

INVESTIGATION OF PEDAGOGICAL BELIEFS OF SECONDARY SCHOOL ENGLISH TEACHERS WORKING AT PUBLIC SCHOOLS OF LAHORE AND KASUR

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ABSTRACT: Abstract is the state of mind in which someone thinks that something is true without any empirical evidence. In this way is the personal attitude of the people. These days English is being given importance and especially it is being considered as the foundation stone for learning onwards. Beliefs may change and can be predicted. In study under question the beliefs of secondary school English teachers have been put under study to find their current pedagogical state. Survey of secondary school English teachers was undertaken. Rating scale was used as the tool. Four main parameters formed the footing for the survey viz. classroom methodology, English language teaching skills, instructional strategies and assessment. The effect of independent variables like gender, class being taught by the English teacher, academic qualification, locale, professional qualification and teaching experience on beliefs were also accounted for through t test and ANOVA. Profiles to the effect moderately sustain beliefs and less frequent beliefs have been prepared. Recommendations have been made in line with the findings.

Key terms: Empirical evidence, personal attitude, pedagogical state

INTRODUCTION

Teachers are the real implementers of the curriculum in the true spirit. They develop certain beliefs about the ways the theoretical guidelines may be put into practice. It gives worth to the teaching learning process which helps in making the classroom environment congenial to learning and making the teacher and the taught more concerned about learning. This act serves as the turning point for casting of the teacher beliefs into reality. The way teachers feel inclined to make decision about the schooling of English and its allied processes as beliefs embraces views, opinions, attitudes, behaving and thought patterns for consolidating class activities [1].

It is customary that the teachers' styles and beliefs are linked. Beliefs effect teaching capability since these have the link with the epistemology that helps to generate new ideas about the application of pedagogy as every learner learners a different way because of individual differences. Most of the time teaching revolves round the teacher making it teacher centered in such cases the zeal and motivation to be the part of the process of teaching becomes hampered and teaching becomes one way. Other way around teacher keeps in view the students needs and try to make the teaching participative and more interactive. In such cases teaching really becomes two ways. In English teachers normally follow the direct method where in they use English as the mode of teaching and learning. They refrain from translating it into a local language or dialect such cases prove fruitful when the students know English as well as the culture as the language cannot be detached from the culture and certain cultural aspects come under discussion most frequently. This type of teaching yields dividends for English Medium institutions better than other medium students. In our situation in particular the English vocabulary becomes a problem for the students alongside understanding teacher as they are bound to develop a sense of articulation and deliberation in the students by teaching them through translation method. This method works well with the Urdu medium students. It

develops in them the courage to use and apply the knowledge of English in a better way in the life situations. The third thing that help make the teacher belief system strong and operative is the teaching learning environment. In most of the times the teaching learning elements are found missing which hinders the teacher planning to be operative and sometimes the student as a participant remains dormant which again puts the teaching on the isolating end and leave the teaching as one way process [2].

There are not only the three facts cited that help make the teachers belief system but there are other factors too that works well in making the belief system it is the knowledge of prevalent philosophy both of the teacher and taught and the community where in the teaching process is taking place. In addition the extending of helping hand to the teacher and facilitating the teacher works well in making the teacher belief system emerges and sustain. Students psyche works well in making the delivered good work well and keep the teacher on the motivated end to exert more and more and reorient belief system to come out more effective efficient and contributive in keeping the students zealous and working [3].

Many acronyms and abbreviations are used in the field of English teaching and learning which may be confusing but the very common are English as an international language (EIL), English as a lingua franca (ELF), English for special purposes (ESP), and English for academic purposes (EAP). Those who are learning English are often referred to as English language learners (ELL). Learners of English need ample level of education before entering into learning of English. All those learners who learn English as a second language require a different curriculum; they cannot start with the teaching approaches and strategies all of a sudden because they experience shame among peers in the classes [4].

The literature for teaching of English as a foreign language has been produced as "simpler material" which is meant for the teen agers and children. This literature is based on the

conversational style than literature for adults. More over it is just like word rhyming and word play in addition to the *multiple-pass technique*. First time instructor reads the book and gives pauses where explanation of the words is to be given and second time the book is read completely without any stoppage. These books contain poetry, stories, essays, plays etc. to make the students learn [5].

