



Comparing Infrastructural Facilities for Developing Listening and Speaking Skills of English in Public and Private Colleges

Gul Muhammad

Assistant Professor of English FG Girls Degree College Nowshera

*Email: gulmohammad840@gmail.com

Abstract: The study aims at comparing the infrastructural facilities for developing listening and speaking skills of English at public and private sector colleges. It was delimited to district Lahore only due to time and financial constraint. Focusing on the aims and objectives of the study, a mixed methods strategy was adopted for collecting qualitative and quantitative data. The collected data was tabulated and analyzed by using simple percentage and pie graph methods. Two questionnaires (one for teachers and one for heads of the institutions) were developed as tools and validated after pilot-testing for data collection. The findings of the study reveal that public sector lacks: latest infrastructural facilities, long-term educational policies, modern teaching tools, relevant training program for heads and teachers, proper motivation of the English language students. A few other prominent factors are: use of better language tools and better performance of elite class private colleges, breach between public and private sector, uncertain social conditions of country and overlooked status of English language skills etc. The study suggests: latest teaching aids, improvement needed in public college and need of cooperation between all tiers of colleges, requirement of foreign funding, nonviolent, provision of inclusive learning environment and execution of supply friendly policies. The study concludes that private elite class colleges offer better facilities, emphasizes on the need of latest teaching tools in public colleges, need of teachers' training, cautious behavior of management and constructive thinking of policy makers.

Key Words: Infrastructural, Teaching tools, Harnessing, Cautious behavior, Nonviolent environment, Supply etc.

1. Introduction

In Pakistan, different types of colleges are offering education up to graduation level i.e. government colleges, semi government colleges, elite class private colleges, general private colleges and less privileged private colleges. The public colleges are found in almost all the districts and cities of the Punjab. These colleges have well constructed vast buildings with labs and play grounds for students. The elite class private colleges are found only in the major cities of the Punjab, with better infrastructure and facilities for students. The general and less privileged colleges are, usually, established in hired residential buildings and lack proper facilities required for the learning and teaching. The results and performance of students in English language skills vary in all these colleges. This is why; the present study aims at comparing the infrastructural facilities used by these colleges to develop English language skills of students especially; listening and speaking. Undoubtedly, effective and productive teaching of English depends largely on highly qualified and efficient teaching staff, better infrastructure of institutions and the adequate

use of A.V Aids such as flashcards, charts, pictures, models, filmstrips, tape recorders, computers and overhead projectors etc. in the class rooms. The efficient, well-trained, highly skilled and reflective teachers also play an important role in imparting quality education with the help of such latest A.V Aids and relevant advanced teaching facilities that have become an integral part of modern teaching. The traditional A.V. Aids have shifted into advanced and latest technologies i.e. AI Tools, Chat GPT, 5G internet devices, Advanced laptops, virtual reality (VR), augmented reality (AR), infrared, Bluetooth, Wi-Fi, multi-functional cell phones and internet surfing. We find that with the advent of internet, construction of up-to-date language labs, HTC technology and mass media; teaching has become more convenient and result oriented. As a result, our class-rooms have shifted from earth-floor to well furnished and highly sourced rooms and modern labs where teaching and learning environment can be considered ideal. In place of using pen, pencil and books; students feel delight in using cell phones, laptops and internet to meet their educational requirements. Teachers are also facilitated with latest A.V. Aids as well as teaching methodologies, along with perfect learning environment. The results are amazing and the nations which adopted latest teaching tools and techniques and realized the need of facilities for teachers and students; now claim to be the super powers of the world. Unfortunately, our country is lagging behind in keeping pace with the time. Our public colleges have vast and well constructed buildings but the performance of the students in English language skills puts a question mark. On the other hand, the students of private colleges are more expressive, reflective and communicative in this matter. This is why the present study aims at comparing the infrastructural facilities for developing listening and speaking skills of English at public and private sector colleges.

1.1 Statement of the Problem

The present study aims to provide a comparison of the infrastructural facilities for developing listening and speaking skills of English at public and private colleges.

1.2 Significance of the Study

It is hoped that study may be helpful in highlighting the real picture of the infrastructural facilities used by both public & private colleges for developing listening and speaking skills. It is also hoped that the study may assist the teachers, administrators, directors and curriculum designers. This may also prove helpful in bringing some positive changes in the present educational conditions.

