

ANALYZING SECONDARY SCHOOL STUDENTS' ADMIRATIONS AND AVERSIONS FOR ENGLISH AND URDU LANGUAGE TEACHERS

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Abstract:

The article deals with admirations and aversions the secondary school students have for the teachers engaged in teaching Urdu and English languages at public schools. The study was conducted, through a questionnaire, on one hundred public sector male and female secondary school students to find out the traits, which the students like or dislike, of teachers engaged in teaching English and Urdu languages for their professional and academic future. The focus of the study was on the dimensions of personality pertaining to classroom behavior, teaching method, personal qualities and outward appearance of the teacher. The results of the study reflect that the students like their language teachers to be: democratic in decision making, strict in maintaining discipline, interested in students' activities as a motivator of students, good user of A/V aids, facilitator of learning, truthful, humorous, fair and unbiased.

Keywords: Secondary school students, admirations and aversions, Urdu and English languages, classroom behavior

Introduction

Teacher's work is a by no means ending manner and he/she holds the destiny of the country in his/ her fingers. In language teaching, there may be the teacher who works to educate the students about the unique linguistic challenges. This machine of coaching is designed to alter the students' conduct, revel in, expertise, and understanding. Originally, schooling is considered merely a procedure of studying, memorization, association, and practice. However, the boom of students' mind coincides with their improvement via specific stages: coordination, symbolization and visual recognition, language, logical notion, and subsequently formal structure and explanation. Any strive at educating a child intellectually need to recall those traits. The instructor's role involves sharing know-how and enjoy with the students at the correct time especially when they are learning languages for future academic and professional purposes.

This is the juncture when the teacher leads the students through exceptional learning situations to encourage unbiased notion, critical evaluation, recognition, and problem-solving. The four areas in which maximum instruments determine encompass: (a) Teaching guidance and tactics; (b) classroom control; (c) knowledge of problem or educational coaching, and (d) personal characteristics and professional obligation. A trainer must have an appealing personality so that students may like him/her and tries to adopt his/her modes as well.

Language teacher must have the capability to enrich the lives of students in such a lot of approaches by means of their properly deliberate, creative, interactive coaching and private characteristic.

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On the opposite hand instructors also have the ability to offer frustrating, time losing stories for students if they are not dedicated and unwilling to do more work to emerge as an enlightened trainer. Language teacher must have the capability to enrich the lives of students in such a lot of approaches by means of their properly deliberate, creative, interactive coaching and private characteristic. On the opposite hand instructors also have the ability to offer frustrating, time losing stories for students if they are not dedicated and unwilling to do more work to emerge as an enlightened trainer While comparing English and Urdu languages' teaching example with a Thai study in which Chen (2012) aimed to analyze the favorable and damaging traits of the EFL teachers perceived by using Thai college students. The traits were grouped into personal trait-associated and school room coaching-related characteristics. The private trait-related traits included emotion, kindness, equity, lenience and duty and the classroom coaching-related characteristics were worried with components of lesson transport, language utilized in teaching, study room pastime company and school room ecosystem introduction. An exciting locating, in keeping with Chen (2012) became to discover that a few students liked to examine with the teachers who spoke English and Thai in the school room. Some students desired to look at with the overseas instructors who ought to communicate Thai. According to them, if the teacher spoke English and Thai at the same time as coaching, they may apprehend the teaching higher and might have higher motivation to examine.

Therefore, having an 'powerful' trainer is the critical want of an EFL magnificence for inexperienced functioning of educational systems and for boosting the high-quality of gaining knowledge (Babai Shishavan & Sadeghi, 2009).

Statement of the Problem

The study aims to find out the kind of teachers the secondary school students like especially those who are engaged in teaching languages such as English and Urdu and keeping in view its importance the study's main focus is to find out such characteristics which may cause admiration or aversion so far as students' behavioral approach is concerned.

Significance of the Study

Professional qualities of an instructor are extraordinarily critical. In spite of the good sized know-how of subject count number and expert techniques, the usefulness of the instructor will severely be restricted until he/she establishes congenial ecosystem among students by way of the usage of his non-public developments.

