



Perception of ESL learners about private English language institutes in Karachi

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Abstract- In Karachi (Pakistan), there are a large number of English language institutes in which English is being taught as a second language, as a foreign language, for specific purposes, etc. Although English is taught as a compulsory subject to students at intermediate and graduate level at colleges and universities to improve their English language skills, but even students go to private English language institutes to learn English language. This research aims to investigate the perception of students about private English language institutes. These private English language institutes are expensive and offer courses of long durations. Most of them are open from morning to night. What factors impel, impress or motivate students to join private English language institutes to learn English language? What do they think about private English language institutes? It is a qualitative research in which the data was collected through the use of semi-structured interviews followed by non-participant observations. 30 students were selected from three English language institutes of Karachi for semi-structured interviews through purposive sampling. After interviews, 24 classes from three English language institutes were also observed. The findings of this research show that students prefer to join English language institutes to learn English language for various reasons such as these institutes provide quality education, they have trained teachers, they focus on speaking and listening skills rather than writing and reading skills, they have friendly and cooperative teachers, etc. The results can be useful for language policy makers to bring more improvement in English language teaching at private English language institutes.

Keywords: Perception, semi-structured interviews, non-participant observation, private English language institutes, ESL, course, middle class, lower-middle class, locally-owned English language institutes

I. INTRODUCTION

This chapter explains the nature of how this study is conceived as a result of my observations as an English language teacher at English language institutes. I have been teaching English language for 21 years. I have taught at one renowned English language institute of Karachi for 6 years in one campus and 3 years in another campus. In addition, I have been teaching English as a compulsory subject to the students of BS/BA/BSc/B Com for thirteen years. In Pakistan, English language has become very important for a bright future, higher studies, good jobs, etc., and for learning this language, people join English language institutes. In Karachi (Pakistan), at private English language institutes, different courses of different durations are offered which range from 3 months to 1 year—3 hours a day and 5 days a week, 2 hours a day and 5 days a week and 1 hour a day and 5 days a week. In Karachi alone, a large number of English language institutes are functioning from morning to night, teaching English as a second language, English for specific purposes, etc. Moreover, many other reasons were also identified. In this study, the data was collected from three renowned English language institutes. The following are the objectives of this research.

1.1. Objectives of the study:

The purpose of this study is to identify the perceptions of ESL learners about private English language institutes. It was observed that a large number of students including college and university students joined private English language institutes for learning English language after paying heavily. What do they think about private English language institutes? There is no doubt that English language is playing a very important role in our life nowadays. Our education is considered incomplete without knowing this language. It will not be wrong to say that our success in career mainly depends on how good our English is. English has become the language of the legal system, higher education, regional administrative network, science and technology, trade and commerce—either because the use of English is considered to

be prestigious and powerful. English language has gradually become a major tool for gaining knowledge in the sciences and the humanities. It also represents modernization and development and a link language.

1.2 Research question:

1) What is the perception of ESL learners about private English language institutions?

1.3 Need for the study:

As a researcher and student of PhD Applied Linguistics I felt that there were many students who were joining private English language institutes despite the fact that they had to pay very high fees and attend lengthy courses for a long time. In this study, an attempt has been made to find out the answer to the question. Unfortunately, no such study in regard to English language teaching at private English language institutes has ever been conducted; hence no such specific data existed. I strived to bring authentic information regarding the above-mentioned problems so that it can benefit the students and language policy makers in future.

1.4 Significance of the study:

The study analyzes perceptions of the students learning English language at private English language institutes where English is purely taught as a second or foreign language, where English language is also taught for specific purposes. It, to a great extent, reveals some very important facts about students' preference for joining English language institutes to learn English language. It also identifies the problems and facilities students have in regard to learning English at private English language institutes. It also discloses the techniques, teaching methods, teachers' attitude, skills which are focused, etc at private English language institutes. This study has established what students think and perceive about private English language institutes regarding learning English language.

1.5 Researcher's perspective:

I have done MA English Literature, MA English Linguistics from University of Karachi, M Phil English Linguistics from University of Sindh, Jamshoro and recently doing PhD English Linguistics from University of Sindh, Jamshoro. I have been teaching English language for 21 years. I have taught English as a second language, English as a foreign language and English for specific purposes at different English language institutes. In addition, I have been teaching Functional English and compulsory English to the students of BS/BA/B Sc/B Com at a university for 13 years. I have also taught English language to underprivileged students for two years in collaboration with US Embassy. I have taught English language to the students aged 14 to 60 at different private English language institutes. I have attended many workshops, seminars and teacher training programs on ELT and have been the member of SPELT.

