

INQUIRING ELEMENTS AFFECTING STUDENTS' LOW SKILLS IN SPOKEN ENGLISH AT HIGHER SECONDARY SCHOOL LEVEL IN THE PUNJAB PAKISTAN

Muhammad Shakil, Shabana Kousar, Yasmeen Basheer and Fatima Batool

Punjab School Education Department, Kasur, Pakistan

ABSTRACT

Spoken language creation is frequently viewed as perhaps the most troublesome parts of language learning. In actuality, numerous language students think that it's hard to communicate in communicated in language in the objective language. Every understudy has their own issues. The main purpose of this paper is to investigate the variables influencing the student's low skill in talking in English in Pakistan. The paper attempts to teach the continuous issues in talking aptitude looked by the understudies in the classroom. The information was gathered from the students and teachers of higher secondary school level from Government Schools and private schools locating in Khudian Khas, Kangan Pur district Kasur, Renla Khurd district Okara and Bajwat district Sialkot. The exploration instruments utilized in this examination were polls. There are two populace gatherings' educators and understudies and different survey has been intended for both the gatherings. Additionally, subject experts have been met in this regard. Based on the exploration discoveries a few suggestions were made. The current investigation is relied upon to help the understudies in improving their presentation in talking classes.

KEYWORDS

Elements, L2 learners, Communication, Competence, Spoken English, Skills

1. INTRODUCTION

The most impressive vehicle of communicating thoughts, perspectives and emotions is the language. Language is a ground-breaking just as a significant device for conferring one's plans to the others. The person utilized this device to have better sharing of thoughts. The significance of English is no uncertainty expanding step by step. According to www.visualcapitalist.com English language is being utilized by 1132 million people in the whole world. English has been taken as a worldwide language due to its huge use. It has become an embodiment of current human advancement just as it has been accepted language for global correspondence. The world has formed itself as a worldwide town because of the exorbitant utilization of electronic media. English is the language of electronic media so to pass on message spoken competency should be up to the requests of the new time. English language functions as a scaffold to keep various individuals in contact.

Our chiefs like sir Syed Ahmad Khan used their endeavors to advance English language among Muslims so they might discuss viably with the English. We are a non-industrial country subsequently we need to have better information on English for viable exchange and correspondence with English talking countries. Indeed, even now daily's China is zeroing in on spoken just as composed English since they need to present their merchandise in different

business sectors. In numerous nations as Korea, Japan, and a portion of the European nations and Latin and American nations English is being educated as a second language. By embracing the English medium of instruction, an immediate connection has been made among English and ESL students. Pakistan is a multilingual country. English has accepted its status as the language of media, clinical, science just as innovation, exchange and furthermore the language of business. Accordingly, for better execution and successful results, an individual should be capable in communicated in English. Communicated in English improves the odds of landing great positions. Because of globalization, we need superior information on composed and communicated in English to have better association with the individuals of the worldwide town. Our prospectus does exclude numerous exercises that can be useful for improving communicated in English. The large amount of assets are being spent on educator trainings however these preparation materials are not planned by the necessities of improving communicated in English. In the current situation as the world has changed into a worldwide town we should improve our expressed capacities for better diverse correspondence.

2. STATEMENT OF THE PROBLEM

In Pakistan, the mechanism of guidance is English, yet at the same time wonder whether or not to communicate in English and ailing in capacity to communicate in English. English has become the language of organization in Pakistan and is being educated as an obligatory subject from primary level to the alumni level, yet the inquiry emerges that why our kin don't feel simple in communicated in English. Instructors are as yet utilizing old and customary strategies for educating. Additionally the specialists have not done much to zero in on communicated in English.

3. RESEARCH QUESTIONS

1. What is the part of educators in improving communicated in English?
2. What are the fundamental reasons of low competency in talking capacity?
3. What are the variables that influence their talking execution?

4. RESEARCH METHODOLOGY

This is a survey research. Questionnaires designed on Likerts' Scales model will be sent to the participants and their response will be analyzed in percentage and graphic form.

