

TEACHING ENGLISH AT DAANISH SCHOOLS: PEDAGOGICAL ISSUES AND REMEDIAL STRATEGIES

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ABSTRACT

This study is aimed at exploring the pedagogical challenges in teaching English at Daanish Schools in Punjab Province of Pakistan. Although the problems of pedagogy are multifaceted but this present research study explored pedagogical problems in the domain of ESL class and how it affects teachers and students in the process of learning and teaching English. This study is very important particularly in the context of Daanish Schools where learners are given the task to learn English without having valuable previous exposure to foreign language and culture. This study was conducted in 8 Daanish Schools. Data was collected from ESL teacher through questionnaire. Total 56 ESL teachers participated in this research study. General findings of the study are that poor academic background of the students is the major problem for ESL teachers which can be solved through different remedial strategies.

Keywords: Daanish schools, English teaching, pedagogy, problems, strategies

1. INTRODUCTION

This is an exploratory study of teachers' views regarding pedagogical problems in English faced by teachers and students in teaching and learning English in Daanish Schools. The study was motivated by the researchers' observation of years of teaching English language in state-run institutions. This study is an investigation to the issues which affect the teaching of English in ESL class at Daanish Schools and to make teachers' teaching methodology more effective. The literature shows that a lot of research studies had been conducted on pedagogical issues in general but very little about the pedagogical problems in teaching of English in Pakistan and particularly in Daanish Schools where no study about it has been conducted yet.

1.1 Statement of the Problem

This research was aimed to investigate pedagogical problems in teaching of English at Elementary level at Daanish Schools of Punjab, Pakistan. It is an obvious phenomenon that teaching English as

Second Language at Elementary Level, where students do not have proper English language background, is a difficult task. This phenomenon emerges as Urdu is mostly used as medium of instruction especially in state-run schools at primary level where majority of the students get their early education. Use of spoken English is not encouraged in these schools. There is lack of focus on their hand writing, comprehension, creative work, vocabulary building and pronunciation. Moreover, listening and speaking skills of these students are greatly ignored there. Thus, these students remain unable to develop a competence of English among them. When they join Daanish Schools in grade six, they face problems while communicating in English both in its oral and written form. Thus, the students remain unable to successfully cope with the academia where all the text books are composed in English and the medium of instruction is also English so they become nervous and disappointed. Similarly, in ESL class, English language teachers also undergo so many difficulties

to teach them and to make the class interactive to get them involved in learning. In Pakistan, no research study has been conducted so far on the pedagogical problems in English at Daanish schools.

1.2 Research Questions

- 1-What are the major problems of the students in learning English at Elementary Level at Daanish Schools?
- 2-Which language skills of the students need more attention by the teacher in ESL class?
- 3-What are the factors that Daanish schools teachers take into consideration in planning their lesson?
- 4-How do Daanish Schools' teachers employ teaching methods and strategies in ESL class?

1.6 Objectives of the Study

The present study tends to;

1. To investigate the basic pedagogical problems faced by the English teachers and students of Daanish Schools at elementary level in ESL class.
2. To elaborate which skills should be paid more attention by the teachers.
3. To find out suitable teaching methods of teaching English for Daanish Schools teachers.
4. To explore the ways to improve teaching methodology of language teachers and to recommend necessary amendments.
5. To suggest suitable steps for lesson planning.
6. To focus on the ways in which L2 may be taught more effectively.
7. To determine how much L1 should be used in ESL class.
8. To increase stakeholders' involvement in teaching and learning English.

1.7 Significance of the Study

Students of Daanish Schools come across with multiple problems in learning L2 in ESL class settings where medium of teaching is English. Most of the time, learners find it difficult to learn English through L2 mode of instructions in ESL class and face a lot of problems in term of comprehension, spelling, grammar, listening and speaking. The aim of this research study has been to explore factual comprehension of all such problems related to pedagogy in teaching English at Daanish Schools. Teachers have to teach English in a classroom where officially medium of instructions is English in practice whereas ground realities in terms of students'

competence in English are grim. The students who join Daanish schools in sixth class have poor spellings, faulty grammatical pattern, poor listening and speaking skills and wrong pronunciation. ESL teachers have to cover not only the syllabus but is expected to give 100 % result and at the same time they have to develop language skills among their students. Therefore, present study will help to seek a fact based conclusion to settle all these pedagogical issues in teaching English at Daanish schools. The findings drawn by this research study would be implemented practically in ESL class and it would serve as a road map for the high-ups of Daanish schools. Hence, this study of pedagogical problems in teaching English has a practical importance for English language teaching in Daanish schools.

