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EXPLORING THE DIFFICULTIES IN ENGLISH LANGUAGE TEACHING FOR ATTAINING DESIRED LEARNING OUTCOMES AT PRIMARY LEVEL: A QUANTITATIVE STUDY

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ABSTRACT

The present study examined the Analysis of the difficulties in English language teaching for attaining desired learning outcomes at primary level. Total number of primary school English teachers of Punjab public schools was the population of the study. Out of these, two districts of the Punjab were selected through purposive sampling technique. At next, total 100 teachers were selected from public schools through purposive sampling. The data was collected from approximately fifty English teachers from Sargodha district and fifty English teachers from Khushab district through purposive sampling techniques. Questionnaire as instrument was prepared. First part of questionnaire contained demographic information while second part of questionnaire contained 30 statements about motivation, competency and attitude towards English language teacher's problems. For quantitative analysis, the sample of the study was 100 teachers, 50 from Sargodha and 50 teachers from Khushab. The student sample t-test was employed to explain the data distribution and mean comparison between different variables. Descriptive analysis was conducted with the help of cross tabulation option of SPSS. The English teachers at the primary level frequently dealt with issues such as poor collaboration, little personal time, working toward long-term goals and objectives, debates and student justifications. By addressing these frequent issues in the classroom. Finding showed that female teachers exhibited higher score on difficulties faced by them in attaining desired learning outcomes ($M= 1.48$, $SD=19.57$) compared to the males who exhibited low score on difficulties faced by the teachers in attaining desired learning outcomes ($M= 1.41$, $SD=18.50$). The most important strategy was to use information technology and also should use Educational Competitions in the Classrooms, different type of activities which can boast the knowledge and confidence of students. Teachers needed to be skilled at rousing children in the classroom. Developing their consciousness, motivations and interests through learning are good. The government also played an important role in this sense such as they allocate fund for children to manage the building of school and also boast up students.

Keywords: Difficulties; English language; Teaching; Learning outcomes; Primary level.

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INTRODUCTION

Education played an important part in developing and organizing individuals as well as societies. It enables and qualifies people to increase the range of knowledge, experience and exploring new worlds. Education not only played an essential role in molding individuals' lives but it played a vital role in shaping societies as a whole (Moorhouse & Yan, 2023). Within the academic setting, the English language undertook primary importance as a global lingua franca (Luczaj et al., 2022). Its extensive usage and acknowledgement made it an indispensable and absolutely necessary tool for communication both locally as well as globally. Further English as a language of information and instruction enabled learners to promote a vast archive of treasury of educational resources and global knowledge as well. Expertise in English endowed learners

with the abilities and capabilities to communicate effectively across borders. In essence, Education and the English language are interconnected in a supportive, valuable and productive relationship. Education encouraged individuals through the acquisition of knowledge and English serves as a key tool in accessing, devoting and serving the globally speaking English language. This vital, active, lively and strong connection promoted intercultural understanding, facilitated global communication and improved the way for a more broad and interconnected world.

Primary education acted as a special launching pad where learners settle them to develop a strong command of the English language. Here practice in English language not only flourished their future and academic pursuit but also assemble them for the demand of an increasingly globalized work. During primary education, students developed skill, ability and competency by practicing again and again by drill method. These proficient English language skills acquired during primary education empower students to travel a world where English served as a common medium of communication across borders and cultures. But it is a sad dilemma of the primary schools of Pakistan that English language teachers confront different problems and difficulties in achieving the desired learning outcomes. The current research aimed to focus on some of the key difficulties faced by teachers in this context. One of the primary difficulties faced by teachers is the limited English proficiency of their students (Gonzalez-Ramirez, 2019). Most of the students at the primary level had little exposure to English outside the classroom which results in a lack of language skills. This language barrier hampered understanding, creativity, effective communication and comprehension. This made teachers a big challenge to achieve the desired learning outcomes.