5. LITERATURE REVIEW

On the planet English's 'Pakistani English' (PE) has gained an unmistakable status on the planet. Pakistani imparted in English is far not equivalent to various collections of English that are being used in various countries. Pakistanis feel inconvenience in imparting in English. They can see well and their creating capacities are furthermore consoling, yet in the field of imparted in English they are almost no competent. Abenga (2005) [1] A little research has been conducted into the teaching of speaking skill for generally low English language proficient learners. Al-Hosni (2014) [2] says that curriculum does not provide enough time for learners to practice using language in context due to large number of students so they become less proficient in spoken English. Rehman (2013) [3] accepts that the point of convergence of our tutoring system is examining and creating aptitudes. Understudies work just to have an underwriting rather than improving their imparted in English capacity. Bashir (2011) [4] points out that in open yield the students' essential expectation is to completed a task, for instance, getting information,

developing an agenda, or making a video, to complete the endeavor, they may use the language that the educator has as of late presented, yet they also may draw on some other language, grammar and correspondence methods that they know. In open yield works out, the standard of accomplishment is whether the understudies pass on the thought. Accuracy is definitely not an idea aside from if its nonappearance interferes with the message. Language understudies are routinely unreasonably mortified or modest to state anything when they don't fathom another speaker or when they comprehend that a conversation associate has not gotten them, instructors can help understudies with beating this deterrent by promising them that misinterpretation and the necessity for clarification can occur in a participation, whether or not the individuals, language fitness level.

Abbas (2013) [5] sees that in Pakistan the competency of the understudies in conveyed in English is at a genuinely pitiable stage. They base simply on their piece and examining aptitudes as opposed to talking capacity. The sole purpose behind the understudies is to complete the evaluation other than improving their talking limit. Additionally, teachers are insufficient in master getting ready. They don't follow the changed circumstance of the timetable and don't get ready themselves as shown by the necessities of the new outline and don't plan to follow new systems for teaching. For the most part they are skewed to use language understanding technique instead of grasping better methodologies for English instructing. Shehzad (2011)[6] accepts that the usage of conventional instructive program is the basic driver of the low competency in imparted in English. Instructive arrangement ought to be dynamic. Various causes are full and noisy atmosphere of the classes that are a certified snag in the techniques for spoken capacity. Kannan (2009) [7] is of the evaluation that the appraisal structure in Pakistan makes the reiteration maintenance as opposed to testing the sensible and inventive aptitudes of the understudies. Hasan (2015) [8] says that local language gave in a transcendent way. Inadequate media and nonattendance of workplaces is an extraordinary avoidance to be able in imparted in English.

Various examiners like Littlewood (2007)[9] is of the view that in Asia helper educators don't show enough sureness to coordinate any instructive activity in schools since they, no matter what, are not competent to attract with understudies in correspondence according to their necessities. Subsequently thought has been paid to the enlightening repercussions of English language in second language homerooms. Bokhari (2011) [10] says that owing to the huge status in the World English has similarly got an extraordinary status as a second language in Pakistan. It is being taught from fundamental level to graduation level. Rahman (1999) [11] in his audit of different schools contemplated result that English learning need is growing in a wide scope of understudies including exacting schools. Shakil (2020) [12] is of the assessment Globalization needs a viable information on English language to meet the current prerequisites of the general public. A lot of assets are being utilized on preparing yet the outcome is as yet debilitating. Numerous understudies can't peruse the course book. In Pakistani government schools amount is being focused not the quality. Perusing is the essential constituent of learning. Stanovich (1986) [13] clarifies that the expanding impact of helpless perusing and jargon abilities. Kids who were helpless perusers didn't have adequate jargon. Hashima (2006) [14] sees that even in the wake of having academic English around eleven years, especially in commonplace domain understudies are up 'til now blundering in language and ill suited to use confer the goal language. Warsi (2004) [15] points out that teaching and learning of English in Pakistan relies upon the course of action of phonetic models and there is an example of formal and intelligent language, understudies just produce sentences and focus on examining and creating capacities so to speak. Yang Dai (2012) [16] believes that serious perusing is valuable to create cognizance. Yang Zhanli (2014) [17] brings up that perusing is tied in with understanding composed writings. In any case,

understanding isn't straightforward looking. Understanding includes both discernment and thought. It is connected word acknowledgment and cognizance that leads towards better talking.

