Innate Human Discourse Features: A Comparative English Discourse Development in Children and Adults in Pakistan

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Abstract
The study aims to explore how children’s English discourse is different from that of an adult, problems related to the development of English discourse that children and adults face in Pakistan, and how to overcome them. A mixed-method approach is used in the study. The study sample comprised 150 adults and 150 children for the survey, and 25 adults and 25 children for interviews from 5 universities and five schools from Punjab province of Pakistan. The research has identified that children’s English discourse is different from that of adults in terms of vocabulary, learning process, practice, and experience. The other significant findings are the problems like lack of grammatical knowledge and confidence, punctuation mistakes and medium switching, and solution to these problems such as providing a proper platform for the development of English discourse, using audio-visual method rather than the grammar-translation method, motivating students into developing proper English discourse, and training teachers. From the findings, it can be suggested that much attention is needed to the development of English discourse from the earliest stage of education, and the government should provide trained and highly qualified teachers.

Keywords: English Discourse Development, Children vs. Adults, Problems, Solutions.

Introduction
Learning a language is one of the prime aspects of human life. The native language is acquired naturally, which is quite different from learning a second or foreign language. Acquiring a language is a complicated task for a child, but children are unaware of how much knowledge they acquire (Samúelsdóttir, 2015). Noam Chomsky presented a hypothesis (i.e., Innateness Hypothesis) that knowledge of basic grammar principles is innate, and this helps in acquiring languages that are related to each other in the course of their development. This may indicate that the people with the same native tongue may face the same kinds of problems while learning another language. The English language has emerged to be the second language to many nations. The English language has extended around the world.

The spread of the English language has been described through three concentric circles model: the inner circle, outer circle, and the expanding circle (Kachru, 1985). According to Kachru, countries like the USA, UK, Australia, Canada, and New Zealand are included in the inner circle, which refers to the countries where English is vernacular. The countries that have gone through a long period of colonialism, especially by native English speakers and have English as their second or official language, are included in an outer
circle such as India. The countries where English has the status of a foreign language are included in expanding circle such as Russia and China. According to this explanation, Pakistan falls into the second category, the outer circle, where English is a second and official language. The English language is an essential aspect of Pakistan's education system for children and adults. According to DAWN, the British Council conducted the research study. It evaluated the number of people in Pakistan who could speak English. The report [English language in Pakistan today: class, the workplace and the shift in language use] says, “English has deeply penetrated the Pakistani society as it has one of the largest English speaking populations of the world and claims that 49pc of population (88.69 million people) could speak English” (English-more than a subject, 2014). In Pakistan, English has been taught as a compulsory subject at primary and higher levels of education. Anbreen (2015, p. 380) states that "it [English] is the sole medium of instruction at undergraduate and postgraduate level".

In Pakistan, children spend most of their time in contact with the Urdu language, which is also the native language of Pakistan. Besides, they also stay in contact with other languages (English, Punjabi) in their classrooms or society. Adults tend to use the English language in informal situations too. In Pakistan, both children and adults use English discourse markers in their conversations. In day to day conversation, people use linguistic elements that indicate relations between units of talk (Schiffrin, 1987); these elements are known as Discourse Markers. Pak (1996) analyzed the development of discourse markers “and, okay, so, because” in children from 1 to 9 years of age. The study found that at the initial stage, children use discourse markers for interactional purposes. With the child's growth, the discourse markers become less interactive in his discourse. Another research studies the adult-child interaction in the use of German Interjection such as Hm and Na. The study shows that children have acquired Interjection's primary use despite having a limited understanding of the diverse uses of interjections (Meng, 1999). The gap in the previous studies found is that they do not directly compare children and adults in their English discourse.

This study claims to focus on the English discourse development of children and adults in Pakistan. In Pakistan, children learn the English language from their schools as it is not their native language, that is why they have restricted and limited grammar and a smaller vocabulary. "By six years of age, most children have acquired a vocabulary of approximately 18000 different words" (Nippold, 2006, p. 369). As the child moves toward adulthood, there is a rise in the number of vocabulary because they get to learn more about it. Since English is the second language, not the native language of Pakistan, children and adults face a lot of problems every day to develop their English discourse. They go through many difficulties. Some of the problems are discussed in the literature review section and the current research focuses on these problems and tries to find some possible solutions.