Large class sizes posed another prominent difficulty for teachers in attaining desired learning outcomes in English language teaching (Arias, 2018). There is a big student-to-teacher ratio, individual attention and personalized instruction both become difficult to achieve. This become challenging to encounter and assess the diverse needs and learning styles of each student, hampering the overall progress in language learning. Moreover, limited time assigned for English instruction within the primary school curriculum is a common challenge faced by teachers (Cohen, 2016). English language teaching often allocated a small portion of the course of study, leaving teachers with limited time to cover all the necessary language skills comprehensively. This restriction hindered the ability of teachers to obtain the desired learning goals effectively. In addition to this, teachers often struggled with a lack of adequate teaching resources, including textbooks, supplementary materials, and technological tools (Hennessy et al., 2022). Lack of adequate resources limited the diversity and quality of teaching learning materials available to teachers. This restriction hindered their ability to engage students actively, incorporate interactive learning activities, and flourish language acquisition effectively. Additionally, lack of professional development opportunities specifically tailored to English language teaching at the primary level was a significant hurdle faced by teachers (Hobbs, 2020). Instructional practices cannot flourish because teachers were in a chaotic situation in order to carry on their professional development. We can say that continuous professional development become crucial. So they stayed outdated with the latest teaching methodologies, and effectively encounter the difficulties of language teaching. The absence of such opportunities directly affected their ability to obtain desired learning outcomes.

Furthermore, the absence of computer technology and audio-visual aids in English language classes created several intimations for students. Firstly, it hampered the promotion of four language skills like listening, reading, writing and speaking. According to a deep study by Johnson and Fuller (2017), interactive computer programs and audio visual aids enhanced students' language acquisition by providing authentic, collective, collaborative and engaging materials that flourish active learning. Moreover, the absence of computer technology and audio visual aids resulted in limited exposure to authentic English language resources. This could lead to a limited and outdated understanding of idiomatic expressions. According to Moorhouse and Yan (2023), approach to multimedia resources help students develop a deeper appreciation and understanding of the foreign language.

In addition to this, English language teachers faced lot of difficulties in the absence of audio -visual aids and computer technology. Creative, productive and dynamic lessons cannot be developed in the absence of these tools. According to Johnson and Fuller (2017), technology integration capable teachers to personalize instruction and accommodate diverse learner needs effectively. In addition to this, the absence of computer technology and audio visual aids hinders teachers' ability to provide productive and effective feedback to students. As pointed out by Jones (2018). Through multimedia resources, teachers can assess student's language production and provide targeted feedback for improvement. In the absence of these tools, teachers take much more effort in order to evaluate learners' language proficiency and address individual learning gaps. According to Moorhouse and Yan (2023) teachers can foster a more interactive and immersive learning environment in the presence of these tools.

The non-availability of audio-visual aids and computer technology in English language classes in Pakistan created several implications for learners. Firstly, it hampered the development of four language skills. According to a study conducted by Algwil and Aburawi (2024), interactive computer programs and audio-visual aids enhanced students' language acquisition by providing authentic and engaging materials that promote active learning. Moreover, the absence of computer technology resulted in a limited and restricted exposure to authentic English language resources in the Pakistani context. This was highlighted by Ndoh and Umbugadu (2024), access to multimedia resources help students develop a deeper appreciation and understanding of the target language, particularly in culturally diverse contexts like Pakistan. As noted by Bhatti and Shahbaz (2020), technology integration enabled teachers to personalize instruction and accommodate diverse learner needs effectively, which is particularly crucial in a multicultural and multilingual setting in Pakistan.

Statement of the Problem

It had been observed that teachers currently confront numerous difficulties when instructing students at the basic level in order to achieve desired learning objectives or outcomes. Hence, conceptual shortcomings at one point led to failure at a later time. Teachers had lot of difficulties in the classroom since they were not completely equipped with multimedia tools. In the current context, there are no courses for teacher preparation. Crowded classrooms, monotonous curricula, insufficient time for English practice, outdated pedagogical techniques, and cramming were some of the major obstacles that presented difficult challenge for English language instructors.

