

LIVED EXPERIENCES OF TEACHERS DURING TEACHING-LEARNING PROCESSES IN A PUBLIC COLLEGE CLASSROOM OF LAHORE

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Abstract

The present study was conducted with the aim to explore the lived experiences of college teachers which they experience during their classes by focusing on aspects like teaching methods, class interaction, content materials and resources, and learning activities used by the teacher. For the purpose of improving the education system, improvements in what goes in the classroom should be dealt with first by the policymakers. The teacher remains the focal point of all the activities in the classroom, thus experiences of teachers need to be explored in the teaching-learning process. The narrative literature review technique was used for reviewing the previous studies on the topic. Current study used hermeneutic phenomenological studies about teachers' lived experiences in a classroom of public college of Lahore for the purpose of filling methodological gap and population gap. The investigation was qualitative in nature with interpretivism as epistemological belief. Teachers of public colleges of the Lahore district were the population and by using purposive sampling, three teachers who were teaching in a classroom of public college of Lahore were selected as participants. Semi-structured interview technique was used with self-developed interview protocol validated by experts' opinion, and interviews were analyzed by using interpretive phenomenological analysis. Criteria of trustworthiness were satisfied by respondent checking, external audit and thick/rich description, and documenting the research log about the phenomenon. The researcher used the descriptive coding method, process coding and N-Vivo coding for coding interviews. Results of the study shows that teachers consider a teaching session as successful if it meets the objectives. Mostly teachers used teacher-centered and content-focused methods like textbook method, translation method and lecture method considering subject requirements and students' developmental level. Teachers rely on limited learning

materials and resources mainly textbook, teacher-made notes and whiteboard whereas computers and projectors are not available in classroom. Teacher also faces problems of outdated syllabus, unavailability of recommended textbook, and printing mistakes of textbook. Teachers allow two-way communication by question-answering and interlinking experiences with content whereas group discussions are less emphasized. Reading activity, whiteboard activity and question-answering sessions are being conducted by teachers during lecture to make the lesson interesting.

Keywords: Lived experiences, Teachers, Students, Teaching-learning process, Public colleges

Introduction

A classroom is a place that is considered the action zone of the whole teaching-learning process (Gałajda, 2018). It is a place that is the center of all the activities for learning. Students are provided with different learning experiences by the teacher for achieving the objectives of course. Teachers use different teaching methods, materials, discussions, and activities during their lessons in the classroom to improve students' understanding (Elvis Munyaradzi, 2013a). Teacher and student experiences are the focus of much research for decades. Teachers' experiences are also explored by different international researchers who conducted research in the educational field (Mortazavizadeh et al., 2017; Orale & Quejada, 2018; Suryati, 2015; Thwala, 2015). A study conducted by Osaikhiuwu (2014) reveals that academic performance of students is affected by the methods of lecture delivery, and student-teacher interaction. The way teacher deliver lecture to student could bring positive improvements in students' learning. Students' interaction with teacher and peers is also considering factor that affect students' achievement. Furthermore, Quejada & Orale (2018) effectiveness of teaching-learning resources decreasing due to the lack of resources in educational resources. There is need to explore teachers' experiences regarding what challenges faced by the teachers due to lack of resources and materials which they need for effective teaching. Classroom interaction plays a vital role in students' progress but students interact with each other in unsatisfactory manners that is a hinder in creating learning environment (Peñeda et al., 2019). Effective quality of teaching-learning process cannot be ensured without quality teachers (Khanum & Saeed, 2020). Hence, incompetence of teacher leads to ineffective teaching therefore experiences of teacher need to be explored to bring effective modifications in the teaching learning process. Research conducted by Vries et al. (2015) in Netherlands recommends a gap to be filled about understanding teachers' experience about teaching and learning to enhance their teaching-effectiveness. It was concluded by reviewing the literature that exploring how teachers experience what goes in the classroom during their teaching was the focal point of many researchers, but there is less evidence of qualitative research that was conducted by using hermeneutic phenomenology methodology with the population of college teachers.