1.3 Objectives of the Study

The objectives of the study are:

1. To be aware of the importance of latest teaching facilities for the improvement of listening and speaking skills.
2. To compare and contrast the facilities for enhancing listening and speaking skills used by public and private colleges.
3. To evaluate the existing facilities of public and private sector to develop listening and speaking skills of students.

1.4 Research Questions

Following are the research questions for the study:

1. Does the approved curriculum emphasize the importance of facilities required for developing listening and speaking skills directly or indirectly?
2. Do the teachers emphasis on the development of listening and speaking skills in public and private colleges of Pakistan?
3. Do the colleges harness latest teaching aids effectively for the development of listening and speaking skills of English language students?

2. Methodology

The collected data was tabulated and analyzed by using simple percentage and pie graph method. The researcher used descriptive approach and qualitative and quantitative methods to analyse the data.

2.1 Tools

Following are the tools of the study:

1. One questionnaire for the English language teachers (total 20)
2. One questionnaire for the heads of the institutes (total 20)

2.2 Delimitations

The study is delimited to the following due to time and financial constraints as well as the uniformity of the population:

1. 20 colleges of Lahore (10 public, 10 private)
2. One class of graduation level will be taken as sample
3. One concerned teacher of the same College will be included as sample (total 20 teachers).
4. The study will focus only on the comparison of the infrastructural facilities used by public and private college teachers for developing listening and speaking skills of the students of graduate level.

2.3 Population

All the colleges in public and private sector of Punjab, their heads, English language teachers and students of graduation level constituted the population of the study.

2.4 Sample

The random sampling technique was used and description of the sample was as followed:

Total twenty colleges (10 public, 10 private) were selected randomly. The proportion of public and private sector colleges, boys and girls colleges was fifty- fifty. All the head teachers of both public and private colleges were taken as sample of the study. One English language teacher, both from public and private colleges was randomly taken as sample of the study (total 20 teachers: 10 males & 10 females). It is hoped that by fulfilling the above objectives, the research will present a true picture of the infrastructural facilities for developing English language skills in general and listening and speaking skills in particular. The findings of the study can be considered as criteria by which future courses and course material can be evaluated.

3. Review of Literature

Iqbal, A., & Parveen, S. (2020) say that majority of the students in public institutes due not take admission due to lack of proper facilities and non availability of lab equipments. Bhatti, S.M, Mukhtar, R., & Arshad, A., Jabeen, Z. (2019). Opine that A.V. Aids are necessary for developing language skills of students as they increase the interest of the students and motivate them. Yasir, M., & Zohaib, Z., (2021), state that in spite of learning English from primary to intermediate level Pakistani students are unable to gain any proficiency in English language skills mainly because of the poor infrastructure provided in the public institutes. The present situation does not enable students to have equal facilities due to the socio-cultural differences among students (Mahboob, 2017). The role of the emerging technologies is has crucial significance in the coaching and learning of English language skills (Sharma, 2021). Long-term interest from the younger population in particular is expected to make the English language even more popular throughout the region. The majority of young people understand very well the value of having a strong command of the English language, both domestically and internationally, as it helps them land jobs with multinational corporations; jobs in global economic centers like the United Arab Emirates are common goals (British Council, 2012).

Krishnaveni (2010), claims that the language is expanding quickly. The main cause of the language's early

