Exploring the college instructors' perception of their ability to teach the second language in Pakistan

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Abstract- The present study tends to explore the teaching of the second language from the lens of College Instructors' perception. The main objectives of this research are following; to trace out college instructors' perception of their ability to teach the second language, and to explore college instructors' perception about their language ability to shape their classroom teaching. This study is exploratory and qualitative research methodology is used. Data are collected in the form of interviews from 60 participants. Participants are both male and female English Language college instructors and recruited through purposive and snowball sampling. Findings of the research indicated that college instructors perceived themselves highly capable to teach SL but their classroom teaching is shaped according to the students' caliber not according to their own language ability as they reported that students don't understand through direct method teaching, moreover, curriculum supports cramming and GTM method. This research provides the deeper insight and concern about the quality and challenges of teaching the second language and it is recommended that the English language curriculum should be updated and developed with the consultation of English language instructors.

Keywords: Second Language Teaching, College Instructor's perception, Classroom teaching, teaching methods.

I. Introduction

Teachers' perception about their teaching abilities is highly crucial in the field of second language or foreign language teaching. Further, teachers' perception and teachers' self-efficacy regarding teaching the second language play a paramount role not only in effective learning but also in effective teaching. These traits shape teachers' competence such as teachers' behavior and teachers' effectiveness towards achieving their objectives. The teachers who perceived themselves confident and possess high efficacy are more competent in teaching the second language as compared to those who perceived themselves less confident and possess low efficacy.

In Pakistan, English language enjoys a high status as it is considered a tool to pursue educational and employment goals (Abbas &Iqbal, 2018). It is the official language of Pakistan and is medium of instruction as far as educational context is concerned. Learning English is mandatory at Intermediate level and is being taught as a compulsory subject (Abbas, Pervaiz&Arshad, 2018). As it is non-native language, hence great skills are required to teach this language.

In Pakistan, learners show positive attitude towards learning English (Abbas, Jalil, Zaki&Irfan, 2020) according to a survey conducted by Rehman (1999). However they cannot perform well as far as functional aspect of English language is concerned. It is generally perceived that English is a tough language to learn for Pakistani students as it is non-native language. In this regard, teachers' perception about teaching methodologies, instructional strategies, and teaching abilities are significant to explore that either it's also difficult for them to teach or they feel much confident in teaching the second language.

1.1 Research Objective

This research is carried out with the practical motive in mind to present an illustrated view of current situation of second language teaching at college level from the perspective of college instructors' perception. Therefore, this research study aims to:

    I.   trace out college instructors' perception of their ability to teach the second language.

    II.   explore the college instructors' perception about their language ability to shape their classroom teaching.

1.2 Research Questions

This research study tends to explore College Instructors' perception about their ability to teach the second language. Therefore, following questions were addressed:

1.   How do the college instructors perceive their ability to teach the second language?
2.   How do the college instructors perceive their language ability to shape their classroom teaching?

II.   Literature Review

English has been an official language of Pakistan since independence and it plays a significant role in educational and economical spheres. In Pakistan, because of the pre-historical connection with the upper class, English is considered a prestigious language (Hague, 1983; Rahman, 1998). It is regarded by majority of Pakistan as a mean to get individual as well as national economic progress (Shamim, 2011). It is also considered the language of power and status as compared to regional and national language (Ashraf, 2006).

A survey conducted by Rehman (1999) depicts the positive inclination of Pakistani students towards learning English. Moreover, students from the religious institutes also show positive attitude towards learning English (Rehman, 1999). Despite the learners instrumentally motivated towards leaning English, the un-favored English language environment and improper way of teaching caused a negative influence on the motivation of learning the second language by learners (Khalid, 2016). There are various factors which make English language learning an arduous task. These factors are related to social, academic and administration (Akram, 2017). The negative impact on language learning is caused by great influence of mother tongue and first language, over-crowded classes, lack of teachers' training and shortage of English language teaching experts (Khan & Khan, 2016). Moreover, study by Akram (2017) reveals that traditional instructional method (GTM), teacher-centered approach and use of code-mixing are the main problems in learning English (Akram, 2017).

