

EXPLORING THE DIFFICULTIES FACED BY 'OUT-OF-FIELD' ENGLISH LANGUAGE TEACHERS AT PUBLIC SECTOR SCHOOLS OF LAHORE

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ABSTRACT

The study intends to highlight the difficulties of 'out-of-field' English language teachers of the middle level in the Public Sector, Lahore. The practice of assigning 'out-of-field' teachers to teach subjects or year level is a dilemma most non-subject teachers face. This mixed-method research, based on the pragmatic paradigm, was conducted using qualitative and quantitative research tools. A total of 80 personal semi-structured interviews with teachers were conducted. The interview consisted of 5 sections, and every section had questions. To explore this phenomenon thoroughly, 85 students' documents (notebooks) were analyzed, and 20 students were interviewed. Public school heads-teachers filled out 35 questionnaires; this questionnaire was divided into 5 sections and consisted of 30 items. The study's Findings reveal that the teaching of English by 'out-of-field' teachers is implemented by authority and administration, which does not acknowledge the significance of different language skills and their aspects: non-availability of in-service training at the elementary level, memory-driven exam system, overcrowded classrooms, teachers' workload, shortage of teachers, shortage of resources (A.V aids), ignorance of language teaching method and lack of ongoing support system. Moreover, students suffer the most in this scenario, hindering fruitful learning outcomes. The education administration should not recruit 'out-of-field' teachers as this practice fails to lay down the foundation of the English language. The study suggests that only teachers with qualifications in English (Subject specialists) should teach at every level to ensure the beneficial acquisition of the English language.

KEYWORDS: administration, English language, head teacher, memory-driven, out-of-field

Introduction

English arrived in the Indo-Pak in early 1600, when the British extended their trading with the locals under the banner of East India Company to expand their power and influence. The British introduced their native language for their interest and, through its education, wanted to produce cheap clerks who ran their colonial administration in this area. So, the people of the Sub-Continent have no choice except to learn it. Lord Macaulay said the British wanted to produce a class that is Indian by blood and colors but English in flavor, opinion, morals, and wisdom (Baruah,1984). For this motive, they constructed missionary schools. At the start of the twentieth century, it was the education and official language place in India.

Though English language learning was a requirement of time with time, it became necessary to be in touch with the whole planet. English is recognized as a significant language in various ways, such as as a library language, commonly recognized as the language of research and information technology. At the global level, many literate people frequently use English for speaking and reading purposes. Numerous countries have focused on learning English as a second language. The English language can meet the test of practical values as we want to be associated with this global village; we should have to hold English (Mueen,1992). English language skills promote global communication (Javaid et al., 2023). Because all disciplines (diplomacy, international trade, social science, humanities, science, and arts) are served under this language.

Due to its strong position as an international language, it has the highest rank among all the languages of Pakistan. English is being used as Pakistan's official language in different sectors like science, administration, jurisdiction, commerce, engineering, and technology. Language is a most dominating part of human existence. It is because people keep communicating with each other. Language learning has a complete structural process. Every

user must have little informal information about it and be well aware of its significant relationship with other languages. According to Jean Piaget's cognitive theory (1970s), language is a subordinate part of cognitive development. Language is mapped onto an individual's set of prior cognitive structures. The principles of language are no different from other cognitive principles. A person becomes capable of abstraction and formal thinking, which excels in concrete experience and direct perception (Freeservers.com, 2012). Moreover, the importance of language depends on its users and usage areas. These utilization areas are described in depth and breadth. A note-worthy language is used in education, politics, economics, and the social levels.

In Pakistan, English is employed as a mode of learning and instruction from primary to higher education. It is considered a core subject from primary to graduation. Unfortunately, at the school level, the English language is taught by inexperienced and non-subject teachers who do not have the necessary pedagogical content knowledge, subject knowledge, and self-efficacy. Further, Hattie (2009) described that the quality of education is drawn from various teaching methodologies and skills. Language challenges in higher education induces stress whereas cognitive and behavioural aspects helps improve performance (Javaid et al., 2024).