Most of the domestic studies were conducted on school teachers using quantitative methods and few with qualitative, and investigated about elements of the curriculum like teaching methods, learning materials and resources, class interaction, and learning activities (Khan et al., 2021; Khanum & Saeed, 2020). According to Hussain et al. (2019) teachers experience challenges in applying different teaching methods in classroom due to overcrowded classrooms. Overcrowded classrooms also affect effective class interaction and students' learning. Teachers only use those content materials and learning activities that help in achieving learning targets (Anila et al., 2022). Teachers adopt different teaching methods, content, and activities to achieve desirable targets of students' learning which need to be explored to understand teaching-learning process. Exploring

teachers' lived experiences provide valuable information about the learning-teaching process in public college classrooms. Therefore, the present study used hermeneutic phenomenological studies about teachers' lived experiences in their classes during the teaching-learning process in public colleges of Lahore for the purpose of filling methodological gap and population gap.

The present study was conducted with the aim to explore the lived experiences of college teachers which they experience during their classes by focusing on aspects like teaching methods, class interaction, content materials and resources, and learning activities used by the teacher. For the purpose of improving the education system, improvements in what goes in the classroom should be dealt with first by the policymakers. The teacher remains the focal point of all the activities in the classroom, thus experiences of teachers need to be explored in the teaching-learning process. The current investigation will help both students and teachers for improving their interaction in a much more effective teaching and learning manner. The current study will also inform policymakers to incorporate effective variations in training programs for teachers. This study will be significant for improving the education quality by exploring lived experiences of college teachers.

The narrative literature review technique was used. This type of literature review is adopted to explain the problem of interest through reviewing the previous studies on the topic in an unsystematic way (Dodgson, 2021). This type of technique allows the researcher to focus on more relevant studies on his/her topic, thus researcher opted for this technique for the current study (Bettany-Saltikov, 2012). During conducting literature review, researcher search for the umbrella term curriculum from different sources i.e., ERIC, google scholar, JSTOR etc. Teaching methods, content materials and learning activities terms fall under umbrella term of curriculum are further searched. Teaching-learning process related problems are found with most suitable gap in Pakistani context. International and national studies on teachers experiences during teaching-learning process are shortlisted and reviewed. The curriculum concept involves all types of activities that occur inside or outside of the classroom for the purpose of providing quality education and experiences to students (Mutale Mulenga, 2018). Curriculum refers to the content matter, teacher's plans for teaching, set of learning activities, materials, and resources, and assessment of students' learning used in the teaching process (Niculescu, 2009). The curriculum process interlinks all these elements and provides guidelines for teachers and students for an efficient teaching-learning process. These elements are the foundations of all the activities that occur in an institution and ensure the quality of effective education, thus these should be focused on by teachers (Mehr Mohammadi, 2002). As these elements are the central focus of all the activities of the college, teachers, administration and higher authorities keep them a high priority. When given the appropriate attention, objectives of education with reference to students and society can be achieved in an effective manner.

According to Thwala (2015), teachers face different problems in the classroom such as low information of students, lack of appropriate training regarding classroom dealing, lack of learning aids, materials, and resources, and lack of time for doing classroom activities. Students in public colleges also come along with individual differences in their economic backgrounds, parental support, skills and abilities, educational grades, and behaviors. These problems make the teachers unable to achieve the objectives/goals of the teaching-learning process and to make coordination in all the elements of the curriculum. For example, lack of training makes teachers unable to meet the needs of content, students, and society as well as teacher face problems in classroom management. Teachers try to overcome these problems and meet the needs of individual students as well as the objectives of the teaching-learning process by using different methods in teaching,

different aids, and materials as well as involving students in activities like peer-learning, self-learning, and individual and group discussions.

Research Objectives

This research focus on the following objectives:

1. To explore lived experiences of teachers when they use variety of teaching methods during teaching-learning process in a classroom of public college.
2. To investigate learning activities and materials/resources used by teachers in the teaching-learning process in a public college classroom.

Research Questions

- 1) What do teachers experience while using variety of teaching methods during teaching-learning process in a classroom of public college?
- 2) How do learning activities and materials/resources being used by teachers during teaching-learning process in a classroom of public college?

Teaching Methods-are a set of regular procedures used by teachers in order to direct all the activities used for achieving instructional objectives. Different types of teaching methods i.e., lecture method, problem-solving method, discussion method, self-paced method, group work, and individualized instructions, etc. are used by teachers in the teaching-learning process in public colleges (Elvis Munyaradzi, 2013a). All the teaching methods are divided into three major categories, student-centered methods, teacher-centered methods, and student-teacher interactive methods. With the emerging ideas and needs in the world, these methods are also changing to deal with these ideas, needs, and objectives (Khan et al., 2021). These methods are the tools in the hand of the teacher to organize learning activities for students in order to achieve instructional objectives. The selection of a particular method depends on the instructional objectives, content matter, and students' needs, interests, and abilities. Teachers' major focus during teaching is upon clarifying students' concepts and content material (Ali et al., 2022). Desirable changes in student knowledge, skills, and attitudes determine the effectiveness of a particular method. Desirable instructional objectives can be attained by choosing the appropriate method by considering the needs of content matter and students (Khanum & Saeed, 2020).

