



English Language Learners (ELLs) in Urdu Main Stream: Resources for State-Run Secondary Schools in Punjab Province



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Abstract: *This research analyzed the materials used to teach English in Punjab province's public secondary schools (Pakistan). The objectives of the study were; 1) to find out the availability of resources in English teaching and 2) to explore the utilization of availing resources in the teaching of English. A descriptive research methodology was used for this study. The study's population consisted of all secondary school teachers responsible for instructing their students in English. A total of 400 secondary school instructors were chosen randomly for the study. The study relied on a questionnaire with 21 questions. In pilot testing, the questionnaire had an overall reliability of 0.83. Based on the findings, few modern resources are useful for English teachers in the classroom. Whiteboards, blackboards, charts, and other visual aids are commonly used in classrooms to teach English. English language teachers in Pakistan's Punjab province need more English language teaching (ELT) materials in their classrooms.*

Key Words: English Language Learners

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Introduction

The necessity of the time and the language of science and technology both point to the importance of the English language. In Pakistan, English is considered to be an international language. It is still one of the subjects taught in schools, and how this language is taught has the most important

effect on how our whole educational system is set up (Ali, Shahzad, and Riaz, 2015). The vast majority of teachers in this country think that our school system is in trouble. Studies from the past show, shockingly, that many of our school-aged children have very poor English skills and that teachers avoid teaching English. It is a problem because English is a global language. They have

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studied English but they still need help constructing even the most basic sentences (Sorenson Duncan, Mimeau, Crowell and Deacon, 2021).

However, significant difficulties are associated with being an ELL in secondary schools, especially those in the Punjab Province. For instance, higher resources may result in a subpar education for these kids. In addition, ELLs need access to trained educators who can meet their specific needs to keep up with their peers academically.

Misunderstandings or insensitivity to cultural norms on the part of teachers is another issue raised about ELL instruction. Schools with racially and ethnically diverse student bodies are responsible for fostering intercultural competence among their faculty and staff. Despite these obstacles, creating classrooms where all kids feel welcome and safe is essential. If schools continue to put out the work required to create all-encompassing solutions that meet all students' requirements, including those still learning English, the benefits will outweigh the drawbacks.

Not only has this raised concerns among English teachers, general teachers, and their pupils, but it has also raised concerns among parents, educators, and administrators about how our teaching and learning practices are being implemented. If something needs to be done to overcome this barrier, there will not be much room for improvement in educational opportunities, and this is, without a doubt, a significant barrier that needs to be overcome. Researchers think it is important to study the challenges of teaching English to students at the primary level (Alkhaldeh and Khasawneh, 2021). Because English language learners (ELLs) present a rich and fascinating environment for students and teachers. The chance for students in ELL programs to build a solid foundation in English while still using their home language is a major perk of these courses. Possessing the capacity to

communicate in two languages improves personal growth and professional advancement opportunities.

In this day and age, the language of science and technology is English; hence, the English language holds an important and prominent position in Pakistani culture. Therefore, the English language is necessary for humankind's advancement. It is the most reliable means of communication worldwide and a medium for conducting research and doing business on a global scale.

In addition to its significance on the international stage, the English language is used as the primary language of instruction in Pakistani schools. Therefore, there is a need to strengthen the background of students studying at the basic and elementary levels, and the only way this can be accomplished is by identifying problems and the factors that contribute to them, followed by the implementation of corrective measures aimed at the appropriate direction for the study of English (Ali, Iqbal, Yasmeen, Ahmad, and Rafique, 2015). The following objective of the study was set to reach some purposeful decision.

1. To find out the availability of resources in English teaching.
2. To explore the utilization of availing resources in the teaching of English.

Literature Review

In this section, we will discuss the previous research that has been conducted that is relevant to this topic. An effort is being made to clarify the concept of the accessibility and efficient utilization of English language instruction in public schools across the country. The educational system in Pakistan is to blame for the insufficient effort put into the instruction of the English language at schools run by the state. More people teach English than learn it, and more people learn English than utilize it in their everyday lives. Most of us could be better listeners;

therefore, if we want to communicate effectively, we must first learn to train our ears. Both students and teachers are uncomfortable when it comes to speaking English.