2-LITERATURE REVIEW

This part of the study gives an overview of the literature available on various aspects of pedagogy in teaching English. Although in Pakistan, not much research has been conducted on the pedagogical problems in ESL class, yet the subject invites many different areas of English as a Second Language.

Etymologically, the word "Daanish" of Urdu language comes from Persian language which denotes profound discernment and understanding that emerges from consistent focus and assimilation of knowledge. As a result, Daanish schools have been established with a clear objective to eradicate poverty through educating the children of the poor families of the of the Punjab province providing them level playing field in the society. The initiative of establishing Daanish schools is in accordance with this notions and philosophy. Daanish schools have been established to provide quality education to the poorest of the Punjab. The Punjab government bears all the education and residential expenses for the girls and boys in the Daanish schools. Basically, it is an initiative and attempt to uproot poverty and aid the poor children by focusing on education. The target groups are the poorest of the poor. They are provided free of cost education, boarding and lodging. The criterion for admission is only poverty and merit. However, a few seats are reserved open for those who can bear the educational expenses. These schools attempt to provide students an environment full of opportunities that helps in promoting creative thinking and lifelong learning.

2.1 Definition of Pedagogy

The word 'pedagogy' is used for education. This word is composed of two words "paides" and "as-gein" which means "boy" or "girl" and "to lead". It is the science of instructions for leading the students. Pedagogy is a complex term and it is difficult to define and explain. Watkins and Mortimer (1999, p.3) define pedagogy as "any conscious activity by one person designed to enhance the learning of another". According to Leach and Moon (1999, p. 267), pedagogy is "the practice that a teacher, together with a particular group of learners creates, enacts and experiences". This definition presents a different perspective and it establishes a social interaction between teachers and students. Hedge and Whitney (1996, p. 121) define pedagogy as "the study of methods and styles of teaching and the principles, practice or profession of teaching". Brown (2001) presents current pedagogical thinking into the context ESL thinking by providing a detailed description of current pedagogical principles and methods of L2 learning in all their complications. Teachers bring forth more than how they should teach in the ESL classroom. Their teaching practice may be influenced by the environment at school, a teacher's own status in the school, his professional experience, his training and his own learning experience. According to Alexander (Alexander 2001, p.540), "teaching is an act while pedagogy is both act and discourse". Hence, Pedagogy comprises teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students, and which impact on their 'teaching practices', that is, what teachers actually think, do and say in the classroom.

2.2 Theories and Method in Language Teaching

There are several approaches and methods in the field of second language learning. Different terms are employed to elaborate pedagogical theory as well as practice which are controversial and subject to various explanation and implementation. While considering the development of methods and approached in the last two centuries, Stern (1992) suggests a fruitful division among intralingual and cross-lingual methods and approaches. The grammar-translation method took the regressive stance that L1 should deal with all teaching purposes and it also introduced a restricted use of L1 in ESL class. This method emerged as the outcome of the teaching of Latin grammar for centuries, texts and

rhetoric, through practices in grammatical manipulation and translation in United Kingdom and other European countries (Howatt, 1984). During the nineteenth century, traveling and trade increased among European countries which initiated deep interest in obtaining oral competency in languages. Reform Movement was the forerunner of the Direct Method which was characterized by "the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the first language and of translation as a technique" (Stern, 1983). Similarly, Cook (2001) also suggests that the restriction on the use of the learners' L1 in L2 teaching was introduced by the Direct Method. The direct method greatly influenced many methods and approaches which emerged later.

2.3 Definition of Teaching

Etymologically, the word 'education' is considered to be taken from the Latin word "educare" which denotes to nourish. In other words, it means that education is to bring up or to nourish the child physically and mentally. Teaching is said to be an interactive process involved in classroom discussion between teachers and students among certain activities. According to Gage (1963), teaching is a form of interpersonal influence aimed to change the behavior potential of another person. Hence, teaching is process based on the source of teaching, student, a set of activities to changes the behavior of the students.

