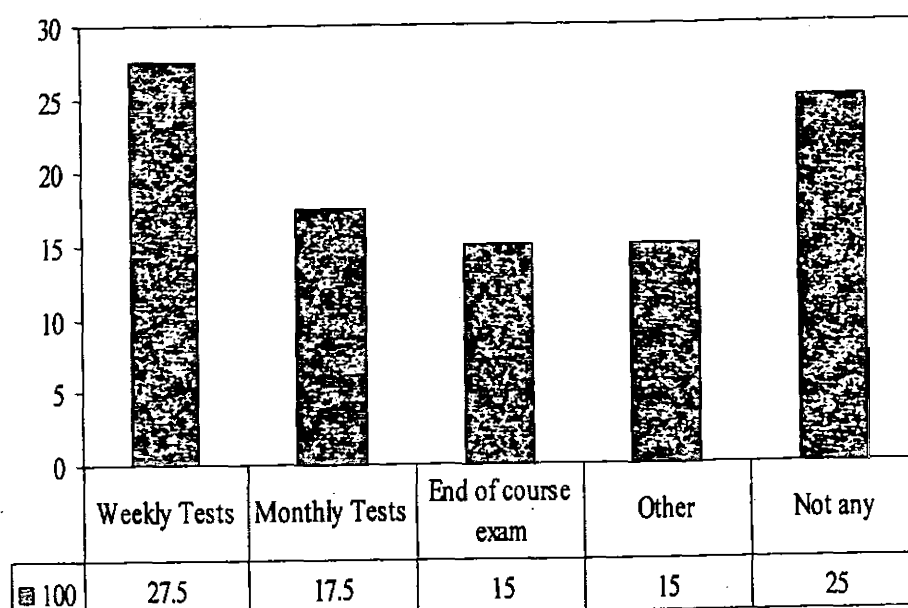


Fig.19 How Often Students Are Assessed

In response to this question that how often students are assessed, a significant number of the teachers (27.5%) said that they assess their students on weekly basis, one-fourth (25%) of teachers replied that they don't assess their students at all, whereas, 17.5% teachers said that they use monthly tests. A few of the teachers (15%) said that they assess students by the end of the course and another few teachers (15%) said that they do not assess their learners.

4.1.20 Requirement of Teacher Training for Appointment

It was asked from the teachers whether teacher training was required for their initial appointment as a lecturer through Sindh Public Service Commission. The following graph show the reply of the respondents.

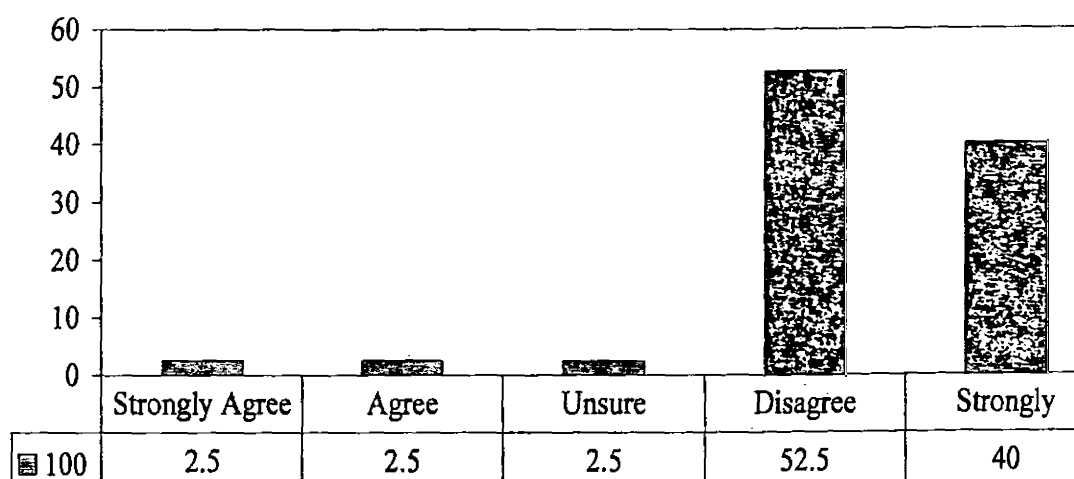


Fig.20 Requirement for Appointment

Teachers were asked if any training is compulsory for their appointment as Lecturer in English lecturer. Answering this question, more than half of the teachers (52%) disagreed with this statement and less than half (40%) teachers strongly disagreed. Hence, over all, the great majority (92%) said that there is no training compulsory for their appointment as lecture in English. A few of the teachers (2.5%) agreed and same was the percentage of the teachers (2.5%) who opted strongly agree and unsure about requirement of any training for their initial appointment.

4.1.21 In-Service Trainings

This was asked from the teachers if there is provision of in-service ELT trainings, offered by the government of Sindh.

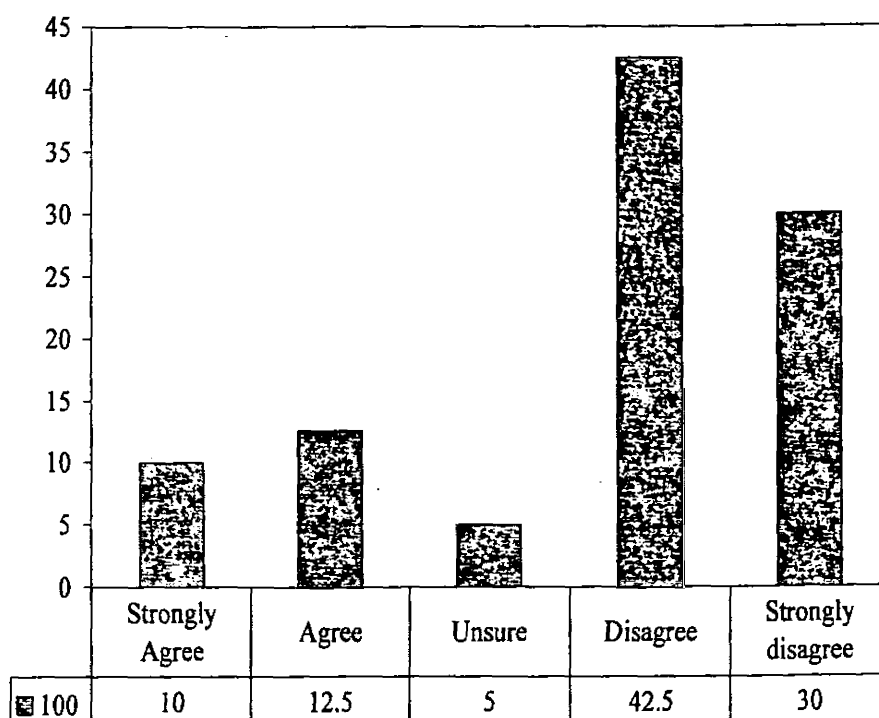


Fig.21 In Service Trainings

In response to the question regarding the provision of in-service ELT trainings, less than half (42.5%) of teachers disagreed, a considerable scale (30%) respondents strongly disagreed and stated that they don't have such provision, few (12.5%) teachers agreed, a few (10%) strongly agreed and very few (5%) of the teachers replied that they are unsure.

4.1.22 Taking Any ELT Training

The respondents were asked whether they are taking any ELT training. The following graph shows their response.

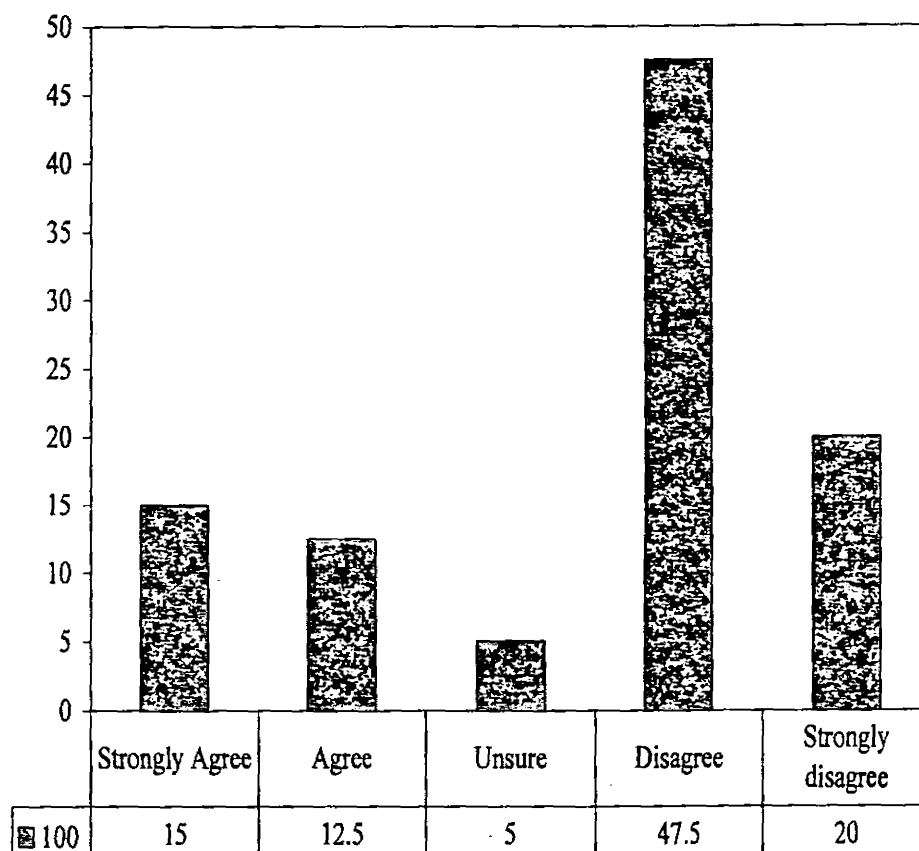


Fig.22 Taking Any Training

Regarding their current status for doing any teacher training course for ELT, around half (47.5%) of the respondents disagreed and 20% teachers strongly disagreed with this statement for doing any ELT training at this stage, few (12.5%) agreed, 15% strongly agreed and very few (5%) of the teachers said that they are unsure.

