

# An Investigation of the Teaching Techniques, Assessment Strategies and Students' Attitude towards Reading English and their Impact on Learners' Performance in Pakistan

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## Abstract

Effective teaching learning of English has got a prominent position in all the educational plans and policies of Pakistan. To ensure the effectiveness of English, efforts have been taken to enhance the teaching learning strategies, assessment techniques and reading attitude of students. Considering the importance of English, a survey, regarding the teaching techniques, assessment strategies and learners' reading attitude and their impact on learners' performance, has been conducted. The sample, comprising 535 students and 26 teachers, from target population delimited to Hyderabad, had been selected using random stratified technique of sampling. The findings clarified that learners' reading attitude, assessment strategies and teaching techniques (independent variables) were strongly correlated to the performance of learners. However, the poor performance of students in English raised a question on assessment strategies, teaching techniques and learners' attitude. The teachers and students mutually perceived that conservative and unproductive teaching and assessment techniques employed by higher secondary school teachers failed to attract and motivate the students in order to enhance their performance. Even the teachers having vast teaching experience were incapable to use modern techniques and AV aids in their classroom teaching and assessment. They were incapable to develop and employ the modern standardized assessment tests. Rather than to focus on learners' skill development, teachers focused on memorization and rote learning. Consequently, students' interest toward classroom learning process did not flourish. Their attitude towards learning English was not praiseworthy. The research paper is rounded off with suggestions at the end.

**Keywords:** *The teachers' teaching techniques, teachers' assessment strategies, students' reading attitude and performance in English subject.*

## 1. Introduction

Globalization has brought many changes all over the world. The rapid change in technology has made the world a global village, where people from every nook and corner can easily exchange their goods and services. They can share their knowledge, experience, skills and other social, cultural, political and commercial activities. For the global communication, they have selected a language (English) which is universally accepted as a lingua franca. In this regard Erkan (2005) points out that without learning English, one cannot be the part of global village. Learning English is basic requirement for the survival in the global village (p. 14). Most of the world knowledge regarding education, health, economics, technology, trade, management and politics etc. is in English. Crystal (1997) affirms that 80% world knowledge is found in English. Without learning English one cannot gain modern and latest knowledge about science, technology, research and education etc. Paik (as cited in Nawab, 2012) describes that the world, quickly, realized the importance of English when its use as a global medium of communication became common. Doing a successful global business – import and export without fluency in English language is not easy. English is the basic requirement to remain alive in the global business. Currently, the survival of developing countries, in the world economy without English, is considered almost impossible in the tough global competition.

Pakistan, being a developing country, is also actively participating in the race of acquiring English. Effective teaching learning of English is kept at top priority in all the educational policies and plans of Pakistan.

Government is taking all the possible measures to raise the standard of English in Pakistan. Pakistani students, realizing the need and importance, are doing their best to acquire the fluency in English.

The students might have realized that fluency in English is the only key to success in the global competition. The candidates having command over their subject are often rejected due to English deficiency. Getting a job or admission in a recognized institution without English proficiency is very difficult. In this regard Coleman (2010) affirms that getting a government job is not easy for candidates having no command over English. It is famous for playing “a gate keeping role” (p. 3). The demand of English is increasing day by day at local, national and international level. Consequently, Pakistan students have kept the English proficiency in their priorities at top. Pinon and Haydon (2010) admit that students who are very careful about their career are eager to improve their English skills.

Acquiring English skills is not as difficult as is found in Pakistani educational organization. In Pakistani educational organizations less focus is given on basic skills of English. Coleman (2010) not only criticizes teaching learning of English in Pakistan but also calls it ineffective and unproductive. To him, neither teachers are committed and competent nor are students interested in learning the basic skills of English. The teachers and students rather than to focus on the teaching learning of basic skills of English, put all their efforts in completing the course in such a way that students may pass their annual examination with flying colour.