Teachers play a vital role in nation-building while students are taking on the whole wealth of any country. Teachers should know that educational institutions have four pillars: knowledge for living, learning for awareness, education for practice, and learning to perform (Jagtap Parkash, 2016). Teaching is a well-known word for teachers, so teachers should realize its meaning and responsibilities. Teachers are not only a source of transforming knowledge for students, but they also make them competent, skilled, and cheerful thinkers as healthy humans as well as citizens. New trends are coming in the field of education. Teaching and learning are being modified due to innovations in education. The Government of Pakistan has made notable changes in the Educational policy framework, especially in the hiring procedure for government school teachers. However, it is still lacking in some aspects and has practical implications for differences at the school level. One is 'out-of-field' English language teaching, a considerable problem.

The term 'Out-of-Field' denotes the appointment of teachers who are not qualified enough for the assigned subject as they do not have the relevant degree, training, and subject-based background knowledge (Ingersoll, 2001). Out-of-field teaching is a common practice all over the world. This type of teaching and learning affects the quality of education. Globally, the 'out-of-field' teachers' problem is the least focused, unrecognized, and under-researched area.

Research Objectives

1. To identify and analyze the challenges "out-of-field" English language teachers face at the elementary level.
2. To investigate the impact of "out-of-field" teaching on students' English language learning experiences and outcomes at the elementary level.
3. To explore the factors that contribute to the engagement of "out-of-field" teachers in teaching English at the elementary level.

Research Questions

1. What challenges do "out-of-field" English language teachers experience while teaching English at the elementary level?
2. What challenges do students encounter in their English language learning due to "out-of-field" teaching at the elementary level?

3. What factors contribute to the prevalence of "out-of-field" English language teaching at the elementary level?

Literature Review

For the last many years, the quality of teachers has been critically and continuously viewed by researchers and educationalists because teachers lead the education system as stakeholders. A nation's future is in their hands. Education is the most worthwhile tool, and we can change the world through its proper use. However, the power of teaching is formulated with the proper knowledge and teaching field. Through it, we can bring revolution. According to Ingersoll (2004), 'out-of-field' teaching assigns a subject to teachers inadequately trained and qualified in the relevant field or subject. This type of teaching problem is complicated because, for a long time, it has been practiced in schools. This statement makes us consider it a significant problem in our education system. Teachers' literacy, teaching methods, and qualifications are associated. We must look into dilemmas critically to find solutions for our children's future.

The 'out-of-field' term is used for teachers who are not qualified and trained enough. These teachers are targeted to teach unfamiliar teaching subject material without having any technical assistance. Mostly, this difficulty area is not in the researchers' spotlight due to the non-availability of authentic statistical facts. The statistics data was not collected and generated because it was kept as an unrecognized problem. The 'out-of-field' teaching implication is not only seen in Pakistan. However, it has been utilized in many foreign countries for a long time, being preceded by a vital part of their education system. However, one point that has not been digested is that only a few studies or research have provided statistical evidence on this issue (already noted above). Currently, the ratios of 'out-of-field' teachers are at alarming risk in many countries.

'Out-of-Field' Teaching Defined by Different Researchers

'Out-of-field' teaching is a situation where teachers are through their specialization comfort zone, and these subjects are not the core of their training. The main emphasis of the Australian and North American researchers is that the teachers must qualify in their respective fields (Ingersoll & Gruber, 1996). Professor Geoff (2015) gives a new breath to the definition of 'out-of-field' teachers; he says although 'out-of-field' teaching takes place when the teacher has not studied the subject at the university level in his single semester or has not even read a single chapter of pedagogical skills related this subject in their service training. The 'Teaching across Specialization' term is used by Silva and Loveys (2011) for 'out-of-field' teachers, such as teaching math by a teacher qualified in History and hired a history teacher designation.

The term 'out-of-field' is expressed as a teacher rehearsing a course in any class without a certificate of expertise (McConney et al., 2009). In addition, Robinson claimed that the 'out-of-field' teaching phenomenon is related to a teacher's execution with limited knowledge and training. Moreover, he said, this is a crucial and comparatively non-worthy problem in schools (1985). Teachers can collaborate with students and may create good atmosphere for learning along with AV aids and use of media (Ramzan et al., 2023). Iqbal et al.(2023) also emphasized use of media and sensitisation.

