

Original Paper

Identification of the Gaps between Actual Performance and Expected Performance of English Teachers at Elementary Level

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Abstract

Teachers hold central figure in the propagation of effective education in educational milieu. The present study attempted to explore the key performance indicators (KPIs) of English teachers working in government schools at elementary level of education. The KPIs were identified and determined by examining the gap between their existing performance and their expected level of proficiency. The study focused its attention to evaluate the gap in English teaching domain only. The data was collected and analyzed quantitatively in this survey oriented descriptive research. A total number of 200 students and 40 teachers were restricted as the sample of the study taken from 04 tehsils of district Bahawalpur. Furthermore, data was collected by developing and administering 02 instruments i.e. questionnaire and classroom observation. The data taken from observation checklist was quantified to obtain empirical results of the investigation. The findings of the study revealed significantly huge gap between the existing and desired level of teachers' proficiency. This gap was relatively apparent in teachers' language proficiencies as well as instructional capabilities. Majority of the teachers couldn't demonstrate the optimal standards of English teaching due to multifaceted factors. Furthermore, study revealed that there is dire need of target oriented instructional workshops and teacher trainings to be arranged for teachers to get the maximum outcomes.

Keywords

English Teaching KPIs, Acquired proficiency, Required teaching competence, Instructional challenges

1. Introduction

The education sector has a number of distinctive characteristics. So far as knowledge generation and use are concerned; one of which probably renders it single and several others quickly require particular consideration. The outstanding feature of education was geared toward learning and knowledge creation.

There were at least two sets of knowledge bases, and questionably more depending on the level of abstraction employed. The relationship of the knowledge to the base was quite different in each case, as are the measurement and application issues. The teacher is not only the recipient of these diverse knowledge inputs but must draw on his/her own pedagogical knowledge base to incorporate them into an appropriate learning program. Language learning and its teaching are interdependent regarding successes and failures on the learners' part. Loewon (2015) indicates favorable instructional techniques and methods of language learning while making stress upon the competency and proficiency of English language teachers though they are native or non-native. Teachers should ascertain best teaching practices and have a proper command over subject, teaching methods, child behavior, time management and cope with remedial strategies in English language classroom. However, at times language teaching process confront with the barriers including intrapersonal teaching barriers and socio-ecological environmental obstacles. Coleman (2009) mentions English proficiency skills of teachers as the biggest strength as well as flaw in the way of effective teaching practices in Indonesia.

1.1 Background of the Study

This is the modern era in which many changes take place but teachers, at elementary level lack of Key Performance Indicators. Identifying what the Teachers do in terms of levels of processes and attaching Key Performance Indicators to those processes. The recording and analysis of the KPIs should significantly contribute to the achievement of Teachers goals. Key Performance Indicators state how well they provide services and how long they take to process students' requests. The Teachers, at elementary level deliver their performance and it comes to know how much time they spend fixing mistakes of the students.

Weddell (2011) suggests role of English teachers very important and crucial to develop useable knowledge of English language. However, unfortunately there are very few schools anywhere in the world that succeed in developing such useable knowledge of the language. In such situations, role of English teachers and their teaching style becomes integral to attain learning outcomes in English classrooms. Teachers, especially language teachers are expected to hold peculiar and particular linguistic competency and teaching qualities. According to Young, Freeman, Hauck, Gomez, and Papageorgiou (2014), English teachers must be well acquainted with linguistic knowledge, instructional techniques, and they must be familiar with classroom routines particularly classroom management and classroom strategies. They are expected to use English to interact with students in simple and predictable ways (ibid).

There are multifarious theoretical views and practical standpoints about confinement and elaboration of the roles and responsibilities of good English language teacher. According to Freeman, Katz, LeDr an, Burns, and Hauck (2013), ELT teachers should encompass the linguistic and cultural knowledge of target and home situations. They further elaborated the concept by coining a new pedagogical term "glonacal" arising from global, national and local settings.

By focusing on the actual day-to-day work of classroom English language teaching, our approach responds to this ‘glonacal’ challenge of setting criteria for teachers’ language development and professional knowledge use (Freeman, Katz, LeDr an, Burns, & Hauck, 2013).

Teachers perceive different instructional skills and techniques; some are innate while others are acquired by them. However, they at times are not able to perform to their best in classroom due to many reasons. These reasons include internal sources like fewer competencies over subject, lack of interest and motivation, fear, anxiety and low training opportunities. The external sources may include class environment, socio-cognitive problems of learners, poor management and many other factors. In order to generate a healthy and successful learning environment, teachers should carry out best teaching practices to their students.

1.2 Statement of the Problem

Teaching English language is an art that one has to acquire and learn with conscious efforts. Even native English speaking teachers (NEST) need significantly appropriate knowledge and command of classroom language and other teaching expertise (Richard, 2017). As far as non-native English teachers (N.NEST) are concerned, the knowledge of language in itself, skill of pedagogical contents and expertise in English communication all play pivotal role. It is mandatory for English teachers to attain higher scores in English proficiency index (EPI) in any standardized language assessment criterion.

