Analysing Common Errors in EFL Postgraduate Students in The Universities of Pakistan

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ABSTRACT

The study aims to investigate the English language (EL) learning issues at the university level in Pakistani institutions. It investigates the factors which are the root cause of common problems the students are facing such as anxiety, pronunciation, and fluency issues. Since they have been taught English for the past fifteen years of their educational career but they are not able to get command on English skills. One hundred students from different postgraduate institutions participated in completing the data through questionnaires and teachers were interviewed to find out the (EL) learning problems. The study uses a quantitative approach to analyse the responses of the students. These responses are collected by a devised questionnaire. The results show that students face a lot of problems i.e. lack of vocabulary, improper use of sentence structure, and hesitation in pronunciation. Based on findings, it is suggested that the grammar-translation method should be replaced with the communicative approach while teaching English as a foreign language in Pakistan

Keywords: Anxiety, Vocabulary, Teaching Techniques, EFL, Postgraduate Level

Introduction

The understanding of language doesn't remain constant to one skill only, the whole communication process is a part of language as the sole purpose of language is to express ideas and feelings. To acquire a language means to get proficiency over the macro skills of that language which are essential for communicative purposes. English has two major types of skills; Productive and Receptive. Receptive skills involve reading and listening while productive skills include writing and speaking. These four skills are essential to learning for better communication. Younas et.al, (2019) highlights pedagogical techniques being used by English Language Teachers to develop reading skills at the secondary school level in Lahore. In Pakistan, teaching and learning of English have gained much attention since the invasion of English people in the Sub-continent. English has become "Lingua-franca" in this region and has become a part and parcel of everyday life. Ghani (2003) remarked that English has gained much popularity in Pakistan and is a

token to "white-collar jobs". It has wider implications in all fields of life. It is a symbol of good status.

The attitude of learning and mastering of this foreign language has been changed since ages due to its practical implications in society. It is the major skill to be acquired to fulfill communication needs as most of the times, communication is done through oral activities, it is necessary to have enough speaking power of the target language to communicate well. Younas et al. (2020) focus on speaking and learning problems faced by students at a higher level and how motivational expressions prove meaningful to improve and enhance their speaking skills. English has gained the status of the language of all the fields of society; the language of administration, law, and order, education, judiciary, and armed forces, etc. Abbas (1993) keeping this view in mind, pointed out this fact that English has entered in all the areas of society in third world countries similar to Pakistan due to its Imperialistic behavior, a position maintained by foreign funding agencies. Apart from this notion, it still enjoys the language of supremacy and empowers the whole education system. English is mainly used as a communication gateway to foreign countries, hence mastering speaking skills has gained much attention for the last few decades. But,

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unfortunately, teaching and learning of speaking skills go unnoticed and prioritized over other skills. Akram & Mahmood, (2007) state that English has been taught as a compulsory subject from the start of educational settings but the teaching methodologies are not given more priorities as per the needs of students. Therefore, there is a dire need for English teachers to adopt novel techniques, technology, and novel approaches in ESL teaching.