4.1.23 Training Facilities

The question regarding the facilities of ELT trainings offered by the government was asked from the teachers. The answer given by the teachers is shown in the following graph.

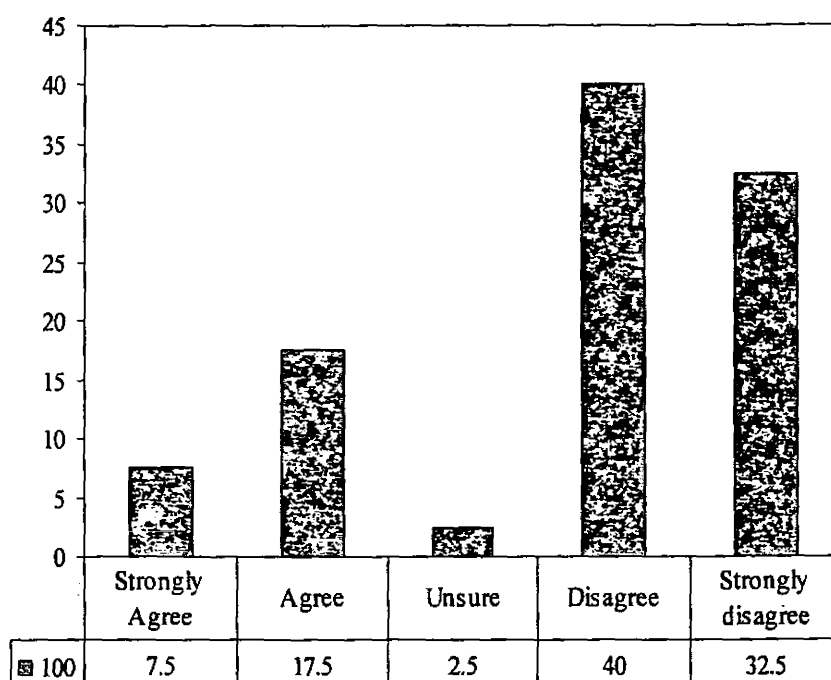


Fig.23 Training Facilities

Regarding the question about the facilities and resources provided by the government of Sindh to the teachers for ELT trainings, less than half (40%) of respondents disagreed and about one-third (32.5%) teachers strongly disagreed with this statement. A considerable number (17.5%) of the teachers agreed, few (7.5%) strongly agreed and very few (2.5%) of the teachers replied that they are unsure.

4.1.24 Consent for Trainings

After asking the above questions regarding ELT trainings, it was also deemed pertinent to know their consent for joining such training. The following graph shows their response.

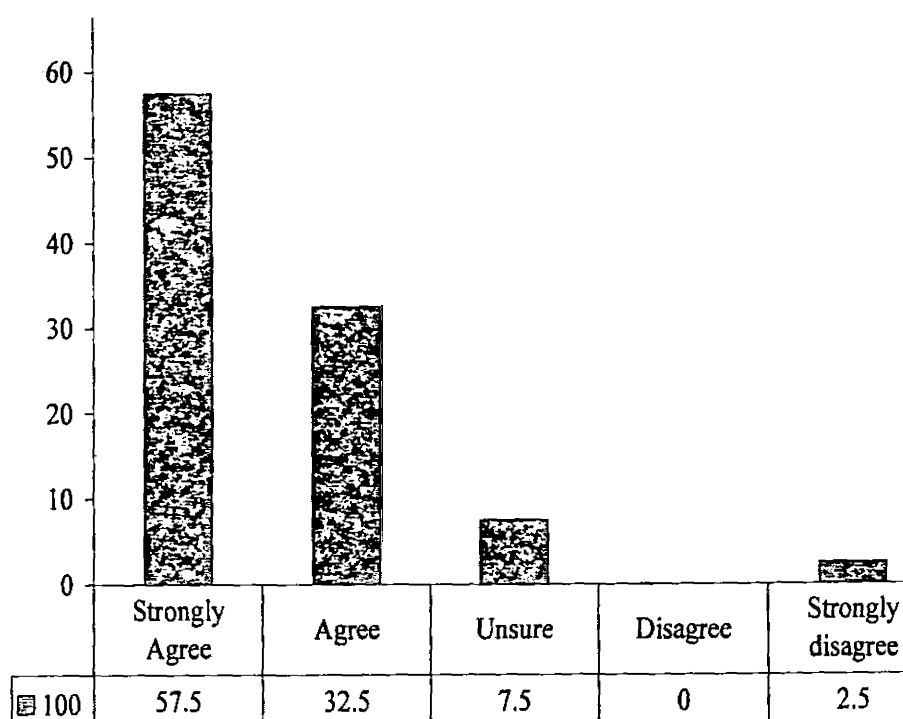


Fig.24 Consent for Trainings

For showing their consent to join ELT trainings, majority of the respondents (57.5%) strongly agreed and significant number (32.5%) of respondents agreed that they want to participate in ELT trainings if offered by the government. Few (7.5%) teachers said that they are unsure, and very few (2.5%) of the teachers said that they strongly disagree.

4.1.25 Teaching Large Classes

The teachers were asked if they can teach effectively in a class having more than thirty learners. Their reply is as under:

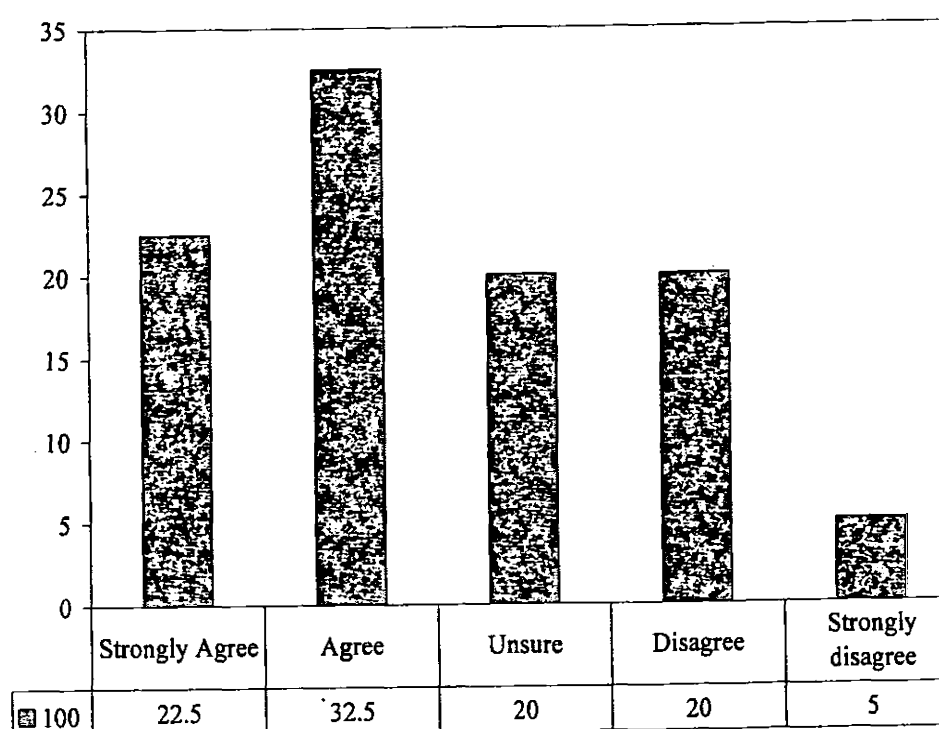


Fig.25 Large Classes

In response to this question whether they can teach effectively if there are more than 30 students, a significant number (32.5%) respondents agreed that they can teach effectively the class having above thirty students and more than one-fifth (22.5%) of teachers strongly agreed, one-fifth (20%) of teachers disagreed and one more (20%) teachers stated to be unsure.

4.1.26 Professional Membership

This was asked to know whether the college teachers get membership of the professional bodies like SPELT and TESOL. The following graph reveals their response.