In Pakistan, the presumption that speakers of English have intellectual, social, and social superiority in society has become an accepted norm. This presumption is based on the fact that English is the dominant language in Pakistan. There is a linguistic hierarchy in which those who speak English as their first language are at the top, followed by those who speak English as their second language and those who do not speak English at all. Because of the prestige of communicating fluently in English, most young people in today's society recognize the necessity of acquiring this skill. It is likely that the most efficient way to learn a new language, such as English, is to combine aspects of several methods of instruction and to focus primarily on the students throughout the learning process (Amina, [2006](#)).

According to the findings of an earlier study, regardless of the approach taken, repetition to achieve mastery is an essential component of both language instruction and language acquisition (Poblete, [1999](#)). At the intermediate and graduate levels, when English replaces other languages as the medium of instruction for the science group, the disparity in English proficiency becomes more apparent. Students who attend Urdu-medium schools need help coming up with science subjects. Despite having a strong aptitude for medicine and engineering, they cannot gain admission into medical and engineering colleges because they need to comprehend and later reproduce the material written in English. There needs to be more uniformity in the resources that are made available for language instruction and study amongst public and private schools that use English or Urdu as their medium of instruction. Better teaching and learning

resources, such as well-stocked English language libraries, audio-visual aids, and computer laboratories, can be found. The pupils' ability to learn English is enhanced using these various learning tools.

It can be assumed that English Language Learners (ELLs) in state-run secondary schools in Punjab Province have access to various tools designed to help them learn and use English. Students of other languages learning Urdu can benefit from these materials, which cover all four language skills.

A multilingual dictionary is an invaluable tool for ESL students. English and Urdu speakers can use it to look up uncommon terms and phrases translations. Online language-learning sites like Duolingo and Rosetta Stone are also helpful, providing free, beginner-level lessons. Those who study best in a classroom setting may also benefit from working with a qualified private instructor. One-on-one tutoring allows for tailored lessons to be developed for each student.

Overall, various resources exist to aid Urdu language learners. To help their students meet their language learning objectives, teachers can employ a wide range of resources and tailor their instruction accordingly. Audiobooks and podcasts with stories aimed at children are other great resources for enhancing listening comprehension. Some students also succeed with workshops or films targeting specific grammar or vocabulary topics. Students learning English as a second language (ELLs) can benefit from the tools available through these numerous sites.

The obstacles that stand in the way of English language instructors in South Asia are both huge and obvious. They should be able to meet the practical demands of students, which includes preparing them to communicate with one another and find information anywhere in the world. Since it is spoken in several nations, the English

language is widely regarded as the most effective and user-friendly medium for international communication. The ultimate purpose of education is to instil a love of learning in students and equip them with lifelong learning skills. In India, kids have been taught for a long time using the chalk-and-talk method of instruction. Many different solutions for accomplishing the current objective of improving school education have been considered, and some of them have been put into practice (Thakur, 2013). The purpose of these studies is to investigate the positive and negative aspects of English language instruction in schools. The prospectus, the methodology, the professors, and the many modes of English instruction are likewise inherent.

Given that teachers are the most important people in the educational system. They ought to possess all of these attributes in full measure. According to Mughal (2002), competency is the qualification or ability to successfully handle a situation to attain the needed ends by utilizing available resources. Because a teacher's skill is their competency, an English teacher can use this talent and the resources they have access to handle any circumstance.

A competent English teacher teaches English effectively through the use of a variety of appropriate methods, techniques, and resources in the direction of the end of language learning, which is to achieve the goals and objectives of English language learning that have already been set in place by the curriculum wing (Howard & Major, n.d.) Pakistan has a high level of respect for English, as do most other developed and developing countries worldwide. The people of Pakistan have much energy and are enthusiastic about learning English as a second language. They devote significant time and resources to improving their English language skills while working in this industry. They are highly esteemed in the community due to their command of English,

which they speak fluently. However, it is also true that despite all of these efforts, several things could be improved in how English is taught and learned. These problems, if we were to summarize them, would come forth as follows:

The fact that English teachers in Pakistan need professional training in language education is the primary contributor to the subpar quality of English language instruction in the country. Anyone who has completed their BA can be employed as a teacher at the school level, and they do not require any additional training in the English language or teaching English. Someone holding a Master of Arts in English is qualified to teach at the college level even if they have no formal English language training. Teachers at the secondary level, where the foundation of English instruction could be improved, are either untrained individuals with a BA or MA degree or individuals who hold a degree of B.Ed. Students pursuing a Bachelor of Education can take an elective course in English.