Significance of the Study

The importance of the current study stemmed from the fact that English is the primary international language that advances people technically, scientifically, and practically, making it essential that everyone learn it. As a result, this study had established a solid link between proficient English language use and the English language. The issues that presented problems from achieving desirable learning outcomes could be reduced by proper training and the best and suitable usage of learning activities in the classroom. The difficulty comes not only from the English language but also from the entire process of instructing in a unique classroom environment.

Four abilities must be mastered in order to actually learn a foreign language. In the classroom, an English language instructor had lot of duties. He or she was an effective presenter, communicator, organizer, motivator, and planner. Because he or she supported students in developing motivation and building discipline via accountability, as well as guiding them to take initiative and responsibility for their own learning, pupils were better able to understand the English learning process.

There was a need to implement new, creative techniques in the classroom management sector in order to investigate the best language learning tactics (Lukas & Yunus, 2021). Instructors don't just need to be fluent in English; they also needed to be skilled in student management. Interest is the finest teacher, as was well acknowledged. Teachers needed to be skilled at rousing kids in the classroom developing their

consciousness, activities, and research while learning their motivations and interests. The tactics and teaching techniques used in this study enhanced students' English language acquisition will be made clear. Also, this research supported the effectiveness of appropriate teaching methods in achieving desired learning outcomes and avoiding teacher challenges.

Research Objectives

Objectives of the study were:

1. To explore the difficulties faced by the English teachers regarding the desired learning outcomes.
2. To investigate the integration of electronic devices in raising the teaching standard of English.
3. To suggest the possible solutions to the explored difficulties.

REVIEW OF RELATED LITERATURE

A literature review was crucial because it focused on the context of the problem being studied. More guidance about the issue was also prevailed, and superfluous effort movement was eliminated. It also focuses more direction about the problems and removes unnecessary movement of efforts. Literature review justifies the research and set up the research questions. Here is an effort to search the problems in learning English in public sectors. English language teachers often face different problems. These may be limited learning environment, inadequate learning materials, students' lack of motivation and interest, lack of funding and lack of digital technology on the behalf of Government etc. Actually learners belong to poor and illiterate family backgrounds. Learners are under depression and anxiety in acquiring second language acquisition. In schools, a fixed or limited time is given to teaching English textbooks. The time given is insufficient. English textbooks are tough for students to cover it in the limited time. According to Noom-Ura (2013), syllabus could not be covered in the short time that is provided to teach English. This creates a problem for teachers. Most of the time, English subject is assigned to those teachers whose qualification does not match with this subject and they also use their native language while teaching English which does not provide a chance to maintain direct contact with the English language (Nadeem, 2007). In addition to this, Tanami (2009) described several opinions to help teachers' give students more advantages like stress free environment, don't take students behavior personally, not teaching as mass memorization. There are many factors which affect poor, weak and vulnerable teaching of EFL teachers and among all this lack of training is a major problem. According to Sarwar et al. (2017), teachers are not trained properly as language teachers; therefore they cannot teach according to the demand of the subject. Furthermore Abdullah (2020) said that due to over crowdedness in classrooms, the teaching of English as a second language also raises the problems of classroom management. Another researcher (Kayikci, 2009) told that a conducive environment in the classroom nourishes students' abilities for learning, while those classrooms which are not properly managed negatively affect students' participation and learning. All these factors raise problems for teachers as well as students. According to Nawab (2012), many problems are related to teachers themselves as the burden of extra duties in schools hinders teachers from planning and designing learning activities for language development. Most of the time, English subject is assigned to those teachers whose qualification does not match with this subject. According to Asiyai (2012), students misbehavior as refusing to do work, dressing inappropriately, dirty uniform and fighting with class fellows poses great challenge for teachers. Teachers who teach English face many difficulties which ultimately influence their teaching skills negatively. In Pakistan, the profession of teaching is considered as less profitable and poorly paid, so teachers remain unmotivated and uninterested in performing their school duties (Saeed et al., 2013). Teachers are not satisfied with the facilities provided to them and this dissatisfaction creates problems for them. They are unable to teach English properly (Khan et al., 2017). Actually poor teaching practices are due to low salary and deficiencies in the system of certain in-service training. According to Saeed et al. (2013), some schools do not have basic aids such as language laboratory,

whiteboard, office and library. Due to poor and dirty situations of public sectors, teachers have to face lot of hurdles and challenges which directly affect quality of English teaching.