On the other hand Communicative language teaching (CLT) generate interaction between the teacher and the taught as the ultimate goal of learning a language, which is popular in Japan, Taiwan, and Europe, whereas the approach has been adopted by India CBSE (Central Board of Secondary Education) in her affiliated schools. The use of (CLT) is being used because of the fact that it improves speaking, writing, listening, and reading skills, through interaction of students with the teacher. Dogme is also a similar communicative approach in which sole reliance remains on conversational communication among the learners and the teacher without using the books. Computer-assisted language learning also known as Blended learning is the combination of face-to-face teaching and online interactions (emerges in a virtual learning environment (VLE). VLE has developed within the last decade based on its two types; in the first type the institution exports content as open source model and in second type the content is supplied and managed (i.e the *Macmillan English Campus*) [6].

In the first type with the use of pre-designed structures and tools, the courses are developed by the language school—teachers blending the existing courses with games, activities, listening exercises, and grammar reference units based online availability. This type supports classroom, self-study or remote practice. Kendriya Vidyalaya Sangathan in India has launched a web portal ECTLT (Electronic-comprehensive teaching learning tool) where learners can learn English and other subject online and interact with their own teachers of KVS (Kendriya Vidyalaya Sangathan) across the country.

Advances in technology made it possible to get a TEFL (Teaching English as a foreign language) qualification online. Students can enroll into online classes that are accredited by organizations such as the British Council or Cambridge ESOL (English schooling on line). It should be noted that there is no single overarching accreditation body for TEFL however private for profit TEFL companies have been known to invent accreditation affiliates and use them to cheat the customer. Study materials are divided into modules. Students take one or multiple tests per study module. Support is handled by tutors, who can be reached via email. After successfully finishing the last module the student is granted a certificate which comes in digital form or can be shipped to the student's address. Getting such a certificate can be beneficial in many ways. The student can get a bigger paycheck or teach English in foreign countries. Teachers' pedagogical beliefs are affected by the surrounding environments which may be categorized as epistemic and pedagogical beliefs. Epistemic beliefs relate to teacher knowledge and cognition about teaching which has its roots experiences, practices and behaviors toward teaching. These beliefs have been further narrowed down into dualistic, multiplicity, relativistic and commitment with relativism. In dualistic phase an individual considers his

knowledge as right or wrong, in multiplicity phase the information comes from experts and authorities as per their acceptability. In relativistic phase individuals perceive knowledge as uncertain as the base is contextual knowledge. In the commitment with relativism persons need evidence out of experiment to form their beliefs. Pedagogical beliefs are based on the experiences and practices which have been in vogue. These beliefs may be identified with respect to knowledge construction and its transmission. The knowledge construction as owned by constructivists is the concern for the recipient to be easy to understand where as knowledge transmission is the teachers way he passes it on to his/her students. Out of this all teacher centered and student centered beliefs emerges [7].

Teacher pedagogical beliefs embrace lecture method, discussion method and question answer technique for the realization of goals. The use of latest teaching gadgets may enhance the learning of English as these would be stretched over listening and watching [8]. The various methods which may be used for the teaching of English language may cover grammar translation method. This method focuses on English vocabulary, through translation in mother tongue or giving a drill. The direct method integrates skills for the teaching of English. The lesson using this method starts with a dialogue and communication in the target language. In this method mother tongue is never ever used for teaching. The questions are asked and responded to by the students in English and the culture of the English language is taught inductively [9].

Reading method is used for developing communication mastery attending to grammar, pronunciation and vocabulary [10]. Use of A.V. Aids makes the lessons interesting, appealing and effective as these provide direct sense of experience, sense of teaching through variety and effective learning environment. There are four skills associated with the teaching of English like reading, writing, listening and speaking. Reading and writing skills are known as comprehension skills where as speaking and listening skills are known as production skills. The following approaches may be followed for the teaching of skills like, the Focal skill approach, Content based instruction (CBI), Task based instruction (TBI) and project based instruction (PBI) [11]. It becomes essential that at the first level the pedagogical beliefs of the secondary school English teacher be explored so as to rectify or utilized these for making the teaching of English worthwhile.

Statement of the Problem

Practice of teaching is greatly influenced by teachers' pedagogical beliefs. The concept of teachers' pedagogical beliefs ever remained with the teachers that are why the present study has been designed to "Investigation of pedagogical beliefs of secondary school English teachers working at public schools of Lahore and "Kasur" so as to know which method or strategy they love to follow in their teaching.

Objectives of the study

Following were the objectives of the study;

1. To dig out the most prevalent pedagogical beliefs of the English teachers.

2. To find out the link of the beliefs with the methods followed in the normal teaching.
3. To find out the difference between the pedagogical beliefs and practices followed by teachers.

Research Questions

1. What types of pedagogical beliefs are held by the English teachers?
2. What beliefs held by the English teachers are practicable?
3. What beliefs held by the teachers are put into practice by them?
4. What differences exist between the pedagogical beliefs and practices of the English teachers?