The translation approach is based on traditional grammatical principles that all Pakistan's school teachers utilize. It is a known truth that teachers begin teaching English after finishing their BA despite having had a subpar introduction to the teaching methods and language employed. They need help adopting modern ELT methodology because they are products of older traditional approaches, methodologies, and textbooks.

To make learning English a more motivating experience, teachers need to put a great deal of thought and ideas into developing programs that keep students interested and have attainable short-term goals. It will allow teachers to make the English language learning process a more engaging experience. At the university level, this may involve any foreign exchange programs with other universities, as well as any other activities that may help push

students to increase their proficiency and accuracy in their target language.

Traditional pedagogical materials and methods are widespread at the elementary, secondary, and tertiary levels of education in Pakistan. In this section of the thesis, we will be concentrating on the traditional materials and resources that are most commonly utilized. Visual aids such as blackboards, textbooks, and items made by hand are some materials that every teacher should try to employ in the classroom, which is especially important for language instruction. In many instances, some of these components go beyond the limitations of their function and become a structuring force in teaching a language, as is the case with the textbook. One example of this phenomenon is the use of audio-visual aids.

An adaptable and analytical approach will be encouraged to utilize the available materials and resources. As a means of fostering an environment rich in diversity and variety, educators are strongly urged to pick and choose from among the various available aids in today's modern classrooms. When there is a greater variety of learning resources available to students, there is a greater likelihood that each student will find at least some of those materials suited to their individual learning goals, cognitive preferences, and capacities.

Materials for instruction are a substantial component of most English language education programs. Teachers rely significantly on various materials to assist their teaching and pupils' learning. These materials include everything from textbooks and videotapes to photographs and the Internet. However, despite the vast selection of materials for teaching the English language that is currently available for purchase, many educators continue to create their materials for use in the classroom. Most educators invest significant time in locating, selecting, analyzing, customizing, and creating materials to use in their classrooms.

Research Methodology

The purpose of this study is to explore the availability of resources and how those resources are utilized in the process of teaching English at the secondary school level in state-run institutions in Punjab. The descriptive survey research approach was implied throughout this particular study. This study consisted of a descriptive research survey carried out in the province of Punjab. According to Hartas (2010), in qualitative and quantitative techniques, three characteristics must be met to perform survey research successfully. These conditions include the respondents' understanding, capacity, and willingness. For sample selection, the researchers used a method known as "random sampling." The researchers chose 400 secondary school teachers from around the province of Punjab to participate in the study's sample. After conducting an exhaustive study of the relevant previous research, the researchers devised a questionnaire with other researchers already working on the subject.

The following step in the research, verifying the validity and reliability of the questionnaire, was presented to the researcher as a challenge. In order to validate the questionnaire items, it was requested of those considered to be experts in the subject that the questionnaire items be refined in terms of both their format and their language. In order to make it easy for the responders to comprehend, it needed to be comprehensive and straightforward. The questionnaire was prepared after receiving comments and critiques from those who filled it out and considering the perspectives of seasoned professionals. As mentioned earlier, the questionnaire was given to thirty English teachers who work in primary schools. Following pilot testing, the final questionnaire consisted of 21 questions. Across the board, the questionnaire had an average reliability coefficient of 0.83. The researchers went out of their way to collect

data from the respondents by travelling to the required sample in person. The technique for completing the questionnaire was explained in great detail to the respondents before they began.

Data Analysis and Interpretation

Data analysis and interpretation of the data collected from respondents is in the following;

Table 1

Availability of Resources in English Teaching

S. No	Statement	Mean	SD
1	English teachers have access to state-of-the-art resources.	3.62	1.380
2	Visual aids help teach language.	3.90	1.224
3	Teachers can use the Internet to teach English.	3.54	1.322
4	Teachers use laptops to teach English.	3.47	1.480
5	The instructors incorporate linguistic resources in the classroom.	3.78	1.175
6	Teachers get headphones for pupils.	3.03	1.564
7	Teachers have enough ELT resources to employ in class.	3.31	1.209
8	English classes use a whiteboard/blackboard.	4.30	1.065
9	The classroom has charts to aid with English instruction.	4.09	.968
10	We use flashcards to teach English in the classroom.	3.20	1.369

Table 1 shows the availability of resources for English teaching in secondary schools, with the mean score ranging from 3.03 to 4.30 and the standard deviation ranging from .968 to 1.480. However, most teachers disagree with the statement that teachers are provided with the latest tools for teaching English. Most of the teachers' opinions about internet facilities and laptops given to the secondary teachers show disagreement with the

statements mentioned above. Teachers have less dispersion in their views regarding the statement that available ELT resources are sufficient for teachers to use in the classroom. Maximum teachers show agreement with the statement that they have to make the fullest use of the whiteboard, blackboard, and charts in the classroom for teaching English. Secondary teachers also make use of flash cards.