The current study focuses upon the English teaching skills of an estimated population of English teachers who are teaching English to grade 6, 7 and 8 in government schools. The preliminary goal of the study is to find out the existing English teaching proficiency index (henceforth termed as TEPI) and compare with the expected teaching proficiency standards. Furthermore, researcher aims to uncover the difficulties and problems which hinder teachers to attain optimum level of teaching proficiencies.

1.3 Research Questions

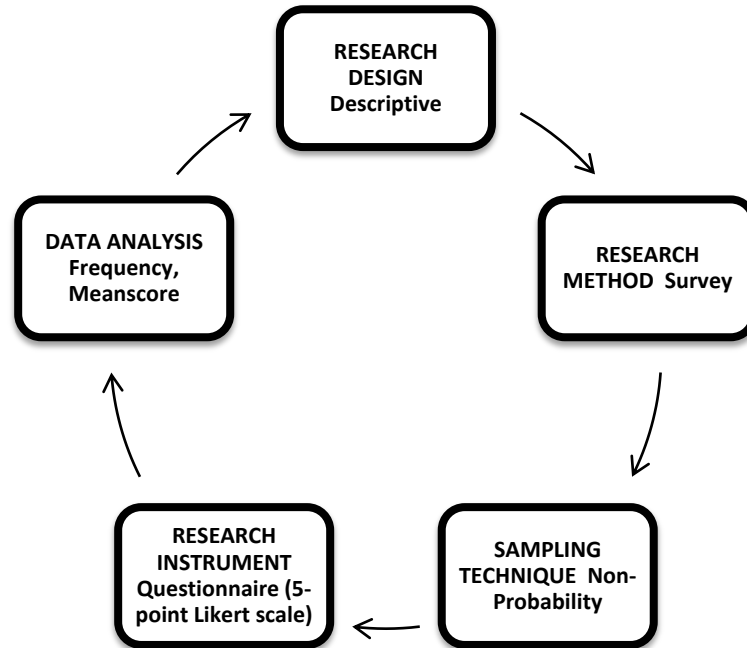
1. What is the actual performance of the English teachers at Elementary level?
2. What is the desired performance level of teaching English at Elementary level?
3. What is the difference between actual performance and expected performance of the English teachers at Elementary level?
4. What are the difficulties faced by English teachers to attain optimal level of teaching proficiency?

1.4 Significance of the Study

The study is very important to investigate the existing teaching practices of English teachers in government schools at elementary level. The actual performance can well be compared with the aspired performance of teachers to assess the difference or gap. The outcomes of this research were benefit policy makers to formulate new plans and implement remedial strategies if needed in certain teaching dimensions. The results were be important for teachers themselves who being the main stakeholder may continue or revise their teaching plans and expertise. Furthermore, the study is very significant to explore difficulties and problems that teachers confront during teaching English to grade 6, 7 and 8. The

outcomes of the study may benefit students and their parents in fast and appropriate learning process. Last but not least, future researchers may get guidance and assistance from the current study to perform new researches in this specific domain.

1.5 Conceptual Framework



2. Literature Review

Elementary education has many unique roles to play in the life of a child, such as helping children to learn to read, write, arithmetic and imagination, along with character building, critical thinking, rational decisions, skills in social communication, behavioral, social, cultural, cognitive, physical and emotional development. In short, education is directed towards the initial stages of growth of the infant, especially at the early stage. In the educational development of the child, it is a pivotal stage and helps to groom his/her personality to form a social being. But effective learning involves an instructor and a student to interact effectively.

In Pakistan, the standard of teaching English has declined, as stated by Mueen (1992), “English language teaching in Pakistan is almost non-existent. The functional aspect of language is totally ignored, thus resulting in deteriorating standard of English in the present generation, and signal to further decline”. Ahmad and Bukhari (2011) also noted that the state of secondary level English learning is worse and that these issues need to be tackled on a priority basis. It is just an unconscious mechanism to learn the English language. There is no ability for learners to acquire the language from the environment. It is not the learner who lacks the ability to learn the language, but the overall learning environment whose skills need to be improved.

Many studies advocate that English language teachers are not adequately competent in Pakistan at school level. The lack of proficiency of English teachers at secondary school level introduced a new dimension to the issue. Jamshaid (2003) observed that the teachers concerned were not well trained; they

did not even meet the minimum qualification standard of an average English teacher. Furthermore, Karim (2006) observed that 70 percent of English language teachers found that a shortage of trained teachers was the key cause of student failure. The evolution of teaching methodologies has brought developments in English language teaching methods, approaches and techniques, but English teachers in Pakistan still use conventional English teaching methods. They still use the conventional approach for all forms of students. In the subject of English, this is a factor in the accomplishments of the students.

