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CAUSES OF FAILURES IN ENGLISH SUBJECT: DUE TO LACUNAS IN PEC EXAMINATION SYSTEM

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ABSTRACT

The study evaluates the students' failures in English subject; due to lacunas PEC examination system at the elementary level. The study was carried out in the Gujranwala District at Tehsil Nowshera Virkan (Punjab, Pakistan) with particular reference to elementary level students in focus. The descriptive research design was employed to address the problem. To conduct the study, 150 students were chosen who were selected through random sampling technique. In order to achieve the objectives, the study employed a close ended questionnaire. Document analysis was employed to identify the causes of failures in English subject at PEC examination. Close ended questionnaire were used to find out students' poor result in exam and to identify factors that affect ranking of teachers in elementary schools. Furthermore, the opinions of English language teachers were employed to identify what significant problems they have faced in the PEC system. All data collected using different tools were analyzed quantitatively. The study also identified the major problems faced by students in the attempting PEC exam. These include problem of listening, understanding, organization, unity, adequacy, grammar, punctuation, capitalization and spelling. In addition, factors that were affecting the students' result in PEC exam, related factors like lack of knowledge of strategic use, students' self-writing trepidation, shortage of vocabulary and lack of regular practice, and teachers' related factors such as teachers' ways of giving feedback.

Keywords: Lacunas, English as second language, first language, ELT, The Punjab Examination Commission (PEC)

1. INTRODUCTION

Language learners have a different outlook that writing capacity as the measure to win every field of the world. As per the researcher's experience when it was founded lacunas system of PEC exam as the most niggling part of the learners. In spite of the fact that students have learned English for quite a long time, a number of them are still derisory to write English in a better way. These might be brought on by the obstruction of chance to practice, absence of vocabulary, mental apparatus which more worry to the apprehension of committing errors when communicating in English furthermore improper strategy in the normal for the learners.

The issue is what does the best technique to overcome poor result of PEC exam discussed above. This concern and uncomfortable feeling can be taken on by the unseemly technique that utilized by the instructor. In this way, as an extra class, practice of past PEC papers on English course will help learners to grasp their aptitudes. An English instructor in a language course ought to have the capacity to support and incite the learners to take on the objective predominantly for second language learners. In light of the issue, the researcher contends that the best strategy to be connected in instructing at a language course is the Direct Method. By utilizing Direct Method, a small sample of elementary level, the learners will stumble upon English straightforwardly and normally. It additionally can sway learners to improve the result of PEC exam. This paper explores how students face difficulty due to lack of competency in English in PEC examination.

All Punjab teachers Union blames examination system for class five and eight affecting students; threatens protest if system is not abolished. There are certain reasons and facts of the failure of PEC exam. First of all, the syllabus and course content is not according to the children's age. This is a big reason for the lack of competent teachers in the school. The personal differences and interests of the children are not focused on the GOVT institutions.

Lengthy course is also a major cause of failure of PEC exam as well as paper pattern also counts a lot in failure of PEC exam. Similarly, unawareness of policy makers to the actual situation and ground realities matters in failure. Moreover, the monthly DTE test should be according to paper pattern so that students have an experience and

practice, not confused in exam and prepare themselves for it. This system of exam should be abolished for the right progress of students.

In this case, the researcher focuses on teaching the direct method and its impact on the attempt of PEC exam. The students are required to master all the necessary skills. In this case, after mastering writing skill, students can attempt the exam with full of confidence. This is the fact that a huge number of students fail in English is really appalling. They just want to pass the exams. The rate of passing in English is quite unsatisfactory English is a compulsory subject at all the levels of our education. Most of the students of our country are not interested in learning English. Then they only memorize some answers and hope to get them common in the exams. Beside, many students consider English a problem. Our teachers are not trained enough to set questions properly. As a result, most of them fail in the exam. Again, we have not been able to invent the right approach to learning English for our students. The textbooks are not devised and designed or written well. The existing pattern of setting questions encourages our students to memorize the answers.