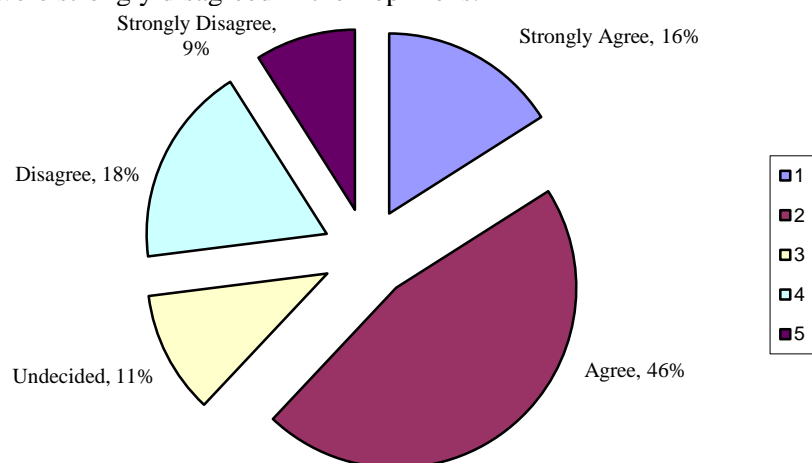
expansion outside of the British Isles was the influence of the British Empire. Though strongly related, each of the four skills — listening, reading, writing and speaking — are distinct, and each contributes uniquely to an individual's overall communicative ability (Powers, 2010). The level of proficiency in the English language varies from place to place and from one socioeconomic class to another, despite the fact that this resistance to learning and using the language is now significantly reduced (Khurshid, 2012). It is widely believed in Pakistan that English is the language of development, both personally and nationally. In fact, it appears that concerns about class, identity, and the threat of cultural appropriation by a language that was once colonial have been superseded by the national race for individual prosperity and economic development (Shamim, 2007). Many Pakistani students struggle to understand English in the classroom, and as a result, the majority of them perform poorly on English language exams. In addition to reading aloud from the book to the class, teachers should update their standards by breaking down the text into student-friendly examples. In addition, English-language films, music, talk shows, and debates must be viewed or heard by students (Kamran, 2008). Despite spending six to eight years studying English as a required subject, students are unable to successfully and easily communicate in the language. Many regions of the nation teach In Pakistan, where English is taught at the primary and secondary levels without the creative touch of a modern language classroom, English is the language of higher education and advanced studies. Pakistan is a country that desperately needs to implement contemporary methods, strategies, and approaches to revitalise its outdated educational system (Fatima, 2012).

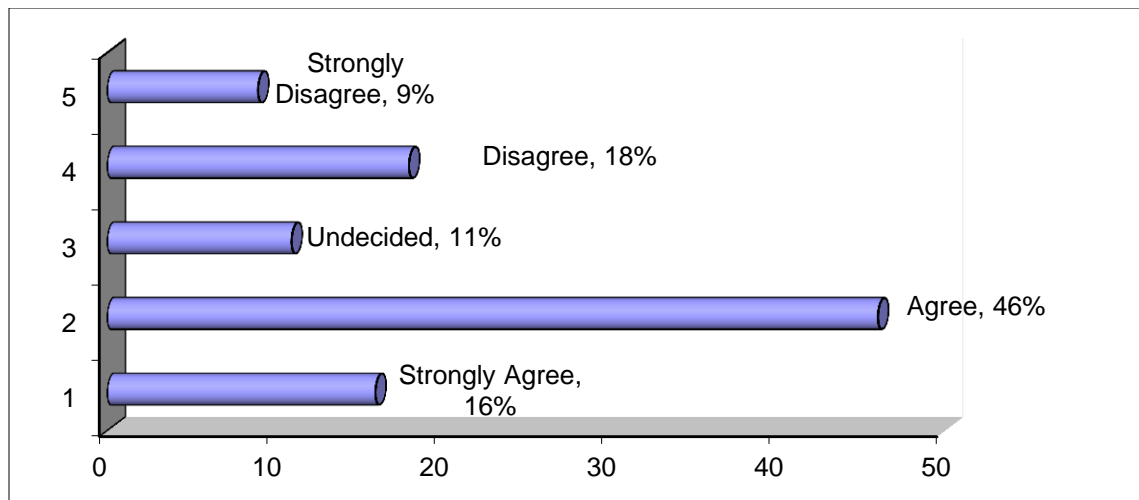
Regretfully, due to a lack of physical space, there are no dedicated training centers for educators and students. It goes without saying that, despite the global shift in methodology from teacher-centered to student-centered, traditional and antiquated methods are still being used in our nation. When it comes to how wealth and income are distributed, Pakistan is highly inequitable. It follows that factors like nutrition, life expectancy, and literacy are directly impacted by this inequality (Jalalzai, 2005). Compared to many similar countries, Pakistan has allocated a significantly smaller percentage of its GDP to education, which is undoubtedly striking. Although it is encouraging that the government has recently committed to raising that percentage to 4%, the current level is still unacceptable at less than 2% and has not increased since the commitment was made (Barber, 2009).