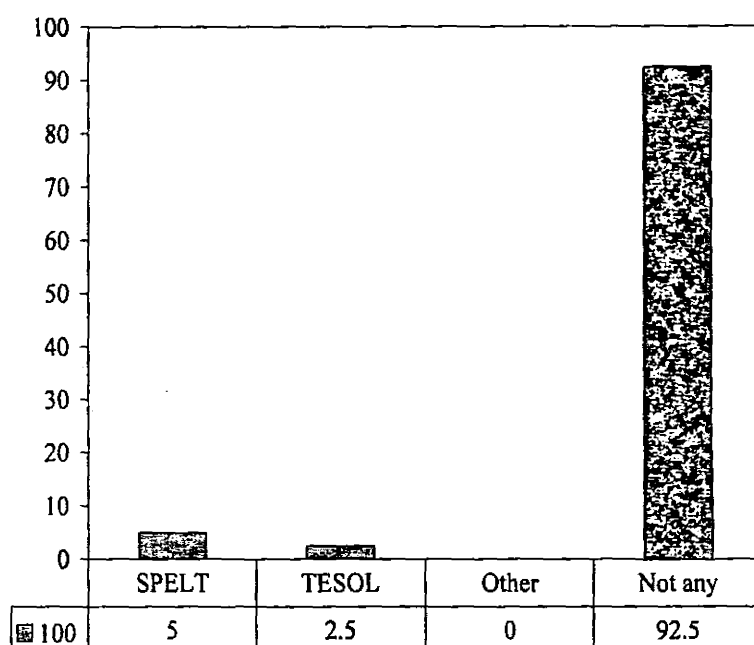


Fig.26 Professional Membership

For professional membership, majority of the teachers (92.5%) respondents said that they don't have any membership, few (5%) of teachers replied they are member of SPELT and very few (2.5%) replied that they have TESOL membership.

4.1.27 ELT Conferences

The following graph gives us the answer of the teachers when they were asked that how many ELT conferences they have attended in the last five years.

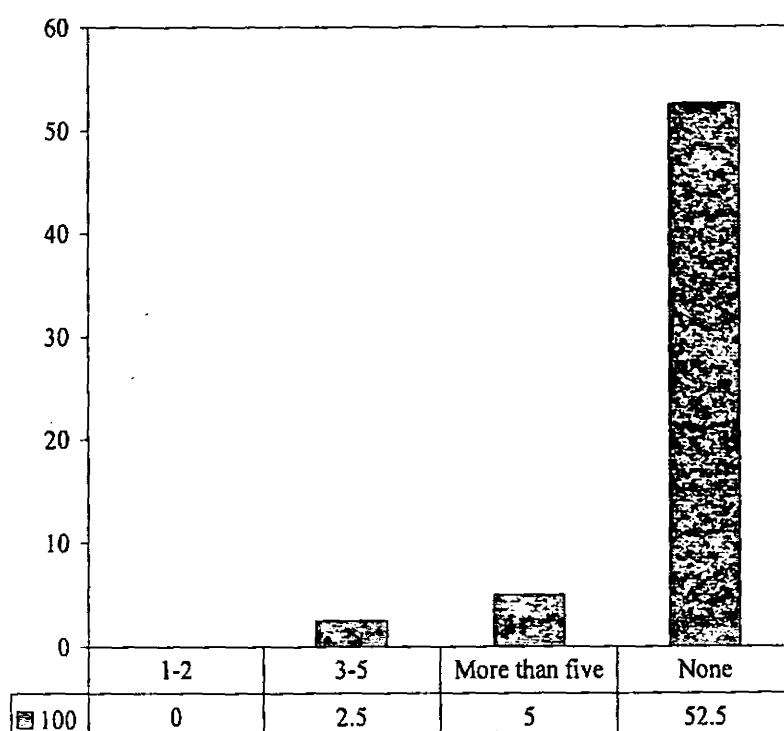


Fig. 27 ELT Conferences

As seen in figure number 27, more than half of the respondents (52.5%) said that they haven't attended such conference whereas, less than half (40%) teachers said that they have attended 1-2 ELT conferences. Few (5%) said that they have attended more than five and very few (2.5%) replied that they have attended 3-5 ELT conferences.

4.1.28 ELT Workshops

The teachers were asked that how many ELT related workshops they have attended in the last five years. Their answer is given bellow in the graph.

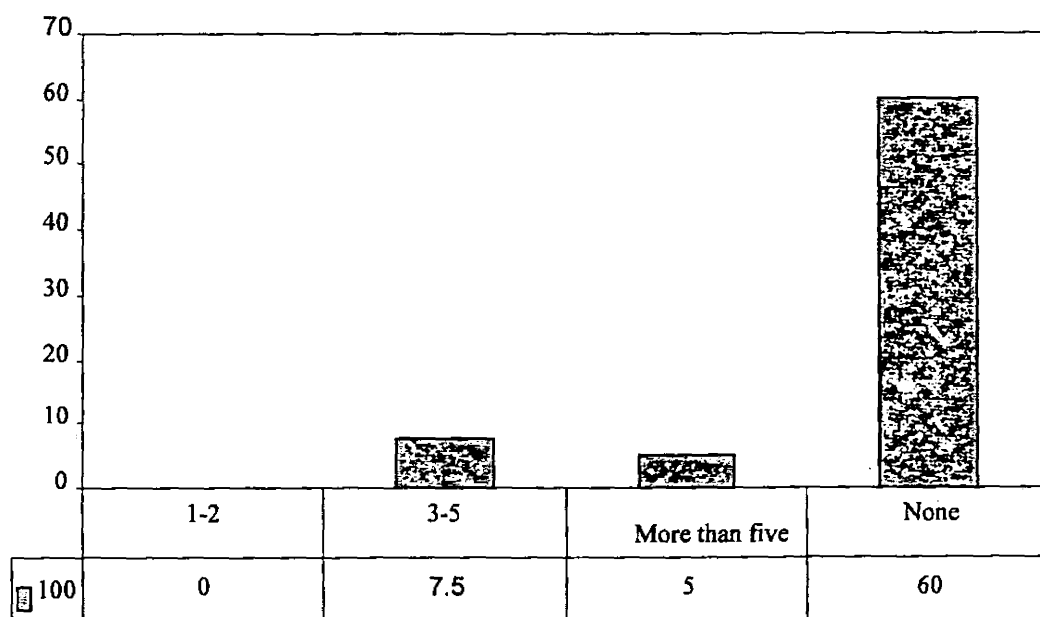


Fig.28 ELT Workshops

In response to this, majority of the respondents (60%) replied that they have not attended any ELT workshop, a considerable number (27.5%) of teachers said they have attended 1-2 workshops and few (7.5%) of respondents replied that they have attended 3-5 ELT workshops and a few (5%) of teachers said that they have attended more than five workshops.

4.1.29 Publications

This was asked from the teachers that during the last five years there are how many ELT related publications to their credit. The following graph shows their response, in this context.

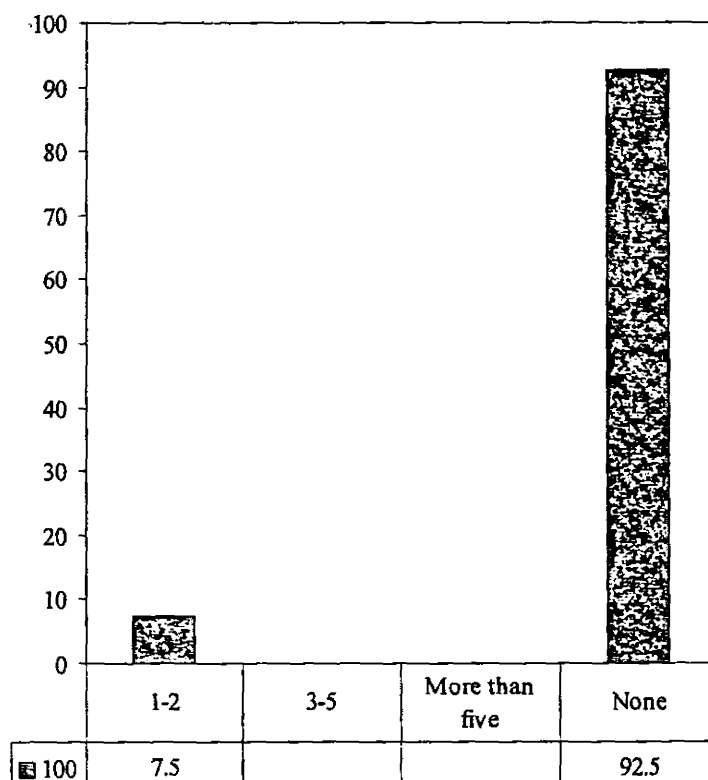


Fig.29 Publications

Regarding their ELT publications, majority of the respondents (92.5%) said that they do not have such publication and few (7.5%) teachers said having 1-2 ELT publications to their credit.

4.1.30 Suggestions to Improve English Language Skills of the Learners

The question number thirty was open ended which was aimed at giving choice to the respondents to inform the researcher about their suggestions as what to do to improve the standard of English at college level.

In response to this question the majority of respondents recommended: To start ELT Trainings and refresher courses for the teachers. They said that the ministry of education and higher education commission should focus on the trainings of college teachers and give them chances of scholarships for higher education so that they may enhance their knowledge.

The teachers suggested to revive the syllabus and incorporate the lessons which may focus on increasing the communicative skills of the learners and remove the lessons like "the miracle of radio", which according to them "is fifty years old. They recommended to incorporate the whole syllabus in one book instead of three separate books of the text, drama and poetry. They suggested to make the Sindh text book board more functional in this context.

They recommended for the appointment of more English teachers in the colleges.

They proposed that the efforts may be taken to ensure that classes are learner centered,

Medium of delivering lecture and communication in class is in English and teachers encourage students to use English in the class.