6. DELIMITATIONS OF THE STUDY

This investigation is a contextual analysis of Government secondary schools for young men and young ladies of Khudian Khas Kasur. Polls will be made for instructors just as understudies. Both male and female instructors and understudies will be the members of the examination. Five subject experts will be approached to share their perspectives to improve communicated in English skill. Subject experts should have an encounter of 10 years in the field of English educating.

7. DATA ANALYSIS

7.1. Teacher's Questionnaire

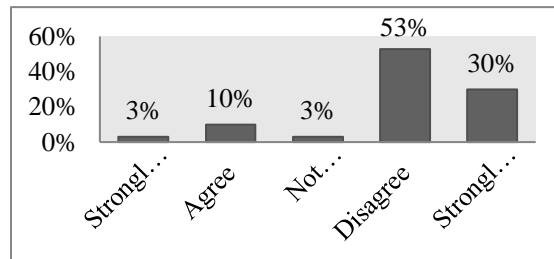


Figure:1 Students take serious interest in seeking spoken English.

According to 60% teachers, learners do not take much interest in spoken English and even 17% are strongly disagreeing that the students take serious interest in spoken English. Only 13% agree that students any interest in spoken English. 13% say that learners focus on learning how to speak well.

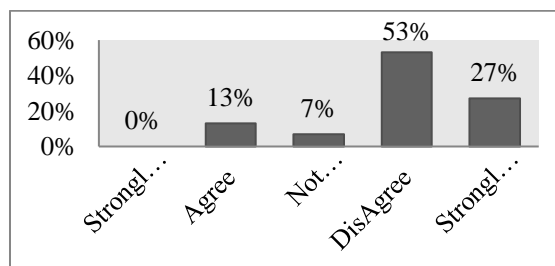


Figure:2 You prefer to speak English in spite of Urdu in the classroom.

53% teachers are disagreed that they use English to impart their lectures and 27% teachers strongly disagree to use English in comparison to their mother tongue Urdu. Only 13% agree that they use English during their lectures.

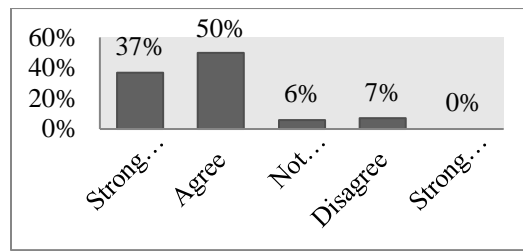


Figure:3 Textbooks are not designed to enhance spoken English.

37% teachers strongly agree that textbooks are not according to the needs of spoken English and while 50% are agreed that textbooks are not designed keeping in mind the requirements to improve spoken English skills. 6% had not decided about the quality of textbooks. Only 7% are of the view that textbooks are without faults.

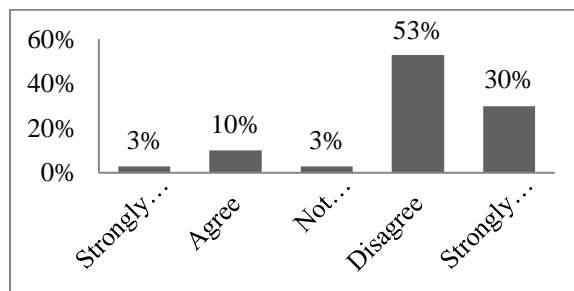


Figure:4 Multimedia helps in improving spoken English skill

According to 54% respondents, multimedia is present in the schools, while 30% people strongly disagree about the availability of any media in the school. 10% are agreeing that there is multimedia in schools.