English teachers are habitual to use conventional grammatical way of teaching English at regional public schools, and they did not have sufficient understanding of Grammar lecture method. Naseem (2007) conducted study on assessment made at Matric level by students showed that the errors made in English by Matric students were mainly due to the L1 interface, faulty method of grammar translation and over-generalization. Adalat (2005) noted that 85 percent of educators used the technique of grammar-translation and did not attend an English language course.

The most significant factor affecting the learning of English at secondary school level in Pakistan is the lack of access to audio-visual aids. The study found that the schools of the provincial and federal governments lacked audio-visual aids for teaching English, and no study material was provided by the schools. Results on the role of aural and visual aids in enhancing tenses at secondary level (Batoool, 2008) showed that most teachers agreed that students were involved and willing to use audio and visual aids while learning grammar. 45 per cent of educators said that these events were really interesting for students. This finding was also supported by (Nazak, 2009). He noticed that audio visual aids were not issued by the department of education in the school. Colored chalks have not been made available to educators. The use of modern audio visual aids was new to the majority of teachers.

Gabrielatos (1998) addressed almost numerous topics about the difficulties faced by teachers and readers reading. The research reports that English as a foreign language curriculum designers play an important role in the failure or success of both sides. Scott (2009) notes that intensive research efforts in the field of reading comprehension teaching indicate that there is a lack of reading comprehension teaching not only in the sense of English as a foreign language, but also in classrooms in the United States. As second or foreign language teachers of reading, U.S. teachers as well as English teachers struggle a lot inside the classrooms and often go astray or get lost. Another study of Mohanlal and Sharada (2004) shows that 59% of students are not interested in speaking English due to incompetent teaching styles, they feel very relaxed in the classroom using their mother tongue. A research on language teaching at the secondary level of education in Ukraine was conducted by Ahmed (2012) and found that teachers are not adequately educated.

Shahzad, Ali, Qadeer and Ullah (2011) conducted a study to find out the reasons behind the low achievements of students in the subject of English and concluded that overcrowded classrooms; lack of encouraging classroom learning environment; incompetent and unskilled teachers of English language were responsible for the poor performance of students in the subject of English. A qualitative and quantitative analysis was conducted by Iqbal, Hassan and Ali (2015) to find the reasons behind poor

understanding of secondary students' reading. Their research found that the primary reason behind the weak understanding of English reading by students was their lack of vocabulary skills. They also noticed that students were unable to guess the meaning of the letter, but instead sought to find the word's real meaning. From their findings (Alshehri, 2014) they concluded that noisy reading and strong context information are important to enhance the ability of students to recognize and understand authentic texts. They also emphasized the integral role and importance of the teachers' capacity and integrity towards teaching strategies.

A study on the writing problems of Pakistani undergraduate ESL learners was conducted (Douna, Kyridis, Zagkos, Ziontaki, & Pandis, 2015). Data from 30 ESL undergraduate students and 10 teachers was obtained. The study findings showed that the problems faced by undergraduate ESL learners in their writing were due to teachers' lack of command over grammar, weak vocabulary, syntax, writing anxiety, too much dependency on L1 and lack of ideas. Butt and Rasul (2012) conducted a study to examine the views of Pakistani teachers on mistakes committed by students at the degree level when writing in English. To analyze the data, both qualitative and quantitative approaches were applied. The results of the study showed that too much dependency on L1, overcrowded classroom, lack of sound English language context, and lack of motivation for students were the main causes of the written error of students.

Inside and outside the classroom, teachers should create such an environment where students feel no reluctance to communicate in English. In order to improve their reading and writing skills, teachers should encourage students to develop comprehensive reading and writing practices because good reading habits can improve efficient English learning. Teachers should encourage students to use English only in the classroom when talking to their classmates and other friends about any subject. Kane et al. (2011) found that instructors who got higher homeroom practice scores on Cincinnati's assessment rubric likewise methodically had higher grade esteem added. While the Kane et al. (2011) study reported a connection between assessment scores of the teachers' competencies, this study attempted to investigate the gaps between the existing level of teachers' teaching skills and the desired level of teaching competencies.

3. Research Methodology

3.1 Research Design

Research design refers to the overall strategy that was adopted by the researcher in order to conduct present study. Moreover, research design was the blueprint of the study that guides the researcher how to conduct the study. Furthermore, it also integrates different components of the study in coherent and logical way. The appropriate methodology was chosen for the identification of gaps between Actual Performance and Expected Performance of the teachers at Elementary level. To pursue this study, descriptive type of research framework was adopted by the researcher. In such descriptive study, data from the participants were collected and analyzed quantitatively. Hence research method to be chosen for this study was quantitative.

3.2 Population of the Study

Population is called a well-defined collection of people or items known to have characterized attributes. Furthermore, this study aimed at investigation of the existing teaching English proficiency index (henceforth termed as TEPI) and compare with the expected teaching proficiency standards. Furthermore, researcher aims to uncover the difficulties and problems which hinder teachers to attain optimum level of teaching proficiencies. Therefore, the population comprises male and female elementary teachers of government schools in district Bahawalpur. Only those teachers who teach English as subject at grade 6, 7 and 8 in elementary, secondary and higher secondary schools were considered under population framework.

