



Identification of the Difficulties Faced by Teachers in Teaching English as a Second Language at Public Sector Schools

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Abstract

This study investigates the challenges faced by female teachers in teaching English as a second language (ESL) at public sector schools in Lahore, Pakistan, with a focus on elementary-level education. English, recognized as a global language critical for communication, education, and professional opportunities, poses unique difficulties when taught as a second language in non-native contexts. The research aims to identify specific barriers that hinder effective ESL instruction, particularly for female teachers in public schools. A descriptive survey method was employed, utilizing a questionnaire with 20 statements based on a 5-point Likert scale, administered to a convenience sample of 50 female English teachers from five government schools in Lahore. Data analysis involved calculating frequencies, percentages, and means to assess teachers' perceptions of instructional challenges. Findings reveal multiple obstacles, including students' lack of motivation, shyness, and fear of making mistakes, which impede active participation in English classes. Additional challenges include insufficient teaching resources, limited instructional time, overcrowded classrooms, and a non-conducive learning environment. Teachers reported that students with Urdu backgrounds struggle to adjust to English, often feeling confused or hesitant due to fear of inaccuracy, which negatively impacts their performance and achievement. The use of dual languages in instruction and a lack of refresher courses for teachers further exacerbate these issues. Moreover, defective textbooks and monotonous syllabi fail to engage students, contributing to low interest and ineffective learning outcomes. Despite these challenges, teachers acknowledge the importance of English as a medium of instruction for academic and professional success, yet they face significant burdens in fostering productive student engagement. The study highlights the need for systemic improvements, such as enhanced teacher training, updated curricula, and better resource allocation, to address these challenges. By identifying these difficulties, the research provides valuable insights for school administrators and policymakers to improve ESL instruction in public sector schools, ultimately enhancing students' language acquisition and academic performance in a globalized world.

Keywords: English as a Second Language (ESL), Teaching Challenges, Student Motivation, Limited Resources, Overcrowded Classrooms

Introduction

English is a global language and is the simple mode of communication throughout the world. As noted by (Brown, 1995), English is spoken in all parts of the world as a means of communicating between people of diverse cultures, ethnic as well as social backgrounds. It becomes extremely hard to imagine a society without language. It concentrates the minds of people and makes them think over their whole activity. In the example of the mother language, a child picks it, since such environment is good, and because of the sheer exposure to the language. However, acquisition of a second language involves intentional efforts to acquire a second language and exposure to the second language in the majority of instances is restricted (Arikan, 2011).

Owing to the era of globalization and internet, individuals reside in a tiny village where they have no options but to cope with the English Language as the primary method of communication. (Bose, 2007). It shows that nowadays English is not only being pronounced by the citizens of the English speaking countries, but also by the citizens of other countries. Besides international language of communication in the world, English is also internationally accepted as the science and technological language.

Mohamad said that it does not mean attempting to learn English. It is merely an acceptance of the fact that in most countries where English is being studied as a second language, most of the language teachers are not native speakers of English, despite the fact that teachers are crucial in the success of students just as Sheikh Al Maktoum remarked Teachers are the real agents of change.

When teaching the English language in primary school level, it is obviously very different than teaching the language in other stages of education, which include secondary school or university. The difference can be based on many of the teaching aspects, including, but not limited to, curriculum, learning environment, students, and teaching or content delivery. In primary schools, the basic of English is taught as a part of the curriculum. Among the materials which the students study in Basic English, vocabulary list of words and meaning glossaries is one of them (Scott & Ytreberg, 1990) The teaching of vocabulary can be displayed through studying simple subjects, name of fruit, animals, sport, game and giving instructions.

The students attending the primary level are learning English the very first time and it is not easy to teach the English language to them. When the children are undergoing the learning process in a new language, when they are placed in a program that only speaks the same language this can present a challenge in terms of attitude, self confidence, motivation, the length of time they are exposed to the language, classroom conditions, environment and family background and even the competency of the teachers (Seargeant & Erling, 2011).

With respect to teaching component, as quoted in formulate in their book,

introduction to teaching English to young learners that: 1) activities of the young learner should include the teaching-content with body movement and senses, 2) the pupils should explore the language they are learning as they observe it not as narrative of grammar, 3) interaction as opposed to competition in the classroom, should be the norm, 4) there should be a variety of all aspects of classroom planning, teaching and assessment (Abu Qulbein, 2004).

Statement of the Problem

This study was designed to identify the difficulties faced by teachers in teaching English as a second language at public sector schools (O'Connor, 2009).

Significance of the Study

The major means of communication is language. It is the way that individuals express their ideas and thoughts to other individuals. English language becomes essential to communicate nowadays because of some reasons, which are mentioned below. In the education sector, English is also a necessity in most nations; children are educated and promote the acquisition of English as a second language. This is the case since it is predominant in the field of science (Salahuddin, 2012).

It was observed by number of researchers during their teaching experience in schools that students are not very much interested in the subject of English because they think that it is a confusing and difficult language. But it is the simplest language to be taught if the teachers overcome the barriers in teaching English, So, it felt very important to access the problems in teaching English language (Tanner, 2009).

English is undoubtedly the most important and widely spoken language in the world today. English has obtained a very important position in modern world. It is regarded to be one of richest language in vocabulary and in literature both in volume and quality. Much of the research work conducted by various scholar and scientists is reported in English languages such language provides us a storehouse of knowledge (Zein, 2012).

- This study might provide a valuable insight into improvement of English language through identification of the difficulties faced by teachers while teaching English subject.
- The study might be helpful for the administration to identify the difficulties faced by the teachers while teaching English as a second language (Fareed, Batool, Hashmi 2003).

Objective of the Study

The objectives of the study were as follows:

- To identify the difficulties faced by female teachers while teaching English as second language at elementary level (Arthur, 1983).

Research Question of the Study

The research question of the study was as follows.

- What difficulties female teachers face while teaching English as second language at elementary level.

Delimitation:

The study was delimited to the female teachers teaching English at public sector schools (Muhammad Sharif Tahir, 2002).

