

Factor Effecting Students' English Speaking Skills

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Introduction

The language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. This skill is also neglected in our class rooms. Students do not get any chance either in the class room or outside to speak English. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. He can give them certain structures and ask them to repeat. This will remove their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the class room can also develop this skill.

Review of Related Literature

What is Language?

Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914). Language is basically speech. Its written form developed later on. It is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. We never bother to think about it: we never try to into the depth of the meaning of this word. Definition of language is not difficult to find. Almost all well-known linguists have tried to define language in their own way. John Lyon (2002), in his famous book "Language and Linguistics" has discussed five famous definitions of Language

- i. According to E.Sapir (1921): "Language is a purely human and non-instinctive method of communicating ideas, emotions unit desires by means of voluntarily produced symbols".
- ii. B. Bloch and G.L. Trager (1942) write: "A language is a system of arbitrary vocal symbols by means of which a social group co-operates".
- iii. R.A. Hall (1968) tells us that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols".
- iv. R.H. Robins (1979) does not give a formal definition of language but points out certain facts related to language, saying that "languages are symbol systems, almost wholly based on pure or arbitrary conventions".
- v. According to N. Chomsky (1969) a language is "a set of sentences, each finite in length and constructed out of a finite set of elements".

Most of them have taken the view that languages are systems of symbols designed for the purpose of communication. So an operational definition of language may be:

"Language is a system of arbitrary symbols for human beings' communication in speech and writing, that is used by the people of a particular community". In this definition, the various components of language, or certain words need explanation:

System: Written words or spoken sounds arranged in a particular order.

Communication: Hearing or reading and responding to the spoken or written words

Arbitrary: The word “arbitrary” means not based on a reason, system or plan

Symbol: A symbol is a letter or a word or a sound that suggests an idea.

Another simpler definition may be:

“Language is « system of arbitrary symbols which help the people of a particular community to communicate and to interact”.

This definition means that

1. Every language operates within its own system.
2. Every language has its own arbitrary symbols.
3. The words “communicate and interact” mean to understand and to speak.

Stages of Language Learning

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input humans who speak that language-to provide modified speech that they can at least partially comprehend (Collier, 1998). Second language learners are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned.

Inter-language actually helps second language learners test hypotheses about how language works and develop their own set of rules for using language.

Stage I: Pre-production

This is the silent period. Beginners only listen but rarely speak. English language learners may have some words in their receptive vocabulary but they are not yet speaking. Some students will be able to repeat only everything that someone says. They are not really producing language but are imitating. Students may duplicate gestures and movements to show comprehension. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary because English language learners at this stage will need much repetition of English.

Speaking Skills

The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows. Through comprehension activities the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when she or she knows enough to actually converse in a simple way. The result of getting through stage one is that the learner has acquired enough of the basic building blocks of the language to begin to function in real communication situations in a halting way. In stage one there is very little real speaking ability, apart from some words and sentences that can be built on the comprehension exercises. In real communication situations the learner has to depend on memorized survival phrases to meet the most immediate needs.

Stage II: Early production

At this stage students try to speak some words. Students can use short language chunks that have been memorized although these chunks may not always be used correctly. Learner listen more their talkative classmates and extend his vocabulary.

Speaking Skills

In stage two inputs is comprehensible if the learner already knows the nonlinguistic content what he or she is hearing or if the communication situation is very predictable. There are more genuine two-way conversations with speakers of the language, although it takes a very patient native speaker to persevere in trying to communicate with a learner at this stage. The result of getting through stage two well is quite a bit of "fluency" in comprehending language which uses a variety of structures in connected discourse, with an ever growing vocabulary. In stage two, the learner is able to speak well in tasks that are fairly structured and predictable.

Stage III: Speech emergence

At this stage, Students have a good vocabulary of words and uses simple phrases and sentences in his communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They are able to read and understand easy stories.

Speaking Skills

In stage three the learner can understand new information, but it still helps if that information is still specially geared to a new speaker's needs. This means that meanings must often be negotiated. In order to keep increasing in comprehension fluency during this stage, the key ingredient is coming to understand the background information that everyone in the culture knows about, and in particular, learning this information in connection with the language that is associated with them. Because the learner can by now understand a lot of the linguistic content, it is possible to develop more ability for top-down processing of "new" information of the non-linguistic content. If there is adequate input, the learner should be developing a sense of the different discourse genres and registers of speech. The result of getting through stage three is that the learner is able to comprehend language related to a vast range of topics, situations and contexts, as well as easily process many social nuances. In stage three, the learner has increasing facility to produce connected narrative discourse.