The study is based on comparative English Discourse development in children and adults in Pakistan. The research confines itself to Pakistani children and adult English language learners only. English language learning among children and adults has been a significant subject among researchers. There are many studies on the English discourse development of adults and children, but there are very few papers comparing English discourse development between children and adults, especially in Pakistan. English is the second language of Pakistan, and there are some problems that children and adults are both facing in their English language discourse development. The present study examines these problems and tries to seek solutions to these problems.

This study aims to explain the English discourse development with a focus on the school level and undergraduate English learners. It aims to explore the problems related to the development of English discourse in Pakistani English language learners and seeks to find out how to overcome those problems.

This study's primary objective is to explore the differences between the English discourse of children and adults in Pakistan to highlight the difficulties that they adults face in developing their English discourse. It focuses on finding out the effective strategies to overcome the problems children and adults face in Pakistan for the growth of proper English discourse.
Literature Review

English is a language through which we can communicate all around the world. It is the language of technology, literacy, and development and the official or second language of many countries, including Pakistan. "English is the primary vehicle of international communication even among the non-native speakers, is a passport to international cultural and cosmopolitan citizenship" (Haque, 1983, p. 7). The importance and spread of English in Pakistan are evident because every private, public school, and even the colleges and universities teach English as a compulsory subject. Since English is not the native language of Pakistan, English learners (Children and adults) face many problems in developing English discourse. The following review of the literature confirms that adult's English discourse is different from that of a child, that there are obstacles in the way of children and adults in developing proper English discourse. It discusses specific solutions.

There are many differences in child and adult English discourse in Pakistan. There are some familiar stories that children learn in early classes, which preach that when children learn a foreign language specially English, they may have a good future. This vision inspires Pakistani (children and adults) to learn English from an early age (Shamim, 2011). A blog posted by The TEFL Academy in 2017 stated that children are full of energy, and they do not feel as much anxiety as an adult while learning [or speaking English]. The blog further explains that children are willing to do anything as long as it is fun; on the other hand, adults feel anxious maybe because they do not feel comfortable in the environment they are working. According to Wu (2010), English learners (children and adults) can talk to another person in English easily without feeling anxious if they are not pressurized to attain good marks. Not much work has examined the differences between children and adults in developing English discourse.

English has been recognized as the second, as well as the official language of Pakistan. It is not the native language because of which child and adult ESL learners face many problems in developing discourse of the particular language. Malik (1996) examined that language through literature (cut off from the environment) has resulted in children who know the English language and are familiar with the content of their text but are unable to speak the language. In most of the schools in Pakistan, the English language is taught through confined literature, because of which, children's thoughts remain in a nutshell, and when it is time to talk or write in the language, they are unable to do so. An in-depth sociolinguistic case study in Pakistan conducted by Mansoor (2003) states that English language teachers mostly focus on the "comprehension of a literary text", which results in students knowing their syllabus. However, they are unable to work creatively and innovatively with that language because of the lack of communicative skills.

English language learning requires a lot of effort and patience as do any other second language. Though students study English, they make a lot of grammatical errors in their speech and writing. The major reason for this is that students only study English to pass the exams (Kannan, 2009). Children and adults in Pakistan study English as a compulsory subject and not a language, and take it as a burden for passing the exam; that is why they are unable to communicate in English: they do know their syllabus, but they are unable to develop a discourse. Kannan (2009, p. 2) stated that our examination system is such that it makes the students' rote memorize rather than test their analytical and creative skills. The most miserable among all skills is the speaking skill. In Pakistan, children or adults learn to rely immensely on the guide-books provided to them. Rather than understanding from the text, they cram from the guide-book. To pass the examination, students only listen to the teacher's lecture and later learn from notes provided by teachers or by helping book, also known as guide-books (Siddiqui, 2007, p. 164).

If there is a problem, there are its solutions as well. Warsi (2004) stated that common curriculum objectives (like thinking critically and developing curiosity in children) should be defined clearly by the teachers. The article further explains that teachers should make children fond of learning by providing audio-visual aids and letting go of translation methods that do not help the learners (children and adults) develop proper English discourse as it only focuses on "literal translation". Bilal (2013) expresses that there should be a
planned syllabus for the children to develop thorough English discourse. The article further suggests that the government of Pakistan should provide additional channel programs in English. With this approach, children and adults will be able to develop English discourse in a fun and easy way. In Pakistan, most of the English learning classes are teacher-oriented rather than student-oriented. A study performed in Karachi’s community school (Qutoshi, 2014) shows that a student-centered approach helps to motivate learners to participate in learning activities and interact with each other to achieve common objectives.