II. REVIEW OF LITERATURE

2.1 Teaching of English language at private English language institutes:

One very important thing which was observed was that in English language institutes, majority of the students were from middle class, lower class or very seldom from upper-middle class. Usually, the students who complete their schooling from schools like, Beacon House, The City, Karachi Grammar etc. do not join English language institutes because they are already good at English and such students usually belong to the upper class. Students from middle class, upper-middle class, lower class and lower-middle class are not provided English speaking environment at their homes, and nor do they have any exposure to the accent of native people, hence it is very difficult for them to learn English language. Such students are faced with great problems at colleges and universities in even passing the English paper. They either just pass their English paper or fail, but it is very difficult for them to obtain good marks. However, for learning English, they join private English language institutes in which they pay high fees and learn English language enthusiastically.

2.2 Importance of English:

There are many factors of studying languages such as English language. In fact, studying English language brings personal, social, professional and economic advantages. Here are some of the most significant reasons expressing the advantages gained by learning English language. Speaking about global issues,

Graddol (2000) thinks that English language is generally considered to be a global language. He (Graddol, 2000) provides figures from a research where nearly four thousand respondents agree that English will stay the world's language, while nearly two hundred people disagree and a hundred people have no view.

2.3 English language policy in Higher Education:

Mansoor, (2005) states that the lack of a clear language policy in higher education has made the teachers and administrators bewildered about the need to provide English language support to their students for being able to cope with their higher studies and future employment. The weak proficiency in English of our students and teachers is influenced by the fact that English is not stressed in the official education policy as much as Urdu. The government, especially, the Task Force in Higher Education (2001), the Steering Committee (2002), and the Higher Education Commission (2002) realize the vital role of English in contributing to academic proficiency in higher education that will be necessary for a modern and progressive Pakistan.

2.4 English language programs:

At present, despite high motivational intensity and desire to learn English, the proficiency of students in English is low. Spoken English is considered to be the major need of all students as the problems related to speaking fluently seriously handicap them in real life situations, such as in interviews for jobs and upward social and economic mobility. It points to the need for a radical reappraisal of objectives and strategies in the English language teaching program. Broadly, what is involved is a shift from the grammatical to the communicative properties of a language. Learners' needs should be satisfied by a course of functional communicative English (Littlewood, 1981 : 1), that focuses on functional as well as structural aspects of language, combining it into a more fully communicative view. The English language teaching program aims at a development of all skills, i.e. receptive and productive for meeting learning needs and target needs vis-à-vis target situations, i.e. higher education and work, as well as imparts strategies for autonomous learning of the language.

2.5 Importance of teachers' training:

Training for teachers is vitally important. They should be trained in new teaching methods and derive benefits from both mentalist and humanist assumptions about language learning such as problem-solving and a student-centered approach, as well as modern techniques like group and pair work. In an extensive study on the training requirements of English teachers in Pakistan, Malik (1996) identifies the need to set up ELT training courses, that incorporate a need-based model, and emphasizes the language development component along with updated approaches and methodology in English language teaching. The study identifies the need for linkage of appropriate substantial incentives such as increments in pay and promotion to the successful completion of various levels of training courses. Malik (1996) also identifies the need for trailer courses or follow-up workshops after the successful completion of a training course, as trained teachers need support to implement the acquired innovative language-based approaches to the teaching of English.

2.6 Factors leading to English language spread:

Many researchers have tried to specify the main factors that influence language maintenance and language shift (Kloss, 1967; Fishman, 1972 and Haugen, 1972). The concept of 'ethnolinguistic vitality' in particular is considered important by sociolinguistics (Giles, Bourhis and Taylor, 1977). Other factors include status and prestige, urbanization and modernization, as well as societal attitudes. Studies have also shown that English language spreads due to a highly positive attitude to English as an international language displayed by students and teachers, and other factors such as mass media, information technology, commerce, etc. An earlier study on attitudes and motivation of students and teachers had indicated the same trend (Mansoor, 1993) Students show a strong desire to study English as a medium of instruction and as a compulsory subject for mainly instrumental reasons. They also make use of English in both informal and formal domains, despite their limited proficiency in the language (Mansoor, 2005). Another important factor in language spread is the relative economic, political and linguistic prestige of the language. English is also the medium of education in the country and a compulsory subject. A major incentive to learn a language is income. In Brudner's terms (1972: 36):

Jobs select language-learning strategies. Wherever jobs are available, people learn the languages required to access them. In Pakistan, the most lucrative jobs require proficiency in English. English is also seen as very useful for higher education as all material is in English.