1. It will help instructor to cast off disliked developments and undertake the suitable traits which would make mastering and teaching more effective.
2. It will assist instructors to enrich themselves with suitable personality and generate them to students.
3. By adopting the acceptable trends might be useful for reducing the dropout rate amongst students.
4. Possessing all of the trends is a powerful motive for higher and willing getting to know among the students

Objectives of the study

The fundamental objectives of the study are to:

1. Discover the traits which college students like in trainer's personality.
2. Discover those trends which students dislike in instructor's personality.
3. Find out exceptional reviews from students about instructor's character.
4. Determine the traits for choice of an awesome instructor.

Hypotheses

- 1) Students like the character of the trainer who is an affective classroom supervisor and appears as a facilitator of language studying.
- 2) Students like the arrival of the instructor in addition to his/her instructor's methodology.
- 3) Not necessarily all the students like equally outward look of the teachers.

Methodology and procedure of the study

The descriptive study was conducted on 100 secondary school students, grade 9 (juniors) & 10 (seniors), of male and female public secondary schools which were randomly selected. A questionnaire approach was used for descriptive type of research as it's far particularly concerned with the students' opinion approximately liked and disliked features of teachers/educators engaged in teaching languages which includes Urdu and English. The researchers decided on Likert Scale because it gives a clean photo of a persona. A Likert scale expects subjects to respond to a sequence of a declaration through indicating whether she or he Strongly likes (SL), (L), (UN), (DL), (SDL). The questionnaire used in this study is self-developed and consists of 30 objects with Likert Scale.

Analysis of the facts values have been assigned for each item in keeping with Likert Scale and the end result turned into amassed inside the shape of a desk. Mean for every item become calculated. Mean for each category, classroom control, technique, character trends and out ward look were calculated. The consequences have been looked after in two categories, junior and senior and with the assist of T check variations of their opinion had been calculated. From the statistics analysis findings had been drawn and pointers were given to improve the state of affairs. Data was calculated and analyzed with the assist of computer; statistical package for social sciences software became used. Opinion of junior and senior students/respondents had been also as compared through making use of T test.

Review of literature

Effective teachers had been defined as 'lively' instructors who make maximum use of instruction time, present cloth in approaches to meet pupil desires, display applications and development and plan opportunities for students to apply newly acquired principles and capabilities (Brophy & Good, 1986; Witcher, 2001). Diamond described an effective instructor as the only who conducts effective education which produces beneficial and purposeful student studying through the use of appropriate processes. (Diamond; 1998, noted in Strickland,1998). Recently, attempts had been made in different factors of the arena in search for inexperienced people' perceptions of characteristics of powerful EFL instructors to meet their expectations regarding ideal instructors and to enforce curricular changes based on what they truly anticipate to gain in class. The reality of the matter is that during EFL environments English beauty is the tremendous, if now not the most effective, genuine opportunity to 'research' and 'use' English; this truth highlights the importance of the EFL teacher.

Different perspectives of language coaching cause distinct views as to what the essential talents of training are, and to unique techniques to the education of teachers. Students do recognize how instructors enjoy approximately them. If they anticipate you do not deal with them, you've got already lost them. "The goal of coaching is straightforward: it is to make students' mastering feasible...to train is to make an assumption about what and the manner the scholar learns; therefore, to train properly implies mastering approximately college students' studying. (Ramsden, 1992).

Then, true teachers, whether teaching English or Urdu language, should be motivating. Good instructors always succeed in inspiring their students each in magnificence and out of class. Teachers have the power to encourage, through their attitudes, actions, or even thru the instructions or activities they have interaction students in. Patience is also one

of the maximum vital traits. Teachers must remember the fact that each student is distinct. For example, a few are specific in backgrounds, cultures, and believes.

Even children from the equal culture nevertheless fluctuate in personalities, with a purpose to reflect their learning capabilities. So exact instructors should keep in mind that and take it into attention. Being an instructor is a tough activity, but being a committed teacher calls for more exquisite personalities (Roya & Saeideh, 2016). Without being informed, motivating, and patient, one cannot be a great trainer (Kumaravadivelu, 1992). The trainer has to be mild and truthful in dealing with all students. As Wichadee (2010) stated teacher must be a sturdy function-model who might instill a lifelong influence inside the minds of college students both in pedagogy and demeanor. Henry (1985) stated in Crawford (2004), stated that "A top instructor impacts eternity; he can in no way tell in which his impact stops.