Learning Materials and Resources-are the facilities provided to the students and teachers to support effective teaching-learning process quality. These resources and materials include educational space, laboratories, libraries, models, charts, diagrams, content materials and textbooks, audio-visual aids, and computer labs, etc. (Bušljeta, 2013). These materials are not just used for making class learning more interesting, but also used for improving the quality of education, skills of learners, active participation of students in the teaching-learning process, making learning long-lasting, and bringing socially acceptable attitudes and behaviors in learners (Bušljeta, 2013).

Class Interaction-refers to the communication that occurs in between teacher-student and student-student as well as interaction with the content area. In the classroom, students ask questions from teachers and peers for conceptual clarity, to improve their understanding of content matter, and to get feedback on his/her performance (Suryati, 2015). Students and teachers share their experiences by interlinking them with the content matter and discussions lead to teacher-extended turns and student-extended turns. For the purpose of effective classroom interaction, teachers should provide opportunities to students for interaction with peers, provide cooperation

and avoid dominating on students during the interaction. Class interaction is an element of an effective learning environment where students can communicate freely with teachers and their peers. A teacher also experiences difficulties in managing the interaction as students did not follow the norms of interactions and create noise, and discussion sometimes diverts from the class lesson.

Learning Activities-involve the experiences provided by the teachers related to the content matter and for attaining instructional objectives. The teacher uses a wide range of activities e.g., effective question-answering, think-pair share, cooperative and collaborative activities, problem-solving activities, experimentation, discovery learning, debates, writing competitions, role-playing, games, individual and group assignments, reviewing lessons and reflection papers for making the learning experiences for students more effective and meaningful (Vries et al., 2015). These activities help the teachers to keep the focus of the whole class on the learning process, increase the interest of students in their learning, make lessons more applicable and practical in real-life situations, and improve understanding of students with the content matter for achieving desired aims/objectives (Mortazavizadeh et al., 2017). For conducting learning activities in an effective manner and attaining desired purposes, the teacher should be very experienced and trained in their application. The teacher uses these activities for meeting the needs of the individual student and also the needs of the content area. To explore teacher experiences about using these activities is the focus of much research in order to identify which activities work in a better way in certain situations.

METHODOLOGY

Research Design

The present investigation was qualitative in nature. Qualitative research is considered as a naturalistic inquiry (Yilmaz, 2013). According to Creswell (2009), the interpretivism view refers to the belief that there are multiple realities that vary from the individual to individual and people construct the meanings of their experiences in a subjective manner. The present study was intended to understand lived experiences of teachers, therefore the epistemological belief behind the current study was interpretivism for understanding the teachers' lived experiences by the description of the experiences by teachers. The theoretical perspective behind the study was phenomenology using the hermeneutic phenomenology methodology. Creswell (Creswell, 2009) stated that a phenomenological study can be carried out in a situation where a phenomenon needs investigation by collecting experiences that are shared by 5 to 25 participants with whom the researcher is convenient to remain in contact and describe their experiences. The reason behind choosing this methodology was to investigate the research questions that need a description of the teachers' experiences about the practices that go on in the classroom from the teacher' lens for the purpose to understand the "essence" meaning of the phenomenon. All the participants were provided with the opportunities to express the interpretation of their experiences which was combined with the interpretation made by the researcher about the phenomenon.

Sampling Design

Teachers of public colleges of the Lahore district were the population of this study. According to Creswell (Creswell, 2009), in qualitative studies the researcher did not go for generalizability of the results over the population; rather the emphasis is on the effective investigation which is the reason to select a purposive sampling technique in which the researcher selects participants with common experiences. Due to limited time and resources, research sample was limited to only three participants. Another limitation was that sample was collected from only

public colleges of Lahore. By using purposive sampling, the researcher selected three teachers who were teaching in a classroom of public college of Lahore district as participants which can provide enriched data on their experiences about the phenomenon. One of the limitations was related to generalizability of the study findings, as the study was qualitative in nature to explore contextual responses thus findings could not be generalized on larger population.