2.7 English proficiency of teachers:

According to (Mansoor, 2005: 328):

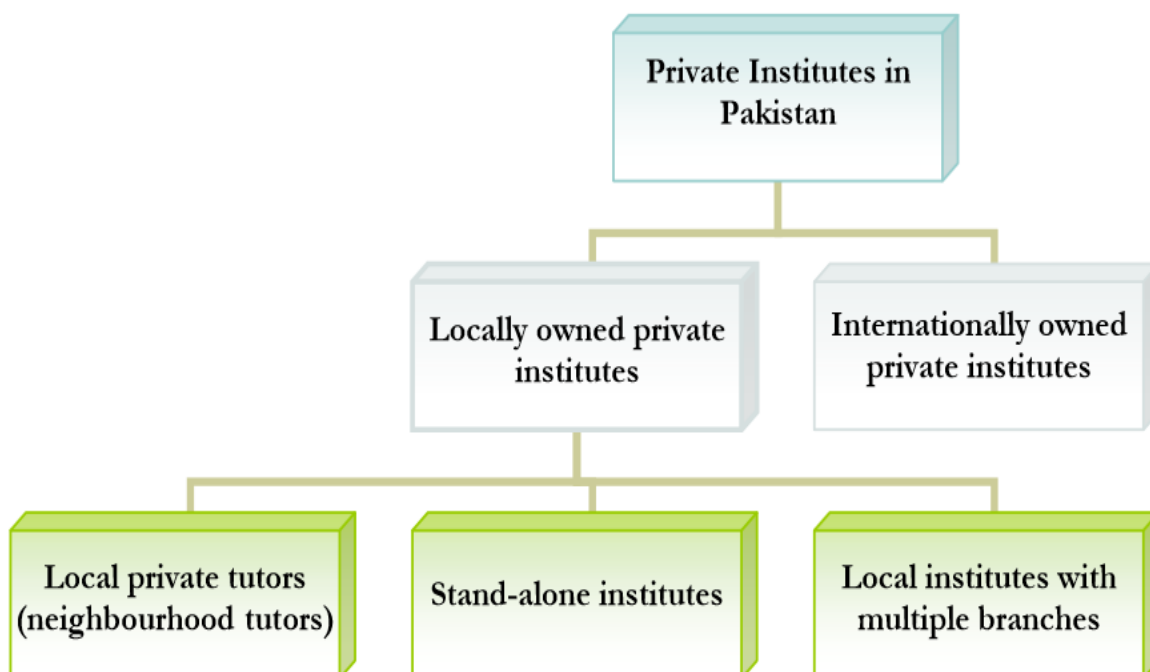
In government institutes, the English language proficiency of both students and teachers is considered to be weak. Students in the public sector consider that only half of their subject teachers possess high spoken (57%) and written competency (63%) in English, and in the private sector the difference is only marginal.

Regarding various provinces, it has been observed that the English proficiency of subject teachers in the public sector is lowest in the case of Balochistan in both spoken (37%) and written competency (44%). Similarly in Khaibar Pakhnun Khuwan also the rating of spoken competence is lower (50%) than Sindh (57%), Punjab (67%), and the federal capital (75%). In the case of written competence in English of subject teachers it is also reported as lowest in Balochistan, followed by Sindh, Punjab, and then the federal capital. It means one-third of all subject teachers (public and private) lack high spoken and written competence in English (Mansoor, 2005).

2.8 Private English language institutes:

Private institutes, especially English language institutes, are run by individuals as a business. Their fees are very high, in fact sometime so high that even upper-middle class cannot afford to pay. Normally, these institutes are big or very small in size with all the basic facilities and to a great extent qualified teachers. Memon (2015) has surveyed a range of private institutes and suggests that there are two broad categories of private institutes in Pakistan (local and international institutes). The majority of the private institutes in Pakistan are locally owned, whereas only a few are international chains. Within the broad category of locally owned institutes, there are a number of different types. First of all, there are institutes which are owned by a single individual who is commonly known as a neighbourhood tutor. Memon, (2015) has further said that the second type of private institutes is established in an office/commercial space and a third type has more than one campus.

Figure 1 below shows the range of Private Institutes in Pakistan.



Coleman (2010) estimates that there are 256 English language institutes for IELTS preparation throughout Pakistan, but Memon (2015) contradicts Coleman (2010) and says that there are about 1,250 private institutes in the country, preparing almost 78,000 students for the IELTS exam per year. I had mentioned earlier that the English language institutes I selected had the students who I needed to collect my data from. First of all, I would like to draw attention to General English Course of a leading English language institute of Karachi with more than 12 campuses in different cities of Pakistan 8 campuses only in Karachi.

General English Course:

This language institute offers a great and a different learning experience with ensured results. Whether a learner wishes to start learning English as a beginner or a student, executive, or a housewife, Domino claims to have the right English speaking course for them, enabling them to speak English fluently.