The English language has become a worldwide sensation. In Pakistan, it is used in academic as well as other purposes. Ahmed, Khan and Munir (2013) in their study found out that the teachers in Provincial government schools were not sufficiently qualified and had not adequate knowledge of teaching methodologies of teaching English. Rasheed, Zeeshan & Zaidi (2017) studied the problems faced by teachers in English classes in Baluchistan and the findings point out that teaching English language in a multilingual context is quite challenging for the English teachers, the students in the multilingual classrooms lack confidence to use English language because they hesitate to commit mistakes, and the situation can improve only if the teachers are trained to cope with the challenges they face in their multilingual classrooms. Not much of work has been done in order to examine the differences between children and adults in developing English discourses, the problems they face in the process, and their possible solutions. Keeping these points in mind, the literature reviewed above describes some of the differences, problems and offers some solution. However, further research is needed to categorize the differences and difficulties (that children and adults face regarding developing English discourse in Pakistan) and develop effective strategies to improve the situation.

**Research Questions**

1. How is children English discourse different from that of adults’ English discourse in Pakistan?
2. What are the problems that children and adults face in developing English discourse in Pakistan?
3. What are the possible solutions to overcome these hindrances?

**Research Design**

The research design addresses the problems that children and adults face in developing English discourse in Pakistan, to find out the similarities and differences between them, and to seek solutions or remedies for the same. The study is mainly descriptive and exploratory in nature. In order to find the answers to the research questions, a mixed-method approach has been adopted in the present study. This design supports the collection and analysis of quantitative and qualitative data related to the problems in English discourse development in children and adults. The data collected on the questionnaire is analyzed using quantitative approach, the results of which are validated by the qualitative analysis of data collected through semi-structured interviews.

Qualitative approach is particularly valuable in exploring the problems faced by children and adults in English discourse development in Pakistan, while quantitative method helps determine how the problems faced by adult English language learners are different from those faced by children, and their possible solutions.

**Sample and Population**

For present study, we used random sampling and tried to include as many educational institutions as possible. Initially, the questionnaire was sent to 200 adult learners along with a request for interview. 130 responded to the questionnaire and 25 gave the consent for the interview. Out of 130 responses, 125 were complete from all aspects to be chosen for data analysis. In order to collect data from children, in some cases, parents were contacted, and in others, schools were visited, and with the help of the teachers teaching
there, the data was collected from 125 children. 25 children were interviewed informally to collect data on all questions.

The sample of 125 adult ESL learners for the survey and 25 for interview has been taken from the English department of Government College for Women University Sialkot, Government College University Lahore, Lahore College for women university, Riphah International University Lahore and NUST Islamabad. The sample of 125 children ESL learners for the survey and 25 for the interview has been taken from Unique Public High School Chawinda, The Kids Model High School Sialkot, The Punjab School Johar Town campus Lahore, Junior Model High School Gojra Faisalabad and The Science School Islamabad. The area of the population is Punjab, Pakistan.

Research Tools

Internet-Based Surveys are performed with the tool of Questionnaire with close-ended questions, and then Semi-Structured Interviews are done to understand the reason behind the conclusions from the survey, and to achieve the valid results. The questionnaire is divided into two main parts: the first deals with the problems that children and adults face in English discourse development, and the second with the possible solutions. The study uses a statistical method to show the data through bar charts and line charts. The data is presented in percentages.

Data Analysis and Discussion

Following are the findings and discussion of the current study;

Differences between Children and Adults' English Discourse

Children's discourse, not just in Pakistan but also in every place in the world, is different from that of adults. However, if we look at the English discourse of children and adults, specifically in Pakistan, it is quite different. This theme recurred throughout the data collection phase. The current study focuses on finding out, how children's discourse is different from that of an adult's;

How Children's English discourse is different from that of an Adult

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<tr>
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<th>Experiencing and have more practice</th>
<th>Cramming</th>
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<tr>
<td>Children's experience</td>
<td>23.20%</td>
<td>16.80%</td>
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<td>Adults' experience</td>
<td>28.80%</td>
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Figure 1. Figure 1 compares the results from the survey of 125 children and 125 adults in Pakistan. Respondents were asked to select; what they think how a child's English discourse is different from that of an adult. What stands out in this bar chart is that a large percentage of 53% of children and 54% of adults in Pakistan are different from each other in terms of vocabulary. The findings suggest that children tend to have a short vocabulary bank than that of adults. The other two differences are also significant and are closely related in terms of response rate.

