

BELIEFS OF ENGLISH LANGUAGE TEACHERS REGARDING ENGLISH LANGUAGE TEACHING IN GOVERNMENT COLLEGES OF QUETTA BALOCHISTAN

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Abstract

In the whole world English language has a great importance. Now days the main source of communication is English. English is the sign of competency in every profession now. In order to develop one's career English proficiency stands on the top most level. This research aims to probe the insights of English language teachers regarding English language teaching in English language classroom. The methodology used in this research is qualitative. Purposive sampling was used. The sample included eight female government college teachers from different government colleges of Quetta, Balochistan. The tools used for collecting data were interviews. Content analysis was used for collecting the data. The participants suggested that in English language classroom strategies should be used, because it will improve the process of learning English. The results of this research encourage the use of strategies in the classroom to improve the learning of students.

KEYWORDS: English proficiency, strategies, insights of teachers, sign of competency.

1. Introduction

About 1 billion people in this world speak in English. Most of the people in this world use English language for communication, 53 countries use English as their official language. English is also said to be the language of internet. Approximately 565 million people use the internet. The people who can read and write English can make use of the internet in much better way. English proficiency is also important for getting high level jobs. As according to Zeeshan (2013) in this world English plays a very important role. The main source of communication is English. In Pakistan the students cannot get success until and unless they become proficient in English. Beliefs of teachers are referred to that what teachers know, believe and think. Teachers' beliefs are generally defined as personal put ups that can provide judgments, understandings and evaluation of teacher's performances. The beliefs of teachers are very important in the academic success.

The learning process of students is dependent on the teachers' beliefs. Without considering teachers' beliefs success cannot be achieved. According to Sabokrouh (2014) concluded that the beliefs of teachers have a strong link to English teaching efficiency. Similarly, Hammad (2014) stated that the attitude of teachers towards the material available



for English language teaching were positive to the topics in that material were related to the environment and culture of students.

The most interesting subject among students is English which is commonly used by teachers in classroom. For developing more interest in English teachers must implement some strategies regarding English language in classrooms. Such strategies include different class activities, vocabulary practice, and speaking and listening activities etc. the learning process is often high when something is taught strategically. Teachers must use preplanned strategies in their classroom which will provide positive learning environment in classrooms. As Okmen et-al declared that success and the use of teaching strategies are inter-related.

2. Literature Review

2.1 Teachers' Beliefs

Safari et-al (2015) conducted a research to probe the beliefs of EFL teachers of Iran regarding the power and importance of English. The research was qualitative and interviews were conducted for collecting data. Thirty-seven EFL teachers participated in the study. Their teaching experience in English language institutes and public schools was 4 to 20 years. The researcher came to the conclusion that most powerful language in the modern world is English. On international level it is a mean of communication. Moreover, in the phenomenon of globalization English is used as an instrument.

Sabokrouh (2014) concluded that the beliefs of teachers have a strong link to English teaching efficiency. Similarly, Hammad (2014) found that the attitude of teachers towards the materials available of teaching were positive because the topics of the material were related to the environment and culture of the students. Mahmoodarabi et-al (2015) concluded that in the classroom the teaching skill and educational qualification of the teachers affect the quality of teaching of the teacher. Similarly, Larnas et-al (2013) conducted a research they concluded that teachers' training programs must be held. They will develop the teaching skills of the teachers and learning of students will also be improved. Similarly, Saricoban (2016) declared that practice is must for the teachers. Teaching practice will overcome the defects in their teaching method and will improve their teaching skills.

2.2 Teachers' Strategies

According to Toro et-al (2018), people have to communicate to express their emotions opinions, and ideas etc. For that communicative activity should be practiced in the classroom. Similarly, Wangru (2016) probed the use of questioning strategies by college English language teachers at China. He used qualitative approach for conducting the study. Interviews and questionnaires were used for collecting data. One hundred and fifty students and five teachers took part in the research. He concluded that the questioning strategy used by teachers is very effective. It guides the learners and improves the teaching quality. Similarly, according to Saeed al Sobhi et-al (2019) communicative language teaching is one



of the approaches which can improve the quality of teaching. It also helps the students to overcome the problems which they face in speaking English. On contrary to it Ground (2019) declared that all strategies do not stand fruitful for all learners. Similarly, Abdullah (2019) said that motivational strategies are not suitable without the creation of a friendly and enjoyable environment. On the other hand, Okmen et al (2016) said that the relationship between teaching strategy and achievement is very important.

3. Research Questions

- 1) What are Government college teacher's beliefs about the English Language teaching in Quetta, Baluchistan, Pakistan?
- 2) What are the Government college teachers' strategies to advance the English Language teaching in Quetta, Baluchistan, Pakistan?

4. Assumption

The assumption on which the current research is based is that teachers prefer the use of strategies while teaching English language in English language classroom. That's why the researcher assumed that the attitude of English language teachers towards the use of teaching strategies is positive.

5. Methodology

The research design used in the current research was qualitative. According to Jacob and Furgerson (2012) the disclosure of detailed facts about the research is the goal of qualitative research.