Literature Review Meaning of Language

The interrelationships of language with other human life aspects are so multiple that one can examine it on many points of application. Each of them is not only useful but also interesting itself. Language is a system of words or signs that human beings interact with to convey thoughts and feeling other (Haq, 2000).

The Need of Language

It may be defined as an arbitrary system of vocal symbols by means of which human beings as members of a social group and participants, in a culture, interact and communicate (Harmer, 1984). From the above given definitions, it becomes crystal clear that a language is a social tool with the help of a person is able to communicate his ideas, feelings, emotions to the other human beings. A language can do this service not only in speech form but also in written form (Elliot et al., 1996).

Nature of Language

Language is an instrument of fundamental importance which man has created for

the fulfillment of his social needs. Without human beings would have been deaf and dumb; nobody would have said or heard anything having a meaning (Ahmad, 2009). Consequently, there would have been no society and no culture. The business of living together would have been totally impossible (Aziz, 2009).

Language is the sole means whereby men share one another's experience, thought and feelings. It brings into being common ways of thinking and acting, which are the basis of society and culture. Language is a system of symbols; called words a language thus a stock of symbols in which whole history of its speakers, their experiences, thoughts and emotions are stored, and this stock is transmitted from generation to generation (Celce, 2001).

The way it deals with it and transmits it down each generation distorts and increases it per its demands and tendencies. It is a full and expanding medium of expression where none of the others can compare. The role of language is two-sided; it is both social and non-social. It is socially employed in the communication; its non-social employment in the inner life of every individual, in pure sustenance of thought. It is assistance to the thought because like it is serving the immediate needs of the body, it is also serving the sublime combats of imagination and the attainment of knowledge of reason (Cross, 1998).

Types of Languages

Normally a person communicates in two languages; Mother Tongue and Foreign Language (Hussain, 2004).

Mother Tongue-L1

According to mother tongue is the 1st thing that a child inherits from his parents. It is one of the easiest arts that man can master (Mohanty, 2003). Mystery over mother tongue needs no teacher, no curriculum, no hard and fast rules, and no learning environment. The child first listens his mother tongue then he himself tries to speak it. Reading and writing come afterwards. It can be said that the child learns mother tongue in the natural way. According to other terms used for mother tongue are Primary Language, First Language, Native Language and Stronger Language (Travers, 1995).

Foreign Language-L2

Hashmi, 2003 says that learning mother tongue is a natural process, while learning a foreign language is an artificial process of learning. T M.A., 1983 describes foreign language as "Foreign Language can be subjectively a Language which is not my mother tongue, or objectively" a language which has no legal identity within the national

boundaries”. He further defines second language as: “The level of language command in comparison with the primary of dominant language” (Carter, 1995).

A man learns a second language not because he needs some means of speaking his mind out but;

- To get some social profit
- To adjust in an alien atmosphere
- To give a more refined impact of his personality
- To show his pedantry (Chaney, 1998)

All these are secondary objectives of using a language. The learning of second language does not take place in a natural way as mother tongue. It can be mastered either by attending second language class or by being exposed to the society where the target language is used (Harmer, 1984).

According to Mumtaz (2009), second language differs in different countries. This can be explained by using French Canadians as an example where French is the native language of the majority. To them English is their second language but to the English native speakers in Canada, French is their second language. The other language names that he proposed to the second language include Non-Native Language, Foreign Language, Second Language and Weaker Language (Rivers, 1981).

Foreign Language as a Medium of Instructions

Rost (2011) discusses that Pakistan like many Afro Asian countries is seriously facing his problem of medium of instruction since 1947. It is a universal truth that every nation of the world prefers the national language to be medium of instruction. Urdu is the national language of Pakistan. No doubt, Urdu can be used as a medium of instruction but unfortunately our native language is inefficient to express the concepts of modern sciences.

Shaw (2003) comments that such nations of the world which firstly do not have a common language throughout the country, and their national language is not developed to the extend to assimilate modern sciences and technology, the country is faced with the problem of medium of instruction.

Almanza (1996) describes the effects of English. The Pakistani society gives a high status and position to all those who can speak and write English. The students who study in English medium schools considers themselves superior to those studying in Urdu medium institutions. It is considered that English is essential for Higher education.

English in Pakistan

English is the international language nowadays. It is an inseparable aspect in all spheres of life. English speaker is believed to be a magician in modern times. English language is significant in the Pakistani educational institute.

The educational institutions use English language as a medium of instruction to begin with. Indicatively, the lectures are given by the teacher in the English language in the universities. In the same manner, the teachers coerce the students to use the English language in the classroom. In that regard, we will be able to observe the significance of English language in the upper-level education. Moreover, the teacher instructs their students in English language by various course programs like TEFL. In addition to the ability of students to practice speaking in English language during the conversation with their teachers and fellows. Thus, learning institutions have pretended to use English language as a medium of instruction. Additionally, English language is the official language in most countries of the world. In addition to this, English speakers are better placed to get the best employment opportunities whether privately or in government in Pakistan. Similarly, there is high regard by the society towards the English speaker of other languages. And the society also provide difference to that person who speaks English. Moreover, foreign country is English language first language. We can compete the world in this manner by providing the significance to English language. In a summary, I would want to state that English is very vital to each and every person. Along with English language improve the character of a speaker. Therefore, we should as a government come up with stringent measures to enhance our education system. That all get the education in Pakistan and serve to improve Pakistan (Barer-Stein,1985).

Language Development

The pre-modern era of schooling should strive to build language. The students are supposed to learn how to interpret spoken language, speak the English language, read simple English language and write simple English language. This resembles the language aspects.

1. Semantic; pertains to meaning.
2. Phonetic; concerned with sound, the spelling and pronunciation.
3. Graphic; related to writing.
4. Phonetic - cum-Graphic; concerned with reading.

Teaching English is meant to make the students converge (Bialystok, 1997).

Literary Development

Literary Development Achieving the values of literature and expressing of creative ideas in the form of prose, poetry, dramas are also the objectives of teaching English.

Significance of English

We have the world through English. It implies that English provides us with the insights into the different developments that occur in the world. In every sphere of the human activity English offers us condensed content of present-day knowledge (Burt, 2003).

F.G French says: Every person who is able to read English can stay connected with the entire world without stepping out of his own home.