Data Collection and Instrumentation

The researcher used a semi-structured interview technique with self-developed open-ended questions for data collection in which participants were given with the opportunity to describe their experiences clearly and study also move toward some directions that emerged from the data. The interview protocol was designed to investigate lived experiences of teachers in the classroom related to aspects of teaching methods, class interaction, content materials and resources, and learning activities. Previous studies were used related to teachers' experiences during teaching-learning process for developing interview protocol. Interview protocol comprised of 13 open-ended questions related to teaching methods, content materials and resources, class interaction and teaching-learning activities. The interview protocol was reviewed by experts in the education field for validation and suggestions were incorporated. One of the researchers was working in a public college of Lahore who gain permission from the principal of the institution. Face to face interviews within college was scheduled with the participants and consent was signed by them. The researcher wrote letters to institutional head regarding permission for data collection, and after getting permission, interview timings were planned with the participants. The researcher signed the consent form from participants by ensuring them that their identity will be kept confidential and their responses will only be used for research purposes. Interview responses were recorded using an audio recorder with the permission of the respondents. Memos and footnotes were taken during the interviews for their later use in analysis and interpretation. In the present study, the researcher also satisfied the criteria of trustworthiness like, *i)credibility*-by respondent checking, *ii)transferability*-by external audit and thick/rich description, and *iii)dependability*-by documenting the research log about the phenomenon (Mercado, 2021).

Data Analysis Procedures

Responses of individuals were analyzed by using interpretive phenomenological analysis which reach to answering of the intended research question by giving 'thick descriptions' about the phenomenon (Porteous & Machin, 2017). Interpretative phenomenological analysis, commonly referred to as IPA, is "*concerned with the detailed examination of human lived experience*" (Smith et al., 2009 chapter 2, para 1). Interpretative phenomenological analysis focuses on attaining meaning by interpreting the lived experiences of participants. The current study was also focused on the interpretation of the experiences of participants, therefore employed this method of analysis. The researcher followed a six-step analysis procedure adopted by Smith et al., (Smith et al., 2009); 1) Read and reread the data; 2) make initial notes; 3) design emergent themes; 4) make connections across emergent themes; 5) move to the next transcript; and 6) look for patterns across respondents.

The researcher used the descriptive coding method for identifying different types of teaching methods and resources/materials because it "*summarizes in a word or short phrase – most often a noun – the basic topic of a passage of qualitative data*" (Saldana, 2016, p. 102). In process coding, observable activity and conceptual actions can be coded using gerunds ("ing" words) e.g., reading, understanding, communicating, listening, etc., through a Process Code (Saldana, 2016).

Process coding was also used which provides effective ways to code actions/activities about learning activities and class interaction in the teaching-learning process. N-Vivo software was used for coding data to identify patterns and trends in the data transcripts. Respondents’ interviews were coded into different codes. Similar codes are kept into 14 different categories. Furthermore, these categories join to form five major themes from similar categories. One of the researchers was working on the research site that provide researchers opportunity to get emic perspective. Researchers use member checking technique while making interpretations to keep away their inner perspective and ambiguity from respondents’ responses, and report actual responses. In the end, findings were validated by member-checking from the respondents. Minor changes were suggested by the respondents about the findings and interpretations were made about the findings of responses.

Results

The purpose of the current phenomenological study was to explore lived experiences of teachers during Teaching-Learning Processes in a Public College Classroom. In this section, researcher discussed the findings drawn from the interviews of three participants who were teaching in a public college. The three teachers participated in this study had been given the pseudonyms as *Ahmed Ali, Asim Raza and Hamza Iqbal*.

Table 1: Participants Overview

Participant	Degree	Experience	Grade Taught	Subject Taught
Ahmed Ali	MPhil Commerce	7 Years	I.Com Part-2	Accounting, Banking
Asim Raza	MPhil English Literature	13 Years	I.Com Part-2	English
Hamza Iqbal	PhD Statistics	15 Years	I.Com Part-2	Statistics

The study aimed to answer following questions;

- 1) What do teachers experience while using variety of teaching methods during teaching-learning process in a classroom of public college?
- 2) How do learning activities and materials/resources being used by teachers during teaching-learning process in a classroom of public college?

