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Urdu Speaking EFL Students Problems in Learning English in Public and Private Schools of Punjab, Pakistan

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Abstract

The study was conducted to explore the problems faced by learners in learning English at High school level in Punjab, Pakistan. In our schools students are afraid to learning English. This study shows the comparison of private and public schools. For data collection questionnaire was developed to collect data from 60 teachers of the high schools including private and Public schools in District Pakpattan. Data were analyzed statistically by using SPSS version 20. The population consists of the 60 teachers belonging to private and public sector. The results of the reveal that the nature of problems among private and public high schools are different with suggestions that these problems should be treated with collaboration of expert teachers hired from the universities to conduct workshops with the high school teachers.

Key words: EFL, Problems, Private, Public, Pakistan

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I Introduction

Teaching of English in Pakistan has been a subject of great challenge to English teachers. They have been adopting various methodologies to make it convenient for the students to learn it as easily and possible. In EFL students problems in learning English is a topic of discussion for many years in field of research .In Pakistan where class system is very strong and people are class-conscious English is used as a symbol of status. The learners at private school generally hail from the families well versed with English whereas the students mostly belonging to middle and poor class families study in public schools. It is quite imperative to do need analysis to find out what kinds of problems do the students have among private and public sector high schools? The researchers found that without knowing the problems of the students, it was impossible. The researchers made an attempt to explore the difference in problems being faced by the students. The importance of English is not denied by any one. That is why it is the compulsory subject in all public and private schools. Being a foreign language EFL students have to face many problems in learning English which were identified by the researchers to make them target for improving quality of English Teaching in Pakistan.

II Literature Review

English has secured great importance for all the students from primary to the University education. Government and the private sectors have been incumbents to perform better results in the Teaching of English. Numerous researchers in this regards have made their researches to give their due part making English interesting language.

Bilial et al.(2013) studied that in Punjab the native language of the students is Punjabi and in schools they have to read English .the problem lies that they have no understanding of this foreign language and they have to read this only to pass the examination. They also point out many other problems which are hindrances in the learning English .first of all their atmosphere does not support, examinational system has not any spoken test of language .teachers are bound to cover the syllabus only.

Kannan 2009 states that school period is very important in child's growth and study but this phase does not help him to improve his L2. He also discusses that when a student goes to college he had an imaginative view through media but when he becomes the part of the college he realizes that the truth is something else. Kannan also identifies that after the twelve years education of English students are unable to speak English for them is a uphill task. According to kannan the major problem is this that for many students learning is the task of first generation and how it is possible that student can get acquaintance with a new language without any help.

Iqbal 2012 presented the study about the comparison of public versus private secondary schools he pointed out that public sector cannot fulfill the needs of education alone in the country that is why it needs the participation of private sector. He shares the ideas that although public sector is providing good buildings trained staff and good facilities but the quality education is not being provided to students that is why people go to private sector for good education of their children. Shahzad et al. described that learning is a process not only between student and teacher but it demands discussion writing, reading evaluation. They focus that to learning a language is important that the medium of instruction should be According to the mental state of the learner.

III Research Objectives

Following objectives were set to proceed the current study:

1. To explore the various problems being faced by learners in private schools.
2. To explore various problems being faced by learners in PUBLIC schools.
3. To find out the solutions of the various problems being faced by learners in public and private Schools.

IV Methodology

The current was descriptive research which requires questionnaire to collect data. A mixed method research was applied to show quantitative and qualitative results of the study. The questionnaire was structured on five lickert Scale to collect data.

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Target population was Government and the Private high schools of Punjab but District Pakpattan was selected to undertake the study and in Pakpattan three Public and private schools were further selected to collect data from the population. Data were analyzed on SPSS version 20 and results were explained in tables.

Table 1 Showing results about the various problems being faced by learners in private schools

Statements	N	Mean		Std. Deviation
		Statistic	Std. Error	
The student's cultural rural background create hindrance in correct pronunciation	30	1.76	.114	.62
Urdu EFL student find difficulties in English sentence structure due to mother tongue interference		2.03	.16	.88
Urdu EFL student find difficulties in learning English through traditional method (GTM).		2.43	.15	.85
Urdu EFL students find disappointment in learning English due to their non-co-operative social set up.		2.10	.19	1.06
Urdu EFL students find difficulties in learning English due to insufficient A.V aid in schools		1.83	.15	.87
Urdu EFL students have no proper latest information and communication technologies in class room		1.96	.15	.85
Urdu EFL students have theoretical syllabus of English.		1.86	.11	.62
For Urdu EFL students , teachers have less time to teach English practically in the class		2.20	.18	.99
Urdu EFL learn English only to pass the examination.		2.06	.15	.82
Students can improve their pronunciation through listening audio or video programs.		1.43	.13	.72
Students can learn English through group discussion.		1.56	.12	.67
Students can develop their writing skill through creative writing competitions.		1.53	.10	.57
Students can improve their listening skill through listening audio or video situational dialogues		1.53	.09	.50
Students can improve their reading skill		1.93	.13	.73
Students can better their English through initially indirect and secondly direct method approaches		2.46	.20	1.10

The above table shows the results about various educational problems being faced by the private Schools in Punjab. The results reveal that the minimum mean score of the various problems starts from 1.43 and highest score is 2.46 which is clear evidence that there are many problems in the private schools being faced by the Teachers while standard error and Deviation is very nominal to be noted.