METHODOLOGY

Research Instrument

A questionnaire as instrument was prepared. First part of questionnaire contained demographic information while second part of questionnaire contained 37 statements about computer information technology for quantitative study. As the research approach proposed study was quantitative also, hence the data were collected using questionnaires through ended questions with a scale of 1-7 as being the highest such as strongly agree and 1 being the lowest as strongly disagree.

Data Analysis

The tool was coded with numbers and each observation was examined by using computer software Statistical Package for Social Sciences (SPSS V. 20.0). The student sample t-test was employed to explain the data distribution and mean comparison between different variables. Descriptive analysis was conducted with the help of cross tabulation option of SPSS. Logistic regression was used to identify predictor among variables of the current study respondents.

RESULTS AND DISCUSSION

Table 1. Frequency and percentage on demographics of respondents.

Sr. No.	Demographics	Frequency	Percent%	Mean	Std.
1	Education	B.A/ B.Sc/ 14 Years	20	20%	2.40 .876
		M.A/ M.Sc/ 16 Years	26	26%	
		M.S/ M.Phil	48	48%	
		Others	6	6%	
		Total	100	100%	
2	Gender	Male	59	59%	1.41 .494
		Female	41	41%	
		Total	100	100%	
3	Teaching Education/ Teaching Training	1 Year B.ED.	21	21%	2.35 .868
		1.5 Year B.ED.	28	28%	
		PTC or CT	46	46%	
		Others	5	5%	
		Total	100	100%	
4	Area	Rural	41	41%	1.59 .494
		Urban	59	59%	
		Total	100	100%	
5	English Subject Level	Studied English Subject as elective	47	47%	1.53 .501
		Studied English subject as selective	53	53%	
		Total	100	100%	
6	Teaching Experience	Less than 2 years	22	22%	2.33 .876
		6-10 Years	28	28%	
		More than 10 years	45	45%	
		15 years and above	5	5%	
		Total	100	100%	
7	Do you have computer or laptop?	Yes	95	95%	1.05 .219
		No	5	5%	

		Total	100	100%		
8	Do you search internet for English teaching	Yes	95	95%	1.37	.485
		No	5	5%		
		Total	100	100%		

Table 1 shows respondents' demographics in which on the basis of education 20 respondents from B.A/ B.Sc/ 14 Years education, 26 respondents from the M.A/M.Sc./ 16 Years education, 48 respondents from MS/ M.Phil and 6 respondents were others and the mean and SD of statement was (M= 2.40, SD= .876). On the basis of gender 59 respondents were male and 41 female respondents' participated in this research work as the sample of this study and the mean and SD of statement was (M= 1.41, SD= .494). On the basis of teaching education/ teaching training 21 respondents from 1 year B.ED 28 respondents from 1.5 Years B.Ed. 46 respondents were PTC or CT, 5 respondents were others and the mean and SD of statement was (M= 2.35, SD= .868). On the basis of area 41 respondents from rural area and 59 respondents from urban area and the mean and SD of statement was (M= 1.59, SD= .494). On the basis of English subject level 47 respondents were studied English as elective subject and 53 respondents were studied English as selective subject and the mean and SD of statement was (M= 1.53, SD= .501). On the basis of teaching experience 22 respondents having less than 2 years' experience, 28 respondents having 6 to 10 years, 45 respondents having more than 10 years and 5 respondents having 15 years and above experience and the mean and SD of statement was (M= 2.33, SD= .876). On the basis of having computer or laptop 95 respondents have the laptop and 5 respondents not have computer or laptop and the mean and SD of statement was (M= 1.05, SD= .219). On the basis of search internet for English teaching 95 respondents use internet and 5 respondents not search internet for English teaching and the mean and SD of statement was (M= 1.37, SD= .485).