They also recommended the availability of audio video aids in the colleges and class rooms.

4.2 Discussion

Q.1 This question was actually incorporated in the questionnaire to find what was the number of the male and female teachers among the respondents. The majority of the respondents (55%) were male and 45% were female teachers.

Q.2 This question was about the age of the respondents. A substantial part of the respondents (32%) replied that their age is between 31-35 years. Whereas, 30% of the teachers termed their age between 25-30 years. 15% teachers said they belong to 36-40 years, one-fifth (20%) of the respondents replied that their age is between 41-55 and very few (2.5%) of respondents said that they are above 56 years.

Q.3 This question was asked to know the educational background of the teachers. All the teachers (100%) answered having their qualification MA/MSc, no teacher was M.Phil or PhD.

Q. 4 The purpose of asking this question was to know the teaching experience of the respondents. In response to this question, a significant number (27.5%) of the teachers said they have 1-5 years teaching experience. Whereas, 30% of the respondents said they have 6-10 years teaching experience, one-fourth (25%) of the teachers replied that they have 11-15 years experience, a few (10%) said they have 16-20 years teaching experience and 7.5% responded that they have 21-25 years teaching experience. The data indicates that majority of the teachers have 6-15 years teaching experience.

Q. 5 The purpose of this question was to know the professional training got by the respondents. Regarding this, 17.5% of the teachers replied that they did M.Ed/MA,

very few (2.5%) of the respondent said that they got diploma/Advanced diploma training, one-fifth (20%) of the teachers answered that they acquired certificate courses like short courses, an other same scale(20%) of the respondents said that they got primary teacher course and B.Ed trainings and (40%) replied they did not get any professional training.

Q. 6 This question was about brining a lesson plan in the class. While responding this question, more than half of the respondents (57.5%) said that they never bring a lesson plan in the class, a few (10%) teachers said that they always bring a lesson plan, some of the teachers (15%) said they often bring it and 17.5% replied that they sometimes bring a lesson plan. Whereas, during my visit to the colleges and also during my observation of the classes, I found that there was no trend of bringing any plan in the colleges. Some of the teachers said that they make planning of their classes in their mind when they come to college for teaching.

Q. 7 This question was about following a lesson plan. Answering this question, around half of the teachers (47%) replied that they never follow a lesson plan, a considerable number of the teachers (17.5%) said that they sometimes follow it. While, 17.5% said they often follow it another same scale (17.5%) replied that often follow a lesson plan.

Actually before start of my research I wanted to know whether teachers bring a lesson plan and secondly to know whether the lesson plans is followed in the class.

Q. 8 In response to the question of focusing the textbook in the class, around half (47.5%) of the teachers said that they always focus textbook in the class, less than

half (42.5%) of the respondents answered that they often focus the text book while, a few (10%) replied that they sometimes focus it and none of the teachers (0%) replied that they never focus the textbook in the class.

Q. 9 Regarding the use of supplementary books in the class, a few (7.5%) respondents said that they always use supplementary books in the class, about one-fifth (22.5%) answered they often use these books. Whereas, less than half (40%) teachers replied they sometimes use supplementary books in the class and about one-third (30%) teachers said they never use these books in the class.

Q. 10 This question pertained to the use of Grammar Translation Method, GTM, by the teachers in the class. As discussed in the literature review, grammar translation way of teaching is believed to be outdated and it has been replaced by direct method of teaching. Answering the question, 22.5% respondents said that they always use grammar translation studies method while teaching in the class, less than half (40%) of the teachers replied that they often teach through grammar translation method. Whereas, a considerable scale (22.5%) of the teachers answered that they sometimes use this method and (15%) replied that they never use this way of teaching in the class.

Q. 11 This question pertained to the use of Direct Method of Teaching, DMT, in the class. While responding this question, 20% teachers said they always use DMT in the class, 15% said they often use this method of teaching, less than half (40%) of teachers answered that they sometimes teach through direct method of teaching and

one-fourth (25%) of the teachers replied that they never use this way of teaching in the class.

Q. 12 This question was asked regarding the availability of Audio Visual aids/multimedia in the colleges. Answering this question, great majority of the respondents (97.5%) said that they do not have any AV aids in their colleges, very few (2.5%) of the respondents answered that they often have AV aids. While zero percent of the teachers answered that they 'Always' have AV aids in the colleges and again another zero percent of the respondents said they 'Sometimes' have AV aids in their colleges.

Q.13 This question also pertained to AV aids. In this question they were asked whether they use AV aids/ multimedia in their classes. Sometimes, what happens that equipments are available in the colleges, but they are not used in the classes. In other cases what has been found that certain items are unavailable in the colleges, but the administration manages to hire them for sometime from other sources. However, while answering this question a large ratio of the respondents (92.5%) replied that they never use multimedia in the classrooms, whereas, a few (5%) of teachers said they sometimes use AV aids in the classrooms whereas, very few (2.5%) answered that they often use them and no teacher (0%) said that they always use AV aids in the classrooms.

Q. 14 This question was about the regular arrival of students in the classes. There is common complaint among the teachers that there students are not regular and they remain absent from the classes. About one-third (32%) respondents while answering

this question said that their students always come regularly in the class, more than half of the teachers (52.5%) answered that they often come regularly, 15% teachers said that their students sometimes come regularly and 0% respondents said that their students are never regular in their classes.

Q. 15 In this question teachers were asked whether their students participate actively in the class activities. The purpose of asking this question was to find out whether there is any environment for the learners to participate in class activities or not. Answering this question, 20% of the teachers said that their students participate actively in English class, around one third (32.5%) of respondents answered that their students often participate actively, less than half (45%) of teachers said that sometimes their students participate actively and very few (2.5%) respondents said that their students never participate actively in the English class.

Q. 16 While answering the question, one-fourth (25%) of the respondents said that their students always communicate effectively in English, 17.5% replied that their students often communicate effectively. Whereas, majority of the respondents (62.5%) answered that their students sometimes communicate effectively and 17.5% teachers replied that their students never communicate effectively in the class. This question was asked to know whether students of government colleges can communicate effectively in the class.

Q. 17 The purpose of this question was to know whether teachers use mother tongue while delivering lecture. According to the responses, 12.5% teachers said that they always use mother tongue for explaining their lecture, one-fourth (25%) of the

respondents said that they often use mother tongue for explaining their lecture. While, a considerable majority of the respondents (57.5%) replied that they sometimes use mother tongue for explaining the lecture and a few (5%) said that they never use mother tongue for explaining their lecture in the class.

Q. 18 This question was asked to know that what procedure was being adopted by the teachers to assess their students. While responding to this question 22.5% teachers said that they assess their students through weekly tests. Whereas, one-fourth (25%) of the respondents answered that they use monthly tests to assess their students, 15% replied that they use end of course examination to assess students, 12.5% answered that they use other ways like surprise tests and an other one-fourth (25%) said that they do not assess their students.

Q. 19 This question was also related to the former one but in this question it was asked that how often teachers assess their students. In response to this question, a considerable number (27.5%) of the respondents said that they assess their students on weekly basis, 17.5% teachers said that they monthly assess their students, 15% teachers said that through end of course examination they assess their students. While 15% of respondents answered that they assess their students surprise tests and randomly asked questions and one-fourth (25%) of the teachers said that they do not assess their students.

Q.20 The purpose of this question was to know whether any teacher training was compulsory for their appointment. More than half (52.5%) of the teachers disagreed with this statement that teacher training was compulsory for their appointment

through Sindh Public Service Commission. Whereas, less than half (40%) of the teachers strongly disagreed, a few (2.5%) strongly agreed and another a few (2.5%) of the teachers agreed that teacher training is compulsory for their appointment as a lecturer.

Q. 21 This was asked with a view to find out whether there is provision for in-service ELT trainings. Answering the question few (10%) of the respondents strongly agreed that there is provision for in-service ELT trainings, 12.5% agreed, 5% said that they are unsure. Whereas, less than half (42.5%) of the teachers disagreed with this statement and a considerable scale (30%) of the respondents strongly disagreed.

Q. 22 This question intended to know whether the teachers take training course for English language teaching. A considerable scale (47.5%) showed disagreement and 20% teachers strongly disagreed. While 12.5% agreed, 15% strongly agreed and 5% replied that they are unsure.

Q. 23 The purpose of asking this question was to find out whether the government or education department of Sindh facilitates trainings for ELT teachers. Some of the respondents (7.5%) strongly disagreed, 17.5% agreed and 2.5% replied that they are unsure. Whereas, less than half (40%) of the teachers showed disagreement with this statement that the government or education department of Sindh facilitates trainings for ELT teachers and a few (32.5%) of teachers strongly disagreed.

Q. 24 This question was asked to know the consent of the teachers whether they would like to participate in ELT trainings if offered by the Sindh education department. Giving their response a majority of the respondents (57.5%) showed

strong agreement with this statement and 32% teachers agreed, a few (7.5%) said they are unsure. While, very few (2.5%) strongly disagreed and no teacher (0%) disagreed with this statement.

Q. 25 The purpose of asking this question was to find out whether teachers can teach effectively if there are more than thirty students in their classrooms. Regarding this question a considerable number (22.5%) of the teachers strongly agreed, about one-third (32.5%) of teachers agreed and 20% said they are unsure. While, 20% disagreed and a few (5%) strongly agreed.