3.3 Sample of the Study

Sample size and sampling selecting techniques play an imperative role in the findings of the study because if the sample is not the true representative of the study then it affects the findings of the study. The sample were be drawn from 04 tehsils of district Bahawalpur i.e. Bahawalpur City, Sadar, Hasilpur and Yazman. In total 200 teachers were be selected as the sample of the study with equal number of male and female teachers. Besides taking teachers as sample of the study, 40 classrooms were chosen for getting observation. The sample was taken by using two stage sampling criteria. For the purpose of classroom observation, the schools and classrooms were selected by convenient sampling technique. On the other side, for collecting data from questionnaires, teachers were selected randomly. Researcher got help of Deputy DEOs and AEOs to obtain data through questionnaire and classroom observations. However, teachers were selected through random sampling technique.

Table 1. Sample Size of English Teachers

No.	Name of Tehsil	Male	Female	Total
1	Bahawalpur City	25	25	50
2	Bahawalpur Sadar	25	25	50
3	HasilPur	25	25	50
4	Yazman	25	25	50
5	Total Sample	100	100	200

Table 2. Sample Size of Classroom Observation

No.	Name of Tehsil	Male	Female	Total
1	Bahawalpur City	05	05	10
2	Bahawalpur Sadar	05	05	10
3	HasilPur	05	05	10
4	Yazman	05	05	10
5	Total Sample	20	20	40

3.4 Data Collection Tools

The researchers developed two data collection instruments to collect data for this study. The information related to English teaching proficiency further extends to the key performance indicators (KPIs), English proficiency index (EPI) and other teaching social and behavioral skills. A self-made questionnaire was developed after getting help of previously used standard questionnaires by other researchers. The tools were finalized after ensuring all validity and reliability criteria. Another tool selected for collecting the data was observation checklist. Classroom observations were done to assess actual expertise and performance of English teachers without informing them that they are being observed. However to ensure ethical standards, the names of schools and teachers were kept anonymous and confidential during whole study. The validity and reliability of the data collection instruments was ascertained before starting data collection procedure. Hence, instruments were piloted before their administration by the researchers.

4. Analysis and Discussions

4.1 Interpretation of the Coding Scheme

The study addressed the desired and acquired level teaching competencies of the teachers. The standards of teaching were obtained from the international teachers standard forums and the components were incorporated in the questionnaire and observation checklist. English teachers' desired level competency falls between the mean score 3.00 to 5.0. On the other hand, mean score from 1.0 to 2.99 of any component is the indicator of lower proficiency level of the respondents. The codes set for the competency factors are stated as under:

Table 3. Nominal Scale of the Codes

Coding Scheme (Mean)	Narrative Interpretation	Teachers' Proficiency level	Indicator
4.0 to 5.0	Excellent	√	Desired
3.0 to 3.99	Very Good	√	Desired
2.0 to 2.99	Poor	×	Not Desired
1.0 to 1.99	Very Poor	×	Not Desired

4.2 Findings obtained from Teachers' Questionnaire

Data shows that teachers pertaining from both genders gave diverse opinions regarding the component being asked for. However, their overall self expression with mean score 2.71 about the statement "I regard English proficiency very important for teachers" points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities.

Overall self expression with mean score 2.87 about the statement "I have very good command over English vocabulary skills." points toward the existing gap between their actual proficiency level and

the desired needs of their professional abilities. Moreover, overall self expression with mean score 2.69 about the statement “I have very good command over English grammar skills.” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Overall self expression with mean score 2.68 about the statement “I have very good command over English listening skills” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Additionally, overall self expression with mean score 2.33 about the statement “I have very good command over English speaking skills” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Findings reveal that overall self expression with mean score 2.63 about the statement “My English communication skills are appreciative” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. However, their overall self expression with mean score 2.47 about the statement “I do not feel any difficulty to talk to my students in English” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Moreover, overall self expression with mean score was 2.63 about the statement “English textbooks of elementary classes are easy to teach” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Data illustrates that overall self expression with mean score 2.37 about the statement “I know assessment techniques very well” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities.

Findings show that overall self expression with mean score 2.13 about the statement “I know the use of technology in teaching English language.” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Overall self expression with mean score 2.29 about the statement “I have sufficient English teaching resources (teaching kit)” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. However, their overall self expression with mean score 2.8 about the statement “I have attended a lot of teacher training workshops” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Furthermore, overall self expression with mean score 2.59 about the statement “Teachers don’t confront any difficulties while teaching English” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities.

The overall self expression with mean score 2.65 about the statement “English learning outcomes of elementary classes are easy to achieve” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. However, their overall self expression with mean score 2.12 about the statement “Teachers use authentic material in their classes” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Data further shows that overall self expression with mean score 3.04 about the statement “My classroom management skills are praiseworthy” points toward the existing gap between their actual

proficiency level and the desired needs of their professional abilities. Further, overall self expression with mean score 2.59 about the statement “Students remain well engaged in my English classes” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities.