Course Objectives:

- Students gain fluency in English.
- Students improve speaking and listening skills and think in English.
- Students read, write and speak in English using appropriate forms depending on social purpose.
- Students learn to work independently and establish control over the direction of their study.

Pre-Foundation Level:

This is a specially designed course for students who are unable to understand any English. It enhances the student's ability to understand English. Daily use vocabulary is provided to make them feel comfortable and confident enough to initiate their learning.

Course Duration: 1 month (5 days a week – 2 hours a day)

Foundation Level:

This is an ideal course for students with a basic level of English. This course builds on the knowledge, you already have and greatly improves your confidence.
Course Duration: 1 month (5 days a week – 2 hours a day)

Regular Level (Elementary & Pre-Intermediate):

This language institute has its own course books specially designed by English language scholars. These carefully prepared books meet all the requirements for students of Elementary and Pre-Intermediate Level. The topics included are designed to interest and motivate learners. This course offers the balance of English language study with many opportunities to improve speaking, writing and listening skills.

Course Duration: 3 months (5 days a week – 3 hours a day)

Key Features of Regular Level:

Communication: Teaches grammar, vocabulary, and conversational skills in an interactive and fun environment.

Survival English: Teaches students the English skills necessary for everyday situations such as eating at restaurants, going to the doctor and shopping for food, etc.

Multimedia Studies: Uses the language audio and video system to teach students advanced listening, writing, speaking and reading skills.

Cultural Studies: Students practise reading, writing, speaking and listening whilst learning about different cultural traditions.

Slang and Idioms: Students learn the essential idioms, slang and phrasal verbs necessary for everyday communication.

News, Issues and Debating: Students learn advanced English skills whilst debating about news and issues; they also learn debating techniques.

Public Speaking and Presentation: Students learn how to develop and give dynamic and professional presentations in English.

Intermediate Level:

This intensive course creates the ability to deliver speeches and face an audience confidently. The course aims at everyday conversational skills.

Course Duration: 2 months (5 days a week – 2 hours a day)

Executive Advanced Level:

The English language institute recognizes the successful students need practice in the four main areas of English learning: listening, reading, writing and speaking.

Features:

- Giving presentations
- Enhancing writing skills
- Business Presentation
- Interview preparation
- Goal oriented advanced vocabulary

This course is suitable for those who are working and are busy on weekdays as it is offered on Saturdays and Sundays.

In addition, there are many other renowned English language institutes such as Eureka, Pak British, Pak American, etc. whose general information is presented below in the table.

Table 1 General information about different renowned English language institutes of Karachi

Courses	Duration	Per day	Per week	Fee structure
Elementary course	2 months	2 hours	5 days	Ranges from 1700 to 5000 per month
Pre-intermediate course	3 months	3 hours	5 days	
Intermediate course	2 months	2 hours	5 days	
Advanced course	2 months	2 hours	5 days	

In addition, there are a large number of small private English language institutes [stand-alone institutes] as well which are also open 5 to 6 days a week, and teach 1 hour a day, run by some individuals and are only to some extent popular to that particular area. Their fees are low and teachers are not as qualified as can be found in local institutes with multiple campuses, nor do they offer facilities like them. Usually, students from the same area joined these kinds of institutes. However, even these institutes are much better in teaching English language than government institutes. Their courses consist of many levels the

duration of which is 3 to 4 months each. They use different books according to levels like American Streamline series, Headway series, English 900 series, etc. In this way, they offer a complete course in one year and in some English language institutes in 18 months. Usually, school-going [matric students] and college-going students join these kinds of language institutes. Their English is normally very bad because they have studied from government schools, so they spend plenty of time here and learn with the passage of time. Moreover, they cannot afford to pay high fees. In the table below is presented the general information of the above-mentioned English Language institutes.

Table 2 General information about stand-alone English language institutes of Karachi

Courses	Duration	Per day	Per week	Fee structure
Level one [elementary course]	3 months	1 hour	5 - 6 days	Ranges from 500 to 1000 per month
Level two [Pre-intermediate course]	3 months	1 hour	5 - 6 days	
Level three [Intermediate course]	3 months	1 hour	5 - 6 days	
Level four [post-intermediate course]	3 months	1 hour	5 - 6 days	

In some cases, students even take two years to complete their English language course and acquire the ability to speak English. I know many such students and people personally who have acquired the ability to speak English after spending eighteen months or two years.

2.9 The classroom setting:

Classrooms are powerful settings (Rahman, 2003). Students' interactions and relations with teachers produce a good result. Teachers' attitude with students stimulates critical thinking, impart new knowledge, organize students' attention and students' effort and motivate, engage and support them. A large number of experimental and well-designed descriptive studies show that teacher-student interactions account for gains of up to a year's progress on standardized test, with even great impact accruing to more disadvantaged students. Shamim, (2008) states that classroom setting plays a vitally important role in teaching English language. If a class is equipped with modern technology and all the necessary teaching aids, it becomes easier for students to learn English language.