Issues and challenges in teaching English are often faced by Language teachers. According to Akram (2017), old and outdated teaching techniques, congested and over-crowded classrooms, short time for delivering lectures (usually 40-45 minutes) are the foremost issues in teaching English. Grammar translation method, authoritative role of English teacher and bilingual code-mixing are problematic in learning English for learners (Akram, 2017). Awan and Hiraj (2016) manifest the comparison of GTM and DM at secondary level. Data is collected from 200 participants. The outcome of the study shows that GTM is used by majority of the teachers due to its suitability. It is also considered that GTM is helpful method of teaching for large and over-crowded class. Direct method improves fluency but requires skilled teachers. However, this study also shows that expected learning outcome from students cannot be possible by adopting single method of teaching (Awan & Hiraj, 2016).

Teachers' perception is significant to explore as it has strong influence on students' learning and teaching practices. A study depicts that non-native English speaking teachers' perception influences their teaching behavior as well as their choice of instructional strategies. (Eslami&Fatahi, 2008). According to Medgyes (1999), native speaker of English focus more on language in use, fluency and meaning whereas non-native speakers of English focus more on accuracy, form and syntax (Medgyes,1999). Sibert (2003), shows that English is considered a tough language by teachers as compared to the students who marked it average (Sibert, 2003). The study conducted by Samuel (2017) shows that non-native speakers of Canadian University

teachers perceive themselves confident in teaching the second language and possess high efficacy (Samuel, 2017).

<center>III.   RESEARCH METHODOLOGY</center>

In this research study, interpretivist paradigm is used. The essence of interpretivist paradigm is to comprehend the subjectivity of human experiences. The main focus of this paradigm is that reality is not objective rather it is constructed socially (Guba & Lincoln, 1989). The epistemology of this paradigm is subjective, ontology is relative, and qualitative methodology is used (Kivunja & Kuyini, 2017). According to Lokesh (1984), the selection of research design is dependent on the research questions. As the research questions of this study are related to the exploration of the perception of college instructors about their ability to teach the second language, their efficiency, their competence, and their classroom teaching methods. Therefore, the qualitative method is used.

The general population of this study is English Instructors. Target population is defined as "the entire aggregation of respondents that meet the designated set of criteria" (Burns & Groves, 1997, p. 236). Therefore, the target population is English instructors at college level because of the research constraints. The subset of target population is accessible population which is also known as study population. Accessible population includes the final participants from whom data is collected (Kotrlik & Higgins, 2001). The accessible population is 60 participants who are selected after sampling. The aim of participants selection is to sort information-rich individuals (Johnson & Christensen, 2008).

Participants are of two categories; senior faculty members have five or more than five years of experience and junior faculty members have less than five years of experience. Moreover, both male and female English Instructors' are served as participants. Interviews are conducted from 24 male instructors' and from 36 female instructors. Since data interpretation was carried out according to the senior and junior categories, so participants are grouped in the following way:

<center>Table 3.1: Classification and numbers of Participant</center>

Classification of Participants	Number of Participants
Senior Instructors	29
Junior Instructors	31

In research, usually two types of sampling strategies are used. One is the probability/random sampling which is carried out when the sample is the representative of whole population. The other strategy is non-probability/ non-random sampling which is carried out when the individuals are not identified. According to Morse and Niehaus (2009), sampling methods either in qualitative or quantitative research methodology is used to enhance validity and efficiency (Morse &Niehaus, 2009). In this research study, non-probability sampling strategy is used. Purposive sampling and snowball sampling are used in this research to recruit participant.

Purposive sampling is the non-representative subgroup of some large group of data. The purpose of purposive sampling is to consider a population that has similar qualities of interest and provide best answer to the research problem. Purposive sampling is constructed by a researcher to serve some specific need or purpose. Purposive sampling is mostly used in qualitative research to seek information rich sources. In this research purposive sampling is used to recruit participants. Participants share specific characteristics as they all are English instructors' at college level. Snowball sampling is the sampling strategy in which key selected participants recruit others with specific characteristics from their network. Exponential discriminative snowball sampling is used, that not every participants recruit the other participants. However, many participants recruit others so it helps in saving time. Moreover references are also created through snowball sampling between researcher and participants which enhances the chances of willingness.