Even in the interviews, the respondents' views regarding the differences between children and adult English discourse are quite same.
Shortage of vocabulary

Lack of vocabulary is the most recurring difference. As one of the interviewees said that; "The difference I think in children and adult's English discourse is that children learn basic words of vocabulary and adults learn the latest version of the words and their synonyms, e.g., a child would say 'vomit' and an adult will say 'puking.'" Children have access to a limited number of words; thus, their vocabulary bank is short, while adults have access to a diverse and wide range of words thus increasing the number of words in their vocabulary bank.

Cramming rather than understanding

In many schools in Pakistan, students have to cram the syllabus. Rather than being made to understand the text, they are told to cram it from the guide-books. Only the study at higher level is concepts-based. According to a respondent (child), "We do not learn things, we are told to cram it. We know what it is, but we don't know its meaning or what it actually is about.". Another interviewee (adult) states that "university teachers teach us by making us interested in learning by cl
erin
g our concepts. A participant suggests that "teachers should focus more on making us understand and learn a language than making us cram it." These comments highlight the fact that the learners do a task very well when they are interested in it. If children have to cram the syllabus that they are supposed to understand or enjoy, they lose their interest in it, that affect their grades or suppress their creativity.

Practice and Experience

The main difference between a child and an adult's English discourse is the amount of practice and experience. Adults get to practice their discourse over time and develop it into a proper one; they have the experience, while children are new to it, and they may develop a proper English discourse by practicing. An interviewee states that,

"In the class for children, a teacher explains everything, and there is no practice of English speaking or writing, no presentations, they are told just to learn the translation of the passage".

It can be said that adults are given the opportunities to give presentations in class and do more creative stuff by participating in class, which helps them practice their English language. Children should also be given the opportunity to participate in class and practice their English speaking and writing skills.

Other recurring differences found in the interviews are that children have limited knowledge of grammar as compared to the adults, and the style of speaking English of adults is better than that of children.

Problems that Children and Adults Face in English Discourse Development

As English is the second language of Pakistan, a lot of Children and Adults face different problems while developing proper English discourse. Following are some of the problems that children and adults face:

Figure 2 illustrates some of the main problems that children and adults in Pakistan face while developing English discourse. The large percentage of 28.8% of children and a strikingly low percentage of 16% of adults face grammatical knowledge problems. The reason for that can be an adult's exposure to diverse knowledge and experience, whereas children have limited grammar. Another major problem that children and adults face is lack of confidence. The large percentage of 31% of adults and 28% of children lack confidence. All this can be because they are not put to practice a lot, or they may fear making mistakes, which holds them back. In the interviews too, the following problems that children and adults face in Pakistan while developing English discourse are pointed out.
Lack of grammatical knowledge

Lack of grammatical knowledge is a recurring problem among children and adults of Pakistan in the interviews. According to an adult respondent;

“grammar is very complex and difficult for me. Even though I am in university now, I still get confused in should/would, then/than or use of third-degree/most.”

Various participants (children) stated that:

- “I think, for me, grammar is the biggest problem.”
- “I usually get confused in the usage of the past and present tense or the tenses in general”.
- “We were given the rules of tenses or the definition of parts of speech to learn. However, in exams, we were unable to identify the adjectives or gerunds or any tense; due to the lack of practice and knowledge.”
- “I usually face a problem with the usage of ‘s’ or ‘es’”.

The possible reasons for the occurrence of such grammar problems might be lack of practice and appropriate teaching method. Children are not given the opportunity to practice grammar; they are told to learn the rules, making it harder for them to understand it and use it in practical life.