Stage IV: Intermediate fluency

At the stage of intermediate fluency, English language learners able to use more complex sentences in speaking and writing to express opinions and share their thoughts. They are able to ask questions to clarify what they are learning in class. Learners are able to work with some teacher support. Comprehension of all subjects' content is increasing. At this stage, students are able to use different strategies to learn content in English. Teachers have to focus on learning strategies. Students in this stage can understand more complex concepts.

Speaking Skills

In Stage Four the learner learns most from normal native-to-native speech as it occurs in the whole range of life experiences. The learner will understand most input, provided he attends to it. For example, native speakers may talk about the learner right in his presence, intending to

tease him and get a reaction. He will certainly hear that they are talking, but may not in the deeper sense "hear" a thing they say, unless he is attending to it. In Stage Four, the learner has increasing facility in abstract and hypothetical discussions

Stage V: Advanced Fluency

Student at this stage will be near-native in their ability to perform in content area learning. Students have needed continuous support from classroom in reading writing and speaking.

Speaking Skills

In Stage five, the learner has increasing facility in discussions using his vocabulary without any proper preparation.

Why Speaking Skills

Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Listening Situations

There are three kinds of speaking situations in which we find ourselves:

- Interactive
- Partially Interactive
- Non-Interactive

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

Strategies for Developing Speaking Skills

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

I. Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

II. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

III. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

NATURE OF THE STUDY

The study was designed to investigate the factors effecting students' English speaking skills at secondary level. The study was planned on export fact design descriptive research.

Population

The population for the study was consisted of the following are comprise of:

- a) All teachers teaching English to classes 9th to 10th in the province of Punjab.
- b) All 9th to 10th grade students of public school in the province of Punjab.

Sampling

Twenty schools were randomly selected from Faisalabad district representing equally M/F and R/U. Twenty students and eight teachers from each school were selected randomly. Bifurcation of teachers and students from each stratum is shown in table 1.

Table 1: Sample

Stratum	Location		Gender	
	Rural	Urban	Male	Female
Students	200	200	200	200
Teachers	80	80	80	80

Instrumentation

Two questionnaires (Three point Likert type scale) for students and teachers were developed respectively. Each questionnaire was consisting of ten statements. The questionnaires were tryout and piloted before finalization. After tryout and piloting questionnaires were reviewed by three experts and five doctoral research fellows. The reliability coefficients of point biserial correlation α for teachers' and students' questionnaire were 0.91 and 0.89 respectively.

Data Collection

Ten data collectors were trained for data collection. Each data collector collected the data from two schools. The teachers and students were given questionnaires which were dully filled in the presence of the data collectors. Therefore the data was collected in same from all schools. The data was arranged in the tabular form and percentage of each frequency was calculated.

Data Analyses

The teachers' data is analysed and results are tabulated as under. Frequencies and percentages are calculated for analyses

Table 2: Teachers' data

Statement	Response	Male						Female						U-(M/F)		R-(M/F)	
		U		R		Total		U		R		Total					
		f	%	F	%	f	%	f	%	f	%	f	%	f	%	f	%
Do you use English as medium of instruction for teaching of English in your class?	Yes	3 2	80	2 0	50	52 65	2 8	70	8 20	3 6	45	60 75	28 35				
	No	8	20	4	10	12 15	4 10	1 6	40	2 0	25	12 15	20 25				
	Some Time	0	0	1 6	40	16 20	8 20	1 6	40	2 4	15	8 10	32 40				
Do you think competency in communication in English is very necessary?	Yes	3 6	90	1 6	40	52 65	2 4	60	1 2	30	3 6	45	60 75	28 35			
	No	0	0	1 2	30	12 15	4 10	0 0	4 5	4 5	4 5	12 15					
	Some Time	4	10	1 2	30	16 20	1 2	30	2 8	70	4 0	50	16 20	40 50			
Do you think English is better medium of instruction than Urdu?	Yes	2 8	70	2 0	50	48 60	2 4	60	2 0	50	4 4	55	52 65	40 50			
	No	1 2	30	1 2	30	24 30	1 2	30	8 20	2 0	25	24 30	20 25				