Significance of the study

1. The beliefs emerging out of the study will be helpful for the planners in designing the work plans for the teachers keeping in view the liking for the pedagogy so as to make it more matched with the students' level and time available with the administration.
2. The decision makers will come across the level of the teachers and their capabilities so as to plan for their knowledge enrichment plan and make their beliefs further grow to entrap the latest developments in the area and making it possible to bring these in the classroom.
3. The most popular styles followed and preferred to be followed would be made known. On the one hand the ignored styles would be attended too and the most popular would be enriched to be safely put in practice.
4. The beliefs will have a definite link with the teaching styles and the philosophy followed by the teacher; in this case it would become possible to make a shift in the beliefs by using certain strategies and making these the most matched with the national philosophy.

Population

The teachers of secondary schools working at Lahore and Rawalpindi district formed the population of the study. At the first level the (40) schools each for boys and girls and there after the teachers teaching English to class IX and X were selected at random.

Development of the instrument

A likert type rating scale was developed by the researcher in consultation with the peer group and literature available. This instrument embraced the questions pertaining to reading writing, listening, and speaking skills as the perceptions of the English teachers. It was pilot tested to make it valid and reliable for use, for the same Chronbach's Alpha was computed which came out to be .081. Face validity was got developed through expert opinion.

Data collection procedure

A letter to invite the respondents to participate in the research was written and the researchers did visit the school for the procurement of the informed consent. The participants were ensured of the confidentiality of the participants' identity and information provided by them. The visit plan was delivered to all the potential participants well in advanced and the same was reaffirmed one day earlier than the day of data collection through the rating scale.

Sampling

Out of the total population 80 public schools were selected out of which 40 were male and 40 were female schools. in total 447 teachers teaching English to secondary classes were

chosen, the constitution comprised 111 male and 89 female, equal number represented rural and urban teachers, those possessing MA were 145 and remaining were graduates with BA degree. B.Ed., M.Ed. and M. Phil. were 90, 95 and 15 in succession as regards the experience those with (1-5) years were 73, (6-10) years were 64, (11-16) 31 (16-20) 15 and those with the experience of 21 and above years were 17.

Data analysis

Data was analyzed with the help of SPSS (statistical package for social sciences.) mean values, chi square, t test and one way ANOVA was applied where necessary. A criteria was developed while using the mean value for the responses on the options given which was as under.

1. MRVs (Mean response values) ≤ 1.5 no belief about the teaching of English
2. $1.5 < \text{MRVs} \leq 2.5$ were interpreted as weak belief
3. $2.5 < \text{MRVs} \leq 3.5$ were considered as moderate belief
4. $3.5 < \text{MRVs} \leq 4.5$ were considered as belief
5. $4.5 < \text{MRVs} \leq 5.0$ were considered as firm belief.

classroom methodology revealed that the students be encouraged to watch English movies to improve listening and speaking skills, more over they should be encouraged to speak English mutually, further students should watch English news on TV All these analyzed beliefs were considered to be the beliefs maintained moderately by the teachers of English as the MRVs fluctuated from 3.64 to 4.19. Further more students should be provided with the opportunities to communicate about situations is not sustained as the normal belief rather it is a shabby belief of English teachers as MRV value is (3.44).

The analysis of English teachers beliefs on teaching of language skills reflect that it should be taught in an integrative way as to improve students English Language skills, more over they believe in assigning creative writing tasks for improving expressive skills in English, further provision of feedback to students on writing tasks are maintained by the English teachers as moderate beliefs as (MRVs fluctuate from 3.61 to 4.07). Provision of chances to students would enrich students speaking skills, entrusting students writing assignments and encouraging students to express their ideas in writing seem to persist as the pathetic beliefs by English teachers. Whereas teachers are not sure that writing tasks can enhance students power of expression as (MRVs vary 3.19 to 3.25).

The analysis of English teachers' pedagogical beliefs about The analysis of English teachers pedagogical beliefs and instructional strategies about teaching of English lead us to the facts that the students be encouraged to undertake group discussion to enable them to speak English with the better speaking skills is being maintained as moderate belief (MRV 3.66), moreover teacher should use multi-media for students better comprehension of English, further the students should be encouraged to develop confidence, furthermore the students be invited to ask question for their clarity of concepts, finally the students should be provided with the opportunities to communicate with each other for becoming better speakers of English.. All these analyzed beliefs were considered to be the beliefs less than reasonably maintained by the teachers of English as the MRVs retained fluctuated from (3.10 to 3.39).