III. METHODOLOGY

This chapter explains the nature of the research methodology that was used to collect data. It also tells us about the main research questions, participants, aims and objectives of the study and the research instruments. Three renowned English language institutes of the city were selected in which students from different communities and classes were learning English language satisfactorily. Since the present research was qualitative, I decided to select interview (semi-structured interview) as a tool followed by nonparticipant observation. An interview is a purposeful interaction in which one person obtains information from another. Interviews can provide information that is inaccessible through observation. Among the interviews, I selected semi-structured interview because I, as a researcher, felt that I could collect more authentic data from semi-structured interview as it is the combination of both structured and unstructured interview. I also selected observation as a tool. When qualitative researchers obtain data by watching the participants, they are observing. The emphasis during observation is on understanding the natural environment as lived by participants, without altering or manipulating it. In nonparticipant observation, the observer is not directly involved in the situation being observed. He observes and records behaviors but does not interact or participate in the life of the setting under study. In this study, nonparticipant observation was selected to get things further confirmed because the data had already been collected through semi-structured interviews.

3.1 Research question:

- 1) What is the perception of ESL learners about private English language institutes?

3.2 Research type:

It was a qualitative research which is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non-numerical) data to gain insights into a particular phenomenon of interest. Qualitative research seeks to probe deeply into the research setting to obtain in-depth understandings about the way things are why they are that way, and how the participants in the context perceive them. Observations, interviews, questionnaires, phone calls, personal and official documents, photographs, recording, drawings, journals, email messages and responses, and informal conversations are all sources of qualitative data.

3.3 Instruments:

For this research study, semi-structured interview was selected followed by the non-participant observation. Semi-structured interview was selected because there were data which could be gathered by structured interview and some data could be covered by the unstructured interview, and hence best, for my research study, was the semi-structured interview that is the combination of both structured and unstructured interview. It allowed me great freedom to collect the data from the target respondents. After interviews non-participant observation was used to ensure that the data that had been collected earlier was accurate (Gay, Mills, Airasian, 2015-2016).

3.4.1 Interview:

As an interview is a purposeful interaction in which one person obtains information from another. Interviews permit researchers to obtain important data they cannot acquire from observation alone, although pairing in observations and interviews provide a valuable way to gather complementary data. Interviews can provide information that is inaccessible through observation. Semi-structured interviews combine both structured and unstructured approaches. 10 participants were interviewed from each English language institute. The interview was individual interview and took much time.

3.4.2 Observation:

When qualitative researchers obtain data by watching the participants, they are observing. Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations (Nunan, D., 1992). It is a social research technique that involves the direct observation of phenomena in their natural setting (Cohen. L., et al. 2000). In order to authenticate the data, I also used observation as an instrument. Through nonparticipant observation eight classes were observed from each of the above three English language institutes. In total 24 classes were observed. These 24 classes were observed in almost two months and very important data was obtained. I took field notes while observing the classes.

3.5 Sampling type:

In this study, the purposive sampling was used because according to (Gay, et al. 2015) many potential participants are unwilling to undergo the lengthy demands of participations. They further say that sampling in qualitative research is almost always purposive. The researcher depends on experience and insight for selecting a sample; randomness is seldom part of the process. Therefore I purposefully selected 30 participants from three renowned private English language institutes of Karachi.

3.6 Participants:

For this research study, I selected 30 participants from three private English language institutes. These English language institutes were chosen because students from different classes and communities come to learn English at these institutes. I, as a researcher, observed that a large number of college and

university students were also learning English as a second language in these English language institutes especially in the afternoon and in the evening.

Table 3 Private English Language Institutes

01	No of Private English Language institutes	03	-	-
02	Total no of students interviewed	30	-	-
03	Names of language institutes	Domino English Language Institute	Paramount English Language Institute	House of Modern English Languages
04	No of students interviewed	10	10	10
05	No of female students interviewed	03	08	01
06	No of male students interviewed	07	02	09

Table 4 Private English Language Institutes where classes have been observed:

01	No of Private English Language institutes	03	-	-
02	Total no of classes observed	24	-	-
03	Names of language institutes	Domino English Language Institute	Paramount English Language Institute	House of Modern English Languages
04	No of classes observed	08	08	08
05	No of female students present	15	18	09
06	No of male students present	10	10	19

3.7 Procedure of Data Collection:

Firstly, consent was obtained from the principal of a language institute 'Domino English Language Centre', and then the target participants were selected. This language centre is open from 9 am to 10 pm. I visited this institute at different timings so that I could meet the right participants. Written consent was also obtained from the participants before they were interviewed. It took three to four visit days to have completed the interview of 10 students from this English language Institute, then I moved to the next English language institute and it was House of Modern English Languages and followed the same procedure there. Thereafter, I visited the 3rd English language institute and collected data from the 10 students after obtaining their consent. In this way, I completed the interview of 30 students from 3 different English language institutes.