English is an English language that is rich in literature humanistic, scientific and technical. Were we to lose English on under sentimental impulses we may cut ourselves off out of the running tide of ever advancing knowledge. unable to obtain this knowledge, our criteria of scholarship. English is the only way of ensuring we are not isolated in the world and we will operate foolishly when we allow ourselves to be wrapped in the creases of a dark sheepskin of ignorance. The national and regional language should be created and advanced. This, however, does not justify that English should be disbanded. To do so will be to close the window in the world of modern knowledge; it is not worth the candles to get into an intellectual reason who has already attained political independence (Christison, 1990).

Language of International Communication

English has acquired the language of international communication status. It is the universal language in the world. It occupies a special position in 75 territories of the world. English has approximately 1800 million users in the world. This is language used by 1600 million people in Pakistan. Trade and business among countries is conducted in English. It is the language of diplomacy. It is among the languages of UNO (Comstock, 2003).

Language of Science and Technology

The language of science and technology is English. The English language is used to describe most of the science and technological information of this world. English has technological and scientific terminology. The access to this information is impossible without English. We will lose the access to this magnificent source of knowledge (Curzon, 2005).

Language of Computer

The era of computer is the modern age. English is 80 percent of all information that we have in our computers. We will need to issue instructions in English even when we have an Urdu program. Next is internet and E-mail facilities that are present in computers. We are unable to take advantage of such facilities without English (Downey, 2000).

Language of Higher Education

Urdu is used as a medium of instruction in Pakistan up to the intermediate level. However, once the students proceed with higher education the language shifts to English. English is used in medical colleges, engineering colleges, training institutions of banking. Individuals with no command in the English language have a massive challenge (Elbaz 2004).

Language with Market Value

With the help of an English knowing person, they will be able to get more opportunities of being employed both at home and abroad. He can get a job easily. He is a foresighted person in contests. He is able to go on a trip to foreign countries with complete confidence (Elis, 1997).

Teacher

According to Ganschow (1998), a teacher is an individual who dedicates himself professionally to nurture others, one who assists others to become individual human beings. He helps his pupils to nurture their full potential, to act and play and contribute positively to the society and to participate in the cultural growth and development which are the divine tools of nation building. The most important one is the job of teachers to model the characters of an individual and their buy to shape the society itself. It is education which will guide human energies and human capacities toward promotion of human weal. The future of the nation lies on the nature and character of education that he gives. It gathers together to be stressed that education on the one hand has a causal relationship with the economic growth and social advancement on the other side. Since this education can be administered only by teacher alone one can conceive the huge responsibilities that they must have towards this magnificent task. As they carry out such an activity, they must remember that education is not about learning how to do things, but being the type of person who knows how to do things. Child is not a historian or a scientist. His interest, his capability, his habits and all that is pre-empted by the teachers. Educators must give birth

to psychologically sane people with well-rounded personalities. Teachers are the models and the dreams of the nations, and to it they owe a moral and intellectual responsibility of failing to prepare the young people to take part actively in the great mission of establishing the social orders that will administer equal justice to all and sundry. They must as teachers of ideals, as well as their words, make efforts to make up the nation in accordance to the high ideals written in our constitution. Effective, brilliant teachers can achieve this great aim because they are supplemented by the training that directly depends on the quality of life in the community and which will be the primary tool of the transformation of the society (Holm, 1996)

In teaching, teachers are individuals who assist students, in most cases in a school. The aim is generally a course of study lesson plan, or practical skills such as learning and thinking skills. The various manners of teaching are commonly called pedagogy of the teacher. A teacher will have to take into account background knowledge of students, environment, and their learning objectives and standardize the study of the curriculum as it has been fixed by the corresponding authorities. The teacher ought to handle various abilities as well, and should also be capable of handling learning disabilities (Holt, 1995).

The need of the Teacher of a foreign language

Learning a foreign language is not easy; yet, hardwork will almost always lead to success, provided a teacher is willing to push himself to ensure that his students will do the job (Krug, 2002). It is the task of the teacher then to lift that silent inactive mass of printed words into living words. He must put all those words, phrases and sentences in the book to a practical use in some real life situations. Doing this is to ensure that the language under learning by his students is living and realistic. In that case, he will have to call upon all the skill he has, all the energies, all the talents of voice, mind action, methodology (Lim, 2004).

Such use of energy is required to teach language. It takes such a lot of mind and body. Part of this is due to the necessity of having a lot of oral work and part of it is due to the nature of the language learning. To cope with the complexity effectively, a teacher must possess a dozen of different ways at his fingertips and amount of skills at his fingertips and amount of skills his command. The three things that a teacher requires in his language lesson are a comprehension of the most appropriate and efficient method that he will employ, the purpose and goal of every approach that he pursues and the ability and competency to handle them with presurance and boldness to continue with the work with a sense of humor and enjoyment (Lueers, 1983).

What is more, the mother tongue is so integrally a part of our mantle lives and inner consciousness that acquisition of the second language, at first involves a different response to language: that is, reorganization and to some extent a reorganization of consciousness. That is why special practices, some sort of language exercises, specially

thought-out approach will be required to assist the learners in developing new language habits (Merriam, 1998).

Teaching Definition of Teaching

Definite efforts of define teaching have in turn focused on explorations of the different facts of the concepts of teaching as opposed to the development of explicit definitions. There have been a total of four efforts to define teaching but they have not led to a clear definition. Two approach the task by the means of linguistic analyzing, and the other is guided by ideological bearing, which is the origin of the task on which its content is based. One of the scientific definitions is starting to form and in all likelihood, will replace the other five definitions and these five definitions are: teaching in conventional understanding, or the descriptive definition; teaching as success; teaching as intended activity; teaching as normative activity and the new scientific understanding of teaching (Merriam, 1999). The features of each of them are as follows:

Descriptive Definition of Teaching

Teaching is a transmitting of knowledge and ability. The word such as imparting knowledge and skills ambiguous. In on contest "imparting," to share, when one says to teach is to share experience. In other imparting is the conveying of information through lecture. Displaying the information as imparting mode will imply that lecture is the imparting mode, and the proponents of inquiry, as the mode of teaching, will be eager to object to the descriptive definition. They can acknowledge the validity of the historic definition of teaching and still resort to their programmatic definition of teaching as inquiry.