A study and assessment of teaching 'out-of-field' is conducted in Western Australia. It exposes the bitter truth of 'out-of-field' teaching, commonly observed across Australian schools. Even 20th-year 'out-of-field' experienced teachers are found in Australian non-government schools. The Australian Department of Education claimed that 'out-of-field'

teaching was pointed out as an academic subject or a complete year level in which a teacher is not highly qualified. The highly-qualified meaning indicates a criterion, and the description is a teacher with a bachelor's degree, state license, training certificate, and competency in the academic subjects of teaching. In this detailing, the term competency is used; it pointed out that a subject can be established for teachers that they hold as a significant subject or a test to pass at the undergraduate or graduate level. Moreover, the teacher has an advanced teaching certificate in that subject. Both terms have a strong relation with each other.

The 'out-of-field' teaching complexities outlined by Hobb (2012) elaborated on these complexities that occur in the classroom as the result of 'out-of-field' teachers. When teachers fail to instill knowledge among students skillfully, it creates a gap. This gap in knowledge and skills cannot be worked and stand alone. It has a chain of lack of expertise in interaction, cooperation, integration, functionalities, and sensitivities. These predicted the unhealthy relationship between students and teachers. The weak interaction between teachers and students has a higher chance of developing heavy anxiety instead of positive energy exchanges with each other (McInerney & McInerney, 2006). This creates complex behavioral situations in the classroom. Teachers suffer from dissatisfying emotions and disappoint students (Fernzel, 2009). That is why 'out-of-field' is titled 'Dirty Little Secret' by Albert Shanker. This entire makes the learning environment intensified (Connors, 2008).

The reasons for 'out-of-field' teaching are examined by Ingersoll (2002). Why is this exertion continually observed in schools? Firstly, teachers are instructed by the school authority to teach subjects that do not match their qualifications. They do this activity to fill up the timetable and to deal with other schools' requirements. Secondly, regionally, many teachers are breathed and constantly trialed to 'out-of-field' teaching to get job opportunities. So, the geographical and subject area matter, and these above important reasons, have the basis of this wonder.

1.1 'Out-of-Field' And Global Scenario

The teaching 'out-of-field' was trouble in the United States and was generally unidentified because there is no actual evidence on this existing case. Ingersoll suggested that secondary school teachers must have formal academic education and training in the subjects they are taught. He showed in his early works that some studies had investigated and raised the 'out-of-field' teaching issues, and These studies' findings confess that United States secondary schools have a large number of 'out-of-field' teachers; they practiced teaching core subjects rather than specialized areas. Further, Jerald (2002) noted that the United States had a maximum percentage of 'out-of-field' teachers at the nation's lowest income and at the highest minority schools. Seastrom (2002) defined that in middle schools, more 'out-of-field' teachers were working in the subjects of Social Sciences, History, as well as Foreign Languages, English, and Mathematics, while in higher secondary schools, 'out-of-field' teachers were chosen to teach English, Mathematics, Social Sciences, Music, Arts, and Physical Education subjects. These results described that out-of-field teachers in the United States teach most core subjects. Researchers also revealed that these teachers tend to be used to teaching from textbooks only. No extra learning materials are used. So, this way of teaching puts barriers in front of student's critical thinking. Teachers conveyed minimal knowledge about the subject. Moreover, these textbooks-based results do not meet the level of standardized examination because standardized tests are prepared under critical thinking skills.

Brown's (2003) study explained how many 'out-of-field' teachers teach in middle schools. What are their subjects in the teaching field? According to his report, 71 % of History and 70% of Social Sciences 'out-of-field' teachers are in middle school. They asserted that this study information will positively contribute to 'out-of-field' teaching problem

literature. Another study by Dee & Cohodes 2008 focused on the association between teachers' subject-specific qualifications and students' achievement. The results showed a significant difference between students' engagement in subject and subject-qualified teachers versus other teachers.

Darby (2012) noted further from Australian research done by Harris, Jenz, and Baldwin (2005) that 16% to 28% of science teachers did not have Science-based degrees, 22% of year 7 teachers were unsuitably qualified to teach Science, while 20% of math teachers did not study math beyond first-year level. Although alarm bells are sounding about out-of-field teaching, Zepeda (2006) explains that 40 to 50% of out-of-field teachers in the United States do not receive extra help or support.