In Pakistan, English is taught at the early age and as a medium of instruction as well. However, the students at elementary level face many problems in learning English, especially in speaking, for example the students are shy to write, low motivation, less self-confidence, afraid of making mistakes, sometimes is reluctant to write English, and the students look confused if the teacher asks them to write on any topic which is out of their syllabus, they do not perform well.

Finally, based on the whole explanation above the writer is interested in this study. Furthermore, the researcher carries out the research "Causes of failures in English subject: due to lacunas in the PEC examination system at elementary level" as well as to train the students to speak well. The conceptual framework of this study is comprised on Bloom's (1982) model of evaluation. This model is very effective to evaluate the performance of the learners in English language. The model is given below:

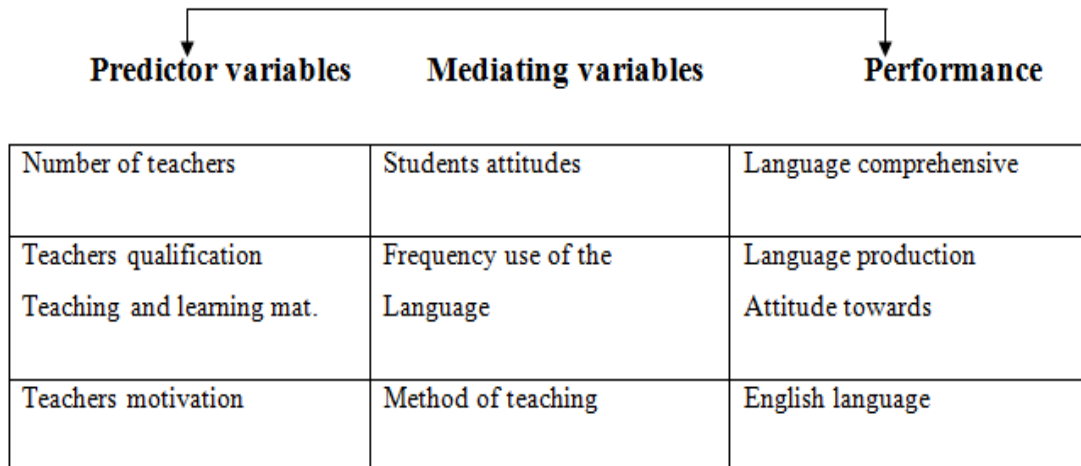


Figure 1: Bloom' Model of Evaluation

The model describes the association between learning process and teaching and with performance in English language. However, it was expected that if there were qualified instructors to teach English language availability learning material they would show good result and perform better if they had motivation because teachers were the ones who regulate students' achievement. Bloom (1982) emphasizes that performance in English language denotes to level of mastery in production and attitudes towards the subjects.

The research questions have been filtered after the literature review and grounded study by the following:

- What academic facilities have been provided for the teaching of English?
- What problems do students face in the classroom in learning English?
- What method teachers use for teaching English?

2. LITERATURE RREVIEW

The medium of instruction and teaching at primary, secondary, higher and university level education is English and it is also the official language of Pakistan. As a result, English language is required to communicate effectively and perform in an appreciable way at primary and elementary school students. Allport, (1961) asserted that "A person is functionally literate when he acquires the knowledge and skills in reading and writing, which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture of group". English, basically,

consists of many aspects and next mentioned skills are important ones, like reading, speaking that is oral English, listening that is also a part of verbal English as well as the use of the English language while putting something in black and white. The English language has taken place of the main channel by which instructions are given as well as compulsory subject are taught in our schools and these subjects are considered essential for students to qualify fully all levels in our examination system. Breen (1985) said, "No language, ancient and modern can be compared with English in number of its speakers, writers and readers all over the world."