Q.26 This question was asked to know whether the teachers are affiliated with the professional organization. Answering to this question majority of the teachers (92.5%) said that they do not have membership of such professional organization. Whereas, few (5%) replied that they are member of SPELT, very few (2.5%) of teachers said they have TESOL membership.

Q.27 This question was asked to know whether the teachers attended ELT conference. In response to this question, more than half of the respondents (52.5%) said that they did not attend any such conference. Answering this question, a considerable number (40%) of teachers said they attended 1-2 conferences, very few (2.5%) of respondents said they attended 3-5 ELT conferences; whereas, few (5%) of teachers replied that they attended more than five such conferences.

Q. 28 Purpose of this question was to know whether teachers attended ELT workshops. More than half (60%) of the teachers replied they did not attend any ELT workshops, a considerable scale (27.5%) of teachers said they attended 1-2

workshops. While few (7.5%) answered that they attended 3-5% such workshops and a few (5%) teachers said they attended more than five ELT workshops.

Q. 29 This question was asked to find out whether the teachers some publications related to ELT to their credit. Answering this question a great majority of the respondents (92.5%) replied they do not have any publication related to ELT and few (7.5%) answered that they have 1-2 ELT related publications.

Q. 30 This question was open ended. The purpose of asking this question was to get recommendations from the respondents as how to improve the English language of students. Teachers answering this question said that there should be trainings and refresher courses for the English teachers. They suggested making the training section of the Sindh education department and higher education commission more effective for ELT trainings and offer opportunities of higher education to college teachers. They recommended that the Sindh text book board should revise the syllabus and incorporate the lessons which may focus on improving the communicative skills of the learners and remove the lessons like “the miracle of radio”, which according to them “is fifty years old.”

Teachers said that there should be audio video aids in the colleges and classrooms.

The respondents urged for the steps to ensure that classes are learner centered. Teachers also recommended that the medium of delivering lecture and communication in the classes must be conducted in English and they also suggested that students should be encouraged to use English in the classes.

4.3 Analysis of Classroom Observations

This researcher visited five government colleges of Hyderabad city as a sample of his study. These included: Government College Kali Mori, Government College Qasimabad, Government Muslim Science College, Government Zubeda Girls College and Government Girls Degree College, Latifabad. Two classes from each college were randomly selected for observation. The researcher entered the classes with permission of class teachers. During the observation the researcher tried to watch minutely teachers' all activities including their way of delivery and behavior during their presence in the classes and same attention was paid towards students' participation, responses and their remarks about their English classes. An observation sheet was developed to note down important points related to this research. The observation table followed by the detailed analysis of the observed classes is as under:

Table. 1 Data from the Class Observation

S. No	Statement	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8
1	Student strength	93	70	87	65	70	78	100	73
2	Duration of class period	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
3	Arrival of teacher in the class	Y	Y	Y	Y	Y	Y	Y	Y
4	Lesson plan	N	N	N	N	N	N	N	N
5	Follows the lesson plan	N	N	N	N	N	N	N	N
6	Effective use of black /white board in the class	N	N	N	N	N	N	N	N

7	Writing meaning of difficult word from English text on board	Y	Y	Y	Y	Y	N	Y	Y
8	Teachers behavior to students	Normal /neither rude nor friendly	Normal	Normal	Not rude	Positive behavior	Teacher tried to be friendly	Behavior was positive but some times was irritating.	The teacher was friendly but there was no control in the class
9	Use of English as the language of communication	Teacher also used Sindhi and Urdu for communication	Both English and Sindhi	Both English and Sindhi	Both English and Sindhi	Also used Urdu and Sindhi	Used English, Urdu and Sindhi	Used English and Urdu	Used English and Urdu
10	Translation of English language texts into Urdu/Sindhi	Y	Y	Y	Y	Y	N	Y	Y

11	Encourages students to speak English in the classroom	N	N	N	N	N	N	N	N
2	Use of pair or group activities in the class room	N	N	N	N	N	N	N	N
13	Writing tasks assigned for the classroom	N	N	N	N	N	N	N	N
14	Writing tasks assigned for home work	N	N	N	N	The teacher asked the student to prepare for next day	N	N	N
15	Gives written feedback on writing task done in the class room	N	N	N	N	N	N	N	N
16	Gives oral feedback on	N	N	N	N	N	N	N	N

	writing task done in the class room								
17	Asks the students to give oral presentations in English	N	N	N	N	N	N	N	N
18	Use of encouraging words by the teacher	N	N	N	N	N	N	N	N
19	Use of discouraging words by the teacher	N	N	N	N	N	N	N	N
20	Rebuking students in the class	N	N	N	N	N	N	The teacher used the words such as "Be serious" "Follow discipline"	Stand u

21	Students actively participated in class activities	N	N	N	N	N	N	N	N
22	After the class students remarks were satisfactory about their teacher	No such remarks	Average remarks	Normal remarks	Normal response	Satisfactory	Student appreciated their teacher	Student remarks were satisfactory	Satisfac

Y=Yes N=No

4.3.1 Class Observation 1

The classroom was like a big hall. It had one door used for entrance and exit. There was one blackboard. It was clean because English was the first period. There was rostrum lying on the corner of the blackboard. There were desks in the classroom. Three students sat in each desk. Desks were not fixed. The front desks were lying at the distance of about 4 feet away from the blackboard. There were four desks in each row. All desks were faced to the blackboard. There was narrow space from one desk to the other.

As already mentioned in table No.1, there were 93 students in the class. Students were in uniform. Before the arrival of the teacher there was noise in the class. All the students had text books and registers.

The English teacher, clad in pant shirt, arrived in the classroom in time. As soon as he entered the class he said 'Asalamalikum'. Students stood up from their seats and replied almost in chorus 'Walekumsalam'.

Teacher gestured the students to sit down. All the students sat down, but there was noise in the class. Teacher went towards the rostrum and kept thumping it in order to attract the attention of the students. At the same time he used code switching and repeated the words loudly "*Keep silence...Maath kayo...Awaz na ache....No more noise in the class*". After a while silence prevailed in the class and the teacher asked one of the students sitting on front desks to give him the text book. A student gave him the book. The teacher opened the book and announced in English that today he will teach them the lesson "Pakistan and the modern world".

After writing the title on the board the teacher came to the rostrum and addressed to the students in Sindhi

Chha twhan khe Liaqat Ali Khan je bari me khabar ahi ta he kyer hoyo?

Some of the students also replied in Sindhi

Sir he Pakistan jo pahryun Prime Minister hoyo.

Upon this teacher appreciated the students and again replied in code switching “*You are right, zabardast*”.

Following this he started reading from the text. He was reading the lines from the text and was providing them the translating along with explanation into Sindhi language. The teacher told the students that this lesson is actually excerpt of the speech delivered by Liaqat Ali Khan, in the University of Kansas City, USA. The university awarded him an honorary degree of doctorate in recognition of his services rendered for the establishment of Pakistan.

During explaining the text the teacher sometimes, wrote words of the text on blackboard. This practice continued during the whole period.

The students were asked for no class activity. They were just listening to the lecture. The teacher used the blackboard for writing some words such as doctorate, commitment and economic development. The class ended when teacher heard voice of college bell which indicated end of the class. After hearing the bell he returned the book to the same student and asked the students to “work hard”... “English is important” and “don’t make noise”. Then the teacher left the class. Students again stood up and voiced almost in chorus “Thank you sir”.

4.3.2 Class Observation 2

The classroom was large and looked like a big hall having two rooms. Ten wooden chairs were accommodated in each row. The classroom contained one blackboard and one rostrum. There were 70 students and all of them were wearing uniform. They had text books and note books. There was noise in class before the arrival of the teacher

Teacher came in class in time. He had a book of English novel 'two one act play' in his hand. On his arrival in classroom some of the students stood up while the rest of the students were sitting in their seats. There was noise in the class. He spoke in English language and asked the students to be silent and listen to him attentively. He started reading from the pages from the novel of the text, Prisoner of Zenda. He read the text and explained the same in English. He told the students that this novel was written by Anthony Hope in 1894 and it relates to the story of the King of the Ruritania, when he is abducted on the eve of his coronation ceremony.

Though the story of the novel was arguable because it was full of suspense but teacher did not give chance to the learners to communicate and ask any question or give their remarks about the novel.

In the class no homework was assigned to the students and they were also not involved in any class activity. The teacher repeatedly asked the students whether they understood his lecture. The students sitting on the front seats nodded their heads in positive. Students sitting in the chairs of rare rows had their eyes down when the

teacher verbally asked them whether they understood or not. Teacher also got no further feed back either spoken or written from the class. He continued reading the text and explaining it in English. The teacher also asked the students the meaning of some of the words which he wrote on black board such as rival and coronation. When one of the students told the meaning of the word 'rival' as *Dushman*. The teacher said "very good". At the end just ten minutes before the end of the lecture he started explaining the text in Sindhi and used the sentences such as

He novel hikry badshah mutaliq ahi, jinh khe tajposhi je takreeb kha pahnryaen griftar kayo wayo.

Almost all the students had note books but some of them were noting important points of the teacher's lecture.