Coleman (2010) further asserts that when majority of teachers do not have command over basic learning skills of English, how they can teach these skills effectively to students. Rather than to develop and promote reading, writing, speaking and listening skills, both teachers and students try their level best to complete the contents of book so that students may secure more marks in the examination in the English paper. They teach only selected parts of the book. In this way teachers teach only half course and students learn only half of that half course without proper understanding and comprehension. Consequently, students’ knowledge, vocabulary, academic performance and English proficiency skills are negatively affected due to defected teaching and learning process, taking place in most of the Pakistani educational institutions.

Pakistan government in collaboration with Society of Pakistan English Language, Aga Khan University and British council has tried level best to make the professional training of English teachers but result still is dismal. Kasi (2010) confirms that teacher training programs of Pakistan neither transmit knowledge nor develop professional English language skills. In most of the teacher education institutions no focus has been given on modern and latest teaching and assessment techniques. Consequently, teachers coming out of teacher educational institutions also teach and assess their students using the classical, conservative and traditional techniques. They are not so much competent to motivate and attract the students towards learning English. As a result, students also pay less attention on the basic skills of English. Considering the need and importance of effectiveness of teaching learning of English, a research regarding the effectiveness of English teaching techniques, assessment strategies and learners’ reading attitude and their impact on learners’ performance has been conducted.

### **1.1. Research questions**

- RQ1. To what extent is there the impact of teaching techniques on students’ performance intermediate level in Pakistan?
- RQ2. To what extent is there the impact of assessment strategies on students’ performance at intermediate level in Pakistan?
- RQ3. To what extent is there the impact of students’ reading attitude on their performance at intermediate level in Pakistan?
- RQ4. What is the difference of perceptions between students and teachers regarding students’ reading attitude, teachers’ teaching techniques and assessment strategies?

### **1.2. Hypothesis**

- Ho. There is no significant impact of teachers’ teaching techniques on students’ performance at intermediate level.
- Ho. There is no significant impact of teachers’ assessment strategies on students’ performance at intermediate level.
- Ho. There is no significant impact of students’ reading attitude on their performance at intermediate level.

- Ho. There is no significant different of perception between students and teachers regarding students' reading attitude, teachers' teaching techniques and assessment strategies at intermediate level.

## 2. Review of Literature

English, having got the status of international medium of communication, is universally accepted as the language of science, technology, economics, industry, trade, education etc all over the world. English has been introduced as a compulsory subject in all the Pakistani educational institutions from class one to class B.A (class 14). In the same way, English language is being used as the medium of instruction by the most schools of Pakistan. Additionally, the official language of Pakistan is English and getting charming jobs without English proficiency is not possible for Pakistani youth. According to Ghani, Mahmood and Akram (2008), the teaching learning of English is compulsory in Pakistan. In addition, being secondary language, English has been given the status of official in Pakistan.

The teaching and learning process of English language in most of the Pakistani educational institutions is not satisfactory. Showing his disappointment Khan (2011) describes that despite of the development of several education policies for the enhancement of education, the condition of English teaching learning is still alarmingly poor. Likewise, Khan and Pandian (2011) also believe that "Pakistani system of education is being criticized not only by policy makers and educationists but also by Pakistani Government" (p. 4). Giving the reference of Ministry of education (as cited in Khan & Pandian, 2011), "they have ranked the education system of Pakistan as the most deprived, having lower standard in Asia" (p. 4). Nawab (2012) depicting the picture of common observation stresses that students especially rural areas having got B.A degree are unable to read, write, listen and speak English correctly (p. 696). Criticizing English teaching learning in Pakistan Janjua, Malik and Rahman (2011) assert that the English proficiency of students in Pakistan is very miserable (p. 1362).

The Standard of English in most of the schools is very deplorable in every nook and corner of Pakistan. In this regard Warsi (as cited in Khan & Pandian, 2011) describes that English in Pakistani Schools, being subjective, encompasses only knowledge. Understanding and performance is mostly ignored in this regard. Similarly, Shah, Farooq, Shah and Shams (2010) also point out that our students, having command over their subject, are embarrassed due to English deficiency (p. 108).