3.8 Procedure of Data Analysis:

The data was collected through semi-structured interviews by interviewing 30 participants from different campuses of 3 private English language institutes. The data was first transcribed then the transcribed data was analyzed carefully for emerging themes. The following subthemes/codes were obtained.

Subthemes/Codes found during Analysis

Language Teaching at Private English Language Institutes

- 1) Quality education**
- 2) Lots of facilities**
- 3) Favourable environment**
- 4) Result-oriented approach**
- 5) Cooperative teachers**
- 6) Trained teachers**
- 7) Effective teaching techniques**
- 8) Use of modern technology**
- 9) Focus on speaking and listening skills**
- 10) High fees, no concession for middle and lower-middle class students, expensive books**

The themes which were obtained from the analysis of the data were then critically discussed in the light of the existing literature and my [the researcher's] insight of Pakistani context. The data that was collected through observation was also included during analysis as it was related to my nonparticipant observation. I tried my best to avoid premature judgment and find out the answers to the following research question after examining the data carefully.

Research Question:

1. What is the perception of ESL learners about private English language institutes?

Summary:

To conclude, this chapter discusses the methodology I used to collect my data. I have also discussed the type of research I conducted, background of the participants, the objective of this research and main research questions. Details about participants and the procedure of data collection have been mentioned in this chapter at a great length. Some details about participants and their background have also been mentioned by drawing tables.

IV. FINDINGS & ANALYSIS

THEMATIC ANALYSIS

This chapter explains the nature of the data that has been analyzed. First of all, all interviews through which data was collected were transcribed and then the data was coded for the purpose of establishing categories. A large number of codes or sub-themes were found. Categories were also made of subjects selected on the basis of different groups. Then sub-themes were merged into main themes. In addition, theme analysis was also established to facilitate data analysis. Since the interview questions were semi-structured, the results were prepared to report descriptively (Gay, Mills & Airasian, 2015-16). Many important themes emerged from the analysis of the data that answer to the question to a great extent.

4.1 PERCEPTION OF ESL LEARNERS ABOUT PRIVATE ENGLISH LANGUAGE INSTITUTES

4.1.1 Quality Education

Private English language institutes are playing a very important role. They are providing quality education. Their system is good. Students are very comfortable and take lots of interest because teachers are trained, friendly, cooperative and helpful. They motivate students from time to time. That's why in my opinion, students prefer to learn English in private English language centres rather than in government institutes. (ST-1, 3, 5, 7, 8, 11, 12, 16, 18, 21, 23, 24, 27, 28, 30)

As there is not much data available on private English language institutes of Karachi, I tried my best to analyze the themes as per the little existing data and in the light of my own insight. No doubt, private English language institutes play a very vital role in teaching English language and providing good education in a systematic way in Karachi. Rahman, (2003) identifies that students are comfortable at private English language institutes as the teachers of these institutes are very cooperative, helpful, friendly and trained compared to the government institutes. They keep motivating their students with the passage of time. They are a very good source of motivation and encouragement.

When I observed classes I also found students very active, energetic and attentive in the class. They were also coming regularly. Teachers were motivating them from time to time. Students were provided with good rooms, neat and clean environment and cooperative and helpful teachers.

4.1.2 Lots of facilities—flexible timing, saving of time, regular classes

There is a good environment, teachers are good and classrooms are nice, neat and clean. In private English language centres we can study properly. We have lots of facilities. There are good teachers. They come on time, teach us well and encourage us all the time. Rooms are good, neat and clean and air-conditioned. If we have any problems, we can talk to the management. We can make a complaint. (ST-1, 2, 3, 5, 7, 10, 11, 13, 18, 19, 23, 24, 26, 28, 30)

When a question about facilities at private English language institutes was asked, students replied positively. They appreciated the environment, teachers, and classrooms of English language institutes. According to them, teachers are regular, punctual and hardworking. They keep motivating and encouraging their students with the passage of time. Jalal, (2003) identifies that the management of language centres is very good and cooperative. If students face any problems, they go to them and their problems are solved on priority basis. The observation also reveals that, at private English language institutes, students and teachers both are regular and hardworking. Rooms are in good condition. Students have many facilities. If they find anything wrong they can discuss it with the management.