4. Data Analysis

4.1 Analysis of Heads' Opinion

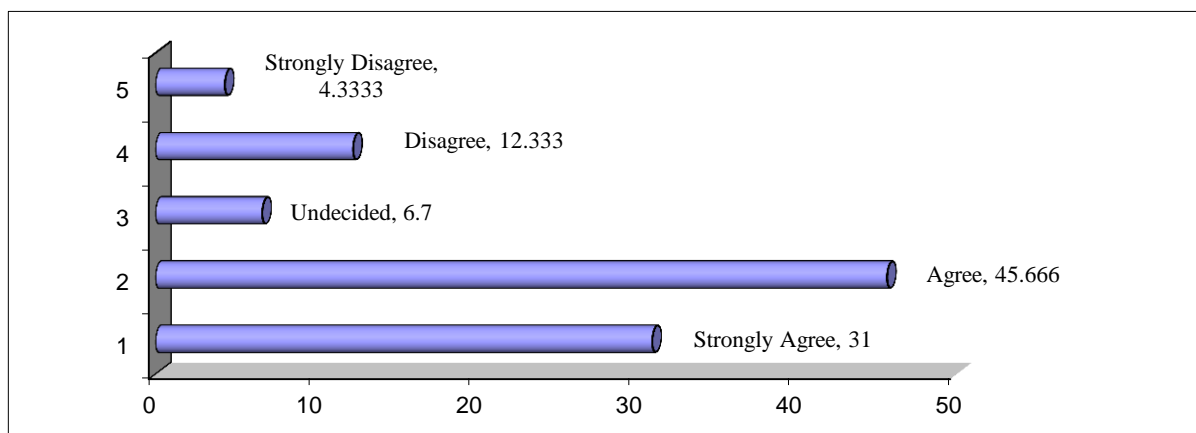
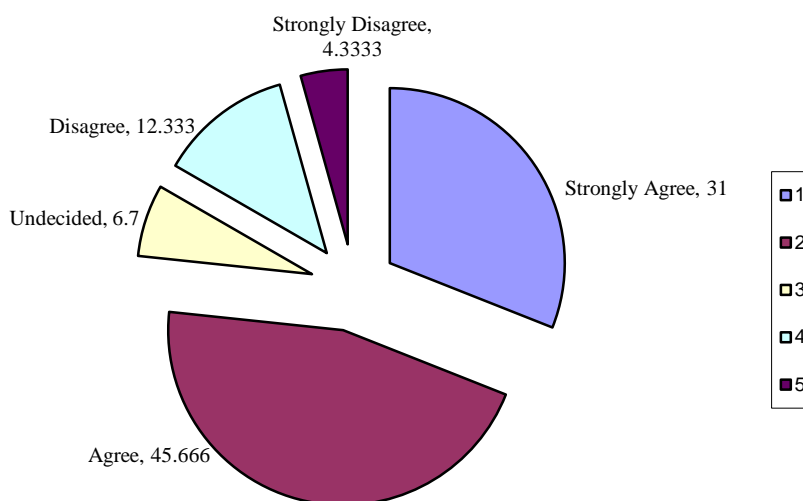
Total twenty heads of colleges were selected to get their feedback through five scale questionnaire. The response was 100% and the result shows that 16% heads of schools were strongly agreed, 46% agreed, 11% were undecided, 18% were disagreed and 9% were strongly disagreed in their opinions.





Analysis of English Language Teachers' Opinion

Total twenty English language teachers were selected randomly to get their response through a questionnaire consisted of fifteen responses of five scale method. The result shows that 31% teachers were agree, 45.6% were agree, 6.6% were undecided, 12.3% were disagree and 4.3 were strongly disagree in their opinion.



4.2 Discussion

The study revealed that the use of latest teaching aids has been extremely favoured and majority of the defendants was agreed that without latest teaching tools; the satisfactory performance of English language students is not attainable. The greater part of the population was in favour of harnessing up-and-coming technologies such as laptops, notebooks, infrared, Bluetooth, and Wi-Fi etc. with English language classes. Different categories of colleges are imparting education in Pakistan which varies the performance of English language students in practical demonstration of four skills. In these colleges; the difference in coaching, teaching tools, syllabus and environment is a notable point which distinguishes the performance of these different categories.

The elite class private colleges such as Lahore University of Management Sciences, Aitcheson College, University of Central Punjab, Beacon House, and Aspire Group of Colleges, Punjab Group of Colleges etc. and some private institutes funded by Brethren Arabs countries are good examples of infrastructural facilities and performance. The management of these colleges is attentive and alert which does not compromise on performance and the environment of these colleges is also advanced and liberal. In fact these colleges seem to be a part of separate developed land and not that of Pakistan. The lower class private colleges have sprout up just like mushrooms in every street and corner of Pakistan. The present standard of physical facilities in these colleges is near to the ground. These colleges are being run mostly in rented buildings with no proper labs, libraries, parking, furniture and toilets etc. The pay package of teachers is very low in these colleges as compared with elite class private colleges as well as public sector colleges of Punjab. There is no concept of language labs for developing English listening and speaking skills of students in these colleges.