Teaching as a Success

Teaching as success, refers to the concepts of learning which are involved in teaching. This hint is hinted by the hyphenated word teaching learning in most pedagogical texts that points to the fact that the two are inseparable.

The above short mention of the early history of teach and learn suggests a relationship between the two which prefigures the type of thing some authorities are doing today of using them almost interchangeably. I will learn you typewriting is a weak way of saying that you will know how to typewrite should he teach you. This is where the success concepts of teaching come in that teaching involves learning. On this perspective, teaching can be described as an act in which X is learning and Y is teaching. Failure to learn by X

has not been teaching by Y. Dewey presents this notion of teaching briefly in the equation. Learning is to Teach as Selling is to Buy. This purchases, when no one learns there is no teaching. Teach does not simply imply that there is some kind of interaction that is being conducted but it also implies that the learner is learning whatever is being taught (Moss, 2003).

This idea of teaching is to be opposed once it is based on the distinction between task verbs and achievement verbs that have been proposed by Ryle. Task words are words like; racing, treating, travelling and search. They represent a performance of some sort. The equivalent achievement verbs are win, cure, arrive and find. They represent events, terminations and ends. It is said that teaching is a task verb and learn the achievement corresponding verb (Orem, 2000).

Teaching as Intentional Activity

Although teaching can have no logical connection with learning, it is still possible to predict that learning will take place. He or she is supposed to attempt to be successful in teaching although the teaching may not. Trying to teach is not merely to be involved into actions but to be conscious of what is happening, to will doing it. Suppose Brown claims to be attempting to instruct John on how to spell a list of words, according to the principles of the sequence of language it would be valid to assume that he is trying to do so. It would be strange to have Brown say I am attempting to instruct John a list of words, but there is not my intention, of course, an actor can manic the speech of a teacher, saying the same words and making the same gestures, and taken out of the context of play, the play would seem to be instruction. But this would seem the abstract intention of the actor to depict a pedagogue, not to bring about learning. Under normal situations however when a person is teaching the students a list of words, it is known that he or she is attempting to get the students to know how to spell each word. Teaching is then purposeful behavior the goal of which is to invoke learning (Schwarz, 2003).

Intention is related to that which is considered to be important; these are goal oriented and that which is considered as important at a particular particular period is determined by the situation and the beliefs of an individual. In case a child interferes with classroom activities, the instructor will believe that it is significant to the system of beliefs. A teacher whose ideology results in the taught that the disruptive child is either bored or wants to be noticed will behave differently as compared to a teacher who teaches that the disruptive behavior is a result of an evil character (Schawarz., 2000).

The concept of intent of teaching provides support to the researchers that examine how teachers think. Through the intentions, the performance of teachers is assumed to be guided based on the belief system and modes of thinking of the teacher. In case one wants to know why teachers do what they do, then one needs to know how they think and what

they believe and how they come to believe it. The process of teaching is a very personal and complicated one as the teaching process is partially based on subjective aspects and partially is based on more objective information concerning the process of teaching per se. That is, there is no model or book teacher of any kind.

According to (Shank 2001) it is possible to view teaching as a process, as teaching is a process that involves action. You perform when you teach. One may also consider teaching as an interpersonal activity, as a teacher works with one or more of the students. The communication can be two way (Teacher influence students and students influence teacher). This also happens to be reciprocal interaction. Lastly, instruction is purposeful. When you are teaching it is with a purpose or purposes.

With these features in mind, the following definition of teaching comes in handy. Teaching is a personal, social process, usually entailing verbal communication, which is done to assist one or more students to learn or to modify the ways in which they can or they will act (Spark, 1999). As per teaching is a job that involves judgment, since there is authority, the growing opportunity of the teachers to exercise their judgment and accept the outcomes is rising (as cited in (Tenant, 1995).

Status of Teaching as a Profession

According to von Wrode (1998) which means that one of the oldest occupations is teaching. The fact is that the entrance requirements into the teaching profession have not necessarily been as high as the ones regarding some other professions. It is also a fact that within the profession of teaching, there are members who have not reached the desirable level of conduct and service. Moreover, teaching has been a launching point to other careers by many individuals. The last differences are major ones between teaching and the other professions. Nevertheless, these features of teaching and teachers do not negate to teaching, its profession (as cited in Wang, 1999).

Challenge to the Teacher

The society is supported by the teacher. He is employed in the interests of the country. His activities have an influence on eternity. As such, teaching as a way of being effective and successful should make a difference in the.

mind and behaviour of students most strikingly and sensitively. The effective teaching should be affective through the assistance of many modern media, means and methods. Gone are the days of talking and chalking. The contemporary phase of science and technology requires innovative, dynamic as well as multidimensional/ multimedia approach. Thus, profit should be made in addition to the traditional media and materials through radio, television, films, tapes etc.

The contemporary society hardly requires such teachers who are not only learned, but also well mannered towards the students, dedicated to their job and honest in their endeavor to do well to the society. Still, the teachers must embrace the obstacles and earn themselves the respect and responsibility by becoming hand, head and heart and by doing their best to fulfill the desirable aims of the country. It can be mentioned, (Baker, 2000) that a bad teacher tells:

- A typical teacher provided with knowledge.
- A good teacher explains
- A superior educator models.
- A superb teacher provided with experience.
- A great teacher inspires

Problems Faced by Teachers in Teaching English Lack of Learners Motivation

Motivation is perceived by (Barnette. 2007) to be the quality that impels us to act or not to act on something. The term is used to describe the reasons behind the actions of a person that are usually perceived through his/ her voluntary action and desire. When applied in classroom situations, it is concerned with the willingness of the students to engage in the classroom activities. In a case where the students are not willing to engage in acquiring the language in a comfortable way, it is a sign of demotivation. This is one of the leading issues that they encountered in teaching. English at primary school. They unfolded that there are two reasons of this issue including being shy and fear of mistakes.