Researcher analyzed the interviews of the participants and identified the categories/themes related to teaching learning process in the classroom. There are five major themes that were identified i.e., successful lesson delivery, use of teaching methods in classroom, learning materials and resources used by teachers in teaching-learning process, class interaction and learning activities conducted by teachers in classroom. Frequencies of the occurring themes and 14 categories as identified by the participants are reported below;

Table 2: Frequencies of themes and categories identified by participants

Themes	Categories	Frequency
1-Successful Lesson Delivery	Meet Objectives	3
	Instructional materials	1
	Knowledge recapitulation	2

	Question-Answering	2
	Student mental level	1
	Student needs	2
2-Use of Teaching Methods in Classroom		51
	Variety of teacher used methods	27
	Consideration in choosing methods	19
	Problems faced during teaching methods	5
3-Learning Materials and Resources used by teachers in Teaching-Learning Processes		35
	Materials and resources used by teacher	10
	Problems in available resources and materials	17
	Non-available needed resources	8
4-Class Interaction		35
	Teacher student interaction	7
	Student-student interaction	2
	Interlink Experience and content	4
	Deal with irrelevant question	7
	Strategies for disruptive students	15
5-Learning Activities conducted by teachers in classroom		30
	Purpose of Activities	10
	Activity types	11
	Time management	9

The above table present the frequencies of all five themes and the occurring categories within the themes. It was found out in the from the analysis of interviews that teachers consider a lesson as successful if the objectives are attained along with 11 frequencies. Most occurring theme is use of teaching methods in classroom with 51 frequencies, followed by learning materials and resources used by teachers in teaching-learning processes, and class interaction with 35 frequencies each. Learning activities conducted by teachers in classroom have 30 occurring frequencies. While using different methods, majority of the teachers used teacher-centered and content-focused methods like textbook method, translation method and lecture method. Teachers consider subject requirements and students’ developmental level while choosing a method and also face language barrier and textbook related problems during lesson delivery. Teachers rely on limited learning materials and resources mainly textbook, teacher-made notes and whiteboard whereas computers and projectors are not available in classroom. Teacher also faces problems of outdated syllabus, dull whiteboard and printing mistakes of textbook. Teachers allow two-way communication by question-answering and interlinking experiences with content whereas group discussions are less emphasized. Reading activity, whiteboard activity and question-answering sessions are being conducted by teachers during lecture to make the lesson interesting.

Discussion

The aim of present study was to understand the lived experiences of teachers during their teaching in a public college classroom on four aspects including teaching methods, class interaction, learning materials and resources, and learning activities used by teachers. Effectively running of these elements ensures quality education. Curriculum implementation when properly done in the colleges, improve the whole teaching-learning process in public colleges. Effectiveness of the teaching and learning highly depends upon these four elements. These elements aid each other to improve the quality of entire education in public colleges. When a single element will not run properly, quality of education will not be up to the expectations. The results of the analysis of the interviews of teacher experiences about teaching-learning processes are discussed below in terms of themes;

Theme 1 Successful Lesson Delivery

Teaching-learning process highly depends upon ensuring successful lesson delivery. It is drawn from the results that all participants of the study identified they consider the lesson as successful if it attains the objectives of the lesson. Findings are also reported by Vries et al. (2015), effective teaching involve meeting objectives, students have learned and it satisfies students' needs. Stated by one participant;

"If I deliver the lecture according to subject requirements, then I consider it as successful."
(Hamza Iqbal)

It was found out that two participants also identified that if students can answer the questions and recapitulate knowledge about lesson, it ensures successful lesson. Question-answering between teacher and students is a part of efficient learning process in which students curiosity leads to effective learning (Chin & Osborne, 2008). As reported by a participant;

"I cross-examine him, and if the student can reproduce that knowledge, that tells me whether I have been successful in the lecture or not." (Ahmed Ali)

One of the participants say that I call my lesson successful if it is according to students' mental level.

"My basic instinct is to focus on my audience." (Ahmed Ali).

Students come with different mental level and teacher have to design the lesson in order to meet the level of every student. Lesson should be delivered by considering individual differences in students, and if it is so, then the lesson in successful.

Theme 2 Use of Teaching Methods in Classroom

Results reveal that teacher adopts variety of teaching methods considering different factors and also face different problems while using teaching methods. Analysis of the interviews found out that mostly all teachers use interactive methods, teacher-centered methods, textbook method, demonstration method and content focused methods. According to Francisco & Celon (2020), teachers practice different teaching methods varies from teacher-centered to student-centered along with content-centered. As mentioned by Mr. Asim Raza;

"I demonstrate concepts using the whiteboard by writing concepts on it."