In educational research, data collection is the integral element of research process as it enables the researcher to get more information from the experience of others. Data is collected through research instruments; such as interviews, questionnaire, and observations. In this study, semi-structured interviews are used as the basic means for data collection. Interview comprises on two questions; How do you perceive your ability to teach the second language? and To what extent do you believe your second language ability influences the way you choose to teach (i.e., instructional strategies/teaching methodology)?

The interviews with 60 lecturers are conducted individually. These are conducted in the participant's office with their prior consent. At the meeting, I thanked them and explained my study to them. Conversational style is adopted for interviews. The procedure of taking interviews is following; through telephonic connection, interviews were scheduled. Day and time are decided. In certain cases, Consent is directly sought from the institute, so no schedule is set prior to the meeting. Interviews are conducted mainly in English. However, code-mixing (Urdu and English) is also used. Interviews are audio-recorded with the prior consent of participants. No field notes are taken during the interview. The length of interview varies. However, the average length of interviews is from 6 - 7 minutes. After taking interview, the data is transcribed in MS Excel.

IV.   RESULTS AND INTERPRETATIONS

Results from interviews are presented and discussed in three parts which correlate with the main research questions. Participants' responses are annotated.

4.1 Research Question 1: How do the college instructors perceive their ability to teach the second language?

This research question is correspondent with the interview question no. 4 that is "how do you perceive your ability to teach the second language". The responses of junior and senior instructor are discussed separately.

4.1.1 Junior Instructors:

According to the data, 58% junior instructors reported that they are confident in teaching the second language. For one instructor, it's his passion to teach therefore she is confident in teaching the second language. As she stated:

I have passion to teach. So, I feel confident in teaching that subject (May 23, 2019, p. 09).

This shows that willingness is an important factor of high confidence. As another instructor showed her interest in English language, she stated, "I have a lot of interest in Literature and English language. So, I face no difficulty in teaching it" (June 07, 2019, p. 16). For another instructor, students' satisfaction is the reason of her confidence. As she expressed:

I'm confident because students are satisfied. I'm good in giving my points and giving the concepts to my students (June 10, 2019, p. 17).

This indicates that students' satisfaction is significant to boost up the confidence of the teacher. According to one instructor his command of language is the reason of his confidence as he expressed, "I translate my own thoughts best in English language the second language" (June 11, 2019, p. 19). Another instructor states his speaking abilities as the reason of his confidence. He asserted:

Second language, I think I'm good in that. Because when I was in University, it was restricted that you can't speak in Urdu with your students, you must speak with them in English. So, I'm good in that (July 30, 2019, p. 45).

This shows that good command of English language and fluency in English speaking are one of those reasons by which teachers feel convenient in teaching the second language. Another instructor reported that

his abilities are based on the students' performance, if students get good marks; it means he is capable to teach the second language. He stated about his ability as:

Well, I have judged that whenever I'm getting 100% result, it means I'm delivering a lot. So my ability is perfect (July 03, 2019, p. 32).

Further, 32% junior instructor reported that they face difficulty in teaching the second language. As one instructor points out:

It's not our native language. So, sometimes we feel difficulty at the beginning stage but with the passage of time we become accustomed of speaking English (July 02, 2019, p. 28).

This indicates that as a non-native language, English is an arduous task to teach at the initial stage but with getting experience, an instructor feels confident in teaching that language. For another instructor, English is difficult to teach as students don't have basic knowledge of that language. He told:

Obviously my subject is English that is the foreign language. It is difficult to teach English especially when … students are not having the basic concepts about English (June 11, 2019, p. 20).

For another instructor, English is not taught as a language in colleges. He asserted:

There is minimum possibility to teach them English as a second language. I mean, to teach the rules to students and the basic grammar structures (May 23, 2019, p. 11).

All the above data reveal that English is difficult to teach by instructors as firstly it is not taught as a language and secondly, students at college level don't have its basic knowledge.