5.1 Participants

Purposive sampling was used. Data was collected from English language teachers at government colleges located in Quetta, Balochistan. The participants were 8 in number. Their teaching experiences ranged from 3 to 18 years. The average teaching experience was 6 years. Table 1 provides demographic information about the participants.

Table 1: Demographic Information

Participants	Source of learning English	Teaching at	Teaching experience
P1	English language centre	Girls college Quarry road Quetta	5 years
P2	Govt school, books	Girl college Quarry road Quetta	3 years
P3	English language centre	Girls college Quarry road Quetta	8 years
P4	English language centre	Girls college Quetta cant	3 years



P5	Private school	Girls college Quetta cant	18 years
P6	Private school	Girls college Quetta cant	3 years
P7	Story books	Govt girls college Quetta cant	3 years
P8	Private school	Govt girls college Quetta cant	5 years

5.2 Instrument

The researcher conducted semi-structured interview to assess the participants' beliefs. The researcher asked same questions to the participants. An interview protocol (Appendix A) was used for the assessment of attitudes of English language teachers towards English language teaching. There were two parts in the interview protocol. The first part consisted of introductory questions which were aimed to get demographic information of the participants while the second part consisted of probing questions which were aimed to assess the teachers' beliefs regarding English language teaching.

5.3 Data Analysis

An interview protocol (appendix a) was developed. There were 2 introductory questions, 1 closing question, and 9 probing questions in the interview protocol. The introductory questions disclosed demographic information about the participants, whereas the probing questions revealed teachers' beliefs about English language teaching.

The interviews were recorded with the help of recorder which were then transcribed. The data was analyzed through content analysis. Main themes were then extracted by reviewing the transcriptions.

6. Results

The aim of the current research was to assess the beliefs of teachers regarding English language teaching. In order to deal with the research questions 7 major themes were formulated which are given below:

- Role of teacher (facilitator or authorities)
- Providing opportunities to the students to express their ideas
- Either language of instruction should be target language(English) OR native language
- Either grammar rules should be emphasized or communication
- Should grammar errors be corrected on the spot or not

- Difficulties faced by English language teachers
- Suggestions of teachers

Role of Teacher

In response to a question about the role of teacher almost all the participant responded in the same way. They were all of the opinion that teacher should be a facilitator. One participant said, 'I use to facilitate my students. Whenever my students speak in broken language I help them in their communication. I do not discourage them', another participant added, 'In my point of view the role of a teacher as a facilitator i.e. to monitor the students' performance and answer their questions'.

Some sub-themes were generated such as (Facilitator, guide, performer of activities, remover of queries, supporter, corrector of mistakes, solver of problems, satisfier of the student etc).

Teacher is a guide for the students. She supports the students in every field. It is her duty to solve the problems of the students and to provide them satisfaction. The teacher should act as a co-communicator for the learner. Another teacher further added

I think teacher should be a facilitator for example, she should make groups of students for English language activities and provide topics for discussion. If the students have any query the teacher should answer them. And teacher should be interactive and class environment should be interactive because the interaction between student and teacher is most important.'

Providing opportunities to students to express their ideas

In response to a question about the provision of opportunities to the students to express their ideas all of the participants favored to provide opportunities to the students to express their own ideas in the class. One participant stated, 'I appreciate those students who want to express their ideas in the classroom'. Another participant added, 'I allow the students to participate in class discussion and also appreciate the teachers who act upon it'.

Allowing the students to express their ideas increases their level of confidence. As a teacher admitted, 'I just believe that when they ask something, it will improve their confidence and they will be able to learn more.' Similarly a participant stated, 'I allow the students and this thing increases their confidence.'

This technique increases the learning ability and creativity of students as according to a teacher, 'I allow my students to participate in class discussion, to express their opinions and to ask questions, as it enhances the learning ability of students; their creativity also increases; believe me this technique is really very effective.'

The main sub-themes generated are (improvement of confidence, activeness of students, enjoyable teaching and learning).



Medium of instruction

In response to a question about the medium of instruction half of the participants said that the medium of instruction should be English while half of the participants favored the use of native language as the language of instruction in the class. As a participant shared her views as follows:

I think the language of instruction should be the target language in the starting some students may face difficulty but gradually they will be able to understand the target language. Another thing is this that if the teacher uses other languages other than the target language then the students will also get habitual of using other languages.’ Another participant added:

The instruction should be given in the target language and our target language is English.’

Some participants favored the use of native language as the language of instruction. Al-Amir(2017) stated that the English teachers are encouraged to develop their information about the role of students native language and review the modest use of it. As according to the following participants:

I think the language of instruction should be according to capability of students if you see that your students are more comfortable in the target language than you do not need to translate your lesson and the lecture but if you see that the students are weak in their target language than your communicative language should be the Urdu language.’

One teacher suggested the use of native language in lower classes and English in the higher classes as the medium of instruction. As according to her;

‘So I think for beginner learners, mother tongue is necessary and for advance learner only English should be the only medium.’