Over the years, English has gained much popularity in Pakistan as a second and most-learned language due to its' status and implications in society', because English is the official language in Pakistan which is widely spoken in all institutions, universities, and government offices. Therefore, the Government of Pakistan in National Education Policy declared English as a gateway to success and according to policy, English will be used as a medium of instruction in science and Mathematics from class IV to onwards (Govt. of Pakistan 2009). Discussing the current scenario about English status in Pakistan, (Esmail, Ahmad & Noreen, 2015) claimed that the Grammar Translation Method is used in the classroom and old-dated translation techniques are still prevailed in teaching methodologies to teach English. The main focus of learning any language is to get used to speaking of it but Ali Nawab (2012) argued that "speaking is the second neglected area". One of the reasons was the lack of tradition of designing such activities which provide a helping hand in building speaking skills and habits. Akram et al., (2007) enlisted all the flaws found in our education system which are the drawbacks of learning speaking skills. They argued that "the old and obsolete Grammar Translation Method" is still used in teaching English which cannot justify the needs of students accompanied by untrained and less qualified teachers lacking essential teaching and managing skills, which are the part and parcel of a well-equipped teacher. Younas et al. (2020) elaborate on the communicative strategy used by ESL bilingual teachers to teach English as a second language to non-native English speakers. Out-dated and faulty material books, customary teaching of cramming and imitation, no air to creativity, cramming and root-memorization-based examination system, and above all, lack of sufficient resources and shortage of time are all the factors which are adding fuel to fire in this regard. Having based on GTM as the primary technique implied in teaching a foreign language especially English. Kondo (2010) x investigated the relationship between anxiety and proficiency of English speaking and claimed that variables that are correlated to anxiety are fluency, accuracy, and complexity which are hurdles in speaking proficiency.

Research Questions
- How do Pakistani English language learners face problems in learning accurately EFL skills?
- What is a suitable measurement that can be traced to improve the ESL teaching techniques, and methodologies in Pakistan regarding techniques and strategies, which can assist in (EL) learning?

Significance of the Study

The present study is important as it throws light on one of the most demanding and currently prevailed issue for EFL learners in Pakistan. It is crucial to know about the current level of students' speaking skills which are blocking their ways in learning due to anxious behaviour or lack of confidence as they are finding ways to escape from the real situation to a part of and to make students, teachers, parents and even future researchers conscious about the gravity of the situation to work for the improvement and proficiency of students by enhancing their interest and inclination towards learning skills and make them aware of its crucibles.

Literature Review

By reviewing the literature related to the topic, many researches have conducted studies pertaining to the factors affecting the causes of speaking English language among ESL and second language learning students. It was found that the interference of L1 which is Urdu in this context is creating a hindrance in this regard. Urdu is the highly phonetic language; it has all the sounds as compared to English. They claimed that there is not correspondence and concrete relationship between sound and symbols. Pakistani' learners use Urdu as their national language which is highly phonetics; all the sounds are according to the aliphatic symbols. When they speak English, difficulties occur while pronouncing words like "ough" that has many different sounds when occur in different word clusters like 'rough' (raf), 'plough' (plow), 'thought' (thot) etc.

Tufail et al., (2015) conducted a study in finding out the problems which are the root cause of speaking English on Urdu spoken community and they proposed that the L1 of students which is Urdu is creating hindrance in learning English language to a large extent. Akasha (2015), conducted a study on Arabic-Speaking ESL students in USA and found that

teachers complained that their students having different L1 are facing a lot of problems in English

language classes as they feel alien to this language, encountering different difficulties in acquiring and using vocabulary because their language could not provide them proper support they need for learning of speaking English. Kannan (2009) after investigating a study on exploration of learning difficulties in English as a second language said that one of the root causes of lack of proper speaking skill enhancement is the bilingual teaching methodology at the middle level in most of the schools. Nawaz et al. (2015) reported that teachers use L1 (Urdu) or even mother tongue sometimes in the class to teach English and there is a hell of difference between both the languages. Students' L1 creates hindrance in learning the target language as they are not used to the target language.

Anxiety and Lack of Confidence

Anxiety is defined as state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Public speaking anxiety is very common among students at any level and the general populace.

Akram, M. (2013) did a research on analysing the problems of post graduate students in speaking English and found that one of the main factors which was an accelerator for lowering the students' proficiency was lack of confidence and anxiety about speaking in front of the public.

Nazir et al., (2014) conducted a study of second language Speaking-Anxiety among ESL Intermediate Pakistani learners and they proposed that majority of the students had fear of negative evaluation which is hampering their classroom speaking skills. Slater et al., (2005) experimented using a Virtual Environment on Public Speaking fear using two different situations; in one the respondents were asked to deliver a speech in a seminar room which was empty and in the other, five chairs were arranged and avatars were made sat on them. Afzaal & Xiangyi, (2020) focuses on the academic writing of ESL learners while paying attention to the need of learnt and trained teachers.

