

Investigating Teaching Practices of English Language Teachers at English Department of Quest Nawabshah

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Abstract: Most of the time, students who apply to language-learning courses do not succeed because of a variety of factors including ineffective teaching, a lack of motivation, a lack of practice sessions, and subpar training modules so, the teachers' methods of instruction are more crucial to develop the English language of the students [1]. This study investigates English language teacher's practices, challenges faced by ELT teachers and strategies they apply in the English language classroom at the Department of English QUEST Nawabshah. The data collected from students at English department of QUEST Nawabshah. The researchers selected a qualitative method to collect data where a questionnaire was used, Questionnaire (open-ended) which includes ten questions. Based on the findings, the study highlighted that English teachers face many obstacles, but the most common are students who are disappointed in the rough attitude of some teachers, so other teachers motivate them to appreciate their efforts, provide opportunities, teachers answer the questions from students to interact with students. The study concluded that teachers need to be trained at the University level to maintain social justice in the classroom for the learners' effective learning outcomes.

Keywords: language learning, effective learning outcomes, investigation, teaching practices training

1. Introduction

Language is the prime source of communication; likewise, the English language is the source of International communication. Learning the English language is the prime need of not only students but also, everyone to build confidence, communicate effectively with people from every country of the world, understand about different cultures etc. Most of the time, students who apply to language-learning courses do not succeed because of a variety of factors including ineffective teaching, a lack of motivation, a lack of practice sessions, and subpar training modules so, the teachers' methods of instruction are more crucial to develop the English language of the students [1]. Students' learning is significantly impacted by methodology which is set of strategies and processes that a teacher employs when instructing English. There are many methods of English language teaching used in every country around the globe, such as communicative language teaching (CLT), Task-based language teaching (TBLT) The Direct Method, the translational method etc. The most common and widely used method

of English language teaching in Pakistan is communicative language teaching and the grammar-translation method [2].

Therefore, this study aims to identify the teaching methodology adopted by English language teachers, their teaching practices, and the strategies they use in the English language classroom and the challenges faced by English language teachers in teaching English at English Department of Quaid e Awam University of Engineering Science and Technology Nawabshah. The factor that is caused by effective English language teaching is the teacher's method of teaching and techniques, teaching material, and learners as well [3].

2. Review of Literature

It was recently studied that, [5] shows that Effective learning is closely related to effective teachers and effective teaching. In this concept, the teacher's qualities take crucial importance in understanding, and reducing the problems and difficulties, that impede students in long-lasting learning processes. This study aims to present a literature review on the traits of an effective English teacher. The results indicated that an English teacher should have socio-affective skills, pedagogical knowledge, subject matter expertise and personal qualities for better teaching and learning of languages. Furthermore, an effective English teacher should have a balanced combination of these four main aspects.

The researchers targeted the challenges that are faced by English language teachers to support my arguments. The researchers studied that, English teachers, are likely to face many challenges, not only in the global economy and the highly competitive English education market, but also in the demanding nature of a teaching career. Therefore, this study aims to help identify the problems and challenges of English teachers. The results showed that the teacher's voice, classroom management, instructional strategies, learning strategies, English communication barriers, vocabulary knowledge, lesson planning, teacher assessment and class motivation were among the problems and challenges faced by the teachers. Being aware of the issues and challenges in a real classroom environment can shape the personal and professional growth of prospective teachers and can be a good resource to move forward and [4] According to [6], teaching English as a foreign language is a challenging task, especially when it takes place in places where English serves very limited purposes. This study attempted to examine the English language teaching challenges. The results show that, several challenges emerged, which came partly from students, partly from teachers and partly from the school's setup. namely, lack of student vocabulary, low student concentration, low student motivation, lack of student discipline, student boredom, language problems, lack of teacher training, problems with teachers' language skills, limited mastery of teaching methods, teachers' lack of familiarity with high technology, lack of professional development of teachers, insufficient resources and facilities, and time constraints. Similarly, the researchers studied that, [7] the Obstacles that are faced by English Teachers that started from three presumptions: (1) The lack of interest among students in learning English, (2) Lack of student focus during the learning process, (3) a lack of facilities in the school.