Moreover, 9.6% junior instructors reported they require improvement in teaching the second language. As one instructor stated, "My ability is good. However, improvement is required at every step" (July 02, 2019, p. 28). Similarly, another instructor said, "I think I am confident but still there is a need of improvement" (May 23, 2019, p. 11). This indicates that experience is an integral factor in polishing the confidence of teachers to teach the second language. Being junior they have less experience, as a result they require to improve themselves according to their own perception.

4.1.2. Senior Instructors

 According to the results, 68% senior instructors reported that they are confident in teaching the second language. One senior instructor said:

I think the linguistic ability that is required for Pakistani graduate. I feel and I'm confident [that] I can impart that much knowledge to my students (May 18, 2019, p. 02).

This shows that teaching the second language is convenient for that instructor as she teaches her students what she intends to teach to them. Another instructor said, "English is not tough and difficult language for me to teach" (May 20, 2019, p. 06). Despite the non-native language, that instructor faces no difficulty in teaching the second language. Similarly, another instructor expressed:

I have a very good ability ever since I joined. First, I understand the topic, make preparation of the topic and try to correlate with the cultural [and] existing situation of Pakistan, then I deliver my lecture and it becomes easy to pick up (July 13, 2019, p. 36).

This shows that preparation and understanding of topic before presenting helpful in polishing the abilities. Another instructor stated, "On the basis of hard work you may say it is in fact a challenge, everything is in fact a challenge for me. In short, I'm confident it seems to be. On the basis of challenge I think I'm good in language" (May 19, 2019, p. 03). This shows that this instructor is confident in teaching the second language just because she takes it as a challenge and then put all efforts to accomplish that challenge. So, it became easy for her to teach. Another instructor said regarding her perception about teaching the second language:

It's very interesting to teach the second language to the students and I feel I have an inborn ability to teach. I use different methods to teach grammar and teaching other things. So, I feel that I'm quite comfortable in teaching second language (July 03, 2019, p.31).

This shows that the interest level of an instructor is the reason of his confidence and he may feel comfortable by using various methods to teach grammar. For another instructor, he possesses good abilities as he teaches the second language according to the students understanding level. He declared:

Well, if I perceive my ability to teach the second language. It's to some extent very good because first of all I like to take interest in to know about the level of students. Then, I teach my lecture according to the level of the students. It always feels comfortable (July 13, 2019, p.34).

The above-mentioned data show that senior instructors feel confident in teaching the second language as they prepare their lecture, they have interest in teaching and they teach according to the level of the students' understanding.

However, 31% senior instructors reported that they feel difficulty in teaching the second language. One instructor stated that initially she faced many problems in teaching the second language, this was challenging task for her but after getting experience, she is confident in teaching the second language. She expressed her perception as:

English as the second language is difficult because being a teacher, a teacher has to deliver a concept, deliver an idea in a language in which the teacher is going to utilize the second language, you know this is challenging task but there comes a time when I feel quite comfortable and now I feel no problem (May 28, 2019, p. 12).

This shows that by getting experience, one may get confidence. Another instructor said, "The second language to a certain extent as a tradition, as a custom is very difficult. For some students it's very difficult but if you go through it, that is simple. We have to use sometimes direct method, sometimes GTM according to the background of the student (June 17, 2019, p. 23). According to the perception of that instructor English language is considered difficult as custom, and for students it's difficult to learn. That's why she uses mixed methods. Another senior instructor told:

Second language is always difficult to teach because when you teach you have to understand the context as well as meaning (July 13, 2019, p. 35).

This indicates that as a second language English language is difficult to teach as it requires knowing the context and the meanings of the content. Another instructor gave opinion that complete command on language is mandatory. He asserted,

To teach the second language is uphill task. It is quite professional. We have confidence and complete command of the language which we are teaching (July 29, 2019, p. 39).

Another instructor perceives that English is not taught by him as a language in a direct way. He has to translate short stories, plays and other content. He told about the situation as:

I can't say I'm the second language teacher in a direct way ... I'm not saying that it's the fault of anyone but that is the methodology. We are having the short stories, and plays and the basic methodology is to translate in the class. We are doing this with a hope that things are getting copied in the minds of the students (July 29, 2019, p. 43).