Table 2. An analysis of English language teachers with respect to Technical issues in Computer.

Sr. No	Statements	SD	D	SWD	N	SWA	A	SA	Total	Mean	SD
1	I can solve simple technical issues on my computer.	0	0	3 3%	3 3%	5 5%	0	89 89%	100 100%	5.77	0.78
2	When I buy a new computer hardware or device, I can install it into my computer by myself.	84 84%	0	0	11 11%	5 5%	0	0	100 100%	1.53	1.23
3	MY typing skills are good.	24 24%	46 46%	0	14 14%	0	16 16%	0	100 100%	2.68	1.71
4	I can enter data into the computer using a set of keys e.g. keyboard, key-to-storage and keypad.	73 73%	0	0	14 14%	0	13 13%	0	100 100%	2.07	1.84
5	I may capture an object or a document directly from the source by using scanning devices.	38 38%	59 59%	3 3%	0	0	0	0	0	1.65	0.53

Table 2 shows an analysis of English language teachers with respect to Technical issues in Computer. The most (89%) of teachers with satisfying M= 5.77, SD=0.78 showed agree response towards the overall understanding of technical issues of computer. The (46%) teachers having to satisfying value of M= 2.8089,

Standard deviation = 0.94334 showed agree response to they have good typing skills. The most (73%) of teachers with satisfying value of M= 2.07 and Standard deviation = 1.87 showed agree response towards that scanning devices.

Table 3. An analysis of English language teachers with respect to understanding of Microsoft Word.

Sr. No	Statements	SD	D	SWD	N	SWA	A	SA	Total	Mean	SD
1	I can produce neat and well-presented work	0	0	3 3%	3 3%	5 5%	0	89 89%	100 100%	5.77	0.78
2	I can complete my work faster and more efficiently by being comfortable with the computer.	84 84%	0	0	11 11%	5 5%	0	0	100 100%	1.53	1.23
3	I can create different styles by using Microsoft word.	24 24%	46 46%	0	14 14%	0	16 16%	0	100 100%	2.68	1.71
4	I can work on four basic arithmetic operations like addition, subtraction, multiplication and division.	73 73%	0	0	14 14%	0	13 13%	0	100 100%	2.07	1.84
5	I can perform multiplication and division by addition.	38 38%	59 59%	3 3%	0	0	0	0	0	1.65	0.53

Table 3 shows an analysis of English language teachers with respect to understanding of Microsoft Word. The most (89%) of teachers with satisfying showed agree response towards that they can produce neat and well-presented work. The (46%) teachers having to satisfying showed agree response that they complete their work faster and more efficiently by being comfortable with the computer. The most (73%) of teachers with satisfying showed agree response towards that work on four basic arithmetic operations like addition, subtraction, multiplication and division. The 59% of teachers agreed on perform multiplication and division.

Table 4. Analysis of English language teachers with respect to understanding of Microsoft Excel.

Sr. No	Statements	SD	D	SWD	N	SWA	A	SA	Total	Mean	SD
1	I can resolve issues with Office software (Microsoft Office, Open Office etc.) without assistance	15 15%	18 18%	3 3%	12 3%	1 5%	51 51%	0	100 100%	4.19	2.04
2	I use online instructional materials to figure out how to use software that I wish to learn.	92 92%	1	0	3 3%	3 3%	0	0	100 100%	1.31	1.12
3	I can design a simple web page	3 3%	2 2%	1 1%	0	1 1%	93 93%	0	100 100%	5.73	1.05