Classroom Impact on Students

Teachers play the chief role in the learning environment because they are responsible for what is going on in class. 'Out-of-field' teaching cannot develop a trusted relationship among teachers and students. Harris (2005) defined it as not a matter of how well teachers have pedagogical skills. However, deficient knowledge in their discipline is taken unprepared. A teacher with low self-esteem, self-doubt, and lack of knowledge brutally affects the classroom learning environment (Lingard, 2010). In this extension, Doll, Zucker, and Brehm (2004) added that an effective classroom has healthy and positive characteristics, such as the teacher being a source of motivation, good interaction with students, academic efficacy, and self-control. The best learning takes birth in such an environment, which promotes students to be learner-positive. Further, it promotes respect for independence and gives students the security to make mistakes without fear. This act is considered a core part of teaching (Arnold, 2005).

Marzano (2007) elaborates that teaching and continuous learning are impossible without good planning and effectual principles. The classroom learning environment unveils all the truths about which approaches teachers adopt for good learning. A Classroom declares the teacher's management, planning, and strategies and their implications for successful learning.

Educational Leadership

In the lived meaning of 'out-of-field' teaching context, researchers widely look at and discuss educational leadership. Darling Hammond (2010) and Hattie (2009) argue that educational leaders are answerable for developing comprehensive and effective school environments. This is core conceptual point because out-of-field teaching is a transnational issue which includes Australia (Hobbs, 2012), US (Ingersoll, 2002), UK (Loveys, 2011), Europe (Bonesrønning et al., 2003; Maaranen, Kynäslähti, & Krokfors, 2008), Korea (Ee-gyeong, 2011), Turkey (Kan, inkir, Olgun, Eryilmaz, & Cemaloglu, 2013) and South Africa (Du Plessis, 2005, 2010) all researchers are agreed upon it.

Annae. Duplessis, Annemaree Carroll, and Robynm.Gillies (2014) studied the Meaning of 'Out-of-Field' Teaching for Educational Leadership. Their research looks at the basic level of understanding of educational leaders necessary for 'out-of-field' teaching to improve the quality of teaching and the learning process. They showed that educational leaders directly affect the quality of education and the international economy. As Hobbs (2013) describes the elements of 'out-of-field' teachers' lives in his research, 'out-of-field' teachers' life consists of complex confidence, low self-esteem, and different difficulties of real-life situations. He defined more that these complex multi-layered lived experiences of teachers in 'out-of-field' positions, along with their colleagues and students, have significant meaning for leadership

strategies, and these lived incidents of 'out-of-field' teachers proceed with the conception of school authority techniques, professional identity, and teachers' emotions. Language pronunciation is affected by emotional aspects (Ikramullah et al., 2023).

Instructional and transformational leadership models are reported by Hattie (2009). He claimed 'out-of-field' teachers execute their teaching under these model umbrellas; these models' descriptions are as follows: Instructional leadership constructs the disciplined environment, comprehensive learning aims, and strong beliefs among teachers and raised hopes, on the other hand, the transformational model defines the head-teacher whose involvement in the matter is active, working style is goal-oriented, and his commitment encourages pass out positive energy to other staff members. From these criteria, these models can easily recognized. Authentic leadership can help induce innovative work behaviour (Khan et al., 2024). Remote work option may also enhance engagement (Fatima et al., 2024). Responsible leadership make environment peaceful and easy to communicate (Jabeen et al., 2024).

Bush (2015) shed some light on different leadership models identified from the organization and leadership theory. These are managerial, transformational, transactional, moral, participative, distributed, postmodern, contingent, pedagogy, and didactic. According to Caldwell (2009), school leaders' significance is not accountable only to money base but should be looked at by intelligence, social interaction, communication skills, implementing rules, giving direction, and consistency toward betterment. These qualities make the leaders impactful and unique. (National College for School Leadership, 2001). Despite this, Getkin (2009) explained that successful leaders are energetically involved in their assignments and keep an eye on their objectives. An Australian School Workforce Report (Australian et al. Commission, 2012) raised that thirty-nine (30%) percent in a large city and forty-two (42%) to sixty-six (66%) percent of remote areas school leaders accepted that they are facing problems with deployed teachers with academy certificates whether fifty (50%) percent leaders declared that they assigned classes to 'out-of-field' teachers because they have difficulties in assigning suitably qualified teachers. Furthermore, fifty (50%) principals admitted targeting teachers at 'out-of-field' positions.