3. Methodology

3.1 Research Design

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically [8] in other words. The exact steps or methods used to find, pick, process, and analyze information on a subject are known as a research

methodology. According to [9], your paper's methodology section explains the methodology used for your research. This information enables readers to evaluate the accuracy and dependability of your strategy. The reader's confidence in your findings increased with a good methodology. In the methodology, section researchers reveal which method they used in the study, and what tools they have used to collect the data related to your research gap.

There are three methods of Research; qualitative, Quantitative and Mixed method of Research. The investigators have selected the Qualitative method of Research to conduct data on the research to fill the research gap. To better understand human experiences, qualitative research collects non-numerical data and looks for patterns in language, theme, and structure, among other characteristics. Observations, interviews, and questionnaires are all examples of qualitative research tools [9]. Through the qualitative method of research, a large number of data can be collected. Similarly, the researchers have selected a qualitative method to collect a large amount of data by using different tools and following research ethics.

3.2 Population and Sampling

To address the research questions, the researchers about English language teachers interviewed ten questions from seven respondents; this study is limited because of lack of funding from the university, so this study is in the circle of QUEST University. The sample is taken from English department of QUEST Nawabshah that are seven students of undergraduate level of bachelors of English. From three batches, two students per batch were interviewed and the other one. The researchers followed all research ethics. As per the nature of the study, the interviews were semi-structured, so respondents shared their personal opinions.

3.3 Instrumentations

After the selection of the qualitative method of research, the researchers used the data collection tool, such as a questionnaire consent form to fill by participants for the sake of permission from respondents. By using research ethics the researcher took permission from respondents, got an appointment, and used another tool a Questionnaire (open-ended) which includes ten questions. Four items for research question one and three three items for each two research questions the researcher about the English language teachers interviewed ten questions from seven respondents.

A conversation used to gather information is called an interview. In a research interview, both the interviewer and the interviewee participate in the conversation and answer the interviewer's questions. You can conduct interviews in person or on the phone. The use of the Internet for interviews is also growing [10]. There are three types of interviews: structured interview, unstructured interview, and Semi-structured interview. Researchers collected the semi-structured interview. In a semi-structured interview, the researchers used an open-ended questionnaire, by following research ethics. The semi-structured interview provides more chances to collect a greater amount of data. To collect interviews researcher used tools such as an audio recorder to record interviews. Like mobile phones, and laptops.

4. Data Analysis and Findings

This chapter includes the analysis and findings, on the questionnaire-based interviews of students about English language teachers, such as; investigation of their teaching practices, strategies they use in the class, and challenges they face in teaching English in the class. Therefore, the interview questionnaire

includes questions that are based on the criteria of Research Questions, where answers to each question fulfill all three research objectives. Three questions were made to fulfill one objective, but to fulfill only the first objective four interview questions were asked. That means 10 questions asked from the interviewees, and the responses are collected, transcribed and interpreted by researchers. For example:

Well.... If I talk about...the performance of English language teacher in the class is quite good. As I observed... they mostly deliver lectures in English language and and focused on discussion classes so... that everyone.... get chance to share his/her ideas and...engage to the learning at well enough. (Respondent: 2)

According to respondent two, the performance of English teachers is average, they used to focus on discussions to engage classes (Respondent: 2).

As you know..... that in the English class err both writing and also speaking matters but majority of the teachers use speaking and writing lectures on the board. (Respondent: 4)

According to fourth respondent, the majority of teachers used to speak and write lectures as well (Respondent: 4).

Actually....as you are asking about multimedia so.... They use multimedia for sometimes, write topics on the board they give handouts related to topics and.... sometimes speak irrelevant. Yeah, they use simple language that everybody can understand very well. (Respondent: 3)

According to respondent three, the teachers Use multimedia, write on white board, and give handouts. They use simple language not hard (Respondent: 3).