Leong et al., (2017) after doing a study in Malaysia came up with the ideas that students are fallen victim of inhibition, lack of topical knowledge and low participation. Tuan & Mai (2015) complained that they cannot remember anything to say and they do not have any motivation to express themselves. Also, having low motivation creates serious problems in learning speaking skills. Boonkit (2010) propounded the notion that

building up confidence for speaking in front of the audience is a factor that de-strengthened speaking

performance of learners. Students are not confronted with such task-based activities that are building blocks for ignition of confidence level.

Linguistic Disorders and Teacher's Role

Akasha (2013) after studying the speaking problems faced by Arabic speaking students in USA schools proposed that one of the influencing factors in facing speaking problems is the lack of target language support. They face difficulties in acquiring and using vocabulary since they are not well aware of English, thus cannot find enough support they need to communicate.

Nawaz et.al. (2015) conducted a research on "Difficulties facing by students of L1 in adopting L2" and investigated that students faced obstacles to speak English at middle level.

As said by Ali Nawab (2015) that speaking skill is the second neglected area. Since the teachers hardly design activities where students could be provided with opportunities to express themselves freely, they hesitate to speak English and cannot go beyond reproducing the notes which they have learnt by heart.

Tahir Jahan Khan, Nasurllah Khan (2016) conducted a research in Districts Mianwali and Bhakkar and claimed that most of the students showed the desire to learn and excel their English language skills but they are hindered by many factors.

Akram et al. (2007) argued that teachers are not fully trained and having low competency of English language are helpless in inculcating due qualities and skills in students. the main reason was closed eye on their training courses which is neglected both by the teachers and stake-holders as well. Haberman et.al (2020) explain the need of native speakers in ESL teaching more effectively in non-native English-speaking countries to get maximum accuracy in teaching. Nazir et al., (2014) agreed to the fact that students are nervous to answer the question in English because of lack of confidence in speaking before the whole class and this factor was highlighted by a teacher while interviewing. The study shows that students' fear for speaking in front of the whole class is mainly caused due to lack of confidence and anxiety factors. The main cause of low confidence is low amount of diction and absence of practical vocabulary items which lower their confidence to speak.

Slater et al., (2005) proposed in his study about the same issue that students are afraid to speak in public due to phobia of speaking. Many of them are

surrounded by their own thoughts about the situation which creates illusionary image in their

mind and they feel reluctant to speak in front of others.

Syllabi and Examination System

Tufail et al., (2015) pointed out that the main reason behind students' legging behind in speaking skills is the flawed examination system. The students render to do study only to pass the examination and no practical purposes are involved for gaining and sharping linguistic abilities. Akasha (2013) opined in his study that the syllabi was not designed in accordance with the needs of the students; a few or no real-life activities which can lower their anxiety level and act as a platform for actual learning were not a part of syllabi, examination-centred contents were the part of curriculum.

Aziz et al., (2014) said that the current syllabus in Pakistan is examination based and students are more interested to appear in the exams only to gain grades rather to learn speaking skills. Akram et al., (2007) claims that curricula in Pakistan is failed to

help students in their learning speaking skill as most of books' part is literature-oriented and obsolete Grammar Translation Method is still ruling the examination system. This kind of methodology mars the creativity of the students, hampering them to think beyond this fixed boundary. Teaching of language skills without any A V aids is a total failure.

Theoretical Framework.

A cyclical relationship between anxiety, cognition and behaviour was found by some researchers. According to them a linguistic challenge posed by situation may create apprehension in the individual which may enfeeble the concentration at the cognitive level and result in poor behaviour. The poor behaviour leads to negative self-perception or evaluation which leads to future problems in performance of behaviours thus going on in cyclical chain. They represented it in the following diagram (Leary, 1990 & Levitt, 1980; as cited in MacIntyre, 1995).