Learning English as second language is not as difficult as it is considered in Pakistan Effective teaching learning of English is based on four basic skills (listening, reading, speaking & writing). Until and unless students are not taught these basic skills using modern teaching techniques and latest assessment strategies, the learners' motivation will not take place, consequently learners will not pay attention. Learning of English without paying attention is not more than wasting precious time and energy of students.

Due to lack of emphasis on the motivation of students towards basic skills, the teaching learning has not achieved the standard acceptable at national and international level. No doubt serious efforts have been taken on the part of government during the last few decades but all these efforts are limited to changing policies and modifying curriculum but implementation of policies and curriculum remained practically neglected. Teachers and students, still following the old and outdated tradition, focus merely on passing the examination rather than learning the basic skills. Consequently, students pass only examination and get the degree but not English proficiency. Criticizing education system Khan (2011) points out that examination seems to occupy the prominent position in Pakistani education system where memorization supersedes to learning. Examination centered approach leads students to memorization rather than learning (p. 58). Adding to this Warsi (2004) believes that teaching of English is not directly proportional to learning of English. Teaching English using old and out dated teaching techniques adds nothing to learning. Nunan (1988) showing his dissatisfaction with teaching learning system states that teaching English does not support the development of basic skills of English.

Students often face lot of problems while reading lengthy passages due to students' deficiency of reading skills (Kashef, Viyani, Ghabool & Damavand, 2012, p.58). Adding to this Khand (2004) describes that deficiency in reading skills and comprehension capability is reflected in students' poor performance in every walk of life. Due to this deficiency professional career of students remains unstable.

To sum up, English is basic requirement for the successful professional careers of students. Learning of English without learning basic skills is not easy. Learning of basic skills of English especially reading skill is direct proportionally related to the effectiveness of teaching techniques, assessment strategies and learners' reading attitude.

### 3. Methodology

The methodology adapted in this study is survey because now a day survey shows more accuracy, consistency, flexibility, reliability and is being used widely in education all over the world. Supporting survey DeMarraiss and Lapan (2004) describe that survey is widely used in building theories, making planning and decisions in different organizations (p. 284). Adding to this Creswell (2008) asserts that since many years survey is being widely used in education especially for analyzing perceptions, attitudes and beliefs (p. 388). In survey, mostly large population can easily be sampled and information can also be generalized to larger population with consuming less time, money and energy (Cohen & Lea, 2005, p. 151). Sapsford (as cited in Gray, 2004) narrates that survey presents a population map and leads to systematic collection of data from the population (p. 99). Gray (2004), Neuman (2007) and Fink (1995) also appreciate the practical application of survey in different fields. To them survey is the most effectively used method in all the fields.

However, for this survey, the sample was delimited to male, female and mix higher secondary schools of Hyderabad region. Through random stratified sampling technique, a sample of five hundred thirty five students and twenty six teachers was selected. Additionally, B.I.S.E. result (performance) of students in English was also obtained to make comparison in this regard.

Using SPSS-22, the data were analyzed. ANNOVA (regression) test was used to measure the impact of independent variables (teaching techniques, assessment strategies and students' attitude) on dependent variable (students' performance). Also, t-test was used to assess the difference in the perceptions between teachers and students.