Shyness

Shyness has to do with a condition or a state of being shy. Put another way, shyness is the emotion of awkwardness and lack of comfort especially when one is in the presence of other people. This issue commonly occurred when teaching English to students of primary schools. This is what both participants - participant 1 and participant 2 (hereafter P1 and P2) said has become the source of the lack of motivation of students in learning the English language. The motivation of the students is one of the major issues that I encountered when teaching the English language. I believe that they cannot read English texts and pronounce English words aloud or [they cannot speak] English [they stayed silent in class] (P1) According to the statements made by the participants above, they confessed that shyness is the main issue which they experienced in the process of teaching and learning in their classrooms. The problem was mostly experienced when the students were requested to carry out certain activities related to the lesson including reading and also speaking. It, in turn, influences the activeness of the students in the learning process.

Regarding the activeness of the students during the teaching learning process.

In his research sites, Bell, (2010) reported that 86% students were inactive to participate or to get involve in classroom activities and finally it influenced the motivation of students towards learning Another issue produced by the outcome of survey is the fear of making mistakes. P1 in the survey mentioned that this is an issue, which is brought up in the survey as another problem in my English class, most students are not willing to read text or speak the language, because they are also scared of committing mistakes. This issue arises, according to the explanation of the teacher, due to the additional reactions of the classmates. The reaction of the students such as mocking, teasing and insulting them when they discovered that someone made some mistakes influenced how the student would react to the instructions given by the teacher. The hesitation to do activities was the evident display of the students. Additionally, the teachers mentioned at least two potential causes of why the students of the primary school were afraid of errors and inhibited. The lack of confidence is the first reason. This fact was said by both interviewees P1 and P2 in the survey, and I believe the students do not have any hope to do those activities (P1) shyness, hamman, perhaps they are not confident to do it. Taking a glance at the above excerpts, both the participants were of the same view as to the first factual cause that the students were shy and feared making errors. Also, P1 cited the other factor that influences students to be shy or anxious learning the language which is the low competence of students in relation to language learning which is not confident many of my students are unable to do the activities. Whenever I asked them to move to the front side of the classroom, they never reply with anything except saying I can not (P 1).

P1 was of the opinion that not all his students could perform the activities because they had low ability when it comes to understanding as well as practicing the language. It is this rationale that made them bashful or anxious and had a significant impact on their desire to study the language in the classroom.

Not Interested to Study

The final sub-theme that the researcher identified after carrying out the survey is not interested to study. It is mainly related to volition of the students in their engagement in the classroom activities. Another issue that was raised by P2 was that she had to live with regarding teaching English.

The most difficult part of the teaching process is when the students do not wish to learn at all. They do enjoy playing, chatting and laughing as well in the classroom (P 2)

This attitude of the student is found to be the most challenging issue concerning students of the student (P2).

She further reported that there were those students who would choose to do other things, on one hand, playing, chatting with friends and at the same time, making a lot of

noise laughing as opposed to learning English.

Insufficient Time, Resources and Materials

Benavides (2012) argues that one of the greatest issues in teaching and learning English is lack of time, resources and materials. These three elements of this theme must expound each other to be effective in teaching and learning. Once they posed this to both participants, they confessed that this was also their challenge in the teaching of their classes. This research has three sub-themes in it; limited time, limited resources, limited facilities and difficult materials to be taught.

Limited Time

In fact, time is significant in the study. There is a belief that the longer we study the more we learn. Since English was taught as a local content lesson or as an extra lesson in the Indonesian primary schools, it did not receive the priority in terms of the time. This sub-theme was mentioned when P2 was doing the survey.

According to the excerpt, P2, evidently, said that English is not a mandatory subject in her school to be taught, and therefore they did not have much time to study English since it is merely something that they are taught as an addition to other subjects. In addition to this, there is also a lack of time, which influences the understanding of the students regarding the lesson. They might fail to access the detailed and holistic materials as they and the teachers. The same opinion was indicated by another participant (P1) in the survey.

I was on for 2X35 minutes and this means that I could not easily explain the entire things to students. Consequently, I simply informed them of the points” (P1) that he was limited to teach his students within one week with a strict requirement that he had to teach them. As a result, he only explained the points of the lesson. The above finding was consistent with the finding made by (Burchial, 2012). He observed that the problem of lack of time was brought up by one of his participants. The educator claimed that it was not sufficient to teach the learners within the time frame of 35 minutes.

Limited Resources

Resources refer to things upon which somebody or organization is to operate efficiently. It implies that a resource is the secret of doing thing. In teaching - e.g book and worksheets - English, it is actually required since it will assist the students to develop what they have learned. The students may also experience a hard time in understanding the lesson presented without any adequate materials. One of the participants (P2) disclosed

that there was a dearth of resource she utilized in teaching English in her class.

The participant, based on the above excerpt, clearly indicated that she did not make use of any other resource besides a textbook when teaching and learning. This is a constrained resource and does affect her teaching affectivity. This research result matches the result of O'Connor and Geiger (2009). They stated resource, as one of the issues that the primary school teachers had in their research sites where the majority of the teacher - around 92, 5% - reported that they needed certain instructional material in the form of language teaching resources to teach the learners, including simple picture vocabulary theme books and worksheets.

Limited Facilities

Equipment used in aiding the learning process is called facility. That is, it means that it has to be done in progression to accomplish the objective in the teaching and learning. The two respondents shared their view, which was connected to this sub-theme Well, the facilities in my school are not complete. It is what is making me unable to teach English correctly.

(P1) "I require facilities in teaching English, however, sometimes I could not locate facilities to do so (P2) Both participants indicated that they had to deal with inadequate facilities in teaching English. This was also a problem that led to the performance of teaching and learning activity. In this regard, similar results were established by (Castro, 2011) where teachers reported that their school lacked facilities in specific areas of multimedia that would facilitate the integration of the language skills.