This indicates that senior teachers also feel difficulty in teaching the second language. According to the perception of those instructors English is difficult to teach as it requires knowledge of meaning and context, command on the language. Moreover, certain teaching methodologies are used which support cramming.

4.2. Research Question 2: How do the college instructors perceive their language ability to shape their classroom teaching?

This research question is correspondent with the interview question that is "To what extent do you believe your second language ability influences the way you choose to teach (i.e., instructional strategies)". All the respondents mentioned their instructional strategy and teaching methodology they use in the classroom teaching, however through their responses, it's cleared that their language ability is not influenced by the instructional strategy rather instructors opted those strategies and methodologies that are in accordance of the capability of the students.

4.2.1 Junior teachers

The responses of junior instructors show that communicative method, GTM, Eclectic approach, direct method and AV-aids are used by those instructors as teaching methodology and instructional strategies.

4.2.1.1 Communicative Method

According to the data, 6.6% junior instructor reported that they use communicative method. As one instructor stated, "I use the communicating approach so that we can have student and teacher interaction. So they can give good result" (May 19, 2019, p. 05). Another instructor said, "It's communicative ... students get more involved because of communicative method" (May 23, 2019, p. 07). This shows that communicative method is used by instructors to teach the second language as it uses to enhance student-teacher interaction. Moreover, students become active learner because of communicative method.

4.2.1.2 Eclectic Approach

The data show that 39.6% junior instructors stated that they use eclectic approach. They use different methods for the understanding of the learners. As one instructor stated:

Yes, different, now-a-days eclectic approach is much better because that very approach involves all the other approaches like, GTM, the direct method, CLT and other methods. But if we really want to make students to understand language, we have to think in English rather than speak in English as you can't translate one language into another language completely. So, we have to use eclectic approach often in the class (July 29, 2019, p. 40).

This indicates, eclectic approach is used to make students comprehendible, moreover, instead of translating the content, one can think in the second language. Another instructor stated the general way of delivering lecture. As he said, "It depends on the type of lecture you want to deliver to the students, like sometimes we start with the story, any incident or any information that is attractable for students to gain their attention" (August 04, 2019, p. 49).

This shows that in order to make lecture attractive and to gain the attention of students, the instructor perceives to start lecture with any incident or story. Another instructor specifies the significance of modern instructional strategies that are helpful in upgrading the teaching methods. She expressed her point of view as:

Instructional strategies are necessary for speaking English. We have to modernize and upgrade ourselves to the modern age, to the era that is going on. I have to upgrade myself in a matter of pronunciation, in some sort of difficulty than we have not clarified the ideas that are written in English language. So we have some difficulty, we need some instruction every time ... we have to make ourselves up-to-date (May 23, 2019, p. 08).

All the above data highlight that eclectic approach is adopted by instructors to make students understandable, and to make lecture more attractive. Moreover, the use of different instruction strategies helps them to upgrade themselves.

4.2.1.3 Direct Method

Further, 10% instructors reported the significance of using direct method as a teaching methodology to teach the second language. According to one instructor, "It does influence you know when you use that language especially in your classes and students are not that mature. They take as a good impact on them as you speak the language. Here I think, I have opinion that second language affects deep" (June 07, 2019, p. 16). Similarly, another instructor stated, "It depends on the expression you have and depends on the way you speak. If you are fluent and having good expression (of English Language), then this is something that actually affects anybody" (July 02, 2019, p. 30). This shows that according to the perception of these instructors, English as a non-native language has a good impact on the students and by teaching them through direct method, they influence a lot. However, they did not inform about the teaching method that are used by them in the classroom.

4.2.1.4 Grammar Translation Method

Moreover, 23% respondents expressed that they use GTM in order to teach the second language. One instructor expressed his stance in response to the interview question as:

Instructional strategies, usually we go for GTM because students cannot understand and we are not having English environment ... they think in Urdu and then translate that thinking in English. So, we have to use Urdu otherwise they can't understand, they can't give you positive feedback (June 11, 2019, p. 21).