Findings reveal that overall self expression with mean score 2.90 about the statement “The environment of my English classroom is conducive” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. However, their overall self expression with mean score 2.48 about the statement “Teacher Feedback proves effective learning strategies” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities. Anyhow, overall self expression with mean score 2.75 about the statement “Teachers’ behavior is friendly and supportive for students” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities, but overall self expression with mean score 2.58 about the statement “I always give positive reinforcement to my students” points toward the existing gap between their actual proficiency level and the desired needs of their professional abilities.

It was also observed that teachers face many problems with in depth scope and severity. Data shows that both male and female teachers faced many problems related to language materials. More than 90% teachers face problems of teaching English online. 90% teachers told that they face problems due to the non availability of language labs in their schools. 70% teachers face problems due to textbooks, 80% due to enrichment materials, 73% due to library and 75% due to assessment factors. It shows that learning situation of English teaching is not conducive for teachers.

The findings obtained from the respondents affirm that both male and female teachers had to confront many problems during teaching English at elementary level in government schools. Data affirms that instructional problems in government schools are very grave and addressable by the concerned. More than 90% teachers from both genders consider school environment, administrative staff and monitoring staff the biggest hurdle and problem for them and their teaching. It has also been found that only 38% teachers found problems due to the peer pressure in their English classrooms. Furthermore, data shows that teachers don’t face much problems from students’ negative and disrespectful attitudes. However socioeconomic status of students and their uninformed truancy from the classes are the grave problems to be addressed by the parents. Students/ fear of the failure were also a problem as described by the respondents.

4.3 Findings Obtained from Observation Checklist

The overall observation mean value of male teachers’ classes was 2.30; while of female teachers’ classes was 2.18. Data calculated as a whole shows that Attractive Classroom Layout of both male and female teachers was rarely observed as indicated by the mean value 2.29. The overall observation mean value of male teachers’ classes was 2.18; while of female teachers’ classes was 2.37. Data calculated as a whole shows that Colorful Visuals of both male and female teachers was rarely observed as indicated

by the mean value 2.28. Findings reveal that overall observation mean value of male teachers' classes was 2; while of female teachers' classes was 2.2. Data calculated as a whole shows that Print rich Environment of both male and female teachers was rarely observed as indicated by the mean value 2.1. The overall observation mean value of male teachers' classes was 1.70; while of female teachers' classes was 1.73. Data calculated as a whole shows that Student Work Display of both male and female teachers was rarely observed as indicated by the mean value 1.71.

Data calculated as a whole shows that Instructional Material Display of both male and female teachers was rarely observed as indicated by the mean value 2.18. Furthermore, observation mean value of male teachers' classes was 2.77; while of female teachers' classes was 2.60. Data calculated as a whole shows that Time Management of both male and female teachers was rarely observed as indicated by the mean value 2.69. Findings further show that observation mean value of male teachers' classes was 2.35; while of female teachers' classes was 2.70. Data calculated as a whole shows that Friendly Attitude of both male and female teachers was rarely observed as indicated by the mean value 2.53. The overall observation mean value of male teachers' classes was 2.70; while of female teachers' classes was 2.40. Data calculated as a whole shows that Administrative Control of both male and female teachers was rarely observed as indicated by the mean value 2.55.

The overall observation mean value of male teachers' classes was 1.2; while of female teachers' classes was 1.25. Data calculated as a whole shows that Classroom Rules Displayed of both male and female teachers was not at all observed as indicated by the mean value 1.23. Additionally, overall observation mean value of male teachers' classes was 2.8; while of female teachers' classes was 2.7. Data calculated as a whole shows that Facilitation Practiced of both male and female teachers was rarely observed as indicated by the mean value 2.75.

The overall observation mean value of male teachers' classes was 2.70; while of female teachers' classes was 2.85. Data calculated as a whole shows that Active Involvement of both male and female teachers was rarely observed as indicated by the mean value 2.78. The overall observation mean value of male teachers' classes was 1.90; while of female teachers' classes was 2.35. Data calculated as a whole shows that Student Talk of both male and female teachers was rarely observed as indicated by the mean value 2.13.

It is also found that observation mean value of male teachers' classes was 1.6; while of female teachers' classes was 1.5. Data calculated as a whole shows that Positive Reinforcement of both male and female teachers was not at all observed as indicated by the mean value 1.55. Moreover, overall observation mean value of male teachers' classes was 1.80; while of female teachers' classes was 2.35. Data calculated as a whole shows that Group Activities of both male and female teachers was rarely observed as indicated by the mean value 2.08.