#### Findings

TABLE I. Item-wise analysis

S#	Students n= 535 Teachers n= 26	SD (%)	D (%)	UD (%)	A (%)	SA (%)
The teaching techniques employed by teachers at enhance the performance of learners.	Students	20.7	37.4	1.9	20.4	19.6
	Teachers	42.3	15.4	3.8	3.8	34.6
The teachers use modern techniques.	Students	26.5	40.7	0.4	21.9	10.5
	Teachers	61.5	15.4	7.7	3.8	11.5
The teachers use A.V aids.	Students	69.7	15.7	0.6	8.2	5.8
	Teachers	50	30.8	3.8	7.7	7.7
The teachers employ reading activity daily.	Students	26.2	33.3	1.1	21.5	17.9
	Teachers	15.4	3.8	3.8	15.4	61.5
The teachers themselves read the lesson before asking students to read.	Students	21.7	23.6	0.9	23.6	30.3
	Teachers	3.8	3.8	3.8	7.7	80.8
The teachers ask the students one by one to read in the class.	Students	23.4	19.3	1.1	39.8	16.4
	Teachers	3.8	7.7	3.8	46.2	38.5
The teachers guide the students during reading.	Students	17	22.4	1.1	35.1	24.3
	Teachers	11.5	00	7.7	11.5	69.2
The teachers highlight grammar during reading.	Students	22.6	39.6	0.9	18.5	18.3
	Teachers	15.4	3.8	3.8	11.5	65.4
The teachers allow the students to check new words in the dictionary while reading.	Students	39.8	39.1	0.9	13.3	6.9
	Teachers	50	7.7	11.5	3.8	26.9
	Students	13.5	42.4	3.4	19.4	21.3

The teachers teach students how to read lesson quickly to get its central theme.	Teachers	53.8	15.4	3.8	7.7	19.2
The teachers teach students how to read lesson deeply to understand it thoroughly.	Students	35.7	26.4	2.1	9.7	26.2
	Teachers	46.2	26.9	7.7	7.7	11.5
The teachers teach students how to analyze lesson critically after reading.	Students	40.2	39.1	2.4	3.2	15.1
	Teachers	46.2	26.9	3.8	11.5	11.5
The teachers teach students how to summarize lesson after reading.	Students	20.7	45.8	1.3	16.4	15.7
	Teachers	19.2	50	3.8	11.5	15.4
The teachers encourage the students to read books other than course.	Students	14.8	26.5	0.7	25.8	32.1
	Teachers	15.4	3.8	3.8	50	26.9
The teachers encourage the weak students during reading activity.	Students	14.4	23.9	1.9	20.9	38.9
	Teachers	11.5	3.8	7.7	42.3	34.6
The teachers observe and point out reading problems of students.	Students	18.5	15.7	0.7	38.3	26.7
	Teachers	00	7.7	3.8	15.4	73.1
The teachers solve the reading problems of students.	Students	28.8	43.2	1.1	11.2	15.7
	Teachers	15.4	3.8	7.7	11.5	61.5
The reading assessment practice is effective to enhance the performance of learners.	Students	21.5	45	3.4	15.5	14.6
	Teachers	50	15	3.8	7.7	23.1
The assessment practice is essential for the measurement of the performance of learners.	Students	15	15.3	1.7	24.3	43.7
	Teachers	15.4	7.7	7.7	26.9	42.3
The teachers prepare and follow reading assessment schedule.	Students	32.5	38.1	1.1	16.8	11.4
	Teachers	42.3	15.4	7.7	3.8	30.8
The teachers use benchmark books or passages to assess students' reading level.	Students	21.9	51.2	1.3	13.8	11.8
	Teachers	46.2	23.1	3.8	7.7	19.2
The teachers use different modern tests designed for the assessment of reading.	Students	29.9	37.6	0.7	19.1	12.7
	Teachers	42.3	11.5	3.8	19.2	23.1
The teachers use computer or other audio visual aids for the assessment of reading level.	Students	36.6	40.2	4.5	10.7	8
	Teachers	57.7	15.4	3.8	7.7	15.4
The teachers make audio recording of the reading of students and compare it from time to time to identify the improvement.	Students	31.6	46.7	3.7	10.3	7.7
	Teachers	69.2	15.4	3.8	3.8	7.7
The teachers call the experts from time to time to assess the reading level of students.	Students	37.6	40.4	0.4	10.7	11
	Teachers	42.3	19.2	3.8	11.5	23.1
The teachers arrange reading assessment competitions among students of various schools.	Students	38.5	53.3	0.9	3.2	4.1
	Teachers	53.8	30.8	3.8	3.8	7.7
The teachers prepare and maintain reading assessment progress chart of students.	Students	41.3	36.1	3	15.1	4.5
	Teachers	42.3	26.9	3.8	7.7	19.2
	Students	22.4	36.3	1.1	25.8	14.4