Lack of Confidence

A wide range of children and adults in Pakistan lack confidence, which severely affects their grades and their carrier and especially English discourse. The above bar chart also shows the worrying percentage of children and adults who lack confidence while speaking and writing in Pakistan. The majority of the interviewees agreed with this statement that they lack confidence while speaking in English. There are several possible explanations for this result, and they are as follow;

- Fear of making mistakes: Fear of making mistakes is one of the primary reasons children and adults feel shy while speaking English. According to a respondent (adult); “I usually don’t speak in class because I think I will make a mistake, because of this fear, I mostly don’t interact with my teachers; who prefer to speak the English language”.
- Lack of Practice: The practice is vital in everything, but it is even more critical when one is learning a language. A large percentage of people in Pakistan suffer due to lack of practice while developing English discourse. According to participants (children); “I am unable to convey what I have in mind, on a piece of paper. Sometimes I’m at a loss of words while giving a presentation because of the lack of practice.”
"I am a shy person, so I don't find it easy to talk in public."

- Anxiety: Anxiety is also an essential factor when it comes to confidence. As a respondent (child) states that; "whenever my English teacher asks me something in English in front of the whole class, my mind goes blank". The findings suggest that due to lack of practice, children tend to develop anxiety and fear towards the English language, which ultimately affects the confidence level of children and adults in Pakistan.

### Pronunciation Problems

Children and adults of Pakistan face much trouble while pronouncing certain words from the English language. An interviewee states, "There are many problems while pronouncing English words like know and knee; we always wondered why there is 'k' before 'now' in 'know' and why it is pronounced 'no' rather than 'now' or 'k-now'."

The possible explanation for this finding is that English is not the first language of Pakistan, so it is difficult for children and adults to speak certain words of the English language because most of them have never spoken to a native English speaker or learn the English language from a native.

### Teacher oriented classes

Another reported hindrance while developing English discourse is that there is no student-talking time. According to a commenter, "There are some teachers who are not interested in student talking time, and they just speak their own mind".

The possible explanation for this problem can be that teachers have a lot of syllabi to cover, so they do not bother discussing the topic with students or making them interested in it, they just explain it to them.

### English: more than just a language

English is used in every field in Pakistan. According to various interviewees, in Pakistan, English has become something more than just a language, a trend. A respondent (adult) stated that:

"It [English] is spoken almost all over the world and by the people of the subcontinent: Pakistan, India, Bangladesh. They have made English as a trend. If they want to look modern, trendy and outclass, they add English words in their discourse."

Another participant (adult) claimed that "People are trying to make an impression. While speaking English, they think they are superior in some kind of way".

Another interviewee (child) with a similar view about English, said, "...in Pakistan, English has become a criterion to judge someone. If he or she speaks English, he or she is intelligent and well educated". The reason behind all these responses is that the English language has become more like a lifestyle. Only a few people know it as a language, culture or literature that can be studied to gain some knowledge or skill. It is more like a luxury: speaking English is a sign of being a successful person. Moreover, English is in demand not just in Pakistan but also in other countries of the world. Therefore, people though really want to speak English, but do not have a proper English discourse.

### Switching from Urdu medium to English medium

A significant problem is switching from one medium of instruction to another. The medium of instruction in many schools of Pakistan is Urdu till 10th grade. There are many problems while switching from an all Urdu environment to all English environments. Some interviewees shared their stories regarding the problems they faced as they switched from Urdu medium to English medium environment. An adult
respondent commented, “I believe that students in Pakistan suffer because of poor English discourse. I was also from an Urdu medium school, and then at college and university, it was English medium. It took a lot of time for me to adjust to the sudden change. I still face many problems while speaking and writing in English”.

Another (child) respondent explained, “we lived in a village till I was in 5th grade when we moved to the city. I suffered a lot because of poor English discourse. Earlier I had been studying in Urdu medium schools, but there was a sudden change as I got admission to an English medium school. I didn't know what the words meant or how to write properly”.

The respondents also pointed out that the syllabus of an Urdu medium school is very different from that of an English medium school, which causes many problems for the students when they switch from one medium to another.

**Solutions to Overcome the Problem that Children and Adults are Facing while Developing English Discourse**

As English is not the native language of Pakistan, there will always be problems regarding the development of English discourse, but there are also some solutions or strategies to overcome them. Some of the solutions are as follows

**Proper channel for developing English discourse**

Various solutions were provided by the respondents, among them, the most recurring one is that children and adults should be provided with a proper platform, course, or a channel to develop English discourse. An interviewee suggested that “We should have a course of just vocabulary and grammar, and it should be necessary for every student”.