The overall observation mean value of male teachers' classes was 1.25; while of female teachers' classes was also 1.25. Data calculated as a whole shows that Peer Feedback of both male and female teachers was not at all observed as indicated by the mean value 1.25. The overall observation mean

value of male teachers' classes was 1.95; while of female teachers' classes was 2.1. Data calculated as a whole shows that Fluent Speaking of both male and female teachers was rarely observed as indicated by the mean value 2.03. The overall observation mean value of male teachers' classes was 2.20; while of female teachers' classes was 2.35. Data calculated as a whole shows that Conducive Listening of both male and female teachers was rarely observed as indicated by the mean value 2.28. The overall observation mean value of male teachers' classes was 2.75; while of female teachers' classes was 1.95. Data calculated as a whole shows that Skillful Writing of both male and female teachers was rarely observed as indicated by the mean value 2.35.

Data illustrates that overall observation mean value of male teachers' classes was 1.95; while of female teachers' classes was 2.1. Data calculated as a whole shows that Proficient Reading of both male and female teachers was rarely observed as indicated by the mean value 2.03. Furthermore, overall observation mean value of male teachers' classes was 2.85; while of female teachers' classes was 2.70. Data calculated as a whole shows that Lexical Fitness of both male and female teachers was rarely observed as indicated by the mean value 2.78.

The overall observation mean value of male teachers' classes was 2.60; while of female teachers' classes was 3.5. Data calculated as a whole shows that Subject Command of both male and female teachers was moderately observed as indicated by the mean value 3.05. The overall observation mean value of male teachers' classes was 1.9; while of female teachers' classes was 2.65. Data calculated as a whole shows that Lesson Planning of both male and female teachers was rarely observed as indicated by the mean value 2.28.

Findings show that overall observation mean value of male teachers' classes was 2; while of female teachers' classes was 1.7. Data calculated as a whole shows that Assessment Expertise of both male and female teachers was not at all observed as indicated by the mean value 1.85. The overall observation mean value of male teachers' classes was 2.50; while of female teachers' classes was 3.1. Data calculated as a whole shows that Positive Behavior of both male and female teachers was rarely observed as indicated by the mean value 2.80. The overall observation mean value of male teachers' classes was 2.35; while of female teachers' classes was 2.85. Data calculated as a whole shows that Pedagogical Command of both male and female teachers was rarely observed as indicated by the mean value 2.60. The overall observation mean value of male teachers' classes was 2.4; while of female teachers' classes was 2.75. Data calculated as a whole shows that Learning Objectives of both male and female teachers was rarely observed as indicated by the mean value 2.58.

5. Justification of the Research Questions

5.1 What is the Actual Performance of the English Teachers at Elementary Level?

The findings obtained from the study affirm that teachers couldn't attain the desired level of competence in regards to their teaching English subjects to elementary classes. The data was taken from both male and female teachers, and teachers from both gender expressed similar aptitude regarding their acquired

competencies. Their competency level was assessed on grounds of their English language proficiency and their pedagogical expertise to teach English. In both domains teachers lack the satisfactory level of competence. The data obtained from questionnaire affirms that they are hesitant in making conversations in English language to their students, colleagues or other people. Their command over the teaching different skills of language from English textbook is not much excellent. Furthermore, they confront a lot many problems from textbooks, enrichment material, school environment, administration, children behavior and truancy related issues. Similarly, data taken from classroom observations also confirm the lack of linguistic and teaching competence of the teachers. Teachers do not acquire well established teaching practices which are required to be adopted by standard teaching formats. They do not possess better assessment qualities; neither is students taught higher order thinking skills by them. It was also found that teacher feedback, reinforcement, and lesson planning were remotely practiced by the teachers. Such competency problems were common in teachers irrespective of the gender they belong to.

5.2 What is the Desired Performance Level of Teaching English at Elementary Level?

Teachers are central figure in transferring skills and knowledge to the students. No matter how much resourceful students are, or how much interesting and innovative curriculum is, or how attractive the institutional environment is; if teachers are not well trained and don't require desired levels of competencies, learning process cannot go smoothly. The teachers require certain academic, linguistic, pedagogical and behavioral competencies in order to teach English skills to the students in particular at beginning level. The academic competence prepares them to possess good command on contents and subjects and linguistic proficiency increases their own speaking and writing proficiencies. Similarly teachers at elementary level must possess good knowledge of English teaching methods. Besides teaching methods, they should be well expert in lesson planning, making assessments, online language teaching, Bloom taxonomy, Solo Taxonomy, Constructive learning, flipped learning, multiple intelligence and other teaching traits and techniques. It is necessary for them to equip all skills and resources to English to the students of tender age. Last but not last, it has also been found that teachers should have positive attitude and good behavior not only for students but for their parents and other colleagues too.

5.3 What is the Difference between Actual Performance and Expected Performance of the English Teachers at Elementary Level?

The study examined the difference between the optimum teaching performance and existing teaching level of teachers in government schools. Findings reveal that there is huge and significant gap present between the actual performance of the teachers and their desired level of performance. The gap was found at all levels of academic, linguistic and teaching skills. They lack proper knowledge of linguistic proficiency that is why they cannot exhibit satisfactory language proficiency in English class. Furthermore, they run short of proper trainings about the English language methods and their applications in ESL class. They are not satisfied from their existing performance, neither are they good at in managing subject teaching, language instructions and incorporating interest and motivation among

students. Majority of the teachers never practiced teaching creative and critical thinking skills to their students. Furthermore, they want actual and factual trainings to be arranged for them which could address their real academic and professional challenges.