	Some Time	0	0	8	20	8	10	4	10	$\frac{1}{2}$	30	$\frac{1}{6}$	20	4	5	40	25
Do you teach through interactive techniques?	Yes	$\frac{2}{8}$	70	8	20	36	45	$\frac{3}{2}$	80	$\frac{2}{0}$	50	$\frac{5}{2}$	65	60	75	28	35
	No	4	10	$\frac{2}{0}$	50	24	30	4	10	8	20	$\frac{1}{2}$	15	8	10	28	35
	Some Time	8	20	$\frac{1}{2}$	30	20	25	4	10	$\frac{1}{2}$	30	$\frac{1}{6}$	20	12	15	24	30
Do your students respond in English?	Yes	$\frac{1}{2}$	30	4	10	16	20	$\frac{2}{8}$	70	0	0	$\frac{2}{8}$	35	40	50	4	5
	No	$\frac{1}{2}$	30	$\frac{2}{8}$	70	40	50	4	10	$\frac{1}{2}$	30	$\frac{1}{6}$	20	16	20	40	50
	Some Time	$\frac{1}{6}$	40	8	20	24	30	8	20	$\frac{2}{8}$	70	$\frac{3}{6}$	45	24	30	36	45
Do you promote participatory techniques of teaching in English?	Yes	0	0	$\frac{3}{2}$	80	32	40	$\frac{1}{2}$	30	$\frac{2}{8}$	70	$\frac{4}{0}$	50	12	15	60	75
	No	$\frac{2}{4}$	60	4	10	28	35	$\frac{1}{2}$	30	0	0	$\frac{1}{2}$	15	36	45	4	5
	Some Time	$\frac{1}{6}$	40	4	10	20	25	$\frac{1}{6}$	40	$\frac{1}{2}$	30	$\frac{2}{8}$	35	32	40	16	20
Do you use mother-tongue while teaching English?	Yes	$\frac{1}{2}$	30	0	0	12	15	0	0	8	20	8	10	12	15	8	10
	No	$\frac{1}{6}$	40	$\frac{2}{8}$	70	44	55	$\frac{2}{0}$	50	$\frac{3}{2}$	80	$\frac{5}{2}$	65	36	45	60	75
	Some Time	$\frac{1}{2}$	30	$\frac{1}{2}$	30	24	30	$\frac{2}{0}$	50	0	0	$\frac{2}{0}$	25	32	40	12	15
Do you use other material for the enhancement of speaking skill of the students?	Yes	$\frac{2}{0}$	50	$\frac{2}{8}$	70	48	60	8	20	$\frac{1}{2}$	30	$\frac{2}{0}$	25	28	35	40	50
	No	4	10	$\frac{1}{2}$	30	16	20	$\frac{1}{6}$	40	$\frac{2}{4}$	60	$\frac{4}{0}$	50	20	25	36	45
	Some Time	$\frac{1}{6}$	40	0	0	16	20	$\frac{1}{5}$	40	4	10	$\frac{2}{0}$	25	32	40	4	5
Does your school have English speaking environment?	Yes	$\frac{2}{4}$	60	$\frac{2}{0}$	50	44	55	$\frac{2}{4}$	60	$\frac{1}{6}$	40	$\frac{4}{0}$	50	48	60	36	45
	No	1	30	1	30	24	30	1	30	1	30	2	30	24	30	24	30

		2		2				2		2		4					
	Some Time	4	10	8	20	12	15	4	10	$\frac{1}{2}$	30	$\frac{1}{6}$	20	8	10	20	25
Do the teachers teaching English interact with one another in English?	Yes	$\frac{2}{4}$	60	$\frac{1}{2}$	30	36	45	$\frac{1}{6}$	40	4	10	$\frac{2}{0}$	25	40	50	16	20
	No	0	0	$\frac{1}{2}$	30	12	30	0	0	$\frac{1}{2}$	30	$\frac{1}{2}$	30	0	0	24	15
	Some Time	$\frac{1}{6}$	20	$\frac{1}{6}$	20	32	40	$\frac{2}{4}$	60	$\frac{2}{4}$	60	$\frac{4}{8}$	60	40	50	40	50

The students' data is analysed and results are tabulated as under. Frequencies and percentages are calculated for analyses