Stricland (1998) in preference to defining ' the characteristics of an effective teacher ', has defined 'terrible instructors ' and stated them as teachers who lack subject understanding and precise study room manage, who can't discover the gaining knowledge of issues of newbies, who've obsessions on coaching and do no longer have positive dreams. An effective trainer need to also motivate the learners. In Walter (2000, stated in Melek Koc, 2012), it's miles indicated that giving students extra control over the studying process will increase motivation. Similarly, Dickinson (1987) feedback as follows: "If the learner is averted from the usage of the favoured strategies, this is in all likelihood to seem to her/him to lessen her/him studying effectiveness and so be demotivating.

Arikan, Taşer & Saraç-Süzers (2008) review of the relevant research of Turkish students find out the subsequent characteristics as indicators of being an powerful teacher: having private strategies to teach, maintaining exquisite trainer-pupil interplay, growing an excellent classroom surroundings, being a model, being knowledgeable heading in the right direction cultures, owning high-quality personal characteristics including being best to college students, having accurate pronunciation of the English sounds, training with effective study room materials and through using era, and giving effective reinforcement.

So far as English is concerned it has emerged as an international lingua franca or a hyper-essential language in an ever shrinking international witnessing cultural fusion (Al-Issa, 2016). It has taken on new roles regionally and globally (Al-Issa, 2016). People spherical the sector examine it for unique capabilities (Al-Issa, 2016). It is taught and learnt international with the useful resource of loads and lots of instructors and college college students, respectively (Al-Issa, 2016). According to Al-Issa (2017), students nowadays bring all sorts of backgrounds, goals, pursuits, abilities, and expectations to the English Language Teaching (ELT) study room. Along with this evolution came a shift in paradigms and ideals accumulating momentum about the multiple theories, methods, techniques, and methodologies that govern an increasing region like ELT (Al-Issa, 2016).

Presently, the dominant ruled opinion makers are doing three topics an excellent manner to popularize high-quality perceptions about Urdu and specific languages of Pakistan vis-à-vis English. English is a current language and the pinnacle language of knowledge, get right of entry to worldwide markets, and conversation. It may be a contrary gear, as it were, if it became replaced with the useful resource of the usage of a vernacular. Our non-public language brings an orthodoxy and limits our scope and vision. Translations into Urdu are even greater tough than English and are understood via the use of even fewer people. Especially, children and younger people find out it a good deal much less complicated to use English. Pakistan has many languages and, at the identical time as Urdu stays the hyperlink language, switching over to it at a dependable stage will create unrest among speakers of the

opportunity languages (Harris, 2007). But despite the importance of English we must not forget that teaching any language needs special expertise and it becomes rather more difficult while teaching first language for the multilingual teachers, hence, strategies applied for the teaching of English are also very effective for the teaching of Urdu and equal characteristics are required for the teachers because in our academic setting Government schools do not have separate Urdu or English language teachers but mostly the same teachers teach Urdu language who are engaged in teaching English at secondary level at Government owned schools.

Professionally prepared instructors of languages are, hence, important to pupil success. According to Maley (1992), teachers are continuously anticipated and demanded to be dedicated professionals through “conscientious workmanship” and “application of skilful paintings to an immoderate massive of ordinary overall performance”. This is in particular the case as college students nowadays’ supply all types of backgrounds, needs, pastimes, skills, and expectancies to the ELT study room (Al-Issa, 2017). Goodwin et al. (2014) set up a dating amongst college students’ reading and the extremely good of their teachers and keep in mind instructors because the most vital problem in student fulfillment. Goodwin et al. (2014) compelled that “not unusual-sense reasoning tells us that top notch teacher training relies on pleasant TEs”.

Discussion and findings

The study was designed to find out the qualities of teachers engaged in teaching languages such as English and Urdu which are liked and disliked by the students of secondary level. The main objective of the study was to find out the different opinion about different personality characteristics, to find out those traits, which help in students learning and to find out those traits which are necessary for teachers to adopt. Although there are some other dimensions of personality but researchers concentrated only class room behavior, teaching methods, personal qualities and outward appearance of teachers.

Findings: Mean Score

Showing means score on management, methodology, personality traits and outward appearance of the teacher.

Factor	Mean score
Class room Management	3.94
Teaching Method	4.28
Personality Traits	4.1
Outward Appearance	4.27

- The mean score for classroom conduct of a trainer is 3.94, which suggests that students like the trainer who manages elegance successfully, on the dimensions of liking.
- The students like the educators who undertake distinctive strategies to facilitate students. So the speculation that students like effective magnificence room control is common.