However, it is extremely sad to see that students of our institutions are performing very badly in not only English, but all other subjects where English is required at all levels generally and at PEC level particularly, this alarming situation has recently been observed to be an inevitable problem which is causing down sliding of the overall education system in not only government schools but also in private schools largely. Chamot (1987) was of the view that many of the problems which are being seen by people in Asia, while English learning and teaching and these problems are related to poor examination system, very few English speakers, substandard teaching equipment, deteriorating educational institutions, a large number of students, very small institutions and many other issues which is resulting in the very deplorable performance of Asian students. Chamot, (1987) was of the view that "Having difficulty in grasping fully the contents and concepts of various subjects of the curriculum taught in the target language, seem to be one of the most serious problems that English students face in their particular course of study. This might be due to their weaknesses in English language (the medium of instruction) which may have negative consequences on their overall performance." Elbaz (1983) is of the view that L2 acquisition is always effected by norms, traditions, customs and religion and he brought to light this idea during his presentation in a gathering of international scholars in English. The Followings are considered to be the main reasons of poor performance of elementary school students in PEC exam.

An unqualified English teacher amounts to considerable cause concerning unsuccessful students in English subject in elementary schools of the government sector. It has also been observed in many schools that teachers of other subjects like Urdu, Mathematics, and Islamic Studies etc. are forced to teach an English subject. As a result, they show bad performance and work in not only reading but also speaking of English. So, in such situation, teaching and learning of English can never take place effectively. This results in low grades of students.

As far as the ability of teaching English of the rest of them is concerned, just twenty percent partially excel for this task due their occupational training and experience in this field. In Pakistan, the general idea is that the person having proficiency of talking in English without any ambiguity is also considered capable of the same to students. However, Shamim (2008) asserted that it has been generally observed that, contrary to aforementioned teaching practices in Pakistan, sometimes, the educators who are given the responsibility of teaching English are themselves not able to speak it properly. The reality is quite contrary. The reason is, translation into mother tongue, which is generally Urdu, is paralleled in teaching of English in our country and in our educational system. The pattern in which English is taught in our schools and colleges at various levels is not very professional. Shortage of relevant educational qualifications of lecturers might be one in all the explanations why teaching of English is taken into account totally different from different subjects. Markee, (1997) was of the read that poorly trained English and undisciplined lecturers (of English) were utilized to show and prepare primary and grammar school students for the varsity certificate examinations in West Germanic language. This case contributed vastly in poor performance of scholars in West Germanic language.

Less opportunities and Instructional Media are considered particular reason of poor progress in English subject elementary schools. Nation (2011) was of the opinion that instructional data and facilities are important element in the procedure of learning as they want to do practice and take feedback in the way of learning. In our present era students particularly from public institutions, are usually sitting without benches during lessons. Moreover, students have to sit under trees .They have no classroom. Moreover, the number of students is increasing rapidly but school buildings are still same and as a result class rooms of most of schools, are extremely overcrowded. Language laboratories are insufficient.

Improper teaching method also hurdles in the progress of English subject among elementary school students. It is proved that successful result surely comes when teaching methods are applied by the teachers correctly. Farooq (2011) was the opinion despite many years of study of English in the form of essential part, our educators and the students have no fluency and even they face hesitation in speaking. In Pakistan, after getting sixteen years education in English; they even cannot speak a single line. The reason behind it, there is school environment not updated, improper course material and traditional ways of imparting education. The educators and learners show irresponsibility, caring, even in-sufficiently experienced as well as lack of communication among learners and educators. There is no attention in speaking skills because it was not a part of the English examination. The same situation can be observed in Pakistan. Warsi (2004) English language teaching is not sufficient among the people our area. It is improper for the process of imparting education. Imparting the education of second language in primary and elementary level in Pakistan is based on grammar. Many people are not learning traditional, written and verbal English. Learners are only produced written material, oral language and cross communication. Warsi, (2004) was of the opinion that successful progress in teaching and learning of English related subjects in elementary classes mostly linked to the proper use. Usually, English teachers subjects are not careful related to students' limits,

regarding idea related to the students' background, time as well as age while selecting ways that are employed for imparting education. The performance of learners is negatively affected by the above mentioned reasons.