Table 1: Mean values of Secondary School English teachers Pedagogical beliefs about classroom methodology for teaching English

Teachers pedagogical beliefs about classroom methodology	Do not believe	Believe to some extent	Moderately Believe	Believe	Strongly elieve	MRVs	SD
Teacher should direct student towards watching English movies	5	10	6.5	18.5	60	4.19	1.22
Teacher should motivate students to use English for communication.	13	6	17	23.5	40.5	3.73	1.39
Teacher should direct students to watch English news on TV.	22	4.5	8.5	18.0	47.0	3.64	1.61
Teachers should generate communicative situation in the class.	14.5	30	3.5	1	51	3.44	1.66

Table 2: Mean values of Secondary School English teachers Pedagogical beliefs about teaching of English language skills

Teachers pedagogical beliefs about teaching of English language skills	Do not believe	Believe to some extent	Moderately Believe	Believe	Strongly believe	MRVs	SD
English pronunciation, vocabulary, and grammar should be taught in an integrative manner	9.5	2.5	14.0	19.5	54.5	4.07	1.28
Teacher should present creative writing tasks to the students in the class	10.5	13.5	8.5	39.0	28.5	3.62	1.31
Teacher should provide feedback to the students on the writing tasks	9.5	15.0	19	18.5	38.0	3.61	1.37
Students be offered chances to speak English	26.5	15.5	19	18.5	38.0	3.61	1.37
Teacher should give writing assignments to the students	30.0	5.0	9.5	21.5	34.0	3.25	1.67
Students expressive writing should be encouraged by the English teacher	24.5	11.5	11.5	26.0	26.5	3.19	1.55

The analysis of English teachers beliefs makes us realize that the teachers should assess the students learning of English continuously, students are required to learn more through peer assessment, it has also been urged that teachers should record students learning of English so as to know their progression, it may be added that teachers should assess the students learning in coincidence with the curriculum outcomes, lastly the teachers should observe the students learning out comes as given in the curriculum have been maintained as the moderate beliefs by the teachers of English as the MRVs fluctuated from 3.64 to 4.13. The belief about the oral presentation and interview skills so as to help them grow in a desired manner in the English language learning is realized as far than maintained at the meager level as the (MRV is 3.17).

The value of significance .091 is more than .05 which shows that the male and female teachers are not attuned and they think differently. Any how the belief of male English teachers are more firm than the female teachers about the teaching of English.

The value of significance .090 is more than .05 which shows that the 9th and 10th class teachers are not attuned and they are divergent in their beliefs. Any how the beliefs of 10th class English teachers are a bit better firm than the 9th class teachers about the teaching of English.

The value of significance .0972 is more than .05 which shows that the BA and MA qualified teachers are not attuned and they possess different beliefs about of teaching of English. Any how the beliefs of teachers with M.A qualification are slightly better maintained than the English teachers with B.A qualification about the teaching of English.

The value of significance .020 is less than .05 which shows that the urban and rural teachers are attuned and their beliefs about teaching of English over lap about the teaching of English.

The value of significance .500 equates to .05 which shows that the urban and rural teachers are attuned and they maintain the beliefs about teaching of English as homogeneous.

Table 3: Mean values of Secondary School English teachers Pedagogical beliefs about instructional strategies for teaching of English

Teachers pedagogical beliefs and instructional strategies for teaching of English	Do not believe	Believe to some extent	Moderately Believe	Believe	Strongly believe	MRVs	SD
Teacher should encourage group discussion in their English class teaching	19.0	0.5	11.0	34.5	35.0	3.66	1.44
Teacher should use multi-media for the classroom teaching	31.5	1.0	4.0	29.0	34.0	3.39	1.57
Communication in English develops confidence in students	28.5	10.5	4.0	8.0	49.0	3.38	1.78
Teacher should welcome students questions for clarity	31.5	1.0	4.0	29.0	34.0	3.33	1.68
Students should learn English by mutual speaking	26.5	15.0	9.0	21.0	28.50	3.10	1.60

Table 4: Mean values of Secondary School English teachers Pedagogical beliefs about assessment in English language skills

Teachers pedagogical beliefs about assessment in English language skills	Do not believe	Believe to some extent	Moderately Believe	Believe	Strongly believe	MRVs	SD
Teacher should assess the students learning of English continuously	0.0	5.0	20.5	31.0	43.5	4.13	0.91
Students should learn more through peer assessment	10.5	10	6.5	12.5	60.5	4.02	1.42
Teacher should keep a record of student learning of English	10.5	1.5	16.0	24.0	48.0	3.98	1.29
Teacher should assess the students learning in comparison to the students learning outcomes given in the curriculum	22	4.5	8.5	18.0	47.0	3.64	1.61
Teacher should observe the students oral presentations and interview skills	24	12.5	14	48.0	27.5	3.17	1.54