2.4 English Language Teaching (ELT) in Pakistani Institutions

In Pakistani state-run teaching institutes, ESL teachers are not fully acquainted with framework developed by the higher-ups about the use of mother tongue and second language in L2 in ESL class because the several parameters in language teaching are ambiguous. Hence, the basic difficulty for English language teachers is to use L1 in L2 class wisely. This situation demands prompt action by all the concerned stakeholders. Siddiqui (2007, p.161) points out some remarkable obstructions in ELT scenario of Pakistan which are, "large-size classes, lack of resources, untrained teachers, fixed syllabus, forty minutes duration for English and external examination bodies". While pointing out some further constraints, Warwick and Reimers (1995) argue that unenthusiastic teachers and curriculum also cause hurdle for the students for becoming

expressive in English. Murray (2005) shows that non-native English teachers admit that L1 is used in their class as a medium of instruction and their core objective is to make student successful in annual examination. However, many teachers make use of very little English in the ESL class (Kamhi-Stein & Mahboob, 2005). Similar constraint in ELT has been highlighted by Coleman (2010, p.17) that “Pakistani English teachers have a tendency to teach the language through the medium of Urdu or a local language because probably their own competence in English is poor or because they have so little confidence in their own competence”. The impact of such English language teaching also affect the learners even in universities. Even the graduate students find it difficult to express themselves. However, the learners who have academic background of some well-reputed colleges “do have effective communication skills but those who have come from the mainstream are disadvantaged” (Siddiqui, 2007, p. 168).

2.5 English Language Teaching Methodology in Pakistan

In Pakistan state-run schools and even at Daanish schools use of L1 is very common in ESL class by students and teachers alike. According to (Warsi, 2004, p.4), “in a typical Pakistani English classroom, we find that the translation method (GTM) is used to teach English language. It is ineffective in that communicative and creative skills are ignored and a great deal of stress is laid on rules and exceptions of English language. The practice of GTM in classroom has the stultifying effect on learners as it is not honed towards the linguistic needs of learners”. In ESL class, it is seen that “English is taught as a second language and writing is a compulsory skill, during the whole period of education, students face great difficulty to express themselves” (Khan, 2011, p.101). The teachers in Pakistan do not put much emphasis on the significance of the critical thinking as the fundamental aspect of academic writing. Similarly, critical reading is not prioritized in ESL classroom. ESL teachers in Pakistan face a lot of challenges created by the increasing demands of learners’ requirements, contextual constraints, syllabus specifications and their own methodology of best practice (Banegas, 2011). Hence, it is obvious that in a Pakistani context of English teaching, a learner-centered and action based view of languages need to be adopted consisting of practical,

self-assessment and need analysis (Heyworth, 2006). In traditional Pakistani classroom setting, many obstacles such as insufficient resources, large-sized classes and indifferent teachers impede the adoption of teaching methodology derived from language learning theories. Additionally, language policy is determined by religious, cultural, social and political scenarios.

3- METHODOLOGY

This study was aimed at finding out the pedagogical problems faced by the ESL teachers and students while teaching and learning L2 in ESL classroom at Daanish Schools in Punjab, questionnaires were as data collection tool. In this regard, there are no hard and fast rules, but the researchers have to rely on logics and judgments. The population is chosen with the needs of the study.

3.1 Respondents

The sample of this study is based on 56 ESL teachers teach at 8 Daanish schools (Boys and Girls) of the Punjab. One of the researchers, Nazish Khan, is currently working as English teacher at Daanish School Girls, Rahim Yar Khan. So, she has keen insight on the situation at elementary level at these schools. English is taught as a compulsory subject here and most of the communication is done in English. ESL teachers are to improve language skills of the students apart from covering syllabus from examination point of view. Therefore, the participants of this study were 56 teachers in particular who have been observing and facing the same situations.

3.2 Data Collection Tool

The research instrument used to collect the required data for the authenticity of the research was questionnaire. There was only one questionnaire for teachers which was constructed to know the problems faced by students in ESL class, and to get teachers’ response as to what can be done to make their teaching methodology more fruitful. A total of 56 out of 65 teachers from various campuses of Daanish School expressed their opinion through questionnaire. The questionnaire had two sections. First section had demographic information of the participants including name, mother tongue, qualification, institution and teaching experience. Second portion of the questionnaire was specific to the responses of the teachers on pedagogical

problems in teaching English. It contained 25 closed-ended statements to know teachers' attitude about what pedagogical problem they face in teaching English and to get their suggestions to solve these problems.