Poor approach used by learners to gain English Language is also one of the most astonishing reasons for students' low grades in L2. Learners, significantly show passive angle toward learning of English in primary and higher schools as a result of contemplate for it by considering it a foreign or not theirs. This situation is also highlighted by Mr. Gillani in 2004, "It is very obvious from the poor performance of our learners at various levels that they are not been able to grab the core of English language because of their wrong and distant attitude towards it". "Speaking, teaching and learning of English language become very tedious when students are showing negative attitude only because this is not their mother tongue and as a result teachers also face a challenging situation while teaching",

The dynamic nature of English curriculum has been failed to take into account by the most English language teachers in elementary schools of Pakistan. In fact, they are continued to entangle the students with definitions and rules of grammar, vocabulary and speech work. They are busy to use the traditional content/knowledge oriented teaching. Warsi, (2004) said that traditional ways of teaching are mostly practiced by mostly teachers. The facilitator are much accustomed to the way the subject matter has been taught to them, but they use alternative teaching methods than essential requirements and realia objects for effective education gaining. It was claimed by Farooq (2011) that the use of the right technique can bring the appreciable performance related to the aforementioned purposes while using best of the available techniques in our education system.

The mother tongue of our area is very much dominant and this dominance results in low grades of students in English Language. Malik, (2005) asserted that students in Pakistan have to learn two language, i.e. first they have to learn their mother tongue in tense linguistics environment and after they are grown up to six or seven years of age, they have to learn second language which is English language and that is why they had to do efforts two time. That is why, at lower level of primary education, only mother tongue is stressed to be used as instruction of medium, however, at upper primary level, students are expected to start learning in combination of mother tongue and second language, and in upper levels only English language is used for teaching. It means students are lead to second language slowly. Malik (2005) are of the opinion that sometimes native language can be used to teach second language but it is not always the case. Sometime, native language can't be used to teach second language and in that case acquisition of second language which normally English becomes very difficult. Various techniques are then used to make learning of second language easy and understandable and among those techniques are use of Realia i.e. the use of real life objects in teaching, gestures, body language and many other verbal and written ways etc.

3. STATEMENT OF THE PROBLEM

The study investigates that how the traditional method of teaching is becoming the cause of failures in English subject and to what type of the method will improve the result of students in the PEC examination system. It has also attempted to explore the effects of lacunas system of PEC exam not only for students as well as teachers. The investigation into the problem has been made with a view to suggest possible measure to improve them.

In the Pakistani context, PEC examination is considered a threat for teachers as well as for students. Learners need to learn a second language based on the activities and tasks which are adapted in the textbooks at the elementary level. More of the writing tasks and activities presented in the syllabus and textbook require the students to practice under process-oriented approach; yet, the students' writing ability remains satisfactory.

In the context of Nowshera Virkan elementary schools, the researcher as the English teacher in the school observed the students are ineffective in writing even a single line. They are unable to attempt subjective part of English paper in PEC examination. It seems most students cannot write short sentences, paragraphs and letters to friends. There are complaints from English teachers about the students' performance. Teachers need to develop creativity in their students. But the existing teaching system may lead to a loss of creativity. This study attempts to bring out the major reasons of poor result in the PEC examination at the elementary level.

Moreover, the result shows that many students are deprived to meet the needs and the prospect of their instructors. The study focused on the students' performances in teaching English and its ability to attempt the subjective part of the PEC exam at the elementary level.

The study revealed that even though the school teachers took part actively to highlight the weakness of the students' failures in English subject. Using the above as a research gap, the current study aimed to assess students' attempting problems of English paper.

4. RESEARCH METHODOLOGY

The study explores the causes of failures in PEC examination at elementary level method and its impact on teachers due to the punishments of bad result of students. Mainly the research approach highlights the research objectives and method to find out the answer of the research questions. The individual members of the population or universe are called sampling unit. It is determined according to the objects of the survey because it defined the units

to be studied. The collection of data that are to be investigated in a statistical study or the population for which the findings are required nominated to target population. In this study primary data is used for analysis.

The population for this study was students at the elementary level. The data were collected from the Public and Private schools from Nowshera city. The data were collected from the 150 participants of elementary level students. However, the selection of learners was random. Therefore, the sample comprised of both the genders and participants, aged between 15- 18. For this study the research questionnaire was being used as a data collection. These questionnaires consisted of questions; based upon the opinions and observations at the elementary level. Level of agreement was judged through a likert scale as the data collection tool was developed by utilizing the likert set-up. The instructors and the learners were asked to grade the degree to which they recognize them as the following the mentioned roles. The level of agreement was judged through a likert scale, with five options, i.e.: Strongly Agree, Agree, Not Decided, Disagree, and Strongly Disagree.