5.4 What are the Difficulties Faced by English Teachers to Attain Optimal Level of Teaching Proficiency?

The study highlighted many difficulties that teachers confront in attempting to attain optimal level of teaching proficiency. Findings show that there are many factors responsible of their low performance in English classrooms. The major problem is the lack of knowledge and expertise of English teaching methods. They don't have clear idea and skill to use flipped learning techniques, multiple intelligence, Bloom's taxonomy, Solo Taxonomy, Assessment and Evaluation strategies, and content specific language pedagogy. In addition, teachers face many problems from the unattractive school and classroom environment, from administration behavior, and from rude attitude of the monitoring staff. They are most often become the victim of the behavioral issues raised from the students and administration. Furthermore, teachers have not been provided any language teaching kits which are necessary to teach young students. Very majority of the schools lack proper language laboratory and appropriate audio visual aids.

6. Implications of the Study

The results and the findings of this study are considerable at multidimensional in their utilization and scope. Not many studies have been carried upon in this specific domain to address acquired and desired performance of English language teachers. This study is very important for teachers themselves to get awareness of the linguistic and teaching competencies they should acquire. Through the practice and process of self learning they can acquire all these necessary skills compulsory for teaching English at elementary level. Furthermore, the findings are important and helpful for the policy makers as well. They can well adapt the training and workshops plan for teachers in the light of the recommendations and findings of the study. The findings are helpful for the researchers too. They can extend the research in similar disciplines and other subjects too.

7. Conclusion

The current study focused to identify the difference between the existing teaching performance of the elementary teachers and their required competency standards. The study was carried out in government schools among male and female teachers. The data was taken from the teachers' perspectives. In addition classrooms were observed too to get real data about teaching practices. Findings obtained from the study portray grave and serious picture of the situation under debate. There was huge gap found between the acquired and required level of English teachers' proficiency. Due to internal incapacity and external beyond reach problems, teachers cannot deliver their responsibilities to optimal level. It is highly suggested to the concerned to develop strategies and take measureable steps to encounter these problems and minimize the proficiency gap. Both male and female teachers need appropriate trainings

and educational support from the education department. Furthermore, they should be motivated well to undergo self assessment, self development and self enhancement process and procedures in order to attain satisfactory and appreciative linguistic and pedagogical standards.

8. Recommendations

1. The study was carried out in Bahawalpur district. More studies should be carried out in other districts as well to assess the similarity and differences in the findings and results.
2. There is much need to replicate study in the private schools as well. A comparative study can be undertaken to examine the difference of government and private teachers' performance.
3. It is highly recommended to arrange proper training program for teachers to address their specific problems. Teachers are not well satisfied with the previous training standards given to them.
4. It is further recommended to conduct similar researches to assess teachers' performance with regard to teaching other subjects too.
5. The material writers should draft any training manual for English teachers addressing all relevant components mentioned in the study.
6. Teachers should undergo process of self assessment. They must keep themselves engaged in sharpening their language and teaching skills and practices.
7. Concerned authorities should arrange counseling sessions for the teachers to diagnose and their problems and motivate them internally and externally.

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Appendix

QUESTIONNAIRE

FOR ENGLISH LANGUAGE TEACHERS

Introduction: Respected Sir / Madam! We are doing research on the topic “Identification of the Gaps between Actual Performance and Expected Performance of English Teachers at Elementary Level”. To complete my study we need your valuable feedback regarding the information being asked in this document. we assure you that information being asked from you will be kept anonymous and confidential, and will be used for the purpose of research only.

(Passive Consent): Respected Sir / Madam! By filling this questionnaire you give your passive consent to become the part of the study. If you don't want to give your feedback due to any reason, you may return this questionnaire without filling it. We are very much thankful to you for your time and concern.

Regards

Instructions: Please read the contents carefully and fill in the information asked from you in each section. Tick (√) the relevant column which is right or seems best to you. You may tick on more than one option if it has been requested by the researcher to do so.

Demographic Information:

Name:

1-Language Proficiency of Teachers

No	Statements	MT	OT	SWT	RT	NT
1	I regard English proficiency very important for teachers.					
2	I have very good command over English vocabulary skills.					
3	I have very good command over English grammar skills.					
4	I have very good command over English reading skills.					
5	I have very good command over English writing skills.					
6	I have very good command over English listening skills.					
7	I have very good command over English speaking skills.					
8	My English communication skills are appreciative.					
9	I do not feel any difficulty to talk to my students in English.					
10	I do not feel any difficulty to talk to other people in English.					