Yes.... Because of lack of audio and video lab the teachers use communicative language teaching method in order to deliver information toward the student.

So, err this communicative language teaching is permanent method that the teachers are still following to deliver lectures. (Respondent: 7)

Similarly, the last seventh respondent argues that, because of lack of facilities the teachers use the communicative language teaching method mostly (Respondent: 7).

To find the answer to research question one, the researchers interviewed four items from seven respondents. The majority of the students experienced. The performance of the English language teacher in the class is average; the teachers speak out sentences and write on whiteboard as well. According to the opinion of all respondents, teachers use different strategies as they take multimedia presentations from students, organize discussion classes, use whiteboards with well-planned lectures, provide handouts to students, use soft and hard skills in the class and give different tasks and assignments to the students. Teachers use simple/ bookish language in the class to deliver lectures that are understandable for all students. English language teachers sometimes use methods like; audio video lingual method, and grammar translation method but mostly they use communicative language teaching methods in the class.

Second Example:

If I talk about the strategies okay, teachers are sometimes serious and most of the time humorous because.... the teachers become angry because of uncompleted task less cooperation and.... Let coming of the students in the classroom. So.... teachers mostly cooperate those and speak seriously who can attend their class all the time...always. (Respondent: 1)

From the first Respondent, the reasons are different attitudes of students, some students are not interested in studying, they come late, did not complete their tasks and others are punctual and active students (Respondent: 1).

It is very beneficial of students of English. No not all the time teachers use PPT to show the sentences, themes, structures related to the.... topic, it may be because not prepared, or not willing to teach the students. Ok ok.....Whenever PPT is used students understand and note the things and that help them to clear the concept of topic. (Respondent: 1)

According to the first respondent, Teachers sometimes use PowerPoint but not always. It is beneficial to understand, and note the key points and Clear concept (Respondent: 1).

Yes because of the lack of facilities err the teachers face number of obstacles so they use some strategies to overcome these challenges hmm in teaching English to the students and these strategies are group discussion, debate, questions and answer themes, presentation taking, give handouts. (Respondent; 7)

To the last respondent, the teachers use strategies like group discussion, debate, question-answer sessions, providing handouts, and taking presentations (Respondent: 7).

To answer research question two, researchers about the English language teachers interviewed three items. The majority of the respondents shared the reasons behind, teachers using sometimes humorous and sometimes serious strategies. The reason is students' lack of interest in class, so teachers want interaction between teachers and students, to develop interest among students in the class, The majority of the students experienced that, English language teachers use ppt to show the themes, sentences, structures, and the benefits of using ppt in the class are a graphical representation of the material, the huge material written in very concise that is understandable for all students. some respondents said it is time time-saving strategy hardly one comment that PPT brings modernity in teaching and learning as well, creating a learning environment, information summarization, organized context, and engaging presentation. teachers use discussion classes, provide handouts, question-answer sessions, task task-based learning, bring new ideas, model ideal behavior, establish guidelines, encourage class interactive, fulfill assignments, and presentation taking, bring flexibility in teaching methods, and use creativity in maximizing available resources to overcome the challenges of limited facilities.

For Example:

Yes, teachers are facing number of challenges like lack of facilities, bad class environment and less multimedia projectors, bad class structure, no any video and audio lab facilities etc. So, these all-limited facilities can impact on the teaching methodology of the teacher, because they cannot deliver lectures properly because of less multimedia projector, and they are unable to enhance speaking and listening skills of students because of no audio and video lab. (Respondent; 1)

According to the first Respondent, English teachers face challenges like a lack of facilities, bad class structure, and no audio-video labs. These limited facilities impact on the teaching methodology of the teacher

No doubt.... Teacher can handle the needs of diverse students by providing them equal attention and use different methods and err provide them different resources of lectures. (Respondent: 6).