Anxiety
Cognition
Behaviour
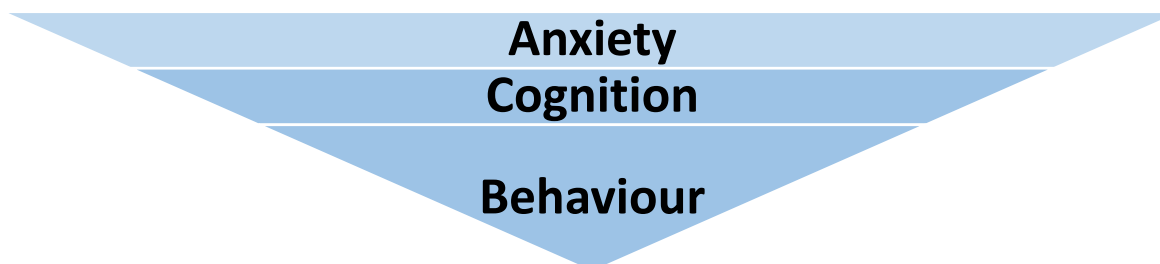
Research Methodology

Methodology is a way or method through which a researcher conducts his/her study. It deals with the research design adopted to conduct this study and also includes nature of the study, population and sample size, procedure of sampling, development of research instrument, data collection and data analysis.

Design of the Study

The main focus of the study was to find out the problems faced by students in learning English and developing English speaking skills. The convenient sampling method was used which was based on quantitative survey as a closed ended questionnaire was administered in universities of Pakistan to find out the factors which are affecting students' learning skills. For second part of data collection, a semi structured interview was used as a tool to get some fruitful suggestions from the teachers. A total number of 100 students were asked to fill the

questionnaires. For the suggestions 5 teachers were randomly interviewed to find solutions of

being prevailed problems. Data was collected from government and private sectors to maintain the ratio of male and female to save study from biasness.

Before collecting the data, researchers explained before them, the nature of research to remove any reluctance in filling the data. Items were prepared in English and translated into Urdu to make it more comprehendible for respondents. They were guided to tick mark the questions according to their opinion. Sufficient time was given to them to fill the data with understanding. Attention was also paid by the researches to remove any kind of biasness in data collection. As far as the interview data is concerned, 5 teachers were interviewed to get some fruitful suggestions from them. Each of the teacher was asked questions in detail. The interview was semi-

structured in nature. The interviewer asked each of the question and the interviewees gave their valuable opinions, which were recorded and transcribed afterwards to quote from it.

Analysis and Interpretation of Data

It is about the description of the results and interpretation of data analysis. The basic purpose of this study is to find out the problems faced by students in learning English. It is divided into two parts: part one is about the results assembled by the data obtained by questionnaires, and part second is all about the findings collected by interviewing teachers about the prevailing problems in speaking skills.

Analysis and interpretation of Questionnaire data:

Table 4.1. **Do you find problems in pronouncing English words?**

	Frequency	Percent
strongly disagree	23	23.0
Disagree	20	20.0
Neutral	9	9.0
Agree	34	34.0
strongly agree	14	14.0

The table above shows that 48 % of the students admitted that they face problems in pronunciation while speaking of which 34 % are agreed and 14 % are strongly agreed to it. The table shows that 23 % of the students strongly disagreed that they are lacking in pronunciation while 20 % disagreed to it and total number of 43 % opposed that they face problems in pronouncing words while 9 % of the students are neutral in this regard. This means that half of the target population is against this argument that they face problems in speaking English words while half is in favour of this problem as they face it when they come into contact with English words.