3.5 Data Analysis

The next step was data analysis, which came after data collection. The data was carefully examined, with particular attention to the questions and their responses. The observed facts were then recorded. Following that, tally sheets were created and additional data analysis was done. Standard closed-ended questions concerning respondents' perceptions of the pedagogical issues were used to gather information. Answers to the closed-ended questions were entered in Excel sheet. The data was analyzed through SPSS software. Following that, cross tabulations, frequency and percentage tables were created.

4- DATA ANALYSIS AND DISCUSSION

4.1 Gender of the Respondents

The data in Table 4.1, presents information about the gender of the teachers. There are two categories namely male and female. There were 51.8% male and 48.2% female. Although in every Daanish school the posts of English teachers are equal yet in few campuses some seats were lying vacant or some participants could not take part in this study. However, data shows that members of both genders were almost equal.

Table-1: Gender of the respondents

	Gender	Frequency	Percentage
Valid	Male	29	51.8%
	Female	27	48.2%
	Total	56	100%

4.2 Teaching Experience of the Respondents

Table 4.1 reflects the teaching experience of Daanish Schools which has four categories. In the first category (0-2 years), 31.8 % of teachers belonged to this category. The second category (3-5 years) shows higher percentage of 36.5%. The figures of this category are important as they suggest that the majority of the teachers were at the beginning of their career. The third category (6-10 years) shows percentage of 16.3 %. The last category (11-20 years or above), consists of 15.4% of teachers. This data of the teachers' experience reflects that ESL teachers

have different teaching experience. Majority of the teacher are at the beginning of their teaching career. However, the teachers of the third and fourth categories are in lesser number than first and second category. Hence, teaching experience of both third and fourth category would have made their opinions more valuable due to their long professional experience.

Table-4.2: Teaching Experience of the Respondents

Teaching experience	Percentage
0-2 years	31.8%
3-5 years	36.5%
6-10 years	16.3%
11-20 years or above	15.4%
Total	100%

4.3 Mother Tongue of the Respondents

Table 4.3 shows a comparison of the mother tongue of the participants. The table presents that Urdu speaking participants are 10.1%, Punjabi speaking are 56.5%, Saraiki speaking are 30.2% and other languages speaking are 3.2%. It is important to note that the number of Urdu speaking and other languages speaking teachers is comparatively low whereas the ratio of Punjabi speaking teachers is high. Saraiki has second highest position. In fact, the reason is that mostly Daanish schools have been established in Southern Punjab where Punjabi and Saraiki both are widely spoken languages and mostly they are the L1 of the teachers. Therefore, participants speaking these two languages are in majority.

Table 4.2: Mother Tongue of the Respondents

Teachers' Mother Tongue	Percentage
Urdu	10.1%
Punjabi	56.5%
Saraiki	30.2%
Other	3.2%
Total	100%

4.3 Students' Major Problems in Learning English

This part of the questionnaire was based on seven statements. The statements were related to the major problems of the students faced in learning English in ESL class. The response of the teachers suggested that majority of the students belonged to poor educational background. Students found it difficult

to understand instruction given only in L2. Most of the students used L1 for communication with one another. However, question seven of this part had different results which was meant to know teachers' opinion on whether student happily read text aloud in class or not. 46% teachers were disagree tot the statement which meant student found it hard to read

text aloud may be their reading skill were ignore in their previous schools. Moreover, students also had fault pronunciation. They also had difficulty in gathering meaning of the text. Learners also faced the problems in understanding the subject matter clearly if teachers used L2 only in class.