4.3.3 Class Observation 3

The gist of this observed class is given in C.2 part of table No.1, given in the start of the section. This classroom had two doors. There were eight wooden chairs with writing support in each row. There was space after four chairs. Chairs were not fixed. There was a rostrum lying like a dump material it appeared that it was not in use. There was a large blackboard in the classroom.

Students were in uniform and were silent in the class. There were 87 students in the class. The teacher of English was waiting at the door of the classroom because physics teacher was still in the class. The English teacher came to the door and showed his glimpse to the physics teacher. After this, physics teacher left the class

and English teacher entered the class. A student sitting in front row came forward and tried to erase the blackboard but there was a noise in the class. Students were asking their fellow to not to erase blackboard because they were noting down the points written on blackboard by the physics teacher in the previous class. The teacher waited for a while, then got the duster from the student and asked the students in Sindhi whether they have copied the material from the blackboard. In Sindhi he said

Likho tha ya pooro thee wayo. Students replied that they have completed

Following this the teacher erased the board on his own. After this he came in front of the blackboard and started delivering lecture on the topic "An astronomer's view on the universe". During the whole period he kept on speaking in English and Sindhi language.

He explained the main points of the text that for ordinary people the creation of the universe is mysterious and for them earth is a gigantic place, but when we compare it with the other planets, it is small enough. In the galaxy earth looks like a tiny sand of the ocean. He said in Sindhi

Zahri tarah ta he dharti hik waddo jahan ahi. Magar kainat je biyyan planets je muqabali me hik nandho juzo ahi.

The teacher also sometimes wrote the difficult word of his lecture on the blackboard such as galaxy, planet and rotation. The students were silent during his speech and their faces were down perhaps they were jotting down important points of the lecture in their note books. No learners based activity was conducted in the class.

4.3.4 Class Observation 4

The class was big enough. The classroom contained scientific charts particularly of Biology and Chemistry. There was a large blackboard and one rostrum in the class. Students' chairs were faced to the blackboard. There were 65 students in the class. Students were wearing college uniform. Before the start of the class they were having chats with one another in Sindhi. They all became attentive when English teacher came in the classroom

Teacher came in the class in time. He asked the students to give him the book of poetry. A student gave him the book. The teacher kept on surfing the book and ultimately asked the students that today he will teach them the poem 'Music when soft voices die' written by PB Shelley. The English teacher read the lines from the poem and then translated and explained the poem in Sindhi. The teacher told the students that one can feel the sweet fragrance of any flower when even its petals fade away, in the same way; memories of the loved ones are permanent in our minds though they are no more with us. The presence of the loved ones can be felt at any time. He told the students that Shelley is also known as a revolutionary poet. Sometimes he wrote the words from the poem on blackboard such as odours, heaped, vibrate and slumber.

Students were listening to the teacher. Teacher did not ask any question from the students. The teacher read the explanation of the poem in Sindhi twice. He said in Sindhi

*Hin nazam me budhayo tho wanje ta insan je zihan me yaad geeryoon hamshesha
lai rahji weendyoon ahin. Khas tor ti un manhoo jee yaad, jeko twan je dil me
rahando hujy aen oho twan khaa wichhry wanje.*

The teacher also told the students that this is an important poem and there is possibility that this poem may come in the annual examination so he asked them to read it carefully. Teacher gave no home work to the students.

4.3.5 Class Observation 5

The class was full of desks. There were three desks in each row. Classroom had one door. There were equations of Mathematics written on blackboard. There were 70 students present in the class. All the students were in uniform. They became attentive when teacher came in the class.

The teacher clad in pant shirt, arrived in time. He entered the class having chalks in his hands. He said 'Asalamalikum' to the students. They reciprocated 'walikumsalam'. The teacher started delivering lecture on the text titled as "The hostile witness". The teacher told the students in Sindhi that the text relates to the story of Charlton, a waiter. The teacher further narrating the story of Charlton in the class, in code switching, continued that Charlton was a waiter in a hotel in Kirby town in England. Once at mid break, he left the hotel and went to a place where he committed robbery in which one person was also killed. Teacher then said in Sindhi

wardat kha poe he jaldi nikry wanjann me kamyab thee wayo. Actually he was lucky enough that he managed to get lift from a person who was going to the hotel which was the destination of Charlton.

Teacher told the students that Charlton arrived at hotel in time and apparently became less suspicious for the investigating officers. But ultimately after thorough investigation police arrested Charlton. Using Sindhi the teacher on another occasion said *Charlton wade koshish kai ta jeen wardat zahir na thiye, magar poe bhe pakarjy payo.*

The teacher told the students that an honest police officer can catch hold of the culprits through transparent investigation. He added that our society needs such kind of police officers.

Teacher in his lecture also discussed about the other characters of the story like King, Abbot and police officer Manning.

He also wrote some words of his lecture on blackboard such as 'robbery with murder', 'fresh complexion' and names of characters like Abbot and Johnson. He intermittently uttered the words 'Keep silence.' He ended his period in time and at the end of the lecture asked his students to remember the main characters of the story and told them that he would ask them the questions about the story next day.

4.3.6 Class Observation 6

The classroom had desks for the students. There was one blackboard and one rostrum in the classes. Some charts having information about science subjects were seen in the class.

There were 78 students in the class. Students were in uniform. They were silent before the arrival of the teacher. They had text books and registers.

Teacher came in class in time. He entered class with a smile. Some of the students stood up. He asked the students to "please sit down". Upon this they all sat down and replied almost in chorus "Thank you sir".

The English teacher came in class with a text book of his own. He opened this and then asked the students to open their text books reading the lesson "The miracle of radio" The teacher giving his comments on the validity of the lesson told the students that in this computer age it is strange to talk about the miracle of radio. He told the students that it is part of our syllabus so we have to read this. The teacher tried to create a friendly environment in the class. He joked with the students that out side the classes they when they reach their home they will come to know many mysteries of the world through TV channels like Discovery and CNN. The teacher further asked his students that now we have internet in our mobiles which is in our pocket. He smiled and said in Urdu

*Lekin sitam zareefi ye he ke is technology ke daor me bhe ham radio ki
ijad ko ek miracle samjh kar parh rahe hen*

After giving his views on the validity of the lesson in Urdu, he started reading from the text. In the end of his lecture he asked his students that tomorrow we have an other interesting class because tomorrow we will write down the question answers of the text which also include this question "Is colour television possible in this world?"

In the class there was no learner centered activity and no home work or class work was assigned to the students.

Teacher used Sindhi Urdu and English as medium of communication in the class.

4.3.7 Class Observation 7

The classroom was over crowded. There were desks in the classroom. There were three desks having three students in each desk. There was big blackboard and one rostrum in the classroom. The front row desks were accommodated very close to the blackboard. Students were in uniform. There were hundred students in the class. There was noise in the class. Students had shoulder bags carrying text books and registers.

The English teacher came in class room in time. She directly came to the class with a book of English poetry in her hand. She uttered the complimentary words 'Asalamalaikum and good morning' as soon as she entered in classroom. All students stood up when she entered in class. She asked the students to sit down and then she wrote down the title of the poem "The Solitary Reaper" on blackboard after this she started reading the poem and explaining it in Urdu. The teacher told the students that poem is written by William Wordsworth. She also told them that this is very

important poem; therefore all the students must be silent in the class and listen to her attentively.

*Ye nazam Wordsworth ne likhi he aur ye ek mash hoor nazam he. Jis
me ek larkee ka zikr he jo khet me fasl kat ti he aur os ke sath koe geet
bhet ga rahe he.*

She then told the students in English that the poem relates to a girl who is singing a melancholy song while working in the field. She is cutting and reaping the gross similarly she is singing a song. The poet says that the girl is singing such a sweet song which can never be forgot.

The teacher, sometimes, verbally told the students the meaning of difficult words and also wrote down some words of the poem on blackboard such as "solitary, melancholy, behold." The teacher used the blackboard for writing some words of the poem. She did not write any question or topic on the blackboard which may produce debate in the class and the students may find the chances of communication.

In the class there was no activity which may motivate the learners to use the language skills in the class and students were assigned no class work or home work.

4.3.8 Class Observation 8

The classroom contained desks for the students. There was space for movement. Students' seats were addressed to the blackboard. Students were silent. There were one 73 students in the class. They had bags for carrying their books. Though the classroom was large but it seemed to be over crowded.

Teacher came in class. There was much noise in the class. She spoke loudly and asked the students to be silent. But still there was noise. After that she asked the students to stand up. When all the students stood up they became attentive and remained silent. After that she asked them in Urdu *Beth jao lekin shor nahi hona chahye*. Then she got a text book from a student and started reading the lesson titled "The Day the dam broke". The teacher used English and Urdu in the class and explained the details of the lesson that this is written by James Thurber and this lesson narrates the story that in Columbus city located near the Ohio river, in the USA, on March 12, 1913, all the people left their homes and fled away when they came across the rumour that the nearby dam built on the Ohio river had broken. There was so panic that the people ran for safety leaving the prepared meals and without turning off the cork of the stoves in the kitchen. The army personnel came to the street and announced that the dam has not broken. But people thought that the army officially announced that the dam has 'now' broken therefore they started running faster to the east. In Urdu she told the students

*Ap ko pata he ke ghabrahat ke wakt insan pareshan ho jata he aur
sab kuch bhool jata he. Columbus me bhe ye he aalam tha jab
wahan pe afwah phehle ke dam toota he. Hata ke kuch logon ne to
paka hua khana bhe chhor kar dorna shru kar diya.*

Though the lesson was humorous because it was based on the rumours that the dam had broken, but she had to be serious in order to maintain silence in the class.