Below given table shows the results about various educational problems being faced by the public Schools in Punjab. The results reveal that the minimum mean score of the various problems starts from 1.33 and highest score is 2.51 which is clear evidence that there are many problems in the public schools being faced by the Teachers while standard error and Deviation is very nominal to be noted.

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Table 2 showing results about various problems being faced by learners in PUBLIC schools

Statements	N	Mean		Std. Deviation
		Statistic	Std. Error	
The student's cultural rural background create hindrance in correct pronunciation	30	1.73	.185	1.014
Urdu EFL student find difficulties in English sentence structure due to mother tongue interference		1.33	.087	.47
Urdu EFL student find difficulties in learning English through traditional method (GTM).		2.30	.16	.87
Urdu EFL students find disappointment in learning English due to their non-co-operative social set up.		1.73	.11	.63
Urdu EFL students find difficulties in learning English due to insufficient A.V aid in schools		1.6333	.14	.80
Urdu EFL students have no proper latest information and communication technologies in class room		2.0	.20	1.11
Urdu EFL students have theoretical syllabus of English.		1.90	.175	.95
For Urdu EFL students , teachers have less time to teach English practically in the class		1.96	.155	.85
Urdu EFL learn English only to pass the examination.		1.90	.120	.66
Students can improve their pronunciation through listening audio or video programs.		1.33	.099	.54
Students can learn English through group discussion.		1.50	.104	.57
Students can develop their writing skill through creative writing competitions.		1.40	.090	.49
Students can improve their listening skill through listening audio or video situational dialogues		1.30	.085	.46
Students can improve their reading skill		1.53	.092	.50
Students can better their English through initially indirect and secondly direct method approaches		2.51	.176	.94

V Discussion

Urdu speaking EFL student's problems in learning English are manifold .Before partition private and public institutions are working and when Pakistan Came into being with the other challenges education was a great challenge this study is conducted in private and public schools and the result shows that the Need of English is not a question but how to improve the learning of this language is a major problem. Although private and public sectors both are trying To improve the quality of education but results show that public sector has to work more for this issue. Again it is a fact that government is taking some solid steps to improve English education now in public sector English medium classes .Are started primary education is much focused ,the teachers which are appointing are not less than graduation proper trained staff is a part of educational administration, continuous trainings pre service in service and after service workshops are conducted teacher guides are made to improve the skill of teaching in teachers with this private education has become a business and private institutions are selling education for this they appoint the staff which is highly educated students are individually focused daily work is checked parents Also check and guide their children . Syllabus is many times covered English is taught according to the needs .A test of students was conducted which showed That in private students wrote their essay without

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grammatical mistakes but public schools' students had committed many types of mistakes not only these Mistakes were grammatically but they used wrong spellings ,sentence structure Was also not clear .teachers give the argue that in public schools most of the students belong to labour class parents are illiterate they have no attraction in Education, there are so many students who work and study and with work they cannot pay focus to education. The language of their homes is totally different From English that is why they cannot understand the foreign language .few teachers said that they use modern techniques to teach English. Because English is not their mother tongue. So many words are as strange that they Feel habitation to speak, they avoid to read aloud in class for the fearness that Other students will laugh at their pronunciation.

VI Conclusion

Private and public sectors have different syllabus. There is no harmony. This study also shows the problems which students face during their educational period. AT time use of three languages creates a big problem for a student. There are so many words which are not find in local languages, teacher also feels helpless to explain the meanings of such words. Some words are pronounced as local language words as books plural is books but our students sometimes speak (bookain) that is wrong rue students can not differentiate between the rules of all the languages. Whole educational system stands only marks. So student has the one wish to gain maximum marks and teachers' goal remains only to show the good results although that is at the death of the language.

VII Suggestions

In our schools speaking practice is not focused. Subject is only taught to pass the examination only central syllabus is touched activities are for granted only reading and writing are valued but listening and speaking are ignored . So teacher should focus speaking and listening skills and language should be taken as language not only merely a subject. Media can play a vital role standard pronunciation should be used. Proper trained staff should be employed. In class direct method should be used and translation method used should be minimized. Low cost no cost material should be used .it develops interest in study. English should not be used as phobia. Teaching should be according to the mental level of the students. Word meaning and their repetitions is good drill. Avoid punishment because the fear of punishment is psychologically harmful. Wrong pronunciation should not be mocked at. Friendly environment is very helpful for teaching a language.

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