Hobbs (2012) explained that to get an in-depth understanding of 'out-of-field' phenomena, we need to seriously look at them because we consciously need to study the connection of school leadership. What techniques and agreements are they adopting for 'out-of-field' teachers? Young school leaders' focal point is to maintain infrastructure and promote good repute while teaching and learning problematic areas they ignore (Getkin, 2009). Spillane et al. (2009) agreed that the leader's development plans and setting strategies with the staff involvement and their adequate reflection are determined by how much time school leaders spend in their office. Educational leaders who spend more time in the office and its activities. They lack staff interaction skills and remain unaware of class conditions. The educational leaders kept engaging their-self in goal setting and organizing strategies for the better establishment of schools, whether related to classroom, staff, or community interactions, to uplift students' and teachers' confidence. Such workers are in the real meaning of educational leaders who accept the pain of hard work.

Methodology

It is a primary study conducted using the mixed method approach, which involves collecting and analyzing qualitative and quantitative research and then integrating them to get findings. This approach is based on the pragmatic paradigm. As it focuses on the problem, it

derives the knowledge towards the problem by using the research tools. This is the explorative (QUAL-quant) and inductive study mixed methods research. Mixed methods allow researchers to understand a phenomenon's depth and breadth. It combines qualitative and quantitative data collection and unveils multiple perspectives (Creswell, 2012 & Plano Clerk, 2011). At the most basic level, it is generally understood that quantitative research involves collecting and analyzing numerical data, while qualitative research considers narrative or experiential data (Hayes et al., 2013). For a fuller understanding of the scope of quantitative and qualitative research, the reader should explore the positivistic (quantitative) and naturalistic (qualitative) paradigms in more detail. This study's qualitative part has two phases of data collection: semi-structured interviews of teachers and document analysis (students' notebooks) plus interviews of students. The quantitative part involved head-teachers head teachersiques helped to understand the profundity of 'Out-of-field' English language teachers' experiences. furthermore, it is a descriptive type of research, and the public schools are involved in this study.

This research has used a convenient sampling method. A convenient sampling technique is a non-probability sampling method. It can apply to both qualitative and quantitative studies. It relies on data collection from population members who are conveniently available to participate in the study. This study is a triangulation of data sources for a deeper understanding of phenomena. Trisourcection allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques. This method enhances the validity of the research because it captures the different dimensions. This study triangulation was formulated through semi-structured interviews, document analysis, and surveys. For this purpose, 80 elementary 'Out-of-Field' English language teachers' participants are selected for interview. Eighty-five class works were taken for document analysis, and 20 students were interviewed. Furthermore, a survey is conducted to dig out the breadth of phenomena, and 35 middle head teachers of public schools head teachersionnaires. All data is collected from 20 public schools in Lahore City.

In order to answer research questions. Research data has been analyzed in descriptive form. Quantitative data was analyzed using inferential statistics, and thematic analysis was used to analyze qualitative data. The interview data were analyzed through two main phases: firstly, verbatim transcriptions were analyzed for keywords and phrases explaining lived experiences and lived meanings; secondly, data were grouped into themes. The thematic interpretive analysis examined participants' experiential claims (Smith et al., 2010). Quantitative analysis provides a descriptive explanation of data gathered using percentages. The qualitative analysis helped an in-depth understanding of the phenomenon by gathering comments from study participants. In the qualitative data analysis, interviews and document analysis provided insights into the participants' perceptions and experiences.

Data Analysis Findings and Discussion

This research data provides many factors for discussion and consideration. The primary objective of this study is to find out the 'out-of-field' English language teaching difficulties and their impact on students, further the role of the head teacher in this issue. The 'out-of-field' English language teachers identify problems in interviews; even these difficulties are analyzed in students' class notebooks (documents), and students shed more light on them and reveal some more realities in their interviews. Moreover, the results of the head-teacher data show that the same problems exist at the administration level.

Teachers are pressured to teach 'out-of-field' English language subjects. Because schools have a shortage of teachers, head teachers take this action to cover the gap and achieve their yearly academic results. Moreover, these classes will not appear in the 'Punjab Board Examination,' so teachers are stress-free in teaching at this level. Pakistan society has a

central negative concept that a person who has a Master's degree in any subject can teach any class esp, especially English. 68% of head teachers accepted that they perform this duty to utilize time and teachers. So, with this, 'out-of-field' English language teachers and students are suffering.