Table 4.2. **Do you feel hesitation while participating in speaking activities?**

	Frequency	Percent
strongly disagree	16	16.0
Disagree	25	25.0
Neutral	10	10.0
Agree	39	39.0
strongly agree	10	10.0

This table shows that 49 % of the students are hesitant when they are asked to participate in English speaking activities of which 10 % are strongly agreed to it and 39 % of the respondents

are agreed that they feel hesitation in participating English-speaking activities. On the other hand, 37 % of the students think that they are not hesitant in speaking activities, of which 16 % strongly

disagreed and 25 % disagreed while 10 % are neutral in this regard.

Table 4.3. **Do you agree that students are stubborn and unwilling to learn English?**

	Frequency	Percent
strongly disagree	18	18.0
Disagree	22	22.0
Neutral	21	21.0
Agree	21	21.0
strongly agree	18	18.0

The table above shows that 39 % of the respondents are in favour of the idea that students themselves are not willing to learn English as they do not put effort to learn to a new language of which 18 % of the respondents strongly agreed and 21 % of the respondents are agreed to it. On the other side, 40 % of the respondents are not in favour of this idea that students don't want to learn English of which 18 % are strongly disagreed and 22 % of them disagreed. While 21 % of the respondents are neutral in this regard as they don't know about it.

Table 4.4. **Do you agree that mother tongue affect the correct accentuation of English?**

	Frequency	Percent
strongly disagree	10	10.0
Disagree	12	12.0
Neutral	10	10.0
Agree	41	41.0
strongly agree	27	27.0

When the respondents are questioned about the interference of mother tongue on English accent, 68 % of the respondents are in favour of the fact that mother tongue affect the accent of English of which 27 % strongly agreed and 41 % of the respondents are agreed on it. Reporting those, who are not in favour of this idea, it is found that 22 % of the respondents think that mother tongue does not affect the accent of English of which 10 % are strongly disagreed and 12 % disagreed to it. While, 10 % of the respondents are neutral in this regard.

Table 4.5. **Do the tenses mistakes hinder you to speak accurately?**

	Frequency	Percent
strongly disagree	6	6.0

Disagree	14	14.0	Disagree	30	30.0
Neutral	11	11.0	Neutral	32	32.0
Agree	34	34.0	Agree	11	11.0
strongly agree	35	35.0	strongly agree	4	4.0

Speaking about the error's students commit related to tenses, 69 % of the respondents said that they are hindered by lack of tenses' knowledge while speaking English of which 35 % strongly agreed and 34 % of the respondents agreed to it. While 20 % of the respondents think that they do not face any problems in speaking due to tenses, of which 6 % are strongly disagreed and 14 % are disagreed in this regard and 11 % of the respondents are neutral in this matter

Table 4.6. **Do you use simple words to replace difficult words while speaking?**

	Frequency	Percent
Strongly disagree	0	0
Disagree	9	9.0
Neutral	17	17.0
Agree	48	48.0
strongly agree	26	26.0

This table shows that 74 % of the respondents said that they replace difficult words with simple words while speaking which shows that they are not used to good expressions of which 26 % strongly agreed and 48 % of the students agreed to it. While, 9 % of the students are not in favor of this idea as they do not replace words while speaking and 17 % of the respondents are neutral in this regard.

Table 4.7. **Do you feel that the teacher will highlight grammatical mistakes while speaking?**

	Frequency	Percent
strongly disagree	8	8.0
Disagree	8	8.0
Neutral	5	5.0
Agree	40	40.0
strongly agree	39	39.0

79 % of the respondents reported that their teacher highlights their grammatical mistakes while they are speaking to correct them, which is not appropriate as it hinders them to speak fluently, of which 39 % of the respondents are strongly agreed to it and 40 % agreed to it. On the other hand, 16 % of the respondents are disagreed to it of which 8 % are strongly disagreed to it. 5 % of the respondents are neutral in this regard.

Table 4.8. **Most students are aware of the knowledge of phonology.**

	Frequency	Percent
strongly disagree	23	23.0

In the above table, the results show that only 15 % of the students know about basic knowledge of phonology of which 4 % strongly agreed and 11 % agreed to it. While, 53 % of the respondents do not know about phonology, of which 23 % of the respondents strongly disagreed and 30 of the respondents disagreed to it. 32 % of the respondents are neutral in this matter.