Another respondent (child) alluded to the notion that English is Pakistan's academic language, so attention must be paid to English speaking and writing skills. According to another respondent, "Institutions should establish extra classes for English language learning, and there should be some activities to help us learn a second language".

There is a need for the proper channel because, in classes for subjects, students are unable to develop proper English discourse. After all, in those classes, the teacher is more focused on completing the syllabus than developing their English discourse. A proper platform is required for the children and adults to develop their speaking and writing skills without feeling the burden of completing the course.

**Student-oriented classes**

Another recurring idea in the interviews was that the students must be given the time to participate in class. Most of the classes in Pakistan are teacher-centered rather than student-centered. Various respondents discuss the solution to this problem,

- “Teachers should give different topics to the students to write about it in class. It will also increase their creativity.”
- “Students must be given the opportunity to express their views in class”.

When students are not allowed to participate in class, it decreases their confidence level and causes depression and anxiety, thus severely affects English discourse development.
Change of Method

Over half of the children state that they are taught through the grammar-translation method, which helps them learn things but affects the development of English discourse. 75% of interviewed respondents voted for the use of the audio-visual aids in the classroom. An interviewee (child) called this method a fun and easy way to learn complicated things quickly. According to another individual (adult);

"Audio-visual method should be used for better learning of English because when I think, the thing that comes to my mind is a picture, not a word. e.g., when I say ‘apple’, the thing that comes to my mind is red colored fruit, not the word apple”.

Through the grammar-translation method, we get to learn things by translating, but audio-visual is better because it helps us understand things better while having fun.

Trained Teachers

Many schools in Pakistan hire teachers who are not qualified for the job. That severely affects children’s development of English discourse. According to the interviewees,

- "Teachers should be cooperative and well educated”.
- "Teachers should have proper training because the pronunciation of a few of my teachers is not good”.

Through interviews, it was concluded that most schools hire teachers who are not trained. e.g., if a teacher who teaches 8th class is himself/herself a student of intermediate then how he/she can develop the discourse of children as his/her own English discourse is in the developmental stage. Another respondent (adult) suggested that the government must hire some “native English teachers,” e.g., in various universities for learning Chinese, they hire Chinese professors or experts of that particular language, since children and adults learn a language in a better way from a native English speaker.

Motivation

Motivation is a crucial factor while learning a second language. External motivation from teachers and parents is vital for children and adults while learning another language.

The above figure compares the result of the children's and adults' views on the importance of motivation, for better performance in developing English discourse. Majority of the population shows how important motivation is for children and adults. A meager population (4% children and 2%) disagree with this
concept. According to a respondent, "Teachers should boost our confidence and motivate us into speaking more often". Another respondent opined, "I believe motivation from teachers as well as parents can help resolve the issues regarding the development of proper English discourse."

External motivation boosts the confidence of children and adults, and that way, they participate well in the class, thus developing a proper English discourse.

**English should be taught from the earliest stage of education**

![Figure 4](image-url)

Majority of the respondents in the survey asserted the need to work on the development of one’s English discourse from the earliest stage of education. In the interviews too, most of the interviewees agreed to the idea of teaching English from the earliest stage of education. According to a student (adult), “much attention should be paid to English discourse from the very start that is when students learn alphabets or even before that because this is the stage where children are eager to learn and learn complicated things quite quickly. So, it should be taught from an early stage.”

This idea was echoed by another interviewee who said, “Children should be given the training of the English language from day I.”

Another respondent (adult) contradicted with this idea by stating that "In my opinion, we should teach our children the basic skills in their native or mother language; we should not teach English from the earliest stage of education. According to my parents, if we look in the past, they started learning English from 6th grade and have better English discourse than us, and we lack proper discourse of both English and Urdu language."

From the above response, it can be said that children should first develop skills in their native language and then apply these skills while learning a second language. According to Skutnabb-Kangas, T., Phillipson, R., Panda, M., & Mohanty, A. K. (2009), the belief that educating English from an early stage guarantees a successful life is a deleterious myth. There is very little evidence that would support the idea that English should be taught from the earliest stage, but most of the children and adults in Pakistan contradict this viewpoint.