Difficult Materials

Material is any philosophical description of methods and activities that are to be applied in classroom instruction. The material in terms of language teaching area refers to material as anything which is used by the teachers and the learners to ensure that they learn the language and this implies that the right teaching material at the level of the students may be the key to the successful teaching and learning process. Conversely, the wrong teaching content that may appear is a problem to the teachers and students. According to the survey result, it is revealed that also problematic material to be taught is one of the issues that both P1 and P2 experience when teaching English at primary schools. They acknowledged that they found it hard to teach their students materials provided by the publisher in the textbook they had to use in their lessons "I do not think I could teach my students [maximally] because of hard materials to be taught (P1). As a result of challenging lesson, most of my students were lost in trying to follow me on teaching the materials to them. (P2). Cho (2012) based on what has been said by both the participants, it is clear that

the teachers in the primary schools were unable to teach English to the maximum level they expected because of unsuitable level of materials to be taught to students. The other challenge, with respect to this theme, also occurred among the students where they could not easily follow the materials.

Over-Crowded English Classes

Generally, a classroom is a school room where the lesson is to be conducted. (Cummins, J. 1997) made a conclusion that the optimum class size in primary school is 17 students. It must be put in place so as to attain the learning objective. In addition, in primary schools, a teacher has a maximum number of 32 students. In cases where a teacher exceeds the recommended number of students, then the classroom is actually overcrowded also referred to as over-crowded class. Over capacity of classroom or too many students in a class is referred to as Over- Crowded class. Correlated to the theme, only one issue is encountered by the teachers in primary schools and that is a large number of students in the classroom. Lack of balanced classroom capacity can cause a problem of chaos on the part of teachers. This was designated by P1 and P2 in the survey In my English classes, it has about 35-38 students in a classroom. The English is not our language, you know. When it is delivered in big classes, it [is] not effective (P1). I also did not like teaching English since I have too many students in the classes. Hmmmmm., the classes are about 35 students each in the two classes (P2) The two participants stated that their classes are over-crowded with more than 32 students. This situation influences the teacher with regard to feeling and expectation. P2 told that she did not like teaching the lesson and P1 admitted that the case caused poor classroom environment. Moreover, both speakers, further pointed to the secondary implication of excessively large classes, in that they were loud and disrespectful.

Environment not Conductive to Learning English

Most of our students are highly outnumbered by those who are at home and neither the parents nor the other family members are conversant with English. The teachers in the school teach their subjects using their language and do not use English at all. Thus the students have no chance of getting any external assistance.

Monotonous Syllabus

He says that the most important problem of English language teaching results from uninteresting and monotonous syllabus. Even in the present age of technology, our syllabus aims at the parrot like cramming, Students are not exposed to the practical use of the language. They are just required to produce the exact word to word definition of certain

language elements. They learn by heart essays comprising of several hand spans, but no creativity is developed in them. Due to this monotonous syllabus students cannot retain their interest in the lesson taught to them.

Defective Textbooks

Cummins (1979) says that our English textbooks are defective and full of errors. The books are used to provide material that is useful for acquiring skills only in reading and writing. Teachers teach students through these books, how to read lessons and how to write answers to the various questions given in the exercises contained in these books. English language is thus treated in the same way as social studies or science.

The responsibility of writing belongs to them. Even English textbooks appear to be the creature of the rote learning system and appeared to be uninformed about the way the language is supposed to be taught in our schools. Even then when confronted with such out-dated and absolute textbooks even the good teacher, proficient and fluent in language, will have extreme difficulty in teaching the language to his or her students.

Attitude towards English

The learners do not have complete understanding of the significance of English and they just utilize it like other subjects; hence it is extremely hard to get the students interested in English language. Students do not want to study concepts of English.

Inefficiency on the Part of Teacher

He comments that a vast percentage of English teachers in the country cannot express themselves in spoken English. They are still using old methodology. Most of our school teachers are less qualified and inefficient which results in lack of interest and create difficulties in English.

According to the National Commission Report

A large percentage of our teachers are untrained, over 25,000 teachers in the elementary schools lacks the necessary qualification for their jobs.

Methodology

The method of research was explained in this chapter. It addresses the character of research, population, sample instrument and elaborate procedure. It also gives information

regarding construct of instrument, data collection and data analysis procedure. It was a research of the descriptive nature and survey method was employed. The details are given below:

Population

The study population was made up of all the teachers of English subject who were employed in the public sector schools in the district of Lahore.

Sample

The sample size adopted in the study was fifty teachers of English subject. The sample was selected using convenience sampling technique.

Sampling Techniques

Schools were selected with the help of simple random sampling technique while the researcher used convenient sampling technique for the selection of teachers.

Instrument

The research tool created as a Questionnaire was based on all the possible challenges that the teachers encounter when teaching English in school level. It was comprised of 20 statements. The statements are rated on a 5-points Likert rating scale to describe the opinion of the teachers on the given problem. i.e. 5=Always, 4=often, 3=Sometimes, 2=Rarely, 1=Never. The questionnaire gathered all the information required as regards to the Difficulties that the teachers experience when teaches English as a Second Language in Public sector schools.

Data Collection

The questionnaire was sent to the teachers in the public sector schools teaching English. The information was gathered concerning the challenges of teaching English in schools among the sample of the study.

Data Analysis

The questionnaire was analyzed and response was recorded and interpreted in the form of frequencies, percentages and mean.

Delimitation

This study was limited to only female teachers of public sector schools located in Lahore city who are teaching English.

Data Analysis

The chapter is related to data analysis and interpretation. Data is most essential and critical aspect of any research to be analyzed. Data collection was done on point Likert type scale of five points. Once the data was collected, the entire data was organized and introduced in excel sheet. And data was examined through the mean and frequency and percentage to determine the Difficulties faced by the teachers in teaching English as a Second Language at Public sector schools where there were 50 female teacher in five Government schools were chosen.

