OBSTACLES IN TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) AMONG PRE-UNIVERSITY STUDENTS OF DISTRICT MIANWALI (PAKISTAN)- A PAKISTANI CASE STUDY

By
Tahir Jahan Khan
School of Arts and Sciences, Universiti Utara Malaysia, Sintok, Kedah, Malaysia
Assistant Professor of English, Government College Township, Lahore (Pakistan)
Muhammad Zahid
Assistant Professor of English/Deputy Director Colleges, Lahore Division, Lahore (Pakistan)
Saira Akhtar
M.Phil. Mathematics Student Research Scholar, University of Lahore (UOL), Pakistan
Assistant Professor of Mathematics,
Government Degree College for Women, Chung, Lahore (Pakistan)
Email: tjniazi9@gmail.com

Abstract

Failure in learning English as a second language (ESL) is a serious problem in Pakistan. This failure is attributed to many factors. Teaching English as a Second Language (ESL) to the non-speaking students is a dilemma. The researchers agree that English teachers are facing many challenges and problems which attribute to their teaching this language (i.e. Abbas, 1998; Mansoor, 2003). This study is an attempt to explore these obstacles in way of teaching English as a Second Language (ESL) to the Pre-University Students of Colleges among English teachers of District Mianwali (Pakistan). The researcher has conducted qualitative multiple case study as suggested by Yin (2012) to explore and describe the phenomenon of obstacles faced by the English teachers. Semi-structured interviews with four English teachers, two males and two females, have been conducted. The findings of this study have shown that there are certain obstacles being faced by the English teachers. Finally, this study has recommended suggestions to remove these obstacles and conduct of future studies.

Keywords: Obstacles, ESL, Pre-University Students, Intermediate Students, Teaching English

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