The teacher left the class in time. No group work or home work was assigned to the learners. Students were not asked any question.

4.3.9 Class Observation 9

The classroom has two doors. But only the front door was used for exit and entrance. There were both desks and chairs in the class. There was capacity of eight students in each row. There was blackboard and one rostrum in the class. The students were in uniform and they have bags for books. There were 81 students in the class. Their bags were lying beside them some of them kept their bags in their laps because the class was overcrowded.

Teacher came in class in time. She has some papers in her hand. She said 'Asalamalikum' as soon as she entered in class. Students replied 'Walikumsalam' and stood up. Then teacher asked them to sit down. Hence they sat down. Teacher wrote the word "Essay" on blackboard and underlined it. Then again she wrote another word "Mother". Following this she stood before the centre of the blackboard and addressed to the students in Urdu.

Kya ap mujhe maan ki khoobyan bata sakti hein?

Upon this, students told the various qualities of a mother that she is loving, caring, and house keeping. The teacher encircled the word mother written on blackboard and wrote the responses of the students on the blackboard. Following this she explained the qualities of mother and highlighted her significance. She said Islam has high regards for the mother. Most of the time she spoke in Urdu and in the end she said to

the students that we should respect our mothers. The teacher gave no home work or class work to the students.

4.3.10 Class Observation 10

The classroom contained desks and chairs for the student. Each row could accommodate ten students. There was one blackboard in the class and one rostrum was also there. Students' seats were faced to the blackboard.

There were 68 students in the class. Students were in uniform and silence prevailed in the class because a class representative what is locally called the 'Monitor' or Class representative, was standing in front of blackboard and was asking the students not to make noise. She was also writing the names of the students who were not following her.

The teacher came in class in time. She has a book in her hand. She wrote the title of the lesson "Life in the universe" on blackboard. Then she kept on reading the text. She explained the text in English and Urdu. She told the students that the text pertains to the scientific information about the universe. She also stated that the knowledge about the universe is important for the students. Students felt boredom, because some of them were yawning and looking here and there having no attention to the teacher. There might be two reasons that the lesson totally pertained to science and the teacher did not involve the students during her teaching. The teacher assigned no home work or class work to the learners. The teacher also did not use the blackboard

4.4 Discussion

The observations made during my visit to the classrooms of the selected colleges are summarized in the following sections.

The teachers were regular in their classes. They came to the classes in time and remained in the classes till the bell rang, which indicated that the time of their classes was over. Duration of each class was forty minutes. There was no lesson plan found with the teachers.

Teachers mostly used lecture method for teaching. Sometimes they read different topics of the text and explained it in Urdu and Sindhi. This shows that the teachers in the class used lecture method and Grammar Translation Method for teaching the learners. There were no group work or pair work activities in the class. Teacher did not give any homework or class work to the students. Teachers did not use any supplementary resources like dictionaries and newspapers for teaching. There was non availability of audio visual aids in the classes (see table.1, serial No.10-17)

Students were attending the classes as passive recipients, whereas, some of them wrote down whatsoever was written by the teacher on the blackboard.

The teachers used English, Urdu and Sindhi languages in their lectures. Though the teachers' overall behavior to the learners was good, but students were not encouraged to speak English in the class. The teachers translated the texts into Urdu and Sindhi (see table.1, serial No.11-12). There were no whiteboards in the classrooms. On the blackboards the teachers mostly wrote difficult words from the text or any other words they deemed necessary for their lecture. They did not use the

blackboard for writing something related to brainstorming or the other passages which may create discussion in the class and give chances of speaking English to the learners.

There were blackboards in all the classes. It was also observed that the students sitting in the first row which was close to the blackboard were receiving dust particles when teacher erased the blackboard.

In some of the classes, the teachers found it difficult to maintain silence in the classes. In some of the observed classes there were about hundred students and teachers found it difficult to manage the classes, because the classrooms were full with the students and there were no other teaching resources available to assist the teachers, therefore, they had to use either lecture method or reading the text and translating it into Urdu or Sindhi (see section 4.2).

Students in the classrooms seemed to be inactive because there was no part to be done by them in the class. The absence of different classroom activities and nonavailability of resources were making an environment of just listener for the students. As mentioned earlier, the teachers mostly relied on lecture method while teaching in the classes (for details see section 3.3).

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Findings

The purpose of this research was to study the present state of English Language Teaching in the classrooms at the Government colleges of Hyderabad city and suggest appropriate remedial measures and recommend the ways for the improvement in the English language teaching practices. The method of study was in the form of questionnaires from the teachers and observation of the classes.

Through the study it was attempted to find out the answers of the research questions. Answering question number one that how far English classes in the government colleges of Hyderabad city are successful in providing opportunities to the students to learn English, the findings of the questionnaires and observations suggested that in the government colleges of Hyderabad city, there are limited opportunities of learning English for the students. The classrooms are over crowded. There is no availability of resources like multi media in the colleges (see section 4.1).

It was found that the students were not given any class work or homework. The students did not find any real situation to communicate in English language in the classrooms. The teachers were mostly found communicating in the mother tongue in the class. There was no proper assessment of the students. With the help of questionnaires and informal discussions with the respondents it was found that

teachers had no opportunities for ELT training or refresher courses offered by the Sindh government.

Most of the teachers were not affiliated with professional teacher development associations such as SPELT. Through questionnaires it was revealed that the majority of the teachers did not attend any ELT related conferences/workshops during the past five years. However, the teachers showed their consent for getting ELT trainings. They also suggested that the text books should be revised and there should be focus on the material which may help in improving the language skills of the learners. They proposed that instead of having three separate books of prose, poetry and drama, there should be a single book comprising focal parts of these three books (see section 4.1.10 - 4.1.29). In the informal discussions the teachers told that the use of unfair means in the examination and the undue political meddling of the students' wings of the political parties are also the major hindrances in the promotion of quality education

Answering question number two, that if there are not much opportunities, then what is its effect on their learning, this study shows that in the government colleges almost all the teachers use grammar translation method in the form of delivering lectures for teaching the students and reading passages from the textbooks.

The teachers mostly depend on the textbooks in the classrooms and read out passages of the text with explanation loudly, sometimes ask the students to read the passages from the text. In the classrooms, the students were involved in no other activity than reading passages from the texts.

The major causes for not giving opportunities to the students in the classrooms were observed as: there were no class-based activities like presentations or group discussions for the students. The classrooms were found devoid of other teaching aids such as audio visual and multi media. The teachers also did not properly use the blackboards to draw the related visuals. In addition, no classroom was found having less than 60 students. The lectures delivered by the teachers did not contain any element which may help improve the learners' language skills (see section 4.1.10-4.1.15).

Responding to question number three, that what is the role of teachers in the classrooms, this study indicates that all the classes were teacher oriented where teachers kept on speaking and reading the text. The teachers were mostly found translating and explaining the texts in the classes while teaching. They did not encourage the students to ensure their participation in the class (see analysis of observations in section 4.3).

In response to the question number four that what is the role of learning material in the classrooms, the study reveals that the teachers rely mostly on the text books and blackboard in the classrooms for teaching. The blackboard was just used for writing few words from the text. There were no additional books or resources available in the classrooms (see 4.1.9). It was also observed that some of the teachers would often come empty handed in the class and ask the students to give him/her a text book (For details see analysis of class observation in section 4.3)

Apart from above responses from the questionnaires and class observations, some mismatches between the answers of the questionnaire and the observed classes

— such as students' participation and their communication in the class, bringing a lesson plan, were also identified. (For details see 4.1 and 4.3).

During the visits to the colleges, the Principals and the English teachers in the informal meetings viewed that there were, over all, unsatisfactory resources in the public sector colleges for English language teaching. Talking about the use of unfair means in the examinations, one of the respondents stated that during the examinations the vigilance committees, formed by the government to visit the examination centers to ensure that there was no use of unfair means, were also involved in this dirty business. During their visit to the colleges, they gave the seat numbers of the candidates to the invigilators and requested them to provide material to the candidates.

Apart from this, the teachers also said that they may be awarded scholarships for higher education. They also said that their salaries are insufficient keeping in view the growing price hike. Therefore they focus more on their tuition centers to meet their financial requirements.

5.2 CONCLUSION

In Pakistan, English language is the symbol of social status. But this study found that in the government colleges, the students were provided less opportunities. There were few resources in the colleges for language learning. English classes did not have conducive environment for English communication. Even the teachers communicated with the learners in Urdu and Sindhi.

In the government colleges the students are passive listeners in the classrooms. There are limited opportunities such as group discussions, short presentations and class work or homework, available for the students in the classes. There is non availability of supplementary teaching resources in the colleges. The teachers mainly rely on grammar translation method for teaching English.

There is outdated curriculum for the college students. There is the Sindh Text Book Board, which is officially required to revise and update the syllabi, but nothing has changed over the years except the title pages.

The syllabi of the government colleges need to be revised practically and the revised syllabus should focus on enhancing the language skills of the learners. The syllabus should contain such interesting topics which may spark debate and students find interest in such topics. Teachers may be imparted certain training as how to involve the learners in such activities.