Table 1: It is difficult for you to communicate with students in English because English concepts are not taught but memorized

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public school teachers	10	5	24	6	5
Percentage	20%	10%	48%	12%	10%
Average	2.82				

- In statement 1. 30 % teachers never and rarely face this problem,
- 48 % sometimes face this problem, and
- 22 % often and always face this problem.
- The mean value 2.82 shows the negative acceptance about the statement among teachers

Table 2: You think that students can easily comprehend ideas in English

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public school teachers	3	10	20	15	2
Percentage	6%	20%	40%	30%	4%
Average	3.06				

- In statement 2. 26 % teachers never and rarely face this problem,
- 40 % sometimes face this problem, and
- 34 % often and always face this problem. .
- The mean value 3.06 shows the positive acceptance about the statement

Table 3: English as a medium of instruction beneficial for maintaining students' achievement in English language

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public school teachers	3	7	12	11	17
Percentage	6%	14%	24%	22%	34%
Average	3.64				

- In statement 3. 22 % teachers never and rarely face this problem,
- 24 % sometimes face this problem, and
- 56 % often and always face this problem.
- The mean value 3.64 shows the positive acceptance about the statement among teachers

Table 4: You think that use of two languages at the same time create difficulty

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public school teachers	11	2	18	12	7
Percentage	22%	4%	36%	24%	14%
Average	3.04				

- In statement 4. 26 % teachers never and rarely face this problem,
- 36 % sometimes face this problem, and
- 38 % often and always face this problem.
- The mean value 3.04 shows the positive acceptance about the statement among teachers

Table 5: English as a medium of instruction effects your interaction with the students

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public school teachers	4	11	46	11	8
Percentage	8%	22%	32%	22%	16%
Average	3.16				

- In statement 5. 30 % teachers never and rarely face this problem,
- 32 % sometimes face this problem, and
- 38 % often and always face this problem.
- The mean value 3.16 shows the positive acceptance about the statement among teachers

Table 6: You are satisfied with the facilities provided by the institution to promote the acquisition of English language

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public school teachers	7	6	19	12	6
Percentage	14%	12%	38%	24 %	16 %
Average	3.08				

- In statement 6. 26 % teachers never and rarely face this problem,
- 38 % sometimes face this problem, and
- 36 % often and always face this problem.
- The mean value 3.08 shows the positive acceptance about the statement among teachers

Table 7: Refresher courses are arranged for the teachers order to improve their English language skills

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of The public-school teachers	7	9	19	7	8
Percentage	14%	18%	38%	14%	16%
Average	3.00				

- In statement 7. 32 % teachers never and rarely face this problem,
- 38 % sometimes face this problem, and
- 30 % often and always face this problem.
- The mean value 3.00 shows the positive acceptance about the statement among teachers

Table 8: Student's lack of attention creates difficulties to use English as a medium of instruction

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	4	9	11	14	12
Percentage	8%	18%	22%	28%	24%
Average	3.42				

- In statement 8. 26 % teachers never and rarely face this problem
- 22 % sometimes face this problem, and
- 52 % often and always face this problem.
- The mean value 3.42 shows the positive acceptance about the statement among teachers

Table 9: Students having Urdu background have adjustment problem in English

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	3	8	14	10	15
Percentage	6%	16%	28%	20%	30%
Average	3.52				

- In statement 9. 22 % teachers never and rarely face this problem,
- 28 % sometimes face this problem, and
- 50 % often and always face this problem.
- The mean value 3.52 shows the positive acceptance about the statement among teachers

Table 10: Does the quality of teaching English suffer due to English as a medium of instruction

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	3	12	18	14	3
Percentage	6%	24%	36%	28%	6%
Average	3.04				

- In statement 10. 30 % teachers never and rarely face this problem,
- 36 % sometimes face this problem, and
- 34 % often and always face this problem.
- The mean value 3.04 shows the positive acceptance about the statement among teachers

Table 11: Students feel difficulties and confused while using English language

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	6	4	18	16	6
Percentage	12%	8%	38%	32%	12%
Average	3.24				

- In statement 11. 20 % teachers never and rarely face this problem,
- 38 % sometimes face this problem, and
- 44 % often and always face this problem.
- The mean value 3.24 shows the positive acceptance about the statement among teachers

Table 12: Students' performance is bad in classroom due to English as medium of instruction

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	3	9	21	11	6
Percentage	6%	18%	42%	22%	12%
Average	3.16				

- In statement 12. 24% teachers never and rarely face this problem,
- 42 % sometimes face this problem, and
- 44 % often and always face this problem.
- The mean value 3.16 shows the positive acceptance about the statement among teachers

Table 13: Major problem in teaching English is lack of resources

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	4	6	14	11	15
Percentage	8%	12%	28%	22%	30%
Average	3.54				

- In statement 13. 20 % teachers never and rarely face this problem,
- 28 % sometimes face this problem, and
- 52 % often and always face this problem.
- The mean value 3.54 shows the positive acceptance about the statement among teachers

Table 14: Lack of conducive learning environment of class has an effect of teaching English

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	5	10	15	11	9
Percentage	10%	20%	30%	22%	18%
Average	3.18				

- In statement 14. 30 % teachers never and rarely face this problem,
- 30 % sometimes face this problem, and
- 40 % often and always face this problem.
- The mean value 3.18 shows the positive acceptance about the statement among teachers

Table 15: Students feel hesitation to speak in English due to the fear off accuracy

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	2	8	11	14	15
Percentage	4%	16%	22%	28%	30%
Average	3.64				

- In statement 15. 20 % teachers never and rarely face this problem,
- 22 % sometimes face this problem, and
- 58 % often and always face this problem.
- The mean value 3.64 shows the positive acceptance about the statement among teachers

Table 16: Student's participation becomes low due to lack of understanding in English language

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	4	5	15	18	8
Percentage	8%	10%	30%	36%	16%
Average	3.42				

- In statement 16. 18 % teachers never and rarely face this problem,
- 30 % sometimes face this problem, and
- 52 % often and always face this problem.
- The mean value 3.42 shows the positive acceptance about the statement among teachers

Table 17: Student's achievement become low due to lack of understanding in English language

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	2	6	16	18	8
Percentage	4%	12%	32%	36%	16%
Average	3.48				

- In statement 17. 16 % teachers never and rarely face this problem,
- 32 % sometimes face this problem, and
- 52 % often and always face this problem.
- The mean value 4.48 shows the highly positive acceptance about the statement among teachers

Table 18: Management helps in promoting English language acquisition

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of The public-school teachers	2	9	16	7	16
Percentage	4%	18%	32%	14%	42%
Average	3.52				