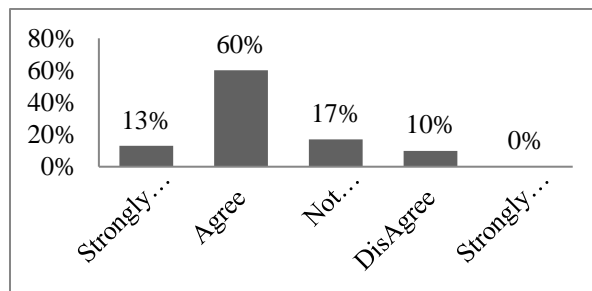


Figure:5 Spoken English is necessary for students.

13% teachers are strongly agreed and 60% agree that spoken English is necessary for students of all levels. Only 10% are disagreeing that spoken English has no importance in this regard.

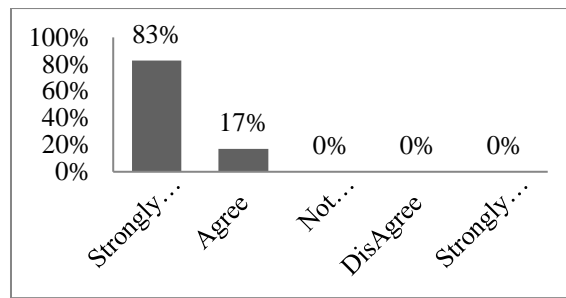


Figure: 6 The language laboratories are necessary in improving language skills.

Language laboratories must be provided in institutions. 83% teachers say that the language laboratories' are essential to improve the ability of spoken English and 17% are agreeing to the need of language laboratories. So if we want to improve spoken English skill of the learners we need to provide language laboratories in our schools.

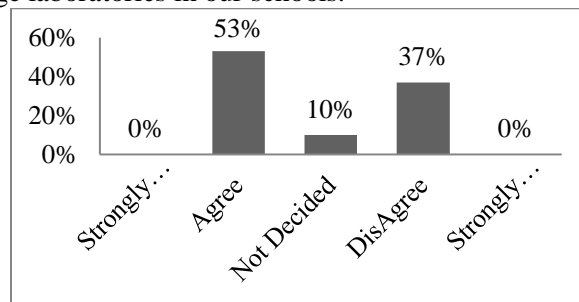


Figure: 7 you use teaching aids to improve speaking ability of the students regularly.

Only 53% teachers use teaching aids during their teaching while 37% people don't use teaching aids and 10% remained undecided.

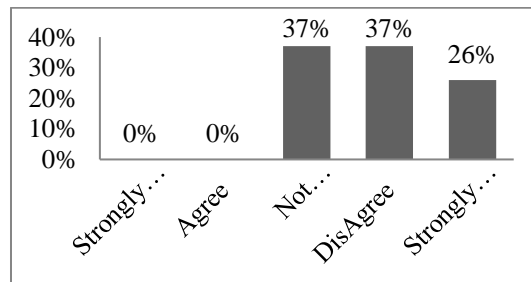


Figure: 8 Students learn English as they learn Urdu at an equal pace.

37% did not decide about the above statement and 37% are disagreeing that the students learn English and Urdu at equal pace while 26% are strongly disagreeing that the learners learn English and Urdu with equal ability.

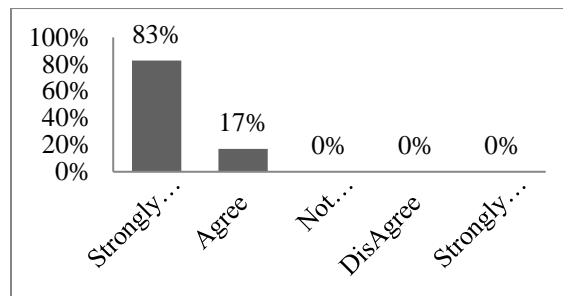


Figure:9 Teachers require training for improving speaking skills of the students.

An English teacher must have proficiency in spoken English. Every participant is agreeing that teachers must have proper training to improve spoken English skills of the learners. 83% participants are strongly agreeing to the demands of training of the teachers to equip them with high accuracy. 17% teachers are simply agreeing that teachers must be well trained in the field of spoken English.