4	I can assist somebody planning to buy a new computer as a technical expert	93 93 %	1 1% 	0 	0 	1 1% 	13 13 %	0 	100 100 %	1.29	1.12
5	I can perform basic picture/graphic editing.	3 3% 	91 91 %	3 3% 	1 1% 	0 	3 3% 	2 2% 	0 	2.16	0.80

Table 4 shows an analysis of English language teachers with respect to understanding of Microsoft Excel. The most 93% of teachers with satisfying showed agree response towards designing a simple web page which is positive sign relative to computer technical expert especially in Microsoft Excel 51% teachers having to satisfying showed agree response towards resolve issues with office software (Microsoft office, open office etc.) without assistance, only 13% English teachers agree that they can assist somebody planning to buy a new computer as a technical expert.

Table 5. Analysis of English language teachers with respect to understanding of web page analysis of English teachers.

Sr. No	Statements	SD	D	SWD	N	SWA	A	SA	Total	Mean	SD
1	I can find animations related to my course and deploy them.	0 0 	0 	3 3% 	3 3% 	5 5% 	0 	89 89% 	100 100% 	5.45	0.86
2	I can use presentations (PowerPoint) when delivering instruction in class.	84 84% 	0 	0 	11 11% 	5 5% 	0 	0 	100 100% 	1.38	0.23
3	I can find videos from the Internet to support course content and have my students watch them.	24 24% 	46 46% 	0 	14 14% 	0 	16 16% 	0 	100 100% 	2.68	1.71
4	I can create online personal BLOGs (i.e., blogger and wordpress).	73 73% 	0 	0 	14 14% 	0 	13 13% 	0 	100 100% 	2.07	1.84
5	I can inform my students about computer ethics.	38 38% 	59 59% 	3 3% 	0 	0 	0 	0 	0 	1.65	0.53

Table 5 shows an analysis of English language teachers with respect to understanding of web page analysis of English teachers. The most 89% teachers with satisfying showed strongly response towards finding of animations to their course and deploy. 16% teachers agree that they can find videos from the internet to support course content and having students watch them 13% teachers agreed that they can create online personal blogs (i.e. blogger and word press).

Table 6. Analysis of English language teacher with respect to impact of social media on students English learning.

Sr. No	Statements	SD	D	SWD	N	SWA	A	SA	Total	Mean	SD
1	I can effectively use search engines.	0 0 	0 	3 3% 	3 3% 	5 5% 	0 	89 89% 	100 100% 	5.77	0.78
2	I can share instructional materials that I find online (via e-mail, Dropbox, Google Drive, etc.) with my students	84 84% 	0 	0 	11 11% 	5 5% 	0 	0 	100 100% 	1.53	1.23

3	My goal of using computer aided instructions with EL Students is to provide them with extra opportunities to learn and practice English.	24 24%	46 46%	0	14 14%	0	16 16%	0	100 100%	2.68	1.71
4	Computer software and games provide many fun opportunities for my students to practice English language skills.	73 73%	0	0	14 14%	0	13 13%	0	100 100%	2.07	1.84
5	There are many software packages in my computer for improving spelling, phonic skills, grammar and sight word vocabulary.	38 38%	59 59%	3 3%	0	0	0	0	0	1.65	0.53
6	Computer assisted activities can increase the interest level by making EL Students with a rich language learning experience.	92 92%	1	0	3 3%	3 3%	0	0	100 100%	1.31	1.12
7	Using a computer as a medium for studying grammar is much more motivating for EL students as opposed to writing with a pencil.	3 3%	2 2%	1 1%	0	1 1%	93 93%	0	100 100%	5.73	1.05
8	Computer technology supports language learning to enhance accuracy in my students' English writing.	93 93%	1 1%	0	0	1 1%	13 13%	0	100 100%	1.29	1.12
9	Computer technology provides opportunities to my students to hear, write ,speak and read English.	67 67%	3 3%	1 1%	0	0	29 29%	0	100 100%	2.35	0.48
10	Technology, especially computers, can play an integral part in providing EL students with valuable language experiences as they learn a new language.	30 30%	10 10%	0	26% 26%	4% 4%	20 20%	10 10%	100 100%	1.78	0.34
11	Computer assisted instructions and activities can be a supplemental teaching tool for teaching English language learners.	2 2%	0	17 17%	68 68%	13 13%	0	0	100 100%	4.37	1.68