From respondent six, teachers provide equal attention towards students, use different methods, and provide them with resources.

Yeah, teachers should be open minded and hmm accept/ welcome all kind of questions from their students and... let them share their views, appreciate. If... they found it good or informative this thing err will make students give attention toward teachers in the class, but actually students are disappointed from informal and unethical behavior of some teachers so this makes challenging for English language teachers to maintain student's motivation and engagement towards language learning. (Respondent:1)

According to respondent one, English language teachers answer the questions from students and appreciate the students, which make the class informative, but students are disappointed in sometimes unethical behavior of the teacher. Which is the difficulty for teachers to maintain students' motivation towards learning?

To answer research question three, researchers about the English language teachers interviewed three questions, The majority of respondents experienced that, English language teachers face challenges/ obstacles in the classroom such as; lack of facilities like video and audio labs, lack of multimedia projectors, bad classroom structure, limited time, individual differences, different background of students, and different attitude of students. All these challenges affect the teaching methodology of English language teachers. On the other hand, majority of the respondents said that English language teachers use different methods and techniques like; awareness, discussion, giving respect to the students, practicing cultural sensitivity, giving freedom to students, and using different languages in the class to handle the diverse need of students in the class. Maintaining student's motivation and engaging students towards learning is such a challenging task. Our English teachers face many obstacles but the most common are; students who are disappointed in the rough attitude of some teachers, so other teachers motivate them, to appreciate their efforts, provide opportunities, teachers answer the questions from students to interact with students.

5. Results and Conclusion

As regards this study, the purpose was to identify the teaching practices of English language teachers, the strategies they use in class and the obstacles they face while teaching English language class at the English department of QUEST Nawabshah. The findings indicated that. The performance of the English language teacher in the class is average. Where teachers speak out sentences and write on whiteboard as well. According to the opinion of all respondents, teachers use different strategies as they take multimedia presentations from students, organize discussion classes, use whiteboards with well-planned lectures, provide handouts to students, use soft and hard skills in the class and give different tasks and assignments to the students. Similarly, teachers use simple/ bookish language in the class to deliver lectures that are understandable for all students. On the other hand, the majority of the respondents shared their opinion that English language teachers sometimes use methods like; audio video lingual method, and grammar translation method but mostly they use communicative language teaching methods in the class. To answer research question two, researchers about the English language teachers interviewed three items. In that situation the majority of the respondents shared the reasons behind teachers' use of sometimes humorous and sometimes serious strategies. The reasons are students' lack of interest in class, so teachers want interaction among teachers and students, to develop interest among students in the class. Similarly, the majority of the students experienced that, English language teachers use PPT to show the themes, sentences, and structures. On the other hand, the majority of respondents said the benefits of using PPT in the class are a graphical representation of the material, the hug material written in very concise that is understandable for all students to know. What

strategies can English teachers employ to overcome the challenges of limited facilities in the classroom. The responses of all seven respondents are neutral. All these responses are; those teachers use discussion classes, provide handouts, question-answer sessions, task-based learning, bring new ideas, model ideal behavior, establish guidelines, encourage class interactive, fulfill assignments, and presentation taking, bring flexibility in teaching methods, and use creativity in maximizing available resources as well. To answer research question three, the majority of respondents experienced that, English language teachers face challenges/obstacles in the classroom such as lack of facilities like video and audio labs, lack of multimedia projectors, bad classroom structure, limited time, individual differences, different background of students, and different attitudes of students. All these challenges affect the teaching methodology of English language teachers. Similarly, English language teachers use different methods and techniques like awareness and discussion, giving respect to the students, practicing cultural sensitivity, giving freedom to students, and using different languages in the class to handle the diverse needs of students in the class. They maintain students' motivation and engage students towards learning is such a challenging task. Our English teachers face many obstacles but the most common is that students who are disappointed in the rough attitude of some teachers, so other teachers motivate them, to appreciate their efforts, provide opportunities, teachers answer the questions from students to interact with students.

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