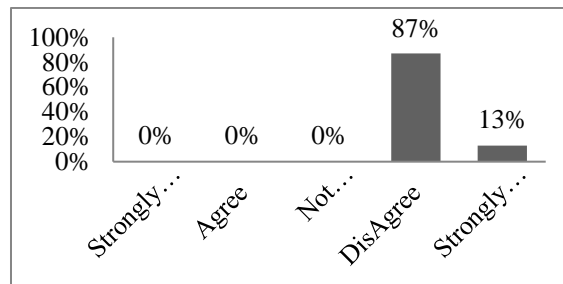


Figure:10 English speech competitions are conducted in schools.

English speech competitions are absent from the study centers. The above given chart shows that 87% people of the study are agreeing that English speech competitions are not conducted in the schools.

7.2. Analysis of the Questionnaires, Have been Filled by the Students.

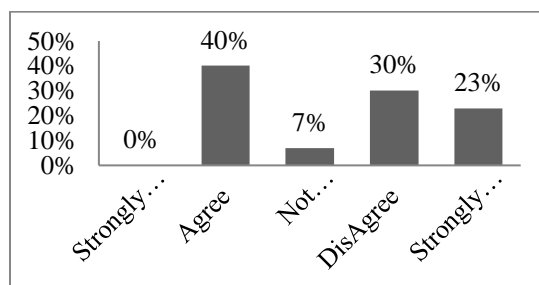


Figure:11 You like to speak English with interest, shows the following response.

Only 40% students, show interest in spoken English while 30% disagree and 23% are strongly disagreeing to have any special interest in speaking English. Students' response is a mixed one.

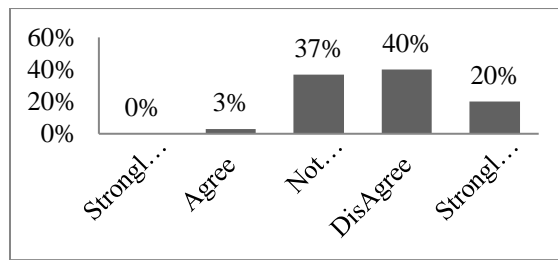


Figure:12 “Your teachers prefer to speak English to your mother tongue Urdu.

According to 40% students even teachers don't speak English during their lecture and 20% are strongly disagreeing in this regard. Only 3% participants respond that their teachers have interest to speak English.

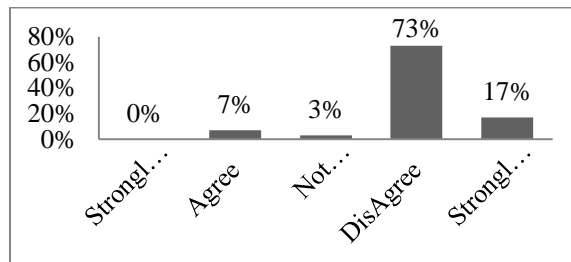


Figure:13 People speak English at your home.

73% students are agreeing that people don't speak English at their homes. Only 7% students agree that English is spoken in their homes.

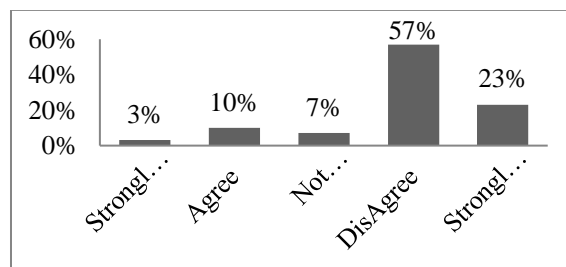


Figure:14 Multimedia is available in your school.

Only 10% learners agreeing that multimedia is used in their institutes and 57% disagree while 23% are strongly disagreed that multimedia is used in their classes.