Professional Development

The surprising point is revealed by old teachers with 20 to 20 years of service experience that the Government has not arranged any specific English language training or courses for English teachers and 'out-of-field' teachers, even not for head teachers. As Aslam et al.. (2000) claimed, the lack of trained and proficient teachers in the English language has consistently emerged as a big challenge in Pakistan. A clicking point is observed during interviews with these experienced teachers: pronunciation is too bad, and even though they do not understand English well, they still practice English teaching. The teacher's point of view was that the education departments asked for good English results but did not arrange any development programs. The new teacher raised the point that we got little English training in inductions training, but it was not fruitful for implementation and fulfilling our requirements.

Further, trainers are not trained; they need training first. Every training in the education department is just a drama to getting funds or aid from different institutes of developing countries (UNSCO and UNICEF). Recently, "PEEL" (Punjab Education English Language Initiative) June 2017 to June 2020 training was arranged with the collaboration of the British Council for "PSTs" (Primary School Teachers). The British Council's "English as the Language for Development in Pakistan: Issues, Challenges, and Possible Solutions" (Fauzia Shamim) openly mentioned that donor agencies flourish English as an essential language development in developing countries.

The head teachers ' 35 percent responses strengthen this fact. Siddiqui (2010) argued that English teachers hardly avail of any in-service Professional training opportunities because the Government and NGOs are not designing any English training programs for elementary and secondary level teachers, and all pre-courses are outdated.

Lesson Plan

Lesson planning is considered the heart of teaching. It consists of different steps in the process. This process provides teachers guidelines for evaluating their knowledge of what they taught (Reed & Michard, 2010). The scenario of 'out-of-field' English language teachers is the opposite. They claimed they had a lesson plan with rough ideas about what and how to teach. In public schools, head teachers do not check lesson plans or force them to prepare them. That is why teachers are relaxed and stress-free.

Textbook

Since textbooks are the most frequent and single source used in the classroom, language acquisition also depends upon the nature of textbooks. One of the main admirable features of the textbook is that its exercises cover all the language skills for practice (Sahu, 2004). This statement is very true. In the pilot study of English Text Books from class VI-VIII, it was observed that every chapter's exercises are designed for language skills such as Reading and thinking skills, Grammar, Formal and Lexical Aspects of Language, Writing Skills, Oral Communication and all these linguistics aspects learning items are arranged in sequence step by step. This division is present on the content page in this pattern.

Table 4.1: Grade VIII English Textbook (Punjab Textbook Board)

Chapter	Reading & Thinking Skills	Formal and Lexical Aspects of Language	Writing Skills	Oral Communication
Water is a Lovely Thing (poem)	Reading and comprehension	-Concrete Noun -Abstract Noun -Metaphor -Syllabus Division	-Analysing the Main Idea -Summary Writing -Making Sentences	Express Personal Needs/Responses Make and Respond to Requests

In grades VI to VIII, Phonetic and phenology parts are also given. 'Out-of-field' English language teachers claim that they read content/index pages they do not. Head-teachers 84% responses are considerable, showing they clearly know which bases of English textbooks are designed. The 'out-of-field' English language teachers are unaware of basic English language skills ': Listening, reading, speaking, and writing, and how they know other skills. For basic English language skills, 54% of head teachers claimed that 'out-of-field' teachers know the 'Basic English Language' skills. In this entire textbook understanding scenario, 70% head-teacher has a demand for 'Subject-Specialist.' This is an awful stage.

On the other hand, 'Out-of-Field' claimed textbook instruction is understandable and straightforward to follow and has well-defined SLOs (Students' Learning Outcomes). However, the student's learning condition shows another face of reality, which is opposite to the teacher's claim. Head teachers' responses are similar to 'out-of-field' English language teachers; according to them, 56% of teachers can understand SLOs.

Reading Skill

Fortunately, every 'out-of-field' English language teacher conducts reading activities in class because it is the only weapon in their hand to show other teachers that we teach students well. However, they are wasting time because reading and listening demand attention. It is dreadful. 'Out-of-field' conducting reading but not knowing about reading components. At this point, 20% of head teachers' opinions match the situation. According to Adeley Keyser (2017), Attentive reading provides students with imagination (comprehension and thinking skills) and communication (spelling and vocabulary).