According to the list of numbers of students obtained from the elementary schools from Nowshera Tehsil. One hundred and fifty samples are collected from different elementary schools in Nowshera Tehsil. The questionnaire was gathered on the spot.

Stratum	Elementary schools	Total
1	Government Elementary School, Baddo Ratta.	35
2	Government Elementary School, Mangoke	35
3	Government Elementary School, Sapran	40
4	Government Elementary School, Matto Bhaikay	40
	Total (population size)	150

The questionnaire is divided into different sections, i.e.

- Grammar and Structure
- Formal and Lexical Aspects of Language (Vocabulary)
- Speaking and Listening Skills
- Reading Skills
- Writing Skills

The data were analyzed descriptively using SPSS. One sample t-test was applied to measure the effectiveness of the data. The questionnaire technique was proved to be entirely proper for gathering the information regarding failures in English subject in the PEC examination at elementary level schools in Nowsera Virkan.

5. DATA ANALYSIS

Table: 1. Description of data one sample *t* Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
You feel difficulty to recognize and demonstrate.	40.835	150	.000	3.533	3.36	3.70
Our teacher gives us concept about nouns.	35.155	150	.000	3.467	3.27	3.66
You can recognize the use of omission and ellipses.	33.400	150	.000	2.833	2.67	3.00
We fail to build and use appropriate vocabulary.	43.710	150	.000	4.327	4.13	4.52
Your teacher illustrates the use of dictionary.	30.923	150	.000	2.927	2.74	3.11
We do not know the use of regular and irregular verbs.	28.708	150	.000	2.267	2.11	2.42
You are reluctant to formulaic expression.	67.685	150	.000	4.467	4.34	4.60
You have no knowledge of formal and lexical aspects.	35.034	150	.000	3.600	3.40	3.80
comfortable environment	26.759	150	.000	2.367	2.19	2.54
You prefer to speak English language than mother tongue.	27.295	150	.000	1.333	1.24	1.43
You feel difficulty to identify syllable division.	40.098	150	.000	3.567	3.39	3.74
You cannot apply critical thinking to interact with text.	53.014	150	.000	4.213	4.06	4.37
You can't distinguish between what is clearly stated.	41.236	150	.000	4.207	4.01	4.41
Thinking skills are developed by intensive reading.	46.471	150	.000	3.767	3.61	3.93

Positive attitude of teachers enhances student reading skills.	41.881	150	.000	3.800	3.62	3.98
In PEC examination, you are anxious to recognize and demonstrate.	103.450	150	.000	4.633	4.54	4.72
You cannot fill correctly and legibly.	60.851	150	.000	4.327	4.19	4.47
You are unable to identify part of speech of a word.	46.662	150	.000	3.833	3.67	4.00
Motivation plays a significant role.	49.301	150	.000	4.127	3.96	4.29
You feel hesitation in participating writing skills activities.	26.759	150	.000	2.367	2.19	2.54

6. INTERPRETATION

One sample *t*-test is a statistical procedure often performed for testing the mean value of a distribution. It can be used under the assumption that the sampled distribution is normal. For large samples, the procedure often performs well even for non-normal populations. SPSS calculates the *t*-statistic and its *p*-value under the assumption that the sample comes from an approximately normal distribution. The single sample *t*-test tests the null hypothesis that the population mean is equal to the number specified by the user. If the *p*-value associated with the *t*-test is not small ($p > 0.05$), then the null hypothesis is not rejected and you can conclude that the mean is not different from the hypothesized value. If the *p*-value associated with the *t*-test is small (0.05 is often used as the threshold), there is evidence that the mean is different from the hypothesized value.