4.1.3 Favourable Environment

Language centres create such an environment in which students develop the desire to speak English language. Students are motivated and encourage to speak English. They do not focus on accuracy, but rather on speaking English unhesitatingly. They have lots of language aids and good teachers. Of course, students speak broken English, but by doing this they try to get rid of the deep-seated fear and hesitation and gain confidence. And sooner or later they start speaking English well. There are cameras through which they

closely monitor all the activities of the students. If they find anything wrong, they take a prompt action against it. (ST-1, 4, 5, 7, 8, 10, 11, 17, 21, 25, 26, 27, 28, 29)

Environment plays a vital role in ESL. From the above-mentioned data it has been understood that English language institutes provide the environment which plays a very important role in students' learning. In fact, it is the environment for which majority of the students join English language institutes. These institutes focus mainly on speaking skills, rather than accuracy, and try their best to overcome students' hesitation by providing English speaking environment. Further, they keep their eyes upon students through close circuit cameras by monitoring the activities of students and teachers both (Bashiruddin & Qayyum, 2014).

4.1.4 Cooperative Teachers

Sir, in language centres, of course, we ask teachers again and again and they do not get annoyed. They are very friendly, cooperative and helpful. Environment is good, classrooms are good, they are air-conditioned, AV classes are conducted and white board is used. Teachers want to enable their students to speak English. They want students to overcome the problems and achieve their target. (ST-1, 2, 4, 6, 8, 10, 12, 14, 17, 19, 21, 23, 24, 25, 28, 29)

It also has been found that at private English language institutes teachers are very cooperative and helpful; they pay much attention to students; they try their best to help students overcome their problems. It is their cooperative attitude that also plays a vital role in sustaining the interest of the students. Therefore students go to English language institutes despite paying high fees. Mansoor, (2005) states that since teachers' jobs are secure, they do not bother about students' performance. There may be some good teachers at government institutes, but they are very few.

4.1.5 Result-oriented Approach

Teachers are good; topics are good; lectures are good. There are books which are nice. They arrange group discussions, pair conversations and solo speeches. They give us confidence. They do not only give us lecture, but they call us in front of the class and make us speak. They give us lots of practice. All the things are done practically. (ST-1, 6, 7, 8, 10, 14, 15, 16, 17, 18, 24, 26, 27, 28)

It has also been understood that private English language institutes follow result-oriented approach. They try their best to produce good result; they give good topics, interesting activities, and use language books effectively in the classrooms to produce good results. They give more and more confidence to students by calling them in front of the class to speak. When students come in front of the class, they feel hesitant in the beginning, but with the help of teachers activities become easy and interesting for them. Students are given much practice so that they speak English language effectively and confidently.

4.1.6 Trained Teachers

If we talk about techniques, we see, in private language centres, teachers are more qualified than the government teachers. They are normally well-trained from English language perspective. They attend seminars, workshops and short language teaching courses. They are committed to their tasks. They know it very well that they will be paid if they produce good results. They give students different types of activities from the very beginning. They give students role plays, activities, speeches, arrange debate competitions, game activities, etc. (ST-4, 6, 8, 9, 15, 18, 22, 24, 25, 27, 29)

Another very important thing that I have found in private English language institutes is the presence of trained teachers. Of course, all the teachers are not trained but majority of them are trained. They are provided with training from language teaching point of view. Malik, (1996) feels (as cited in Mansoor, 2005) that ELT training courses should be set up which should include a need-based model, and emphasize the language development component along with updated approaches and methodology in English language teaching. For this purpose, teachers either attend or they are made to attend seminars, workshops, short English language courses, etc. Malik (1996) (as cited in Mansoor, 2005) also identifies the need for trailer courses or follow-up workshops after the successful completion of a training course because according to him trained teachers need support to implement the acquired innovative language-based approaches to the teaching of English. In fact, many are devoted and committed to their task. Since they are bound to teach only English language they try to do it as better as possible. They know the significance and importance of producing good results and good results can be produced if teachers are well-trained.

4.1.7 Use of Modern Technology

Teachers use audio video system in the class and let us know the native accent of English language. They use up-to-date techniques and modern technology. Teachers teach students very well. Rooms are good, airy; chairs are comfortable; management is good. Modern technology is used abundantly. Good environment is provided to us. (ST-5, 16)

This study also reveals that private English language institutes use modern technology. As we know that modern age is the age of science and technology, in this age, man is advancing by leaps and bounds. We have invented and discovered so many things which were unimaginable in the past. So now we have computer and internet. With the help of computer, we have access to electronic dictionaries –online and offline both. We have access to unlimited practice material related to speaking, writing, reading and listening skills (Rahman, 2003). Some English language institutes are extracting full benefits from modern technology. A large number of lectures are also found on YouTube and in other videos.