On the other hand, students described most reading activities held in our classes and word meanings in notebooks, while other activities were ignored. Students are bored with reading. Because they struggle with pronunciation and teachers do not focus on that, even extra reading material for comprehension development is not supplied to them to enhance interest. Moreover, our classwork is not checked deeply and daily by 'out-of-field' teachers. Students do not even know how to use the dictionary and its symbols, which are given in their textbooks in every chapter's exercises. According to head teachers' viewpoints, only 16% of 'out-of-field' English language teachers have information on reading and thinking skills, and this belief of head teachers is very strong.

Oral Communication Skill

Oral communication activities are provided in the textbook, but these are not arranged. Students who do not practice dialogues, plays, etc., cannot realize how to speak. This skill is a most neglected area in the classroom. Teachers do not have a habit of exposing students to speaking activities. 34 % of head teachers think field English teachers can develop oral communication among students.

Writing Skill

Creative writing is the most neglected area by 'out-of-field' English language teachers and 34 % of head teachers results approved it. An elementary student is not able to construct a sentence independently. Again, I said the textbook exercise has a writing skill section, and two activities are primarily given. One is 'Paragraph Writing,' which was ignored; students' notebooks showed it was not conducted in class. However, they are assigned to learn these materials from any guidebook because they are exam-related questions, and students have no option except to memorize them (rote learning). No one is ready to take this headache. Students also revealed the same scenario in their interviews. As teachers expose learners to writing, they are not focused because they do not have the sense of using punctuation (where to put commas, full-stop) and the concept of upper and lower case.

Grammar Teaching

On the other hand, English textbooks also have various grammar activities and exercises. All these exercises demand a technical teacher who can solve these activities according to the rules and help the students learn them properly. Unfortunately, many 'out-of-field' teachers declared they give this part in summer vacation home because it is out of domain. They even said that grammar teaching is not possible in overcrowded classes. Further, we have less time and cannot teach in 35 minutes. Few said they could teach grammar while asking which method they should use. They said it was done using an inductive approach, i.e., telling or teaching the rules first and then giving bilingual examples. Teach grammar. Language learning is a means of indirectly learning grammar (Takala, 2016).

At the time of students' document analysis, it was strongly realized that they had a weak grammar foundation. They do not have clarity on where to put suitable pronouns. Basic concepts of 'capitalization' and the usage of other punctuation marks are not clear. The teaching of grammar is spoiling by 'out-of-field' English teachers, and they put all on parents because most are uneducated. This reason is unjustified, and 58% of teachers' results showed that one more surprise is that head teachers 58% show that 'out-of-field' English language teachers have the ability to teach Grammar.

Use of Audio-Visual Aids

It is a source of interactive teaching. With aids, teachers can make lessons easy and effectively enjoyable for students. Currently, curriculum-based learning videos are made available on the curriculum website. These are mostly Science subjects, but the t, the teacher does not consider them due to the short period/of time. However, at the language base, much material is available in the form of videos (surely audio). The public school teachers follow the old system. Further, teachers are not prepared, or use charts and only 34% of head teachers accept this reality.

Cakir (2006) stated that the use of audio-visual aids in indifferent language skills is becoming popular among teachers. Nowadays, teachers believe these aids help them make the classroom learning environment exciting and joyful. By interactive teaching, students' motivation level remains up to mark, and they pay more attention.

Headteacher Interaction with Teachers and Students

Communication with others resolves many problems and makes relations strong. Head-teacher responses reported that 60% of 'out-of-field' English language teachers share their teaching or students' problems with them. While 'out-of-field' teachers are exposed, they do not discuss their problems with head teachers because it is not fruitful, and our colleagues are best at helping. The head teacher's qualifications and managerial skills do not match their designation. So, we avoid to approach. Students were exposed in their interviews that their head teachers do not regularly visit their classes and never check students'

notebooks. So, academically, we have less interaction with them. They are more focused on school discipline.