Table: 2. Responses of Participants

Description	Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree	Mean Value
You feel difficulty to recognize and demonstrate.	10	15	30	57	20	3.53
Our teacher gives us concept about f nouns.	15	20	20	70	25	3.47
You can recognize the use of omission and ellipses.	85	15	0	40	10	2.83
We fail to build and use appropriate vocabulary.	11	09	0	30	100	4.33
Your teacher illustrates the use of dictionary.	30	1	84	20	15	2.93
We do not know the use of regular and irregular verbs.	25	85	20	15	5	2.27
You are reluctant to formulaic expression.	0	0	30	20	10	4.47
You have no knowledge of formal and lexical aspects.	20	10	10	80	30	3.60
Comfortable environment.	25	80	20	15	10	2.37
You prefer to speak English language than mother tongue.	110	30	10	0	0	1.33
You feel difficulty to identify syllable division.	15	10	30	70	25	3.57
You cannot apply critical thinking to interact with text.	0	15	13	47	75	4.21
You can't distinguish between what is clearly stated.	7	19	5	24	95	4.21
Thinking skills are developed by intensive reading.	5	15	20	80	30	3.77
Positive attitude of teachers enhances student reading skills.	15	0	20	80	35	3.80
In PEC examination, you are anxious to recognize and demonstrate.	0	0	5	45	100	4.63
You cannot fill correctly and legibly.	0	5	25	36	84	4.33
You are unable to identify part of speech of a word.	10	5	15	90	30	3.83

Motivation plays a significant role.	0	18	16	45	71	4.13
You feel hesitation in participating writing skills activities.	25	80	20	15	10	2.37

The above table shows the overall responses of the learners. The mean value is also given in this table. This table is explained comprehensively in the findings portion.

7. DISCUSSION AND FINDINGS

It was found that the majority of the respondents was satisfied that the paper pattern is out of syllabus due to this students do not perform well in the exam. The authority who set the PEC paper, they do not agree in this view of teachers. The responses of the learners at elementary level indicate that they feel the difficulty in the demonstration of grammar. The majority of the respondents was strongly agreed that the students have not clear idea about SVO structures, 9.8% learners disagreed that they have clear idea about SOV.

According to the results that the majority of the participants were strongly agreed that the students cannot know the use of dictionary and grammar knowledge, they were able to write an answer, 3.6% disagreed from this viewpoint. It was found that the greater parts of respondents were disagreed that learners cannot apply critical thinking, only 10% contestants agreed. The study shows that the majority of the participants were strongly agreed that learners cannot distinguish between what is clearly stated; only 12.7% disagree.

It was also found that the majority of the students were satisfied that thinking skills are developed by intensive reading in English but 10 were disagreed with this investigation. The study demonstrates that the majority of the respondents was disagreed agreed that the learners are anxious to recognize and demonstrate uses of the kinds of nouns in objective part in PEC exam, only 5% were not decided with this exploration.

It was found that the majority of the respondents were strongly agreed that learners are unable to identify part of speech of a word, 10% disagreed. The majority of respondents were not satisfied that direct method makes active learners, but only 15% agreed with this study. Most of the students were strongly agreed that they have no knowledge of formal and lexical aspects, 6.7% disagreed.

The majority of the students were not satisfied that the students do not know the use of regular and irregular verbs, only 15% agree, however, that is not the reason to the increase of the failures in PEC exam. The study shows that most of the respondents were satisfied that learners fail to build and use appropriate vocabulary only 9% disagreed. It was found that the majority of the students were satisfied that learners are given the concept of nouns by their teachers, only 20% disagreed. The majority of the respondents were agreed that learners have no clear idea of sentence structure.

A majority of the students was disagreed that learners can recognize the use of omission and ellipses, only 20% agreed. It was also found that most of the respondents were satisfied that learners make mistakes due to lack of vocabulary. The study shows that most of the students were agreed that the tenses of the learners are very poor and they are reluctant to use formulaic expression, only 00% disagreed. It was found that a few students were disagreed that they prefer to speak English language than mother tongue, only 30 disagreed. Most of the students were satisfied that they feel difficulty to identify syllable division, only 15% disagreed. The majority of the students were agreed that they cannot fill correctly and legibly objective part, only 5% disagreed.