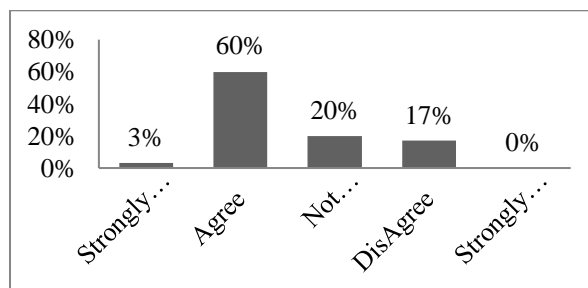


Figure:15: Spoken English is necessary for students.

60% participants say that spoken English is must for them while 20% remained undecided and 17% are disagreeing.

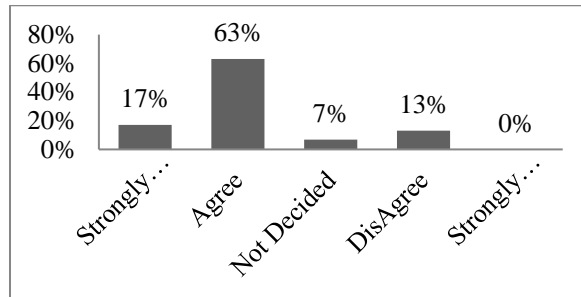


Figure:16 Language laboratories are necessary for improving spoken English.

In response to the above statement 63% participants agree and 17% strongly agree that for improving spoken English skills, language labs must be provided in the school.

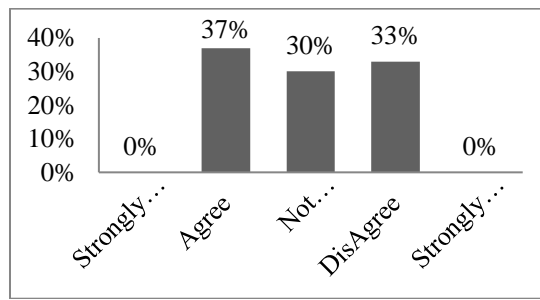


Figure: 17 Teachers use teaching aids regularly.

Only 37% people could not decide whether the teachers use teaching aids or not while 37% agree that teachers use teaching aids in the class and 26% are disagreeing that teachers are using teaching aids.

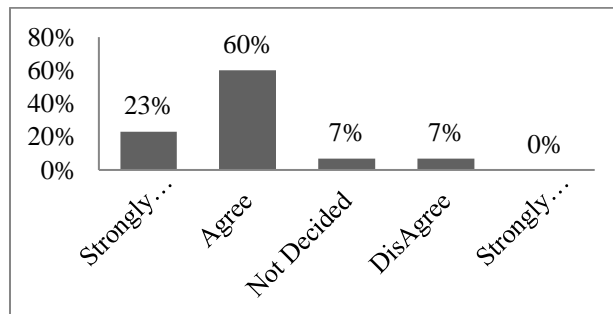


Figure:18 Speaking English is prestigious.

While responding above statement 63% participants are agreeing that speaking English is prestigious and 23% are strongly agreeing with this statement. Only 7% disagree with this statement

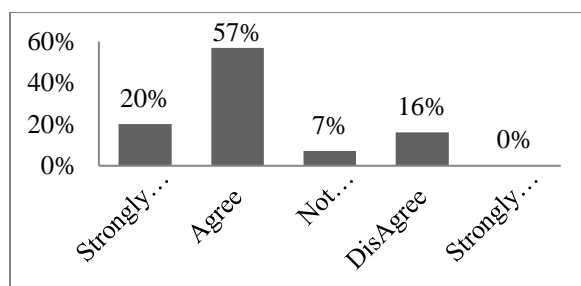


Figure: 19 you are learning English just to pass the exam.

57% participants are agreeing that they are learning English just to pass the examination and 20% are strongly agreeing with this statement.

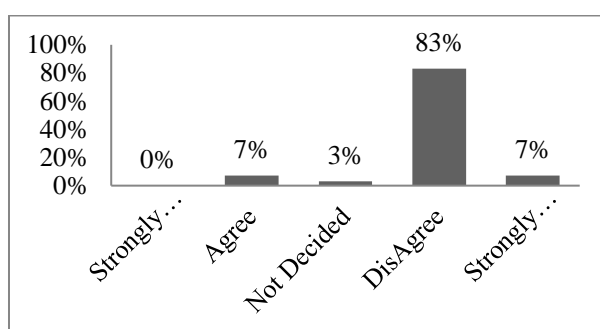


Figure 20: English speech competitions are conducted by schools.