The orthodox and rigid colleges of thought are also a major hindrance in the way of developing listening and speaking skills of English language students. Teacher's training is the issue which needs to be tackled on urgent basis. Majority of the teachers in colleges is not trained enough in using latest teaching tools for developing listening and speaking skills of English language students. The coaching of language class is a difficult art which can be mastered only by trained and efficient teachers only.

The role of college administration is very important for invigorating suitable teaching & learning environment. The heads of colleges must be capable of managing an institution and govt. should provide special training for better management. The up gradation of physical facilities and teaching aids is a serious issue which must not be ignored. Generally, no serious attention is being paid on this aspect which causes decrease in performance of the English language students. The decisions of policy makers and curricular designers not only affect the performance of students, but also affect language teachers. The elite class private colleges are free in their decisions making while the public sector colleges and lower class private colleges have many reservations about the decisions of policy makers.

Naseer Ud Din (2010) talking about the same issue argues that an English teacher in Pakistan faces many problems. In the present circumstances, he is not in a position to do full justice to the difficult task of teaching English. The result is that a good number of students face difficulties in this subject. Some of the teachers' problems comprise difficulty in overcoming the deep influence of mother tongue, cognitive issues, linguistic issues, lack of resource and crowded classes.

Satisfactory social conditions are necessary to build up an ideal coaching and learning environment which may serve in return as testing labs to evaluate the authenticity of language tools as well as the reliability of policy makers as well as curricular designers. Energy crisis, unemployment, inflation and high birth rate are also major problems which are affecting all walks of life badly and particularly the educational department terribly. The income power of a common man has decreased rapidly in the recent few years that mean more burdens on state and its institutions. Public colleges already complain the negligence of government in terms of providing sufficient substantial facilities. The economic pressure is forcing the people to shift their children from private colleges to public colleges.

4.3 Findings of the Study

The major findings of the study are as followed:

- i. The public colleges lack infrastructural facilities as compared with private colleges.

- ii. The public colleges lack of latest teaching aids as compared with private colleges.
- iii. There is a vast breach between public & private colleges which should be covered through mutual agreed policies.
- iv. Uncertain social conditions also contribute in the improvement and achievement of the set/targeted goals.
- v. It has been noticed that public colleges lack of long-term educational policies as compared with the private colleges.
- vi. Overlooked status of language skills is another dilemma which needs to be resolved on priority basis to achieve desired aims.
- vii. Poor performance of English language students is also a hurdle in achieving desired results. They should be motivated and involved properly.

4.4 Recommendations

On the basis of conclusions of the study, following recommendations/suggestions are made:

1. Latest teaching aids must be provided in colleges for developing listening and speaking skills of English language students.
2. The teachers, students and heads of colleges should be given awareness about the positive use of emerging technologies such as AI tools, online learning tools, laptops, electronic notebooks, infrared, Bluetooth, and Wi-Fi, on English language classes and they should be persuaded that these tools can also be used along with traditional teaching aids for developing language skills of students. Special training workshops should be arranged for the language teachers; where they could observe and experience the practical use of these technologies for language class.
3. The up gradation of teaching tools is indispensable for delivering effective lecture to language students and; therefore, it is highly recommended that college heads and other administration should keep check and balance on tools regular basis. The out dated and out rated teaching tools must be replaced or repaired immediately.
4. It is dire need of the time that English language teachers should be trained enough in using latest teaching tools. Special training workshops should be arranged for the language teachers where they could practice in how to use different language tools effectively for developing listening and speaking skills of English language students. The elite class private colleges can be visited for observation which may serve as role model and motivating factor for teachers.
5. The role of colleges' heads should be made more effective and influential for developing a suitable language learning environment. Government should organize special training centers for heads of the colleges for developing in them a sense of better management, supervision and organizational skills.
6. The foreign programs like USAID should be extended in education and the developed countries should be requested to invest and cooperate with government to boost up the standard of education. The State Department and policy makers should play their role effectively to convince the developed countries for investment in the field of education. The efforts of these high ups can prove fruitful for public of Pakistan.
7. It is the big responsibility of any government to provide nonviolent environment to the investors. The flexible and trouble-free policies should be launched to lure the foreign investors. The internal

problems of state should be handled cautiously and efficiently that the foreign investors may not be affected.