Two teachers believe on using interactive methods in which students are also required to participate in communication with teacher. In an investigation conducted by Elvis Munyaradzi (2013b) reported that, teacher-student interactive methods a combination of student-centered and teacher-centered method draws more good performance when used by teachers. They also use student-centered methods. As said by Mr. Ahmed Ali;

"I use interactive methods by adopting a two-way communication strategy with students."

English teacher reported that he uses Grammar Translation Method (GMT) most frequently due to the requirements of the subject and students. Results was also concluded by Khanum & Saeed (2020), during teaching most of the English Language teachers used Grammar Translation Method (GMT). It is evident from the results that while selecting a particular method, all the teachers identified considering factors as, subject requirement, developmental level of students, individual needs and learning objectives. Two participants consider priori knowledge of their students while methods selection and one teacher reported that he selects a method that can bring change in his student. Results of the study also match with the results of Francisco & Celon (2020), teachers frequently consider individual needs and interest of students, content needs and objectives when design lesson. As stated by a respondent;

“There are some topics which require practical examples related to the contents while other topics require just theoretical explanation.” (Hamza Iqbal)

All the teachers identified that they face language barrier problems while using certain methods in classroom because mostly students are from backward areas which can't even speak or read Urdu properly. So, when teacher deliver content and lecture in English, students did not understand and teacher repeat the words again and again.

“Sometimes students come with background who do not know simple reading his lesson, so I have to repeat again and again with loud voice...” (Hamza Iqbal)

One of the participants said that they face problem because mostly students inactive during lecture. Also concluded by Abiola (2013), most of the times students lost their focus on the lesson and go for day dreaming or engage in talking with peers. There is no any teacher who face time constraints while using any teaching method.

Theme 3 Learning Materials and Resources used by teachers in Teaching-Learning Process

Learning materials and resources has very important in the whole teaching-learning process. Without them, teaching and learning did not happen properly. These materials work as a guide for teachers and also equip the teacher with the tools that can make the teaching-learning process interesting and valuable. From the analysis of interviews, it was drawn that teachers mostly use textbook, whiteboard and additional notes during their teaching. According to Mortazavizadeh et al. (2017), teachers mostly use textbooks as learning material along with social media, television, mobile phones and newspaper during their teaching. They follow the prescribed syllabus and prepare students according to exams just using textbook, whiteboard and additional notes. As said by a respondent;

“The resources I normally use is the whiteboard and textbook”. (Asim Raza)

One of the participants also reported that he uses social media platform and YouTube as a tool in his teaching and benefit from these resources.

“Thirdly, I use a WhatsApp group in which I share my daily class routines and homework for the day. Fourthly, I use a YouTube channel to share my video lectures with students”. (Ahmed Ali)

Teachers reported that they experience problems even with these limited resources. They have to rely on the limited resources. All the teachers face problem related to dull whiteboard, and with improper light students on the back benches cannot even properly see what is written on the whiteboard. It was reported in a study conducted by Osaikhiwu (2014) that interruption of electricity supply affects the students' performance and teaching-learning process. Teachers also reported that syllabus is outdated that did not meet the practical requirements of students and need extensive revision according to the needs of the current fast-growing world. Results are in line

with Dar (2012) that English textbooks have an issue that these books have less practical application in teaching students about the use of language.

“While using the whiteboard demonstration, students on the back benches face problems reading the text on the board because boards are dull and there is no proper lighting”. (Ahmed Ali)

An English teacher reported;

“Punjab textbook board’s books are having materials that cannot be practically applied. Textbooks should be improved based on practical applications”. (Asim Raza)

Furthermore, two participants reported that book language is difficult to understand for students because they belong to backward areas and not even read/write Urdu properly. Textbooks also contains printing mistakes and edition related problems. Different editions have changes in them and teachers have to make the corrections to bring the students on one page. On respondents also highlighted that they spend more time for translating the English text to Urdu so that students can understand it. One teacher face problem related to textbook shortage. Mr Hamza Iqbal said;

“Textbooks are not revised on time and they contain mistakes. Most of the students are with Urdu medium background and my books are written by English authors, so I have to spend more time to translate the content”.