4.1.8 Focus on Speaking and Listening Skills

Speaking skill is more focused because it is speaking skills that help us achieve our target. Majority of students want to get a good job or want to go abroad, for this, they have to improve their spoken skills and language centres are full of such students. For this purpose, we have books and are given different topics to speak about. (ST-1, 2, 6)

Of course, it is very commonly said that English language institutes focus on speaking and listening skills so it is very much true in the light of the data that has been collected. Kachru, (1986) also identifies that it is the speaking and listening skills ESL learners try to achieve because majority of the students want to get a good job or want to go abroad and for these purposes they need to learn especially speaking and listening skills.

4.1.9 Effective Teaching Techniques

About the language centres, I would like to say one quotation: Don't work hard, work smart. They teach us with lots of entertainment and fun, so students also pay lots of attention and learn many more things in a short period of time. Their techniques are different from government institutes. They try to motivate their students. They give students result-oriented activities, which students can perform easily and learn a lot. So we can say that their teaching is activity-based teaching. They try to give more and more activities, so that students can learn English in an effective way. (ST-2, 4, 5, 3, 8, 9, 10, 19, 22, 23)

The above-mentioned analysis of the theme also indicates that teachers, at English language institutes, teach smartly. They teach English language in a better way than the teachers of government institutes. Students do not feel bored. They use techniques which are totally different from the government institutes. They use motivation force as a primary tool and do not insult students. They do not employ teacher-centered approach, but rather student-centered approach (Rahman, 2003). Their teaching is activity-based teaching. They do not rely heavily on books. The nonparticipant observation also shows to a great extent that teachers have comparatively good techniques to teaching English as a language. They use interesting activities in the class. They keep motivating students with the passage of time. They use student-centred and result-oriented approach. The nonparticipant observation also suggests that at private English language institutes, teachers teach smartly and students do not feel bored. They use multiple techniques to teach English language. They use many interesting activities and keep motivating students from time to time. Shamim, (2008) finds that teachers are not bound to follow strictly any specific syllabus, though they have a syllabus.

4.1.10 High fees, no concession for middle and lower-middle class students, expensive books

At private English language institutes, fees are very high. They do not give any concession in their fees. The books which they sell are also very expensive. We have to buy the books at all cost. It seems as if they are earning even from books as well. (ST-1, 4, 9, 15, 16, 19, 22, 23, 24)

The analysis of the above-mentioned theme shows that fees are high and in many cases they do not give concession to their students. Since they have to bear lots of expenses, they do not give concession. The nonparticipant observation also, to a great deal, shows that the students who come to learn English at private English language institutes are not usually from rich families or upper class, but rather they are from middle class or lower-middle class.

Summary

From the above analysis of the data it has been identified that at private English language institutes, teachers are regular, punctual and hardworking. Environment is good, students and teachers are both regular. Majority of the teachers are trained for teaching English language. Teachers use modern technology and keep students up to date. These private English language institutes provide quality education to their students. Their rooms are air-conditioned or airy; chairs are comfortable and management is very cooperative. They create a kind of competitive environment through which students gain lots of knowledge.

V. CONCLUSION

From the above findings and data analysis the answer to the research question has been found:

5.1 PERCEPTION OF ESL LEARNERS ABOUT PRIVATE ENGLISH LANGUAGE INSTITUTES:

These private English language institutes give quality education and have a very good system. They offer all the necessary facilities to their students. Their teachers are mostly well-trained, cooperative, helpful and polite. They do not mainly focus on syllabus, but rather teach beyond the syllabus. Their main target is to enable students to speak English. They do not use traditional method of teaching, but rather use student-centered approach and result-oriented approach with many new techniques. They provide a very favorable English speaking environment which helps student learn English. They want to produce result at all cost. Students of all levels and from all communities can learn English from these private English language institutes, but their fees are high. Such fees are sometimes very difficult for the students of middle class and especially lower-middle class to afford. Many institutes even do not give any sort of concession to such students. Most of them also sell their own books which are very expensive.

5.2 RECOMMENDATIONS:

- At private English language institutes, the fees should be low.
- The books which are used in the institutes should be available at affordable prices.
- There should be concession in fees for middle and lower-middle class students.
- Reading and writing skills should also be focused.
- Training should be provided to teachers on regular basis.

5.3 Limitations:

This study focuses primarily on the ESL learners who are studying English language at private English language institutes where students learn English as a second language, English as a foreign language, English for specific purposes, etc. This study will not be very effective if suggestions are to be given to bring improvement in the teaching methodology of government institutes like schools, colleges and universities where English is taught as a compulsory subject and where great improvement is required. It is highly effective for those who want to learn English language from locally owned private English language institutes especially local institutes with multiple campuses in Karachi.

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