The data analysis and the results indicate that children's English discourse is different from that of adults in many ways. First, children have access to a limited number of words; thus, their vocabulary bank is short, while adults have an increased bank of words due to their broader exposure to the language and the world. Second, children have very rare chances of practicing the language and are more concerned about the
grades, therefore, they cram the syllabus and lose their interest in it, that suppresses their creativity. Third, children have limited knowledge of grammar as compared to the adults. Finally, adults are given the opportunities to give presentations in class and do more creative stuff by participating in class, which helps them practice their English language. However, children are not given the opportunity to practice grammar; they are told to learn the rules, making it harder for them to understand it and use it in practical life.

The data also help point out the areas where both child and adult English language learners find problems in their English discourse development. In Pakistan, the English language is more like a luxury: speaking English is a sign of being a successful person. Therefore, people though really want to speak English, but do not have a proper English discourse. Most of children and adults in Pakistan lack confidence mainly in speaking English in public or classroom. Lack of confidence severely affects their grades and their career and especially English discourse. Moreover, teachers have a lot of syllabi to cover and are unable to give more talking time to their students. Lack of practice on the part of the English language learners hampers the speedy English discourse development in them. Another important issue is switching from one medium of instruction to another. The medium of instruction in many schools of Pakistan is Urdu till 10th grade. English is not the first language of Pakistan, so it is difficult for children and adults to speak certain words of the English language because most of them have never spoken to a native English speaker or learn the English language from a native.

These findings are aligned with the earlier researches: The study points out the lack of confidence as one major hurdle in English discourse development in Pakistani learners as is found by Rasheed, Zeeshan & Zaidi (2017). Moreover, like earlier researches, this study also considers lack of trained teachers as one big challenge in this regard (Ahmed, Khan & Munir, 2013; Rasheed, Zeeshan & Zaidi, 2017). Some other problems include lack of proper platform for English discourse development, teacher-centered classes, the use grammar-translation method, and lack of external motivation from teachers and parents.

**Recommendations**

Considering the above analysis and findings, the following recommendations are made:

- Children and adults should be given equal opportunities to participate in English language activities, like small group presentations or assignments. It can be suggested that with proper practice, children and adults will develop a proper English discourse.

- The above results suggest that the syllabus should be similar for all learners whether they are in Urdu medium/English medium or Private/Government schools. If a student is from the Urdu medium and the other is from the English medium, they both have to study English in college or universities later. There is a need for extra English language classes for the development of proper English discourse, specially for the ones who come from Urdu medium set up.

- It is strongly recommended that people start dealing with English as a language rather than a luxury or trend. Even though English is essential now a day but if someone wants to learn it, they should and if they do not want to, they shouldn't; this should not have any impact on their education, job careers or it should never be a question on their mental abilities or intelligence.

The government should hire trained teachers, highly qualified, well-educated, and suitable for the job. Teachers need to constantly encourage their students and make learning of the English language an exciting venture by bringing in more innovative teaching techniques. They need to focus on pronunciation, grammar, and vocabulary development in their learners from the early stages of education so that no one feels shy while expressing their views in English.
Conclusion and Implications

This study set out to compare the differences between children's and adult's English discourse, the problems facing while developing it, and the solution to these problems. Currently, English discourse is in a very pathetic condition in Pakistan. The current study has identified that in terms of vocabulary, learning process, practice, and experience, children's English discourse is different from that of an adult.

Based on the data collected through the qualitative and quantitative method, poor grammatical knowledge, confidence, and punctuation mistakes are the major problems that children and adults face while developing English discourse. In Pakistan, English has become a trend, luxury, and a way to impress others rather than just a language or literature that can be studied. The research has shown that the solution to these problems can be achieved by creating a proper platform for English language learning, using the audio-visual method rather than the grammar-translation method, motivating students to develop proper English discourse, and training teachers. From the findings, it can be suggested that attention should be paid to the development of English discourse from the earliest stage of education. The current study benefits the higher authorities in Pakistan's education system, particularly in Punjab province, into knowing the problems and solutions that children and adults face while developing English discourse and creating some useful strategies to help children and adults cope with their impoverished English discourse. This research is also helpful for researchers who are working on the development of English discourse. Further research might explore and develop English discourse in children and adults in provinces, other than Punjab, Pakistan. Future endeavors, in this case, may also include finding the influence of first language/s on English language discourse development in children versus adults. Moreover, the new researchers may choose one particular area of English discourse like pronunciation, vocabulary or grammar to conduct an intensive exploration about the differences between children and adult.

References