At intermediate level, Textbook Board need to provide a standardized textbook, but one of the teachers reported that for his subject, there is no standardized book and he have to use private publishers’ book. Also concluded by Osaikhiuwu (2014) that teachers face problems in teaching-learning process due to unavailability of recommended textbooks. Participants’ words were;

“I face problem related to textbook because there is no standardized Punjab Textbook Board’s book for this particular commerce group”. (Ahmed Ali)

Moreover, many of them identified that they lack facilities and required learning resources and materials. In the current technological world, computers and internet connection is the requirement of every educational institution. Lack of these resources create problems for the teachers at intermediate level. Public college teachers reported that they need computers, internet, visual charts and projector aids but these resources are not available for them. Even the computer lab is not functional. In a study conducted by Khanum & Saeed (2020), It was found majority teachers did not use computer and multi-media due to non-availability of these facilities. English teacher said that he requires a language laboratory and auditorium but these are not available. Due to the lack of these resources, their teaching-learning process highly affected and students’ development is not happening properly.

“Most important is projector. Sometimes I do feel the need of using projector but it is not available. Secondly, I need an auditorium where students can sit and watch useful documentaries or movies and for role playing”. (Asim Raza)

For the purpose of providing quality education, public colleges need be equipped with proper learning materials and resources. Lack of the resources result in decreasing the quality of education in our public colleges. These materials work as tools in the hands of teacher to develop a student’s understanding towards the content area, so these need to be provided to the teacher.

Theme 4 Class Interaction

Class interaction happen in a triangle of student, teacher and content. What happens between student-teacher, student-student and student-content is class interaction. Effective classroom interaction ensures an effective development of the student and also help in achieving the objectives of the subject. Teacher governs this interaction and help student to effectively interaction with content as well as his peers. All teachers allow a two-way communication in the

classroom where student ask questions from teachers to improve their understanding about the topic. Current results are also evident from study conducted by Vries et al. (2015) that effective teaching behavior from the teachers ensure active participation of both teacher and student, allowing development of thinking abilities in student. Teachers also engage students in questioning-answering to ensure that students have grasp the knowledge which is delivered by the teacher about the content. There Is no any teacher who follow one-way communication and inform students about interaction rules.

"I adopt the interactive teaching method which requires two-way communication. Firstly, I explain the content by myself then I repeat it again through students by cross-questioning". (Ahmed Ali)

Teachers also interlink content with student's real-life experiences to provide better understanding of the content. Results are also stated by Upadhyay (2006), a teacher reported in interview that she connect students' experiences with her experiences and then connect it with the lesson to improve students' understanding. One respondent reported that;

"I involve my students in the lesson by using practical examples related to their interest because they are familiar with these examples and easily understand it". (Hamza Iqbal)

Teachers of public college did not allow free interaction in their classroom. One teacher also said that he did not think to use group discussions because intermediate students not understand this concept and these are difficult to manage here. According to Khanum & Saeed (2020), teachers in public institutions did not frequently use group activities in their classroom.

"I think at this level students are not very mature to understand the concept of peer study or group study". (Ahmed Ali)

When dealing with the irrelevant questions, all the teachers said that they inform the students about the reason that why this question is irrelevant. Responses of the teachers lies in a soft response strategy. They welcome all type of questions from the student and teach students about how to ask a relevant question. Asim Iqbal said that, "I welcome all kinds of questions. Sometimes the students do not know which question is relevant. I tell them straight away that this is not a relevant question, and I push them toward a relevant question". Teachers also snub the student if student intentionally ask irrelevant question for the purpose of teasing the teacher. One teacher also tries to ignore the student and keep the focus on the topic. Findings are also lined by Chin & Osborne (2008), teacher use variety of strategies for dealing with irrelevant questions as suggesting an instant answer, ask students for answer, ignoring the question, and leave the question to answer later. If a confusion is left in students' mind, he/she will not be able to understand the next concept until that confusion is cleared. Mr. Hamza Iqbal said that;

"Sometimes student did not understand if it is an irrelevant question, then I told him that this question is not related to our topic or related to the next topic that we will discuss later".

During class interaction, teachers are encountered by different discipline challenges ranging from mild disruption to severe misbehavior. These challenges are not just harmful for one or two students but for the whole class. Teachers in the public colleges use variety of strategies to deal with the disruptive or misbehaving students. All the teachers reported that they face challenges regarding disruptive and misbehaving students. For dealing with disruptive behavior students, teachers use strategies like ignoring student at once, dislocate or change his seat, ask student to sit in a separate corner, and give opportunity to student to speak.

"When a student is creating noise, I stop the class and give him the opportunity to speak if he wants to share something". (Asim Raza)

Teachers' responses to misbehaving students also varies for the type of misbehavior. For mild misbehavior, teachers use class out punishment response to student and discuss with their colleagues about the behavior of that student in their classroom. According to Suryati (2015), teacher use varied responses to deal with misbehaving students ranging from soft to hard responses. One teacher reported that he tries to change the habits of student by one-to-one meetings with student, but if student still continues his misbehavior than teacher inform the authorities and parents of student. For students with severe misbehavior, teachers call the parents of student or stuck-off the student.