This indicates that students understand more in Urdu and after getting the concept they started translating that content in English. Another instructor said, "We use GTM because students feel quite easy so we use GTM" (July 02, 2019, p. 27). As students understand well in Urdu they feel comfortable and it's convenient for them, according to the perception of the instructor. Another instructor told:

You know while speaking English when you see students' faces and you see they don't understand at all. So it makes me switch to the language that is Urdu and Urdu influences my teaching skills because as first language I think I convey my point more clearly in that language (June 17, 2019, p. 22).

This shows that Urdu as a first language has a lot of influence on the teaching of second language that is English as teachers use GTM because they perceive that they deliver their points well in Urdu, moreover the students understand well in their first language.

4.2.1.5 Audio-Video Aids

20% instructors stated the use of A-V aids as instructional strategy. One instructor reported the use of multi-media as an instructional strategy. He declared:

I teach at college level, students are quite mature; sometimes we use multimedia for some presentations, for some pictorial discussion. Most of the time the oral instructions are given (June 26, 2019, p. 26).

Another instructor stated the use of AV-aids for the students so that they can get the point easily. She told the use of AV-aids as below:

I teach the students by using audio-visual aids like charts, like drawing picture on the white board. These are very helpful for the students. These are helpful in comprehending the concepts (June 11, 2019, p. 17).

This indicates that AV-aids are used by the teachers to teach the second language for the better understanding of students. Moreover, discussion method and presentation methods are also used by the junior instructors.

4.2.2 Senior teachers

The responses of senior instructors show that they use GTM, Direct method, Eclectic approach, and lecture method. Though 20% senior instructor reported they don't follow any teaching method rather use their own method that is categorized as simple method.

4.2.2.1 Eclectic method

According to the data, 24% senior instructor reported that they use eclectic approach to teach the second language in response to the interview question. One instructor expressed that:

Instructional strategies, even a teacher uses different methods as per the situation of the classes, and as per the IQ level of the students who are sitting in front of us (July 03, 2019, p. 33).

This shows that the use of different instructional strategies depends on the demand and intelligence level of the students. Another instructor stated, "If section is a good and [students get] 1000 above [marks], I have to convey concepts i.e. how and why of the concept, otherwise cramming" (July 29, 2019, p. 41). This clearly illustrates that the understanding of the students is much focused by the teachers but sometimes they go cramming. If students have capability to get the point, they are given the concepts otherwise they are compelled to cram the things to get good grades at least. Another instructor told:

Different instructional strategies I use while convincing the students, while explaining my point of view, while teaching them and motivating them to learn more (June 17, 2019, p. 23).

This shows that different instructional strategies are used by the instructors for the following reasons as to explain their lectures and to motivate the students to learn.

4.2.2.2 GTM

The data show that 24% senior instructors stated that they use GTM while teaching the second language. One instructor told that he use GTM while teaching the content and use direct method while teaching grammar. He asserted:

I teach basically to inter classes, the translation method, whatever I teach I have to translate whether we teach short stories, plays, moral story, and essay. We have to translate to mother tongue. Therefore, most of the time, we use translation method. In teaching grammar we use direct method how to teach students to the practical application and wisdom of grammar. There we use direct method otherwise we use GTM (July 13, 2019, p. 35).

This shows that the content like text, stories, plays and essays are taught by the instructor through translation method. Another instructor said, "Yes as PTB books, as the syllabus which is selected by PTBB supported GTM. That's why I'm using GTM" (July 19, 2019, p. 38). This shows the main reason of using GTM while teaching the second language. Another instructor stated:

Students' friendly atmosphere, student centered approach but GTM says that we are not having all these things. Students are allowed to ask questions but not in a way to start a discussion … but besides using GTM I try to facilitate my students as much as I can (July 29, 2019, p. 43).

This shows that though GTM as a traditional method is used by the instructors but with flexibility. As students are facilitated and are allowed to ask questions. GTM is not practiced as teacher-centered rather it practiced as student-centered but we certain limitations.