The language skill that should be emphasized

In response to a question about the language skill that should be emphasized, most of the participants gave equal importance to communication and grammar rules. As one participant shared her views as:

‘I think both are important without grammar rules you cannot become good at communication your communicative skill depend on grammar so I think first we should improve our grammar and then we should learn to communicate.’ Another participant added;

‘According to me both depend on each other we cannot consider them separately you cannot communicate effectively until you don’t know grammar. On the other hand if you know grammar but your communicative skill are so weak so I think your that knowledge is worthless.’ One participant was of the opinion that grammar rules should be given importance. According to her:



‘Obviously grammar rules should be emphasized without grammar rules communication is nothing so how can you communicate if you do not know any grammatical rule so definitely you have to emphasize grammar rules.’

Correction of errors on the spot

When the participants were asked a question that whether grammar errors should be corrected on the spot or not, four of the participants showed negative attitude towards the correction of grammatical mistakes on the spot. Errors are natural they should be ignored on the spot as the following participants stated:

‘I think that it is very bad to correct the mistake of a student on the spot. In this way the students will lose their self confidence. Contrary to it the teachers should assign different activities to her students and try to remove this type of errors.’

According to them correction of mistakes on the spot will lose their self confidence of the students. As according to one participant:

‘I think we should just give them the chance to speak in the class and when they commit the error so definitely not on the spot but after that we should indirectly improve their errors. If directly we just point out so that students loses the confidence and next time they would not be able to participate in the class so we should just improve the errors indirectly.’

On the other hand, some participants favored the correction of errors on the spot. One teacher stated:

‘I think the teacher should correct it at the spot in this way they will be care full.’

According to a participant if the mistakes would not be corrected on the spot then the students would repeat the mistakes time and again. The participant stated:

‘I think the minor mistakes should be corrected on the spot and this is the right way of teaching English language if you do not do this then the learner will repeat the mistake next time.’

Difficulties faced by English language teachers

When teachers were asked to share the challenges faced by them they pointed two main difficulties. One of major problem faced by them is increased strength of the students. One participant stated:

‘First of all the most important challenge is that large number of students are present in one class and the teacher cannot focus on every student.’ Another participant added:

‘The increase strength of students at Government colleges is a big problem for us. And I cannot provide opportunity to each student to participate in the class it is a great obstacle in



application of communicative language teaching.’ A participant also agreed with the other teachers by saying:

‘The main challenge I am facing in my class is that I am having a class of more than hundred students so it is very difficult for me to deal with them.’

The other major challenge of the teachers is that they have to deal two types of students at the same time. One group of students are from English medium schools while the other group of students is from Urdu medium schools. one participant shared her view as follows:

‘There are many challenges faced by the teacher two of them are very common increased strength of students and students from Urdu medium schools, due to these problems we face great difficulty in teaching the students according to communicative ways.’ Another participant added:

‘The major problem which I face is that the students from Government schools are very weak in English when I deliver my lecture in pure English they do not understand anything and I need to repeat my lecture in Urdu for them and much time is wasted due to this and it becomes very difficult for me to complete my course and I cannot deliver my lecture completely in Urdu as i am an English teacher’.

Suggestions of teachers

When the participants were asked to give some suggestion to improve the quality of teaching and to increase the learning ability of the students, they gave some suggestions given below.

Four of the participants suggested the use of multimedia and tape in the class. One of them stated:

‘My suggestion is this that multimedia should be use and also tape recorder should be use to improve their listening skill if they become good listener they will become good speaker.’ One participant suggested to give much more importance to students coming from government schools as they are weak in English. The participant stated:

‘I think we should more emphasize on those students who come from Government schools and also we should motivate and encourage them it will develop the interest of the students and also their communication ability will be increase.’ two participants suggested the use of humor in the class. One of them stated:

‘I suggest the use of humor in English language class rooms. It would enhance the interest of students in learning. They will not get bored. They will love to study that subject. Their confidence level will also increase.’ Another participant added:

‘My suggestion is that humor should be use in the English language class room. Without humor a class is never complete. It increases the confidence. It improves the attendance of students. It lightens the environment of the class.’ One participant suggested the use of teaching strategies in English language classroom and emphasized on teacher training programs. The participant shared her views as:



'I think teachers training is important and teaching methodology should be used so they create appropriate teaching and learning environment in English language class.' One teacher suggested reducing the number of students in one class. The participant expressed her views by saying:

'I think the strength of students should be minimized in one class as a result the teacher can focus on each and every student providing them opportunity to participate in class activities and students learning is enhanced.

7. Conclusion

The research was intended to explore the views of government college English language teachers regarding English language teaching. The government college teachers showed positive attitude towards the use of teaching strategies in the English language classroom. In order to get good results the use of strategies is must. Without the use of strategies neither quality of teaching can be improved nor can satisfactory learning outcome be obtained.

In the current study the sample of only female participants was selected. In future studies male participants can also be selected. In this study the sample of government college teachers was selected, in future researches the sample of school teachers and M.Phil scholars can also be selected. In this study the classroom practices of the teachers were not observed, in future researches their classroom practices can also be observed.

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