Table- 4.3: Students' Major Problems in Learning English

Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Majority of students belong to poor educational background.	4.1%	8.7%	5.3%	67.6%	14.3%
Students do not understand instructions given in L2 properly.	12.5%	16.8%	4.5%	45.8%	20.4%
Students communicate with one another in L1.	9.4%	16.3%	5.2%	51.4%	17.7%
When asked to read in the class students happily read aloud and participate in reading sill activity.	10.6%	35.4%	17.2%	25.4%	11.4%
While reading, students' pronunciation is not up to the mark.	7.4%	10.3%	7.2%	52.5%	22.6%
Students find it hard to comprehend text, if it contains material different from their culture.	9.6%	12.4%	12.2%	48.4%	17.4%
Students do not understand the subject matter clearly if teacher uses target language only in ESL class.	14.6%	16.7%	6.5%	43.5%	18.7%

4.4 Students' Language Skills and Role of ESL Teachers

In this part of the research questionnaire, five questions were designed to probe into the learners' language skills and teachers' attitude towards them. A big number of teachers were agree that students make mistakes in written work. Students had issues in writing correct spellings. Learners also made

mistakes in the use of tenses both in written and spoken. Students did not have an air for second language. Their listening skill needed extra and immediate attention. Figures of Table 4.5 clearly indicate that problems related to listening skill is top ranked. Majority of the teachers were agree that students' language skills needed extra attention.

Table-4. 5: Students' Language Skills and Role of ESL Teachers

Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
While writing/self-writing, students commit grammatical mistakes.	3.6%	7.7%	5.2%	59.8%	23.7%
Students commit very obvious mistakes in writing correct spellings of English.	9.7%	12.5%	6.8%	48.7%	22.3%
While writing and speaking students commit errors of correct use of tenses.	8.8%	12.7%	3.5%	55.8%	19.2%
Students' listening skill needs immediate attention.	5.7%	11.6%	10.6%	56.9%	15.2%
Examination system does not evaluate the listening and speaking skills of the students.	9.1%	16.5%	16.6%	43.6%	14.2%

4.5 Factors to be Focused in Lesson Planning

This section of the survey questionnaire explored on the need of various aspect to be considered in designing effective lesson planning. Particularly, lesson planning for 6th class need to be carefully designed. New comers, in six class, lack basic knowledge of grammar and their language skills are also poor. Learners also had mixed ability in class. However, respondents were agree that class strength was ideal for teaching English which was helpful for making their pedagogy more effective. As Daanish schools were established to provide quality education. Hence, state of the art campuses were established fully equipped with all facilities of international standard. ESL teachers were of the

opinion that sufficient audio-visual aids were available in classrooms which were contributing in teaching L2 effectively. However, a large number of respondents were disagree to the statement that it is easy to choose activities for L2 class. They were also of the opinion that activity based teaching could motivate students for l2 learning in ESL class. It is admitted fact that more time is required to conduct activities in class which may result in loss of time for completion of syllabus and giving mock tests prior annual examinations. Participants of the study also of the opinion that learners happily take part in speeches contest and declamations.

Table-4.5: Factors to be Focused in Lesson Planning

Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
In class six, new comers lack basic knowledge of grammar and vocabulary.	10.4%	23.1%	7.5%	43.6%	15.4%
In ESL class, teachers find it hard to cope with mix ability students.	16.9%	24.7%	3.5%	40.5%	14.4%
Class strength is ideal for teaching L2 in ESL class at Daanish Schools.	7.4%	12.8%	8.1%	53.9%	17.8%
All needed resources and adequate audio-visual aids are available in ESL class to teach L2 effectively.	12.2%	14.5%	3.3%	51.1%	18.9%
It is always easy to choose activities for teaching L2 in ESL classroom.	15.4%	43.1%	7.5%	23.6%	10.4%
Students happily take part in English speeches and declamation contests.	8.4%	11.8%	8.1%	47.9%	23.8%
Students can be motivated well for L2 learning through activity based teaching.	12.2%	17.5%	10.3%	41.1%	18.9%

4.6 Teaching Methods and Strategies in ESL Class

In this part of the questionnaire, ESL teachers were asked to give their opinion on implementation of effective teaching methods and pedagogical strategies in L2 class. They came up with the view that syllabus at elementary level meet students’ needs. Training and refresher course are always helpful for effective pedagogy but 68.6% of the participants were of the opinion that training course were not offered at regular intervals. Lesson planning plays vital role in effective teaching. The figure shows that ESL teachers pay special attention to lesson planning in ESL class. Participants of this study also thought that Grammar Translation Method

was more suitable method because majority of the students belong to poor socio-economic background who completed their primary level education at state-run schools. In these school, medium of instructions is Urdu. There are several concepts which may be taught easily by taking the help of L1. Hence, teachers were of the opinion that GTM is suitable method for their class. However, it is interesting to note that 64.5% of the participant were disagree to the statement that Direct Method cannot be used effectively at Daanish schools. DM can be applied gradually in bigger classes but in lower classes GTM seems more suitable than DM. Teachers were also in favour of limited and restricted use of L1 in L2 class. L1 can be discreetly used in class. Judicious use of

L1 in ESL class may facilitate teaching and may help in making teaching methodology effective.