Table 5: Comparison of Male and Female Secondary School English Teachers Pedagogical beliefs

	Gender	N	Mean	SD	t-value	Sig (2 tailed)
Total	Male	111	3.68	.91	1.700	0.091
	Female	89	3.46	.94		

Table 6: Comparison of 9th and 10th class Secondary School English Teachers Pedagogical beliefs

	Grade	N	Mean	SD	t-value	Sig (2 tailed)
Total	9 th	96	3.22	.89	-5.810	0.090
	10 th	104	3.92	.82		

Table 7: Comparison of Graduate and Postgraduate Secondary School English Teachers Pedagogical beliefs

	Academic qualification	N	Mean	SD	t-value	Sig (2 tailed)
Total	B.A	55	3.58	.91	-0.036	0.972
	M.A	145	3.59	.93		

Table 8: Comparison of Urban and Rural Secondary School English Teachers Pedagogical beliefs based on locale

	Locality	N	Mean	SD	t-value	Sig (2 tailed)
Total	Urban	100	3.74	.86	2.350	0.020
	Rural	109	3.43	.96		

Table 9: Comparison of teaching experience based Secondary School English Teachers Pedagogical beliefs

Beliefs based on teaching experience towards teaching of English	Sum of Squares	DF	Mean Square	F	Sig
Between Groups	2.922	4	.731	.842	0.500
With in Groups	169.102	195	.867		
Total	172.024	199			

CONCLUSIONS

1. The profile of moderately firm beliefs of secondary school English teachers are;

No	Beliefs about	Belief
1.	Classroom Methodology	Teacher should encourage students to watch English movies.
2.		Teacher should encourage students to speak English mutually.
3.		Teacher should encourage students to watch English news on TV/Radio.
4.	English language skills	English pronunciation, vocabulary and grammar should be taught in an integrative manner rather than separately.
5.		Teachers should give creative writing tasks to the students
6.		Teachers should give feedback on the students writing tasks
7.	Instructional strategies	Teacher should engage students in discussion while teaching them English.
8.	Assessment	Teacher should assess the students' learning of English continuously.
9.		Students can learn more through peer assessment.
10.		Teacher should record students' progress of learning English.
11.		Teacher should assess the students learning in relation to students learning outcomes as given in the curriculum
12.	Male secondary school English teachers have more firm beliefs pedagogical beliefs	
13.	Class 10 secondary school English teachers have more firm beliefs about pedagogy for English teaching.	
14.	Secondary school English teachers with M.A qualification have comparatively firm beliefs about pedagogy for English.	
15.	Urban secondary school English teachers have slightly firm belief about pedagogy for English.	
16.	Based on professional qualifications secondary school English teachers have diverse beliefs about the pedagogy for English.	
17.	Based on teaching experience secondary school English teachers have similar beliefs about the pedagogy for English.	

2. Profile of meager beliefs of secondary school English teachers

No	Beliefs about	Belief
1.	Classroom Methodology	Teacher should provide communicative situation in class.
2.	English language skills	Students should be given more chances to speak
3.		Teacher should give the student writing assignments.
4.		Teacher should encourage the students to express their ideas in writing tasks.
5.	Instructional strategies	Teacher should use multimedia equipment (Audio & video tapes, CD ROMs, etc) in the teaching of English.
6.		Communication in English develops confidence in students.
7.		Teacher should invite the students to ask questions for clarification.
8.		Students should learn English by speaking in English with each other.
9.	Assessment	Teacher should observe the students oral presentation and interviewing skills.
10.	Fe-male secondary school English teachers have meager pedagogical beliefs	
11.	Class 9 secondary school English teachers have skimpy beliefs about pedagogy for English teaching.	
12.	Secondary school English teachers with B.A qualification have scanty beliefs about pedagogy for English.	
13.	Rural secondary school English teachers have sparse beliefs about pedagogy for English.	
14.	Fe-male secondary school English teachers have lesser firm beliefs pedagogical beliefs	
15.	Class 9 secondary school English teachers have lesser firm beliefs about pedagogy for English teaching.	

RECOMMENDATIONS

1. Debating and writing contests be made a regular feature of teaching learning process to enable the students to develop a confidence in reading and writing of English.
2. Students should be asked to write reflective journals of their observation, listening to others to criticize and develop their own view points.
3. Students should be encouraged to share their view in the class using English as the mode of sharing information.
- 4.

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