Table 6 shows the analysis of English language teacher with respect to impact of social media on students' English learning. The most 89% of teachers with satisfying showed strongly agree response towards applications of search engines effectively. 16% teachers showed agree response towards using computer aided instructions with EL students in order to provide them with extra opportunities to learn and practice English 13% teachers showed agree response towards computer software and games and their provision on fun opportunities for the students to practice English language skills.

Table 7. Mean and standard deviation of the study variables.

Variables	N	Mean	SD
Basic hardware operation	100	39.17	4.30
Personal usage of ICT Skills	100	32.70	6.40
Use of ICT for teaching English	100	39.26	5.39

Effectiveness of ICT for teaching English	100	34.44	5.24
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The Table 7 depicts the mean and standard deviation of the study variables. The mean score of the “Basic hardware operation” variable was 39.17 with SD 4.30. The mean score of the “Personal usage of ICT Skills” variable was 32.70 with SD 6.40. The mean score of the “Use of ICT for teaching English” variable was 39.26 with SD 5.39. The mean score of the “Effectiveness of ICT for teaching English” variable was 34.44 with SD 5.24.

Table 8. Pearson correlation among study variables (N = 100).

Variables	1	2	3	4
Basic hardware operation	1	-.10	-.04	-.04
Personal usage of ICT Skills		1	.70**	.77**
Use of ICT for teaching English			1	.93**
Effectiveness of ICT for teaching English				1

p**<.001.

The findings in Table 8 indicates that there is significant negative and week correlation between basic hardware operation and personal usage of ICT skills ($r = -.10$, $p < .001$), there is significant negative and week correlation between basic hardware operation and use of ICT for teaching English ($r = -.04$, $p < .001$), there is significant negative and week correlation between basic hardware operation and effectiveness of ICT for English ($r = -.04$, $p < .001$). Further, it demonstrate that there is significant positive and strong correlation between personal usage of ICT skills and use of ICT for teaching English ($r = .70$, $p < .001$), there is significant positive and strong correlation between personal usage of ICT skills and effectiveness of ICT for English ($r = .77$, $p < .001$). Moreover, there is significant positive and strong correlation between use of ICT for teaching English and effectiveness of ICT for English ($r = .93$, $p < .001$)

Table 9. Independent Sample T-Test for gender differences towards Basic hardware operation.

Variable	Gender	N	Mean	SD	T	Sig
Basic hardware operation	Male	59	38.355	3.790	-2.228	0.042
	Female	41	40.341	4.751		

The Table 9 reflects that the mean value of female respondents about basic hardware operation have higher ($M=40.341$, $SD=4.751$) as compared to male respondents ($M=38.355$, $SD=3.790$). Further, t value (-2.228) was significant at $p<.05$.

Table 10. Independent Sample T-Test for gender differences towards Personal usage of ICT Skills.

Variable	Gender	N	Mean	SD	T	Sig
Personal usage of ICT Skills	Male	59	31.932	6.546	-1.446	0.949
	Female	41	33.804	6.100		

The Table 10 indicates that the mean value of female respondents about personal usage of ICT skills have higher ($M=33.804$, $SD=6.100$) as compared to male respondents ($M=31.932$, $SD=6.546$). Further, t value (-1.446) was not significant at $p<.05$.

Table 11. Independent Sample T-Test for gender differences towards Use of ICT for teaching English.

Variable	Gender	N	Mean	SD	T	Sig
Use of ICT for teaching English	Male	59	38.525	27.67	-1.826	0.028
	Female	41	40.317	24.75		

The Table 11 depicts that the mean value of female respondents about use of ICT for teaching English have higher ($M=40.317$, $SD=24.75$) as compared to male respondents ($M=38.525$, $SD=24.75$). Further, t value (-1.826) was significant at $p<.05$.