Table-4.6: Teaching Methods and Strategies in ESL Class

Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Syllabus meets the needs of the students at elementary level.	8.3%	10.2%	10.4%	55.7%	15.4%
Teachers are offered training course at regular intervals.	17.9%	50.7%	8.5%	12.5%	10.4%
Special attention is paid to lesson planning in teaching English.	11.4%	16.8%	10.1%	44.9%	16.8%
Grammar Translation Method is suitable method of teaching English at Daanish Schools	6.2%	8.5%	15.3%	48.3%	21.7%
Direct Method cannot be used effectively at Daanish Schools.	24.4%	40.1%	10.5%	14.6%	10.4%
Restricted and moderate use of L1 in L2 class facilitates both the teachers and students.	6.9%	12.7%	12.5%	49.5%	18.4%

5- CONCLUSION

The study sought to explore the pedagogical problems and challenges being faced by English teachers and to find their possible solution. Researchers’ arguments being that new comer students at Daanish schools in six class, are very poor in grammar, vocabulary, pronunciation and basic language skills. Mixed ability students also cause problem in teaching English effectively. English teachers face mental stress due to the pressure of getting good grades by the students in annual examination. They have to improve students’ general language skills and competency along with covering syllabus. They also face the problem of overwork which also adds negative influence to his teaching. Moreover, teachers’ own faulty pronunciation has also influenced the students resulting in poor pronunciation. Most of the time novice teachers are fresh graduates without any prior teaching experience who join Daanish schools without any induction training which causes a lot of pedagogical

problems in teaching English. Such teachers lack the knowledge of classroom management, lesson planning, delivering intrusions and handling the mixed ability students. All these factors cause great pedagogical problems for English teacher in ESL. In order to solve the pedagogical problems and accelerate the language learning-teaching process in ESL classroom at Daanish schools, the study suggests several pragmatic recommendations for the teachers to resolve the pedagogical problems which arise due to poor academic background of students and some other factors. Students should be divided into different learning groups according to their mental level or previous grades or their current performance. Teacher should maximally use L2 in the class because teacher being the role model to set an example for learners. Students should be motivated for different tasks through conducting warm up activities in class. Discreet use of audio-visual aids can be very fruitful for the students to create their interest and improving their L2

competency. Special attention should be paid to students' correct pronunciation. Teachers should teach spellings of difficult words through special activities. They should also mark the wrong spelled word in written work giving correct version in margin of the note-books. Special attention should be paid on grammar of the new comers in class six in the beginning of ESL class. Teacher should create tasks for self-direction, ownership and group effort. Language is a comprehensive combination of grammar, vocabulary and tenses. In order to improve learners' language on all these three dimension, it is advisable to use GTM in teaching English. Text must be taught with the help of Urdu. Difficult lexical items should be underlined and students should be asked to underlined and learn the vocabulary. Synonyms, antonyms of the vocabulary can be given with correct usage. In mixed ability classes, it is better to use pair work. Smaller groups of mixed ability can perform in coordination. Member should help each other. At next level similar activities and task as the previous one can be given at individual level to evaluate students' performance. Authority should arrange one month compulsory induction training for the novice English teachers focusing on classroom management, lesson planning, activity-based teaching and students' motivation. Teachers' training sessions must be conducted before he/she joins the profession. Mock-teaching session must take place. All these recommendation and remedial measures, dealing with pedagogical problems in teaching English, will certainly be helpful in solving these problems.

The research on the pedagogical problem in Daanish schools is at the initial stage rather this present study is the pioneer study in context of Daanish schools. Throughout this study, the researchers have been investigating pedagogical problems in English. More research into the phenomena of pedagogical problems in English can help future researchers to explore further issues related to pedagogy and teaching methodology at different levels at Daanish schools. It is hoped that the findings and recommendations of this study will help make teachers and authorities more aware of the pedagogical problems in teaching English in the ESL class and stir further studies and insights in this area of pedagogical problems at Daanish Schools, Punjab.

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