Table 3: Teachers' data

Statement	Response	Male						Female						U-(M/F)		R-(M/F)	
		U		R		Total		U		R		Total		f	%	f	%
		f	%	F	%	f	%	f	%	f	%	f	%	f	%	f	%
Does your teacher use English as medium of instruction for the teaching of English in your class?	Yes	2 0	20	1 2	12	32 16	16	1 2	12	20 20	20	32 16	16	32	16	32	16
	No	4 8	48	7 6	76	12 4	62	4 0	40	68 68	10 8	54	88	44	14 4	70	
	Some Time	3 2	32	1 2	12	44 22	22	4 8	48	12 12	60 30	30	80	40	24	12	
Do you think English is better medium of instruction than Urdu?	Yes	6 4	64	2 4	2	88 44	44	9 6	96	40 40	13 6	68	16 0	80	64	32	
	No	1 2	12	6 4	64	76 38	38	4 4	60	60 60	64 32	32	16	8	12 4	62	
	Some Time	2 4	24	1 2	12	36 18	18	0 0	0	0 0	0 0	0	36	12	12	6	
Does your teacher speak Urdu while teaching in the class?	Yes	2 8	28	8 4	84	11 2	56	4 0	40	80 80	12 0	60	68	34	16 4	82	
	No	4 0	40	0 0	0	40 20	20	2 4	24	20 20	44 22	22	64	32	20	10	
	Some Time	3 2	32	1 6	16	48 24	24	3 6	36	0 0	36 18	18	68	34	16	8	
Do you respond in English?	Yes	5 6	56	1 2	12	68 34	34	4 0	40	11 2	12	96	24	19 2	5	40	29
	No	8 8	8	8 0	80	88 44	44	2 4	24	72 72	96 48	48	32	16	15 2	76	
	Some Time	3 6	36	8 8	8	44 22	22	3 6	36	20 20	8 28	28	72	36	28	14	
Does your teacher use interactive techniques in teaching English?	Yes	5 2	52	4 4	4	56 28	28	6 0	60	12 12	72 36	36	11 2	56	20	8	
	No	4 4	4	7 72	80	80 40	40	8 8	8	28 28	36 18	18	12	6	10	50	

				2													0	
	Some Time	4 4	44	2 4	24	68	34	3 2	32	60	60	92	46	76	38	84	42	
Does your teacher promote participatory techniques of teaching in English?	Yes	5 2	52	1 6	16	68	34	3 6	36	0	0	36	18	88	44	32	8	
	No	1 2	12	7 6	76	88	44	2 0	20	76	76	92	46	32	16	15 2	76	
	Some Time	3 6	36	8	8	44	22	4 4	44	24	24	68	34	80	40	32	16	
Does your teacher use mother-tongue while teaching English?	Yes	4 0	40	8 0	80	12 0	60	4 8	48	64	64	11 2	56	88	44	14 4	72	
	No	2 4	24	1 2	12	36	18	4 4	44	12	12	56	28	68	34	24	12	
	Some Time	3 6	36	8	8	44	22	8	8	24	24	32	16	44	22	32	16	
Does your school have English medium environment?	Yes	5 2	52	1 2	12	64	32	8 0	80	4	4	84	42	13 2	66	16	8	
	No	3 6	36	7 6	76	11 2	56	4	4	80	80	84	42	40	20	15 6	78	
	Some Time	1 2	12	1 2	12	48	12	1 6	16	16	16	32	16	28	14	28	14	
Do you speak English with fellow students?	Yes	3 6	36	2 4	24	60	30	3 2	32	4	4	36	18	72	34	28	14	
	No	2 0	20	6 8	68	88	44	1 6	16	76	76	92	46	36	18	14 4	72	
	Some Time	4 4	44	8	8	52	26	5 2	52	20	20	72	36	96	48	28	14	
Does your teacher use different A.V aids for the teaching of English?	Yes	3 6	36	8	8	44	22	5 2	52	0	0	52	26	88	44	8	4	
	No	1 6	16	7 6	76	93	46	8	8	80	80	88	44	24	12	15 6	78	
	Some Time	4 8	48	1 6	16	64	32	4 0	40	20	20	60	30	88	44	36	18	