Table 4.9. **The encouragement of speaking skills from the teachers is not satisfactory.**

	Frequency	Percent
strongly disagree	16	16.0
Disagree	12	12.0
Neutral	25	25.0
Agree	32	32.0
strongly agree	15	15.0

The above table shows that 47 % of the students reported that their teacher encourages them for speaking activities, of which 15 % strongly agreed and 32 % of the respondents agreed to the fact that they receive encouraging remarks from their teacher. 28 % of the respondents said that they never receive encouraging remarks from their teacher, of which 16 % are strongly disagreed and 12 % disagreed to it. 25 % of the respondents are neutral in this regard.

Table 4.10. **Students get nervous when the teacher asks questions in English?**

	Frequency	Percent
strongly disagree	9	9.0
Disagree	5	5.0
Neutral	4	4.0
Agree	43	43.0
strongly agree	39	39.0

The table above reports that 82 % of the respondents reported that they get nervous their teachers asks question in English and they don't know what to say as they are perplexed of which 39 % of the respondents strongly agreed to it and 43 % of the respondents agreed. On the other hand, 14 % of the respondents said that they don't get nervous from which 9 % strongly disagreed and 5 % disagreed to it. 4 % of the respondents are neutral.

Thematic Interpretation of Interview Data

This part is consisted on the data obtained after interviewing teachers on the problems faced by students in speaking English. 5 teachers of different schools were interviewed about the gravity of the situation and the results are extremely interesting. The factors, which affect the speaking skills of

students are given below in details and also the responses of the interviewees are reported.

English as a subject and not as a language:

Almost all of the teachers reported to this issue that in our education system, English has been taught as a subject and not as a language. The dealing with English is the same as with the others subjects like Social studies etc. This gives rise to immense issues and lack of speaking is one of them. While interviewing, participant A said that "we are teaching our students English language via Literature which is the profoundest form of language and it has nothing to do with daily life communication as the language in literary works is the superfluous form which is not used in real life." Participant D also said the same thing as "our teaching methods which are as per our education system and policies is not good to teach English as a language as the whole syllabus is based on literature and least portion consist on language activities of which no portion is granted to speaking skills."

Lack of competency among teachers:

One of the main issues which was brought to light while interviewing was that our teachers who are teaching English are not competent as they are not fully trained and also most of them have not full command on language which is a flaw in their teaching methodologies and thus directly or indirectly they are becoming the cause of students' lacking behind in speaking skills. In the same fashion, Participant A said, "our teachers do not know English well. They are not competent and confident. A teacher cannot speak fluently before the class. If one knows, he tries to use flowery language which moves away from simplicity. Others don't know about language." Reporting the same issue, Participant C said that "most of the teachers don't know language and if some know, they use flowery language which is far away from real life usage. And most of the teachers don't know language, they are not competent. No one tries to adopt mediate way".

Lack of opportunities:

Students are not good in speaking skills as they are not provided with enough speaking activities which in result provides them with less exposure to the target language. Since, language is a habit and more of the habit, a social activity which means that it must be used in social life and students are supposed to practice it in classroom which is a form of mock real life. By agreeing upon the same fact,

Participant C said, "students are not provided with speaking activities because teachers are not proficient in language. They have no command over language and to hide their lacking in language, they avoid the situation to get rid of embarrassment hence students suffer". Further commenting on the issue, Participant D said "we don't have any portion in our syllabus so how can we provide them opportunities to students in classrooms?"

Previously adopted teaching methodologies:

It was observed that teachers are agreed on the fact that teaching techniques we have adopted are old dated and not good for teaching languages though some are good but they are not according to the current of the day. In the same lane, Participant A said in this regard, "I am in favour of Direct Method because it is the best way to teach. We see students coming from private schools and they are used to speak with good fluency though not all speak accurately, but the point is that they are adapted to speaking because they are taught with Direct Method". Commenting on improper pedagogical methods, Participant C said, "we are teaching our students with Grammar Translation Method which is not good for speaking teaching hence the students are unable to speak fluently and accurately".