Table 12. Independent Sample T-Test for gender differences towards Effectiveness of ICT for teaching English.

Variable	Gender	N	Mean	SD	T	Sig
Effectiveness of ICT for teaching English	Male	59	33.559	6.336	-2.329	0.030
	Female	41	35.707	2.638		

The Table 12 illustrates that the mean value of female respondents about effectiveness of ICT for teaching English have higher (M=35.707, SD=2.638) as compared to male respondents (M=33.559, SD=6.336). Further, t value (-2.329) was significant at $p<.05$.

Table 13. Independent Sample T-Test for area differences towards Basic hardware operation.

Variable	Area	N	Mean	SD	T	Sig
Basic hardware operation	Rural	41	39.487	27.67	.614	0.254
	Urban	59	38.949	24.75		

The Table 13 shows that the mean value of rural respondents about basic hardware operation have higher (M=39.487, SD=27.67) as compared to urban respondents (M=38.949, SD=24.75). Further, t value (.616) was not significant at $p<.05$.

Table 14. Independent Sample T-Test for area differences towards Personal usage of ICT Skills.

Variable	Area	N	Mean	SD	T	Sig
Personal usage of ICT Skills	Rural	41	31.780	7.285	-1.200	0.334
	Urban	59	33.339	5.689		

The Table 14 reflects that the mean value of urban respondents about personal usage of ICT skills have higher (M=33.339, SD=5.689) as compared to rural respondents (M=31.780, SD=7.285). Further, t value (-1.200) was not significant at $p<.05$.

Table 15. Independent Sample T-Test for area differences towards Use of ICT for teaching English.

Variable	Area	N	Mean	SD	T	Sig
Use of ICT for teaching English	Rural	41	38.317	6.578	-1.363	0.035
	Urban	59	39.915	4.336		

The Table 15 depicts that the mean value of urban respondents about use of ICT for teaching English have higher (M=39.915, SD=4.336) as compared to rural respondents (M=38.317, SD=6.578). Further, t value (-1.363) was significant at $p<.05$.

Table 16. Independent Sample T-Test for area differences towards Effectiveness of ICT for teaching English.

Variable	Area	N	Mean	SD	T	Sig
Effectiveness of ICT for teaching English	Rural	41	33.561	6.644	-1.287	0.006
	Urban	59	35.050	3.936		

The Table 16 illustrates that the mean value of urban respondents about the effectiveness of ICT for teaching English is higher (M=35.050, SD=3.936) as compared to rural respondents (M=33.561, SD=6.644).

CONCLUSIONS AND RECOMMENDATIONS

Following conclusions were drawn from the findings. Mother tongue was found one of the major hindering factors in the acquisition of English language as finding relate with the study of Elahi et al. (2024), they said

mother tongue play very important part in learning second language, for example Arabic speaker learning English often struggle with articles because they are different from Arabic language. Teachers are unable to pay full attention into the classrooms individually. Mostly parents are illiterate. Lot of energy and time is required to teach this language. Learners become fail to acquire the skill from general classroom activities and instructions in a limited time period. As study by Nason (2011) general classroom often don't fulfill the requirements of second language learning. So interference of mother tongue, lack of time, lack of support from school administration to manage the differences in English language classes are the main issues teachers face in order to get desired learning outcomes. Another difficulty teacher's face is the mismatch between training and real English language teaching situations. Moreover Government is not allocating funds to build up language laboratory and proper training to English teachers to cope with the present issues. The solution to these problems is teachers and learners should cement a bonding with each other to get the best results in teaching and learning English language as a second and foremost important language.

This study was just an entry introduction of the problems faced by teachers in teaching English at a primary level in the department of English language education so that futuristic researcher could make more detailed study on Secondary, intermediate as well as university level. Futuristic researchers will use this study as a guiding book for advancement.

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