Only 7% learners are agreeing that their school conduct English speech competitions while 83% are disagreeing that their school conduct any speech competition.

8. DISCUSSION

English is being utilized worldwide as a vehicle of trading thoughts. Typically individuals attempt to get it to have better connection with the individuals sitting far away from them. Because of the admittance to the worldwide business sectors each nation is attempting to furnish its kin with English so they might work proficiently in the worldwide town. Extending business needs a language to present itself in the English markets. In Pakistan, communicated in English is a dull objective to accomplish. It has been seen that understudies just as instructors have less interest in communicated in English.

The current investigation shows that lone 13% students check out communicated in English. Despite the fact that the mechanism of guidance is English, yet 60% students show no revenue in communicated in English by any means. Practically 80% instructors like to communicate in Urdu even in their English periods. Teachers use Urdu even they are instructing English. 87% educators state that reading material are not outfitted with oral activities and essentially composed or perusing based exercises are remembered for the content books. Mostly instructors concur that the current course books are not planned keeping in view the requirements of the communicated in English. 53% educators concur while 30% are firmly concurred that sight and sound is absent in the schools. Practically 73% instructors think it essential that the students should communicate in English. Each member is of the view that in each school there should be a language research center. . In addition, members stress that instructors are not very much

prepared by their expert prerequisites. Then again 100% educators concur that for encouraging communicated in English each instructor should be very much prepared in this field. 53% instructors state that they are utilizing showing helps, yet these training helps are not adequate to improve the verbally expressed capacity of the students. In schools English discourse rivalries are not led. As per the current investigation, 100% instructors state that the idea of English discourse rivalry is absent in the schools.

Then again 40% students concur that they study English with premium. 53% state that they don't have any genuine premium in English. 3% members react that their instructor speaks English in the class while 53% are disagreeing with this assertion. What's more, even 37% members couldn't choose the issue. Practically 90% members are of the assessment that English isn't being spoken at their homes. 13% students state that media is being utilized in school while 80% state that there is no sight and sound in their schools to be utilized for improving spoken capacity of the students. 63% students concur that communicated in English is important for the understudies. 80% members state that language research facilities can assume an imperative part in the advancement of the communicated in English. 37% understudies state that their educators use instructing helps while 33% disagree. 83% understudies state that communicating in English is doubtlessly lofty and they feel pleased to communicate in English. 77% members state that their fundamental point of contemplating English is simply to pass the assessments. Then again 90% individuals are of the assessment that schools don't lead any English discourse rivalries. .

Subject experts are of the assessment that educators should be all around prepared and least capability of an English instructor should be the bosses in English language. In addition, they contend that in the assessment at any rate 20% bit of English paper should be in represented model viva voice. Subject experts are of the assessment that we need to reevaluate our course readings they should be planned adding practices as are useful in improving communicated in English. They additionally propose that interactive media and PC innovation should be given in schools.

9. CONCLUSION

Instructors just as students believe that media and language research centers should be set up so an appropriate climate can be accommodated improving talking capacity of the understudies. English discourse rivalries have not been led in the schools. Then again, generally understudies concur that they center on English just to breeze through the assessment. Their primary point is to have a degree as opposed to the improvement of their talking competency. The climate is likewise a powerful in such manner. Instructors just as guardians should assume a huge part in improving language abilities.

To rival the world we should be completely set up in worldwide language. If we need to prepare our students, we should prepare the educators. We should have to reconsider the course readings. Also, the language labs and mixed media can have a significant influence to improve the current state of the communicated in English. Instructors should utilize new systems and methods to adapt to the current circumstance.

RECOMENDATIONS

- Teachers should be prepared keeping in view the requirements of the communicated in English.
- Textbooks should be rescheduled and exercises should be added for communicated in English.