Conclusion

The objectives discussed in this study are to find out the problems faced by students in learning and enhancing English skills at postgraduate level in different universities and to know how these issues can be solved by getting suggestions from seniors' English teachers from different institutions. Students and teachers helped a lot by playing their role to complete our study.

As related to previous studies (cited in Literature Review), our results show that the students face a lot of problems in learning speaking skills because of some external and internal factors; such as lack of opportunities, incompetency of teachers' knowledge and insufficient impartment of speaking skills knowledge which are the main causes of this currently prevailed situation.

Ali Nawab (2012) propounded that students face many problems in speaking as the dominant way of teaching English is Grammar Translation

Method and students are not offered any kind of speaking activities. Other reasons are teachers' incompetency in teaching English and old-dated prevailed methodologies in the country.

On the other hand, teachers reported that they are also helpless in flourishing such kind of

atmosphere where enough chances are given to students to play their roles they are supposed to do in real life because the examination system and curriculum do not support such activity-based course due to which such atmosphere cannot be produced in classrooms. No portion of current syllabus is devoted to speaking and both teachers and students agreed upon the importance of speaking by demanding that there must be a compulsory English-speaking language course at school level.

As reported by Aziz et al., (2014) that students face problems in pronouncing new English words and most of them have never even heard of Phonetics because our teaching materials do not have any share on Phonology hence students face speaking hurdles due to insufficient knowledge of Phonetics. Teaching and learning of English is not up to the mark due to lack of training and proper facilities.

English is treated as a subject in our education system and not as a language, since language is not taught, it is acquired through continuous practice and drilling in social atmosphere but it has been taught since ages. Our teachers do not show any patience for new beginners as learning a language is like climbing up on a ladder; it is done step by step. Same is the case with learning any language. Almost all of the interviewees agreed to this fact that teachers are impatient and do not consider that grammar mistakes can be timely ignored as students don't have any how know of the language. But respondents said that they feel problems to speak because they think that their teacher will pin point grammatical mistakes while speaking which obstruct their natural flow of language speaking and learning.

Recommendations

EFL students are inclined to learn English but many external and internal factors are hindering their way. Another cause of their lacking behind in learning is social atmosphere where most of the population is Urdu or Punjabi speaking so their proficiency in English is greatly affected and considerably low. The difference between teaching methodologies and needs of the students has been seen in this research. To conclude, it can be said that teachers must play a constructive role in

enhancing learning language skills of the students by adopting new approaches which are more applicable in teaching languages and government must take steps to monitor teachers' training, continuous teacher training sessions must be conducted to train teachers. According to the

findings of our study, students are highly perplexed and problematic regarding learning English. These recommendations will contribute to improve their speaking problems:

- There must be some portion devoted to English skills, which can help students to learn and pay attention to speaking rather than only writing or reading.
- The examination system needs to be moulded; such questions must be added in exams related to make it an integral part of syllabus.
- Using different pedagogies by teachers which are according to the needs of students can motivated them to learn and improve their English.
- Teacher training institutions should work efficiently to train teachers to make them able to cope up with current pedagogies of teaching and to monitor their efficiency of teaching English skills.
- Government should clear the policy of language in education either English medium or Urdu medium.
- Government should provide all the facilities needed for the modern teaching methods as audio visual aid and access to modern technology
- The teachers, students and parents should be motivated by realizing them awareness to the importance of English language as a gate way in building bright future career and its importance at international globe.
- There is a need to create friendly and conducive environment where students and teachers feel comfortable in using and discussing their issues related to English language.
- Grammar Translation Method (GTM) should be replaced by Direct Method (DM) step by step.

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