"When I identify which student is disruptive or noisy, first I try to change his habits with one-to-one meetings. If student still continues his disruptive behavior, secondly, I inform the higher authorities about that student and ask them to call his parents and inform the parents about student's behavior. If the parents did not come college, then we go for stuck-off the students as last action". (Hamza Iqbal)

Theme 5 Learning Activities conducted by teachers in classroom

Learning activities act as supporting teaching tools for the teacher. These activities are conducted by the teacher to make the teaching-learning process more effective and long-lasting learning. For attaining the requirements of the subject, teacher design different activities for the student and provide the opportunities to the student for self-learning. For conducting learning activities in an effective manner and attaining desired purposes, the teacher should be very experienced and trained in their application. The teacher uses these activities for meeting the needs of the individual student and also the needs of the content area. All the teachers reported that they focus on cooperative learning by using different activities like role playing, creative writing, group work and discussions. Results are in line with Pollock & Biles (2016), teacher use variety of learning activities for the purpose of self-learning and keeping students focus on their learning. In these activities, students positively work with interdependence and improve their learning along with meeting expected outcomes. One participant said that;

"I try to make the students read out their lesson. I conduct creative writing activities. I also go for role-playing related to my lessons. I assign students with different roles and they take part in role-playing activities with great rigor". (Asim Raza)

Furthermore, teachers mostly conduct reading activity, whiteboard activity and question-answering sessions during their lecture. Reading and writing activities is conducted as a part of each lesson by the teacher (Francisco & Celon, 2020). Discovery learning activities are not conducted by public college teachers in their classroom. Teachers conduct reading activity to correct spelling mistakes of the students and to familiarize students with the content. In managing time for activities, teachers reported that mostly they conduct activities during the lecture and for that purpose they communicate one day before about the activity. As concluded by Mortazavizadeh et al. (2017), teachers set class routine for activities and share with their students for the purpose of ignoring wastage of time. Teachers decrease lecture delivery time to manage time for activity and also ask to the colleagues for extra time from their lecture. English teacher eliminates lecture delivery on the day of learning activity like creative writing and role playing. English teacher said that;

"The day when I plan for an activity, that day I do not go for lecture delivery". (Asim Raza)

CONCLUSION

The objectives of current study were to understand the lived experiences of teachers during their teaching in a public college classroom on four aspects including teaching methods, class interaction, learning materials and resources, and learning activities used by teachers. For meeting the objectives, teacher should bring harmony among all these elements. It was concluded from the findings that participants of the study identified they consider the lesson as successful if it attains the objectives of the lesson. Teacher adopts variety of teaching methods considering different factors and also face different problems while using teaching methods. Mostly all teachers use interactive methods, teacher-centered methods, textbook method, demonstration method and content focused methods. Teachers identified considering factors as, subject requirement, developmental level of students, individual needs and learning objectives while selecting a particular method. Teachers mostly use textbook, whiteboard and additional notes during their teaching. They follow the prescribed syllabus and prepare students according to exams just using textbook, whiteboard and additional notes. They experience problems even with these limited resources. They have to rely on the limited resources. Teachers allow a two-way communication in the classroom where student ask questions from teachers to improve their understanding about the topic. Also engage students in questioning-answering to ensure that students have grasp the knowledge which is delivered by the teacher about the content. All the teachers reported that they focus on cooperative learning by using different activities like role playing, creative writing, group work and discussions. Furthermore, teachers mostly conduct reading activity, whiteboard activity and question-answering sessions during their lecture. Teachers decrease lecture delivery time to manage time for activity and also ask to the colleagues for extra time from their lecture. English teacher eliminates lecture delivery on the day of learning activity like creative writing and role playing.

Recommendations

1. It was recommended on the basis of findings, teachers in public colleges should be given training about the use of project based and discovery learning.
2. Focus should be given on the improvement of facilities regarding multimedia materials and resources provision in each college in order to meet technological needs.
3. Syllabus and textbook content should be improved on the basis of practical application for students.
4. Teachers of public colleges should be given training about the inclusion of student-centered learning activities in their lesson.
5. Future research was suggested to conduct study on a larger population (public and private colleges) of different districts to explore lived experiences of teachers during teaching-learning process further in different contexts.

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