FINDINGS AND DISCUSSION

From Teacher Questionnaires

- i. More than Half (55%) of teachers stated that they use English as a medium of instruction. It means our teachers are promoting English in the classrooms. It will benefit to students in their daily life.
- ii. Majority (55%) of teachers stated that English is necessary for the competency in communication. It is fact that without having compulsory status English communications may not improve up to desire benchmark.
- iii. More than half (59%) teachers are of opinion that English is not a better medium of instruction then Urdu. It is because we are Urdu native and like our language. It is also easy to communicate information/understandings/knowledge through mother or native language rather than foreign language.
- iv. About (55%) teachers stated that they teach through interactive techniques. It can be seen through observations. If it is true, teacher-student interaction may improve the speaking skills of students but it depends upon teachers own speaking competency also.
- v. About (38%) teachers some time agreed that students respond in English. It shows that student may feel shyness or they are unmotivated towards speaking English in the classroom. Classroom climate also affect students speaking skills. If teachers are using interactive teaching strategies and 38% students respond some times in English then teachers have to pay more attention on students' speaking skills because majority 62% never respond in English.
- vi. About half (45%) teachers disagreed that they promote participatory techniques in English. This result may confirm that teachers are using English as a medium of instruction during teaching English language and 38 % students respond some times in English.
- vii. About (60%) teachers disagreed they use mother tongue while teaching English. It may also confirm that teachers are using Urdu and English as medium of instruction rather than mother language Punjabi.
- viii. About (43%) teachers agreed that they use other material for the enhancement of the speaking skill of students. It will benefit to themself and students. Punjab Education Assessment System PEAS, on the bases on their large scale assessments from 2003 to 2011, reported that performance of teachers is improved by using resources other than textbook. Consultation with senior teachers/head teachers/teacher educators improves teachers' performance and hence students' performance.
- ix. About (53%) teachers stated that school has English speaking environment. Education Department, Govt. of the Punjab has nominated schools for English medium classes from KG to metric and in 2013 all public schools will function fully as English medium school. Therefore teachers have started English as a medium of instruction and as result English speaking culture is promoting in schools

- x. About half (50%) teachers stated that they interact with one another in teaching English. It is good sign for future success.

A. From Student's Questionnaires

- i. About (72%) students are disagreed that teacher use English as medium of instruction for the teaching of English. It may be due to that teacher assisted their instruction bilingually. Therefore students have reported that teachers do not use English as medium of instruction.
- ii. About half (56%) students agreed that English is better medium of instruction than Urdu. It is fact that in English medium classes, English medium of instruction is more effective than other medium of instruction. Otherwise students have to double translate the contents of subject to understand it.
- iii. Half (58%) students agreed that teacher speak Urdu while teaching in English. Again it is because teachers assist their instruction with national language for effective teaching.
- iv. About (40%) students disagreed that they do respond in English. It is quite validated teachers' report that 38% students respond sometimes in English. Teachers and student both have to struggle for cultivating English speaking skills within school.
- v. About (28%) students sometime agreed that teachers use interactive techniques in teaching English. Students may not understand the means of interactive teaching but both teachers and students reported interactive teaching.
- vi. About (76%) students disagreed that teachers promote participatory techniques in English. Both teachers and students reported that participatory techniques are used during class. Participatory techniques are becoming popular in education. Teachers and students both have to struggle for promoting participatory techniques in English speaking skills.
- vii. About (72%) students agreed that teacher use the mother-tongue while teaching English. It is fact that there is diversity in students. All students have no same ability of learning so teacher uses different techniques for their effective teaching. Low ability students require instruction in easy way so they understand different concepts in mother language easily.
- viii. About half (49%) students are disagreed that English medium environment. It may be due to that at present public schools are not fully functioning as English medium.
- ix. About half (45%) students are disagreed that speaking of English with fellow students. It may explore that students are shy in speaking English. Teacher emphasize in cultivating English speaking environment.
- x. About (78%) students are disagreed that teachers use A.V. aids for the teaching of English. It may explore that there is deficiency of A.V. aids in schools for teaching English.

Conclusion

More than half of the teachers use English as a medium of instruction. Students also reported the same. Both teachers and students are using interactive technique for teaching-learning process. Teachers as well as students have the view that English is better medium of instruction than Urdu. Teachers are also using mother language during instruction. Teachers and students are promoting questioning and answering in English. Teachers are using helping material for their effective teaching.

Recommendations

1. Teachers should more emphasize English as a medium of instruction in the English class.
2. Teachers should promote interactive techniques while teaching English.
3. For the enhancement of speaking skill in school environment teacher should cultivate English communication culture within schools.
4. Students may be speaking English with fellow students and encouraged to respond in English.
5. Refresher course for better teachers' training for the creation of English speaking environment within schools should be arranged.
6. Teacher training institution should restricted only for professional courses in English

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