- In statement 18. 22 % teachers never and rarely face this problem,
- 32 % sometimes face this problem, and
- 46 % often and always face this problem.
- The mean value 3.52 shows the positive acceptance about the statement among teachers

Table 19: Students insist to utilize first language while teaching English that reduces the effect of English language usage

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	5	7	15	13	10
Percentage	10%	14%	30%	26%	20%
Average	3.32				

- In statement 19. 24 % teachers never and rarely face this problem,
- 30 % sometimes face this problem, and
- 46 % often and always face this problem.
- The mean value 3.32 shows the positive acceptance about the statement among teachers

Table 20: More burden is on the shoulders of teachers to engage students in productive work regarding acquisition of English language

Opinion	Never	Rarely	Sometimes	Often	Always
Responses of the public-school teachers	5	4	18	12	11
Percentage	10%	8%	36%	24%	22%
Average	3.40				

- In statement 20. 18 % teachers never and rarely face this problem,
- 36 % sometimes face this problem, and
- 46 % often and always face this problem.
- The mean value 3.40 shows the positive acceptance about the statement among teachers

Findings

- Majority of 48 % teachers sometimes face difficulty to communicate in English, 30 % teachers never and rarely face this problem, and 22 % often and always face this problem. It shows negative opinion of teachers about this problem.
- Mostly 40 % teachers sometimes face difficulty to comprehend ideas in English, 34 % often and always face this problem, and 26% teachers never or rarely face this problem.
- The mean value 3.06 shows the positive acceptance about the statement
- Mostly 56 % teachers often and always appreciate English as a medium of instruction, 24 % sometimes appreciate, 22 % teachers never and rarely appreciate .The mean value
- 3.64 shows the positive acceptance about the statement among teachers
- Many 38 % teachers often and always difficulty in using two languages at the same time
- 36 % sometimes face this problem, and, 26 % teachers never and rarely face this problem. The mean value 3.04 shows the positive acceptance about the statement among teachers
- Mostly, 38 % teachers often and always face difficulty in interaction with students in English, 32 % sometimes face this problem, 30 % teachers never and rarely face this problem. The mean value 3.16 shows the positive acceptance about the statement among teachers
- Many, 38 % teachers sometimes not satisfied with the facilities provided by

schools to teach English and 36 % teachers often and always satisfied 26 % teachers never and rarely satisfied. The mean value 3.08 shows the positive acceptance about the statement among teachers

- Significant 38 % teachers sometimes agree to arrange refresher courses to improve English, 32 % teachers never and rarely agree, and 30 % often and always agree. The mean value 3.00 shows the positive acceptance about the statement among teachers
- Mostly 52 % teachers often and always agree that lack of student attention creates difficulty in teaching English 26 % teachers never and rarely face this problem and 22 % sometimes face this problem. The mean value 3.42 shows the positive acceptance about the statement among teachers.
- Many 50 % teachers often and always face problem with students having Urdu background. 28 % sometimes face this problem, 22 % teachers never and rarely face this problem. The mean value 3.52 shows the positive acceptance about the statement among teachers
- Mostly 36 % teachers sometimes agree that quality of English suffers due to English as a medium of instruction. 34 % often and always face this problem. and 30 % teachers never and rarely face this problem, problem. The mean value 3.04 shows the positive acceptance about the statement among teachers
- Many 44 % teachers often and always face difficulty while using English language, 38 % sometimes face this problem, and 20 % teachers never and rarely face this problem. The mean value 3.24 shows the positive acceptance about the statement among teachers
- Mostly 44 % teachers often and always agree that student's performance is bad in the classroom due to English as a medium of instruction, 42 % sometimes face this problem, 24% teachers never and rarely face this problem, The mean value 3.16 shows the positive acceptance about the statement among teachers
- Many 52 % often and always face problem of lack of resources in teaching English. 28 % sometimes face this problem and 20 % teachers never and rarely face this problem, The mean value 3.54 shows the positive acceptance about the statement among teachers.
- Mostly 40 % teachers often and always face environmental problems in teaching English.
- 30 % teachers never and rarely face this problem, and 30 % sometimes face this problem. The mean value 3.18 shows the positive acceptance about the statement among teachers
- Significant 58 % teachers often and always agree that students feel hesitation in speaking English due to the fear of in accuracy, 22 % sometimes face this problem and 20 % teachers never and rarely face this problem. The mean value 3.64 shows

the positive acceptance about the statement among teachers

- Mostly 52 % teachers often and always agree that students have lack of understanding in English. 30 % sometimes face this problem. and 18 % teachers never and rarely face this problem. The mean value 3.42 shows the positive acceptance about the statement among teachers
- Many 52 % teachers often and always agree that students achievement becomes low due to English. 32 % sometimes face this problem, and 16 % teachers never and rarely face this problem. The mean value 4.48 shows the highly positive acceptance about the statement among teachers
- Many 46 % teachers often and always agree that management helps in promoting acquisition of English. 32 % sometimes face this problem, and 22 % teachers never and rarely face this problem. The mean value 3.52 shows the positive acceptance about the statement among teachers
- Mostly 46 % teachers often and always agree that use of first language effects the usage of English Language. 30 % sometimes face this problem. 24 % teachers never and rarely face this problem. The mean value 3.32 shows the positive acceptance about the statement among teachers
- Many 46 % teachers often and always face this problem to engage students in productive work. 36 % sometimes face this problem. 18 % teachers never and rarely face this problem. The mean value 3.40 shows the positive acceptance about the statement among teachers

Conclusion

Based on the findings, it was established that English language teachers face many problems in the classroom these are, can communicate with students using English, students cannot understand the ideas presented in English, use of two languages simultaneously makes it difficult to teach English. Schools do not have any reasonable resources to teach English, refresher course is not scheduled to enable teacher to improve their skills in English, students tend to pay less attention in classes pertaining to English language, students with Urdu background experience adjustment problems in English, students experience confusion when using English, there is no conducive learning environment, students with Urdu background experience hesitation to speak English because they are not understanding English, performance of students becomes poor and teachers are not at a position to engage the students in productive work in the context of acquiring English. It has been found that within our country Teachers who are teaching in English subject in school level in public sector schools are facing most of the above mentioned problems.

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