- Teachers should attempt to communicate in English before the understudies.
- Language labs should be given.
- Teachers should know about the new advancements. They should have the option to utilize PC innovation.

REFERENCES

- [1] Abenga, S. B. Elizabeth, (2005). The Adoption and use of new Educational Technologies in the training of English teachers in Kenya, Moi University Press.
- [2] Al Hosni, Samira, (2014). Speaking difficulties encountered by EFL Learners. International Journal on Studies in English Language and Literature Volume 2, Issue 6, June 2014, pp 22-30
- [3] Rehman, A. (2013). Issues in communicating in English with L2 students of Rural Area's school of Pakistan: Languages in India. Vol.13. ISSN 1930-2940
- [4] Bashir, M. (2011). Elements influencing understudy's English talking abilities: British Journal of Arts and sociologies vol 2, No.1 ISSN 2046-9578
- [5] Abbas (2013). Difficulties in Teaching and Learning of English at auxiliary Level class X: International Journal of Human Resource considers Vol.1, No.2 ISSN 2162-3058
- [6] Shehzad, S.(2011). Distinguishing proof of the reasons for Student's low accomplishment In the subject of English: Asian Social achievement vol.7, No.2
- [7] Kannan, D. (2009). Challenges in Learning English as a second language: ESP world issues (5) 8vol 26.in Pakistani context: Languages in India ISSN 1930-2940 vol 13:3
- [8] Hasan, S.(2015). Issues of English Language students in correspondence at Intermediate level in Pakistan: Journal of Literature, vol 8. ISSN 2422-8435
- [9] Littlewood, W. (2007). Open and errand based language instructing in East Asian study halls. Language educating, 40(03), 243-249.
- [10] Bokhari, A. (2011). The Nature of Difficulties in Learning English by the Students at Secondary School level in Pakistan: Journal of Education and Practice ISSN 222-288X, Vol2, No 10 p.19.
- [11] Rahman, D.T. (1999). Language Teaching and Power in Pakistan: Academy of the Punjab in North Amirca
- [12] Shakil, M. (2020) Factors Affecting Students' low Competence in Reading English at Primary Level in Pakistan: International Journal of Education (IJE) Vol.8, No.3, September 2020 p 19-26
- [13] Stanovich, K.E. (1986) Mathew Effects in Reading some Consequences of Individual Differences in the Acquisition of Literacy. Peading Research Quarterly, 21, 360-406
- [14] Hashima, N. (2006). English as a subsequent language: Problems and arrangements. SK001.
- [15] Warsi, J. (2004). Conditions under which English is educated in Pakistan: an Applied Linguistics Perspective. SARID Journal, (1), 1-9.
- [16] Yang, Z. (2014) Effective methods of improving reading skills in English. The Authors. Published by Atlantis Press 284-286.
- [17] Zeigler, J. and Goswami, V. (2005) Reading acquisition, Developmental Dyslexia, and skilled Reading across languages: Psychological Bulletin Vol. 131, No.1, 3-29

AUTHORS

Muhammad Shakil is an English teacher in the PSED (Punjab School Education Department), Pakistan. He earned his Master of English in Literature. He also has done his M.Phil English in Applied Linguistics, Master of History and Master of Education as well. He belongs to a village that is 100 kilometers away from the city of Lahore. He has been the part of trainers' team and worked as Cluster Subject Expert English at District level.

Shabana Kousar is an English teacher in the PSED (Punjab School Education Department), Pakistan. She has done her M.Phil English in Applied Linguistics. She is a well trained English teacher and a researcher. She has got his degree in Education as well.

Yasmeen Basheer is an English teacher in the PSED (Punjab School Education Department), Pakistan. She has done her M.Phil in English. She is also working as a teacher trainer. She has also been a part of the team of cluster subject experts at district level. She is also working as a Cluster Subject Expert English at district level.

Fatima Batool is working as a teacher in PSED (Punjab School Education Department). She has done her M.Phil in English Applied Linguistics. She has got degree in Education as well.