4.2.2.3 Direct Method

Further, 6.8% senior instructors reported that they use direct method and significance of using that method. One senior instructor stated, "Yes, I choose direct method to teach the second language" (July 13, 2019, p. 34). Another instructor asserted, "Second language (Pakistani English) has its importance. You

cannot negate it as it has a strong influence" (May 19, 2019, p. 03). This illustrated that if someone speaks English, it affects a lot to the other people. So, if the instructors use the second language for the classroom teaching, the students get much influenced by that language.

4.2.2.4 Lecture Method

Moreover, 6.8% reported the use of communicative lecture method. One instructor told, "I often use communicative lecture method. In my lectures I use examples to make my lecture interesting" (May 20, 2019, p. 06). Another instructor told, "Lecture method because of graduate level, BA classes and in those classes you are supposed to use lecture method" (June 11, 2019, p. 19). All this shows that lecture method is used firstly because the students are matured and secondly through examples it is made interesting.

4.2.2.5 Simple Method

The data shows that 20% instructors stated that they don't follow any specific strategy or teaching methodology rather they use their own teaching way. As one senior instructor said:

They follow my points. No I don't use any such kind of method, I use only my methods, (and) I satisfy my all students about how to get good marks, how to attempt exams, and how to listen things. These only are my methods (July 29, 2019, p. 42).

This indicates that the instructor let the students prepare from the annual examination point of view. His methods include; guiding the students to get good marks and to attempt the paper well. Another instructor asserted: "presentation method is much appreciated. The second option is group discussion, the students learn a lot from group discussion even they can find their faults during their discussions" (July 29, 2019, p. 39). Presentation method and group discussions are used by the instructors as instructional strategy because the instructor perceives that the students find their errors while discussing the things with their fellows. Another instructor talked about simple method that is cramming. Students again and again repeat the things and write when it is required. As the instructor told:

It's sort of cramming. Like we have to give something to learn and time to time they produce it before us and again we face different problems, there are some students who do write creative things (August 04, 2019, p. 48).

All this shows that some senior instructors use their own way to teach the students, either they have to prepare their students from the examination point of view or let them to cram the things.

V. CONCLUSION AND RECOMMENDATIONS:

This research is carried out with the practical motive in mind to present the current situation of teaching of English from the lens of college instructors' perception. From the results and analysis, firstly it is indicated that college instructors perceived themselves highly capable to teach the second language in terms of good lecture delivery, versatile teaching qualities, positive feedback, and experience, although some instructors reported that they face difficulty and they opine that English is difficult to teach as it requires knowledge of the meaning of words and context, command on the language, moreover certain teaching methodologies used in classroom support cramming. Some junior instructors reported that they need to improve their way of teaching. Secondly the college instructors shaped their classroom teaching (teaching methodology/instructional strategies) with respect to the students' caliber not with their language ability. Majority of the instructors use eclectic approach to teach and they also in favor of to use the first language in the classroom for the better understanding of the students except 6% instructors who reported that they use direct method.

The following recommendations are forwarded for the future researchers, English language college instructors and policy makers; Firstly it is recommended to the future researchers to explore the perception of English language college instructors regarding using teaching methodologies, using instructional strategies,

rapport-building behavior and about self-efficacy to sort out their perspectives, challenges and practical implications. This would not only enhance the effective English teaching but such kind of researches could be helpful for the whole ELT community. Moreover, perception of learners about learning English as the second language is crucial to explore from different perspectives to know about their concerns and learning challenges.

Secondly, English is taught as the second language in Pakistan. So, it requires a lot of communication skills of college instructors to teach as they can provide a quality education that learners deserve. So it is recommended to the English language college instructors to be versatile to yield the maximum outcome from the students. Beside the different teaching methods, a good learning environment is also significant to get maximum results of the students. Moreover, in-service teaching training is also recommended for professional development of college instructors.

Thirdly, this research explored that college instructors perceived themselves highly capable to teach the second language. However, they also expressed the difficulty in teaching in terms of students' low understanding level. Moreover, college instructors perceived that the syllabus of the inter level encourages GTM because of the translation part, so learners become habitual of using first language the in the classroom and the curriculum doesn't encourage creativity but the cramming. Therefore, it is recommended that curriculum should be revised and the new curriculum should be developed in consultation of the college instructors.

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