The majority of the English teachers were satisfied that positive attitude of teachers enhances student writing skill of L2 learners, only 15% disagree. The study shows that most of the instructors were not satisfied that comfortable environment play significant role in learning English at the elementary level, only 15% agreed. It was found that the majority of the English teachers were satisfied that the students have clear writing expression.

The majority of the English teachers were not satisfied that the students know the proper use of punctuation, only 11.1% disagree. The study shows that most of the instructors were not satisfied that the students use apostrophes in contractions and possessives, only 4% agreed. It was found that the majority of the English teachers were not satisfied that the students use, accurate grammar, only 7.6% agreed. The study shows that most of the instructors were not satisfied that the students follow the instructions carefully, only 3.1% agreed.

8. CONCLUSION

English writing is a very difficult task and that is the main cause of students to show poor result in PEC Examination usually in English subject. It is particularly for Pakistani students due to cultural and lingual differences. These differences may cause challenging problems, i.e. lack of motivation, grammatical errors, and wrong use of punctuation, articles, spellings, vocabulary and inappropriateness of presentation of ideas in English. The elementary school students have a lack of competency in language skills, especially in L2 writing skill. The data analysis favored the intention of the study that second language learners face a lot of difficulties.

Due to the fact that academic writing implies deeper analysis, professors stated that they guide students to apply the correct structure of a paragraph following the American Conventions (topic sentence, supporting sentences and concluding sentence). The problem is that most of the students can do only free writing when they arrive to the writing classes, but if they have been applied the correct structure it will be very helpful for them to follow the adequate steps of a good writing in exam. Besides, language activities such as talking, keeping a journal, understanding the audience, reading writing and collaborative research help the students to learn how to write accurately and can perform better in subjective paper, avoiding the use of other techniques that are not very helpful for their writing. Moreover, the teachers' main focus over students writing is: vocabulary, organization, content, mechanics and grammar. They agreed that at the time of assigning a grade to a specific composition they look for every single detail. For that reason, it is necessary to apply all the techniques mentioned above in order to improve the students' self-writing. On the contrary, they will not be able to be good writers because probably it will be more difficult for them and it will be worse if they cannot even write in their mother tongue. In addition, in most of the students are encouraged to speak and listen and there is not enough training related to reading and writing. So, they arrive to the Exam hall, not knowing how to organize their pieces of writing. It is for this reason that teachers agreed that this is the main factor of the students' poor quality of writing and reason to fail in PEC exam.

Finally, English language teachers believe that students can reach the expected level of competence in writing by including the systematic teaching of effective writing at elementary level. This could be very helpful because students will be prepared in advance to write in a good way and it will not be necessary to explain some of the rules that they will have already studied. Also, another way to improve is by providing those opportunities to write in classes by following different prompts. This could be the perfect occasion to teach writing by providing constructive feedback and make learners go over their drafts and write them again until they will be certain that they have done a good job.

9. RECOMMENDATIONS

These include:

1. The students should know the grammar knowledge how to write the sentences appropriately by following structure SVO and logically to keep the flow of ideas. After it, they can attempt subjective part of English paper with full of confidence
2. The students should enhance the vocabulary skill for generating ideas in order to use consistent words and complete sentences and to reduce their writing anxiety in the PEC exam.
3. The findings of the study showed that stage of writing or rules governed for good writing receives very little attention in the English writing classroom because most students tended to finish the writing process without practicing stages of writing. Therefore, students should know the use of nouns appropriately when they practice L2 writing and teachers should also try to help students while writing a paragraph.
4. The teachers should try their best to train students to practice L2 writing more in the classroom by providing enough time, so as to minimize their problems in writing in English.
5. Most of the writing is done at home as an assignment which means students miss the chance to practice writing in the classroom and exchange ideas with their fellows. So, teachers should use class time to help students to practice English writing.

10. AREAS FOR FURTHER RESEARCH

By stroke of luck, there is no crucial research work in Pakistan .It is not done on the language skills at the elementary level in recent decades. But it is the need of the time that efforts are need to cope with the challenges in the PEC exam. It is necessary to overcome the problems and extend research in English writing problems at all levels. Research should also be carried out on how to overcome English writing problems. There is dire to conduct research in this field to enhance the competency in English language in Pakistani perspective.

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