- The suggest rating of teaching approach is 4.28, which indicates that scholars just like the instructor who makes use of the form of strategies for coaching. They like the instructor who uses distinct techniques of coaching, variety of available A/V aids. So the hypothesis that scholars just like the instructor's methodology is universal.
- The mean score for personal trait is 4.1, which shows that scholars like character trends. The teacher having pleasant conduct closer to students is liked by way of the pupil on the scale of liking, so the hypothesis that students like personality traits is typical.
- The suggest score for outward look is 4.27, which indicates that student like precise and respectable outward look of the teacher. The teacher with smiling face and appealing persona is favored with the aid of the students on the size of liking, so the speculation that students like properly outward appearance of the instructor is well-known.
- The above table displays those students who just like the four elements stated however they primarily just like the coaching strategies of instructor because score for that is 4.28, which is sort of on the scale of strongly liking.

Class Wise Mean Score

Now showing class wise mean scores on class room management, teaching methods, personality traits and outward appearance of teachers.

Factors	Class		Mean Score
Class room behavior	9th	49	4.0
	10th	51	3.8
Teaching methods	9 th	49	4.3
	10th	51	4.2
Personality trait	9 th	49	4.3
	10th	51	4.07
Outward appearance	9 th	49	4.2
	10th	51	4.3

- The table shows that there may be a slight distinction among male and female student's opinion about school room behavior of instructors.
- According to the table plainly woman and male students like teacher's method.
- The sizable distinction is between the opinion of lady and male students in keeping with
- the table. Female college students like trainer's private tendencies extra than the male students.
- The table suggests that students of both gender like out ward appearance of the teachers however male students just like the factor extra than the girl students, hence, the hypothesis is that all students like equally outward look of the teachers.

Result of T-Test

The table shows the result of T- test about four factors of personality among female and male students.

Factors	D.F	2tail sig. (p values)
Classroom behavior	98	0.17
Teaching methods	98	0.52
Personality traits	98	0.02
Outward Appearance	98	0.367

- For the primary aspect, magnificence room behavior, P- value is 0.17 that's more than .05 so there may be no distinction between 9th and 10th grade students' mean score on the scale is customary. It suggests that 9th and 10th students similar just like the teacher's magnificence classroom behavior.
- For the second, teaching approach, P- value is 0.52, that's significance better than 0.05, so there may be no difference between 9th and 10th grade about strongly and similarly liking the teachers who use novel and sort of teaching strategies.
- For personal developments P- value is 0.02, which is much less than 0.05, so there may be a difference between junior and senior students mean score on scale. Mean rating for these tendencies of juniors is 4.3 and for senior are 4.07. It indicates that the students of junior segment like teacher's personal traits greater than the seniors.
- P- value for outward appearance of the trainer is 0.367 that's extra than 0.05, so there may be no difference between 9th and 10th grade students' mean rating. So it is rejected that not necessarily all students like outwards look of instructors equally.

Conclusion

The analysis of the data helped to attract the subsequent end: secondary school students like their instructors to be: democratic in decision making, up-righteous in maintaining academic discipline, inquisitive about students' sports as a motivator of college students, an excellent person of A/V aids, master in his problem, facilitator of studying, truthful, humorous, honest and impartial and that they favored their instructors who: welcome grievance with a smiling face, admit their errors and try to take away them, fulfill their guarantees to college students, have a cheerful persona, wear neat and clean get dressed, ask questions to all students, practice kind of techniques in class, assign homework, train interactively in the school room, deliver example from each day lifestyles to provide an explanation for their lesson, take a look at students' development after each language period, provide remarks right away, do not permit overdue comers to go into the class, understand and make contact with students through their names, know the interest of the students, supply reward on higher fulfillment and deal with all students equally.

Suggestions

Keeping in view the results of the study some suggestions are given below which may be useful for teachers to promote a healthy courting with college students including:

- 1) Make smart selection of the matters to teach
- 2) Uses appropriate teaching techniques

- 3) Helps students to enhance their strategies
- 4) Respect for personality
- 5) Community mindedness
- 6) Rational behavior
- 7) Skill in cooperation
- 8) Increasing know-how
- 9) Friendliness with learners
- 10) Understanding of youngsters
- 11) Faith inside the worth of the teaching

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