Table 2

Utilization of Available Resources in English Teaching

S. No	Statement	Mean	SD
1.	English teachers benefit from projectors.	3.92	1.126
2.	In class, the teacher uses a whiteboard.	4.30	.882
3.	The teacher uses charts.	4.05	1.035
4.	In class, teachers use the radio.	2.92	1.465
5.	The Internet gives teachers the latest information.	3.64	1.275
6.	Computers improve language learning.	4.13	.961

Table 2 shows the utilization of available resources in the teaching of English. The mean score and standard deviation increased from 2.92 to 4.30 and from 0.882 to 1.465,

respectively, indicating that teachers use the whiteboard or blackboard most effectively when teaching English. Teachers also make use of charts in their teaching. Teachers

believe that they use the radio in their classrooms. Most teachers believe that using

computers for language teaching enhances students' learning and knowledge.

Table 3

Use of A. V. Aids in English Language Teaching

S. No	Statement	Mean	SD
1.	Audiovisual aids are used in the classroom to teach English.	4.06	1.105
2.	Educators that use technology in the classroom find it engaging.	3.93	1.039
3.	A.V Aids improve language learning.	4.17	.982
4.	EL teachers use projectors to save time.	3.88	1.049
5.	Language tools lessen EL teacher workload.	3.90	1.044

Table 3 depicts the use of audio-visual aids in English language teaching. The mean score and standard deviation increased from 3.88 to 4.17 and from 0.982 to 1.105, respectively, which shows that audio-visual aids are producing better results for language teaching and learning. The majority of teachers believe that they use A. V. Aids in the classroom to teach English. Teachers believe that using projectors can save time and energy in the classroom during the teaching of English. Most teachers agree with the statement that language tools are necessary for the classroom and that such tools reduce the burden of English language teachers.

Discussion and Conclusion

According to the research findings, teachers of English to speakers of other languages in secondary schools need access to the most up-to-date instructional materials. It is of the utmost importance to provide educators with Realia kits to instruct their students in English. Most teachers believe their classroom's English language teaching materials must be improved. Most of the time, English teachers make the most of the whiteboard, blackboard, and charts within the classroom to improve English instruction. Only sometimes do English teachers use flashcards with their students in the classroom. The use of ELT resources makes the teaching-learning process easier

for instructors (Ali, Shahzad, & Riaz, 2015). The use of projectors and audio-visual devices helps teachers make better use of their time and resources. Secondary school teachers can save time and energy by effectively using ELT resources. It is a significant opportunity for secondary school teachers to use their saved time and energy. The prior discussion on results is supported by Howard and Major (n.d.), who state that educators must weigh the benefits and costs of designing their teaching materials and decide whether it is worth the time and effort. This discussion was brought up because of the results.

In conclusion, the teachers' responsibility in Punjab Province's secondary schools is to offer sufficient resources and assistance to their English language learners. Although these students' linguistic impairments present unique challenges in the classroom, they can achieve academic success with the proper support. Using resources like bilingual dictionaries, translated texts, and audio materials, teachers may make their classrooms more welcoming to students of diverse linguistic backgrounds. ELLs can benefit even more by receiving individualized attention and help in the classroom. Educators here are tasked with guaranteeing that all their students receive an excellent education. We are assisting ELLs in succeeding in and out of the classroom by being aware of their needs and

making concerted efforts to satisfy them through suitable teaching methodologies and relevant resources.

The research concluded that there are only a few contemporary sources suitable for use in the classroom by English teachers. When teaching English, most schools use

whiteboards, blackboards, charts, and other visual aids. There is no question that ELT materials make the teaching and learning process easier for teachers, yet English teachers in the Punjab province (Pakistan) are struggling due to a shortage of ELT resources in their schools.

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