The students / teachers are satisfied with reading attitude of students at higher secondary school level.	Teachers	65.4	11.5	3.8	3.8	15.4
The reading attitude of learners is essential for the enhancement of their performance.	Students	7.5	7.1	0.7	51.4	33.3
	Teachers	7.7	7.7	00	26.9	57.7
The students try to avoid reading in the class.	Students	19.3	25.4	1.5	39.6	14.2
	Teachers	19.2	11.5	3.8	19.2	46.2
The students pass their spare time in reading books.	Students	18.5	43.9	2.8	15.7	19.1
	Teachers	46.2	26.9	3.8	3.8	19.2
The students like reading in English.	Students	28	40	0.9	12.3	18.7
	Teachers	38.5	23.1	7.7	11.5	19.2
The students enjoy reading course books.	Students	39.4	26.7	3	10.1	20.7
	Teachers	57.7	19.2	3.8	3.8	15.4
The students read more than course books with interest.	Students	38.1	38.3	2.8	11.4	9.3
	Teachers	42.3	11.5	11.5	7.7	26.9
The students like to go to library for reading.	Students	37.2	29.9	1.1	9	23
	Teachers	46.2	26.9	3.8	3.8	19.2

**Analysis:** The majority of respondents, as shown in the table-1, perceived that teaching techniques applied by higher secondary teachers in higher secondary schools did not enhance the performance of students in English subject. The teaching techniques were very old and out dated. There was no use of audio-visual aids and latest technology in the classroom teaching of English to enhance students' performance. No doubt teachers used to ask every student to read in the class and guide them during reading but due to lack of use of technology and modern activities, the performance of students was not praiseworthy. Similarly, the students were not allowed to use dictionaries during reading. Moreover, the teachers did not teach them quick reading, deep reading and critical reading techniques. Consequently, the students were not capable to summarize the lessons. There was no motivation and brainstorming regarding reading the prescribed course and other books. However, the students and teachers were divided on "teaching of grammar and problems of students". The students perceived that neither teaching of grammar was satisfactory nor the problems of students, especially weak students, were handled properly, while teachers had perceived differently.

The majority of respondents also perceived that reading assessment techniques, being essential for teaching learning English, did not promote students' performance in English subject. The teachers neither prepared and followed reading assessment schedule nor used the benchmark books or passages to assess the students' reading level. They did not use different tests designed for the assessment of reading. There was no use of computer or latest technology assisted audio visual aids for the assessment of students. The audio recording of reading, preparing and maintaining reading assessment progress chart of students, holding reading assessment competitions among students and calling the experts to assess the performance of students did not exist over there.

To most of the respondents, the reading attitude of students, being very essential to enhance the performance of students in English, was not satisfactory. Most of the students used to avoid going to library for reading English books. The books of English were boring for them and they did not like reading course and other English books.