Conclusion

The study explores the difficulties of 'out-of-field' English language teachers. 'Out-of-field' is for a team that practices the IR area or field. It defined by many researchers used different terms for defining it as teaching across specializations, non-subject, and not highly qualified. Fundamentally, 'out-of-field' is the practice of teaching in a subject field or level of schooling in which teachers have neither a principal nor minor certificates. Teachers are serving out of the content area. This is a global educational problem but an unrecognized and under-researched field. It is widely seen in the United States, Australia, South Africa, and Asia. According to statistics records, it mostly applies to History, Geography English, Maths, etc., subjects. 'out-of-field' teaching is considered a a lived phenomenon because it is a situation that teachers are experiencing.

The English language's importance is undeniable. It is the language of development and communication. Its importance as learning and teaching is a considerable point as a second language. However, in Pakistan, public school seniors are different from 'out-of-field' teachers teaching English at the middle level. This level of learning is unimportant from the point of view of the examination by school authorities and teachers. This study has tried to shed light on 'out-of-field' English language teachers' scenarios and dig out difficulties with the influence of students and head teachers. 'Out-of-Field' English teachers revealed this practice is running due to the shortage of teachers and the Government's non-planning of teachers. School authority forcefully assigns this target to us to perform by the faculty. The main problematic area is grammar teaching, which teachers neglect. Punjab textbook provides well-designed books with clear student learning outcomes. All activities are designed according to student's needs and language acquisition requirements. How does a language grow when skills are not implanted among students? All the problems mentioned above cannot be ignored to improve learning and the quality of education. Therefore, it is necessary to take some positive steps to cope with these.

Headteachers' results declared the reality about 'out-of-field' English language teaching that it is a technical subject as well as a language. Specialists should be hired at the elementary level for this subject. Teachers are not interested in teaching. They agree that audio-visual aids are not used or arranged. The 'out-of-field' English language teachers are teaching under time-table pressure. They agreed that teachers are not doing lesson plans. The report showed that school authorities know the sensitivity of the problem but still promote 'out-of-field' English language teaching. It feels like they are interested in system smoothness but not in learning.

As concluding students' achievement, it presented a clear image of what happened in class. The 'out-of-field' English language teachers are not doing well with students as they accepted in their interviews. Written activities are ignored; bookish exercises are not drilled, and reading activities are held only without knowledge of phonetics and reading components and without using audio-visual aids. Feedback from teachers is not given. Usually, teachers teach grammar by applying the bilingual method of GTM (Grammar Translation Method). The forms of language are considered, and whether the functional part of language is ignored. Due to these reasons, students do not adequately stand at language use. They are attaining teacher-centered (one-way) knowledge. In such circumstances, upgrading language among students is the most challenging task.

Malik (1999) highlighted the overall environment in an English language teaching classroom. More often, the students are discouraged instead of being complimented on their performance, which is why they fail to produce satisfactory results and do not even try to

improve due to a lack of positive feedback from the teacher. The root cause of this problem is that the teacher stresses more on the practice of rudiments of a language but forgets to work on the growth and acquisition of the language. The typical mindset of most teachers is to remain firm with the students, which demotivates the learners and affects their overall performance. Another aspect of this problem lies in the teacher's inadequacy in the required qualifications and ignorance of the child's behavioral needs and demands.

The English language has a demand for linguistics teachers. Because language can be learned naturally, it has technicalities. Although from Primary to Graduation level, English is taught as a core subject, students are not proficient in English after Graduation. So, they take language courses at English Language Coaching Centers to improve their spoken and written skills. Among other factors is the method of teaching. The teacher does not involve the students actively and is also disinterested in taking students' feedback. As a result, students lose interest in getting good grades and detach themselves from the learning process. This is not only an issue in the Pakistani context but also prevalent in other countries where English is a second language. 'Out-of-field' English language teaching is a significant obstacle in the language learning process. Students are suffering. The system is killing their abilities, which will affect their future and how they will survive in the modern language and technology era. Teachers also suffer.

Recommendations

The research made the following recommendations;

- English language Subject Specialists should be deployed at a middle level as well as the primary level.
- Curriculum orientation sessions should be arranged.
- English language teachers' guidebooks and coursebooks should be developed for the middle level and provided to schools.
- English language capabilities should be developed among out-of-field English teachers through training or refresher courses.
- Professional development courses should be arranged in the proper time frame. It could be better to arrange at the start of every new academic year or three times a year, according to the academic syllabus division/calendar.

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