The college administration and the provincial heads, supposed to oversee the college level educational affairs, seemed to be least interested in improving standard of learning in English classes. Through their initiatives, the related issues like revising the syllabus, offering ELT trainings to the teachers can be timely addressed and the use of unfair means in the examination can be eradicated.

The students passing matriculation (either through the use of unfair means in examination or impersonation) get 'A' grade and 'A One' grade but they do not know even how to write simple sentences of English when they reach at college level.

There is the training wing in the department of education, Sindh secretariat Karachi, but it seems to be of no use for ELT purposes for college teachers. The Higher Education Commission, HEC, has also little concern for college teachers. HEC hardly offers scholarships for MPhil or PhD for college teachers to go abroad.

Anyway, the result of the study indicates that there are few opportunities available in the classrooms of the government colleges for the learners. The reasons may include lack of funds for providing resources in the classrooms, no encouragement by the college administration or poor planning of the ministry of education towards improving English at college level.

In this study it has been attempted to examine the present state of English language learning practicum mainly focusing the English language learning opportunities to the students of the government colleges. The time and space confined to the limited area of research but there are also other researchable areas like classroom management, syllabus designing, teaching reading, teaching writing, which may lead to innovative ways of teaching and learning and may guide the policy designers to place the objectives accordingly. The interested researchers will hopefully look into other related issues in their ensuing study.

5.3 RECOMMENDATIONS

The government of Sindh should appoint more English teachers in the colleges and release special grants to the education department to ensure quality learning in English classes. There is need of supplementary teaching resources in the English

classes. The education department of Sind should take initiatives to uplift academic environment of the government colleges and introduce inter collegiate quarterly essay competitions and declamation contexts. This debate and declamation contests should begin with Intra College students. The winners should be sent to district level. Then there should be contests at divisional head quarters and finally they should be called at provincial head quarters. These co-curricular activities will motivate the learners towards study.

The meritorious college students should be given scholarships of higher education. There should be ban on the use of unfair means in the examination. English syllabus of the government colleges should be revised. There should be a single book comprising the important material instead of three separate books, i.e. Text, verses and plays. The single book may contain all necessary sections like prose, poetry, dramas, grammar. College teachers should be given opportunities of trainings and refresher courses. They should be encouraged to the field of research. They should also be provided opportunities for doing MPhil and PhD.

The college teachers may be given study leave with salary for at least five years to complete their PhD education. Those English teachers, who are invited to the international educational conferences in the country or abroad, may be awarded travel grants either by the government of Sindh or the higher education commission.

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APPENDIX 1

THE QUESTIONNAIRE

Dear Participant

I would be very grateful for your help with a study I am conducting on "English Language Teaching Practicum in the Government Colleges of Hyderabad City" I am doing this research for my M.Phil/MS dissertation from International Islamic University, Islamabad. I have chosen questionnaires as one of the tools for my research.

I assure you that the responses of the questionnaire will be kept strictly confidential.

Your contribution in filling up the questionnaire is extremely important to complete the study successfully.

Could you please spare some time to fill out this questionnaire. Thank you very much for your support in this academic endeavour.

Yours truly,

Sanaullah Rustamani

M.Phil fellow

Department of English,

International Islamic University,

Islamabad.

APPENDIX 2

Questionnaire for English Lecturers/Professors

Please encircle the number which applies to you

DEMOGRAPHIC

Name: (optional) _____

1.	Gender	1. Male 2. Female\
2	Age	1. 25-30 2. 31 – 35 3. 36- 40 4. 41- 55 5. Above 56
3	Educational Level	1. PhD 2. M.Phil 3. MA/MSc
4	Teaching experience:	1. 1-5 2. 6-10 3. 11-15 4. 16-20 5. 21-25
5.	Professional training	1.MA/M.Ed 2.Diploma/Advanced 3.Diploma

		4.Certificate
		5. Any other please specify?

TEACHER IN THE CLASS

Always Often Sometimes Never

☐ 1 ☐ 2 ☐ 3 ☐ 4

6	Do you bring a lesson plan in your class?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	Do you follow the lesson plan?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Do you focus the text book in your class?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	Do you use supplementary books in your class?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10	Do you teach English through Grammar Translation Studies method?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11	Do you teach English through Direct method?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12	Do you have Audio Video Aids/multi media in your college?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

13	Do you use Audio Video Aids/multi media in your class?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
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STUDENTS PERFORMANCE IN THE CLASS

Always Often Sometimes Never

☐ 1 ☐ 2 ☐ 3 ☐ 4

14.	Do your students come regularly in the class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
15	Do they participate actively in English class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
16	Can they communicate effectively in English in the class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
17	Do you use mother tongue for explaining your lecture in the class?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

ASSESSMENT

18	How do you assess your students?	1. Weekly tests 2. Monthly Tests 3. End of course exam 4. Other(Please specify)
19	How often do you assess your students?	1. Weekly tests 2. Monthly Tests 3. End of course exam 4. Other (Please specify)

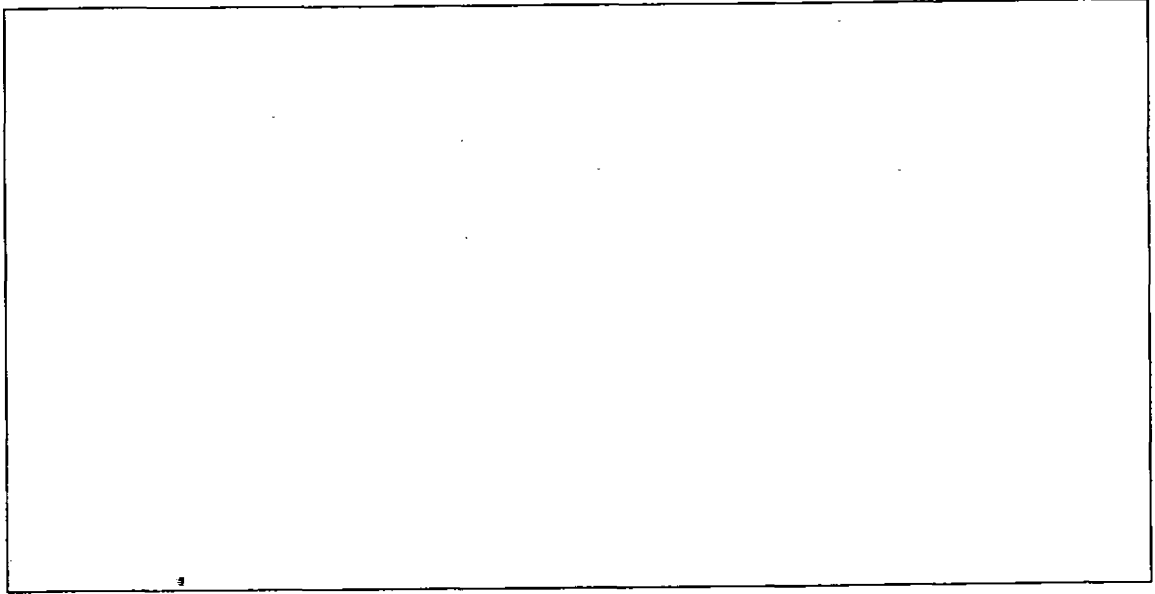
Strongly agree	Agree	Unsure	Disagree	Strongly disagree
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20.	Is teacher training compulsory for your appointment?	1	2	3	4	5
21.	Is there any provision for in service ELT trainings?	1	2	3	4	5
22.	Do you take Teacher training course for English Language Teaching	1	2	3	4	5
23.	Govt or education department of Sindh facilitates trainings for ELT teachers	1	2	3	4	5
24.	You want to participate in ELT Trainings if offered by the Sindh Education department?	1	2	3	4	5
25.	You can teach effectively if there are more than thirty students in your class room	1	2	3	4	5

PROFESSIONAL ACTIVITIES IN THE LAST FIVE YEARS

26.	Professional memberships?	SPELT TESOL Other (Please specify)
27.	ELT conferences attended?	1-2 3-5 More than five None
28.	ELT Workshops attended?	1-2 3-5 More than five None
29.	Publications related to ELT?	1-2 3-5 More than five None

30. Please use the space bellow to give your suggestions to improve English language skills of the students of the government colleges.



Thank You

APPENDIX 3

Observation of the English Classes

Name of the Teacher

Place

Class Starting Time -----

Class End Time -----

1	The students strength	
2	Duration of class period	
3	Arrival of teacher in the class	
4	Lesson plan	
5	Follows the lesson plan	
6	Effective use of black /white board in the class	
7	Writing meaning of difficult word from English text on board	
8	Teachers behaviour to students	
9	Use of English as the language of communication	
10	Translation of English language texts into Urdu/Sindhi	

11	Encourages students to speak English in the classroom	
12	Use of pair or group activities in the class room	
13	Writing tasks assigned for the classroom	
14	Writing tasks assigned for home work	
15	Gives written feedback on writing task done in the class room	
16	Gives oral feedback on writing task done in the class room	
17	Asks the students to give oral presentations in English	
18	Use of encouraging words by the teacher	
19	Use of discouraging words by the teacher	
20	Rebuking students in the class	
21	Students actively participated in class activities.	
22	After the class students remarks were satisfactory about their teacher	