8. Exchange of teachers and students delegation with friendly countries should be extended for the purpose of broadening their minds and understanding developed educational system of these countries.
9. The primary level of education provides foundations for entire academic background; therefore, government should pay special attention on strengthening this tier of education.
10. Special seminars, debates and conferences should be held to highlight the importance of English for developing countries like Pakistan. Teachers and the management of colleges should also be convinced that listening and speaking skills are the most important skills which demand their proper place in Pakistani language classrooms.

5. Conclusion

In view of above mentioned findings and discussion, it is concluded that the use of latest teaching aids in the classes is essential for the development of English language skills of students. Private elite class public colleges seem to be well equipped with necessary teaching aids and their performance is quite satisfactory in the practical demonstration of language skills of students as compared with the common private colleges which lack proper infrastructure. The situation in public colleges is not bad but it demands an overall improvement to enhance the language skills of students. In spite of highly qualified staff in public colleges, the students lack exposure and proficiency in English.

References

- Abid,N., Ishfaq, M. & Gondal, M. (1993). Private schools or Govt. Shoolon kay usatizah mein vadeed tadreesi muawnaat kay Istimal ka moazna. Lahore: IER, Punjab
- Barber, M. (2009). Education reform in Pakistan: This time it's going to be different. Pakistan Education Task Force, 1, 5-10.
- Bhatti, S.M, Mukhtar, R., & Arshad, A., Jabeen, Z. (2019). Investigating Teaching Speaking Skills through A.V. Aids for ESL Learners. IJAEDU- International E-Journal of Advances in Education, Vol. V, Issue 13, April, 2019
- Bleakley, H. (2003). Language skills and earnings: Evidence from childhood immigrants. Department of Economics, San Diego.
- Fatima, F. (2010). Teaching report writing skills through communicative activities. American International Journal of Contemporary Research, 2(2), 1-4.
- Iqbal, A., & Parveen, S. (2020). An Experimental Study to Teach Speaking Skills using AV Aids at University Level. Competitive Linguistic Research Journal, 2 (2). Retrieved <https://clrjournal.com/ojs/index.php/clrjournal/article/view/14>
- Jalalzai, K.M. (1992). Introduction to Education. Lahore: Aqeel Book Publishers.
- Kamran, K., Majeed. A, & Arshad, S. (1995). Problems of English for Pakistani speakers. English as Global Language, 8, 4-7.
- Khurshid, T. (2012). English-teaching institutions in Pakistan. Journal of Multilingual and Multicultural Development, 22,(3), 12-27.
- Mahboob, A. (2017). English Medium Instruction in Higher Education in Asia-Pacific. https://www.researchgate.net/publication/315469317_English_Medium_Instruction_in_Higher_Education_in_Pakistan_Policies_Perceptions_Problems_and_Possibilities (pp.71-91)
- Mofareh, A. A. (2019). Hnology_in_English_Language_Teaching. Retrieved from: [https:// www.Researchgate.net/publication/335504030_The_Use_of_Tehs](https://www.Researchgate.net/publication/335504030_The_Use_of_Tehs)

- Naseerud Din, M. (2010). A study of motivation techniques used by heads of institutions of higher education and their impact on the performance of teachers. PhD thesis, University of Arid Agriculture, Rawalpindi
- Powers, D.E. (2010). The case for a comprehensive, four-skills assessment of English language proficiency. TOEIC Compendium, 12, 1-12.
- Rabia, M., Farid, A., & Usma, K. (2011). The use of visual learning aids in the English language classroom. Language and Psychology, 4, 2-9.
- Rabia, M., Farid, A., & Usman, K. (2011). The use of visual learning aids in the English language classroom. Language and Psychology, 4, 2-9.
- Shamim, F. (2007). Case study of organization of teaching of English in public sector universities in Pakistan. Higher Education Commission of Pakistan: Islamabad
- Sharma, P. (2021). Retrieved from: <https://www.cambridge.org/elt/blog/2021/10/29/technologylanguage-teaching/>
- The British Council. (2012). English language quantitative indicators: Morocco, Algeria, Tunisia, Egypt, Jordan, Lebanon, Iraq and Yemen.
- Warsi, J. (2004). Conditions under which English is taught in Pakistan: an applied linguistic perspective. Sarid Journal, 1-5.
- Yasir, M., & Zohaib, Z., (2021). Official Status of English Language and Difficulties in Learning: A Pakistani Perspective. Retrieved https://www.researchgate.net/publication/357167869_Official_Status_of_Englis_Lang_age_and_Difficulties_in_Learning_A_Pakistani_Perspective