Coding Criteria: MT=Mostly True of Me; OT=Optimally True of me, SWT=Some What true of me; RT=Rarely true of me; NT= Not true of me

2-Teaching Proficiency of English Teachers

No	Statements	MT	OT	SWT	RT	NT
11	English textbooks of elementary classes are easy to teach.					
12	I teach the whole contents of English textbooks.					
13	I have good knowledge of various English teaching methods.					
14	I know assessment techniques very well.					
15	I can make lesson plans of each language skills.					
16	I know the use of technology in teaching English language.					
17	I have sufficient English teaching resources (teaching kit).					
18	I have attended a lot of teacher training workshops.					
19	Teachers don't confront any difficulties while teaching English.					
20	English learning outcomes of elementary classes are easy to achieve.					

Coding Criteria: MT=Mostly True of Me; OT=Optimally True of me, SWT=Some What true of me;
RT=Rarely true of me; NT= Not true of me

3 -Use of English Teaching Strategies

No	Statements	MT	OT	SWT	RT	NT
21	Teachers use authentic material in their classes.					
22	My classroom management skills are praiseworthy.					
23	Students remain well engaged in my English classes.					
24	The environment of my English classroom is conducive.					
25	Teacher Feedback proves effective learning strategies.					
26	Teachers' behavior is friendly and supportive for students.					
27	I always give positive reinforcement to my students.					
28	I use group activities in class to increase student talk time.					
29	English teachers don't face any problems from classroom and school environment.					
30	English teachers don't confront any difficulties from the administration.					

Coding Criteria: MT=Mostly True of Me; OT=Optimally True of me, SWT=Some What true of me;
RT=Rarely true of me; NT= Not true of me

4. What kinds of teaching practices have you applied in English language class? (You may tick on more than one option.)

Pedagogy Specific		Language Specific		Student Specific	
Project Based	<input type="checkbox"/>	Using Dictionary	<input type="checkbox"/>	Using Humour	<input type="checkbox"/>
Flipped Learning	<input type="checkbox"/>	Library Habits	<input type="checkbox"/>	Multiple Intelligences	<input type="checkbox"/>
Task Based	<input type="checkbox"/>	Using AVAs	<input type="checkbox"/>	Respect for students	<input type="checkbox"/>
Blooms Taxonomy	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Parents meeting	<input type="checkbox"/>
Peer Feedback	<input type="checkbox"/>	Debate contests	<input type="checkbox"/>	Counselling	<input type="checkbox"/>
Solo Taxonomy	<input type="checkbox"/>	Dramatization	<input type="checkbox"/>	Positive reinforcement	<input type="checkbox"/>

5. What kinds of teaching problems do you confront at schools? (You may tick on more than one option.)

Learning Material Specific		Institution Specific		Student Specific	
English Textbooks	<input type="checkbox"/>	School Environment	<input type="checkbox"/>	Negative Behaviour	<input type="checkbox"/>
Enrichment material	<input type="checkbox"/>	Classroom Environment	<input type="checkbox"/>	Truancy	<input type="checkbox"/>
Library	<input type="checkbox"/>	Administrative Staff	<input type="checkbox"/>	Respectful Attitude	<input type="checkbox"/>
Language Laboratory	<input type="checkbox"/>	Monitoring Staff	<input type="checkbox"/>	Fear of English	<input type="checkbox"/>
Online Teaching	<input type="checkbox"/>	Education Policies	<input type="checkbox"/>	Socioeconomic Status	<input type="checkbox"/>
Assessment	<input type="checkbox"/>	Peer Pressure	<input type="checkbox"/>	Exam Failures	<input type="checkbox"/>

Observation Checklist

Class: _____ Time: _____ Observation: ____

(Always Observed= AO; Frequently Observed= FO; Moderately Observed= MO; Rarely Observed= RO; Not Observed=NO)

No		Observation 1					Observation 2					Average				
	Performance Indicator	AO	FO	MO	RO	NO	AO	FO	MO	RO	NO	AO	FO	MO	RO	NO
A Classroom Environment																
1	Attractive Layout															
2	Colorful Visuals															
3	Print rich environment															
4	Student work display															
5	Instructional material display															
B Classroom Management																
6	Time management															
7	Friendly attitude															

8	Administrative control																		
9	Rules displayed																		
10	Facilitation practiced																		
C	Student Engagement																		
11	Active involvement																		
12	Student talk																		
13	Positive reinforcement																		
14	Group activities																		
15	Peer feedback																		
D	English Teachers' Language Proficiency																		
16	Fluent speaking																		
17	Conducive listening																		
18	Skillful writing																		
19	Proficient reading																		
20	Lexical fitness																		
E	English Teaching Proficiency																		
21	Subject command																		
22	Lesson planning																		
23	Assessment expertise																		
24	Positive behavior																		
25	Pedagogical command																		
F	Teaching Learning Process																		
26	Learning objectives																		
27	Learning outcomes																		
28	Integrated strategies																		
29	HOTS* incorporation																		
30	Authentic material																		

*Higher order thinking skills (HOTS)