#### 4. Results and Discussion

TABLE II. Result of hypothesis one

<b>Hypothesis one: There is no significant impact of teachers' teaching techniques on students' performance at intermediate level.</b>										
<b>Model Summary</b>	R	R <sup>2</sup>	Adjusted R	Std. Error of Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig.	
Students' Model	.856	.732	.732	.53124	.732	1457.23	1	533	.00	
Teachers' Model	.891	.793	.785	.218	.793	92.17	1	24	.00	
<b>ANNOVA</b>	Students' Model		Sum of Squares		Mean Square		df	F	Sig.	
	Regression		411.251		411.251		1	1457.2	.00	
	Residual		150.420		.282		533			
	Total		561.671				534			
	Teachers' Model		Regression		4.394		1	92.169	.00	
			Residual		1.144		24			
		Total		5.538		25				
<b>Coefficient</b>			Unstandardized Coefficients		Standardized Coefficients		t	Sig.		
			B		Beta					
	Students' Model		(Constant)		1.832		.050	36.900	.00	
			Teaching techniques		.634		.017	.856	38.174	.00
	Teachers' Model		(Constant)		2.675		.079	34.058	.00	
			Teaching techniques		.274		.029	.891	9.600	.00

**Analysis:** The result from the perspective of students and teachers as shown in table-2 reveal that there is significant impact of teaching techniques on students' performance because the independent variable (teaching techniques) and dependent variable (students' performance) are very strongly (students:  $p=000$ ,  $r=.856$  & teachers:  $p=000$ ,  $r=.891$ ) correlated. Likewise, the independent variable (teaching techniques) is very strong predictor of dependent variable (students' performance) because the contribution of  $R^2$  is 73.2% from students' perspective and 79.3% from teachers' perspective. Moreover, the prediction of students' performance can be made from teaching techniques because the model (F-value) for the prediction of dependent variable (students' performance) from independent variable (teaching techniques) is also significant (students:  $p=000$ ,  $F=1457.2$  & teachers:  $p=000$ ,  $F= 92.169$ ). In addition, it can be predicted that changes in dependent variable (students' performance) occur due to changes in independent variable (teaching techniques) because value of t (students:  $p=000$ ,  $t=38.174$  & teachers:  $p=000$ ,  $t=9.600$ ) is also significant.

To sum up, the result of model summary (R &  $R^2$ ), ANNOVA and coefficient from the perspective of students and teachers for hypothesis-1 reveals that null hypothesis is rejected and alternative is upheld. Hence, it is concluded that there is significant impact of teaching techniques on students' performance in

English. If an improvement in teaching techniques takes place, it will improve the performance of students as well.

TABLE III. Result of hypothesis two

<b>Hypothesis Two: There is no significant impact of teachers' assessment strategies on students' performance at intermediate level.</b>									
<b>Model Summary</b>	R	R <sup>2</sup>	Adjusted R	Std. Error of Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.
Students' Model	.917	.841	.840	.40969	.841	2813.32	1	533	.00
Teachers' Model	.843	.711	.699	.258	.711	59.092	1	24	.00
<b>ANNOVA</b>	Students' Model	Sum of Squares		Mean Square		F	Sig.		
		Regression	Residual	Total	472.208	.168	534	1	2813.33
Teachers' Model	Regression	3.939	3.939	1	59.02	.00			
	Residual	1.600	.067	24					
	Total	5.538		25					
<b>Coefficient</b>	Students' Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.			
		B	Std. Error	Beta					
Teachers' Model	(Constant)	1.340	.045		30.02	.00			
	Assessment strategies	.697	.013	.917	53.04	.00			
	(Constant)	2.479	.119		20.82	.00			
	Assessment strategies	.271	.035	.843	7.69	.00			

**Analysis:** The result from the perspective of students and teachers as shown in table-3 reveal that there is significant impact of assessment strategies on students' performance because the independent variable (assessment strategies) and dependent variable (students' performance) are very strongly (students:  $p=000$ ,  $r=.971$  & teachers:  $p=000$ ,  $r=.843$ ) correlated. Likewise, the independent variable (assessment strategies) is very strong predictor of dependent variable (students' performance) because the contribution of  $R^2$  is 84.1% from students' perspective and 71.1% from teachers' perspective. Moreover, the prediction of students' performance can be made from assessment strategies because the model (F-value) for the prediction of dependent variable (students' performance) from independent variable (assessment strategies) is also significant (students:  $p=000$ ,  $F=2813.33$  & teachers:  $p=000$ ,  $F= 59.02$ ). In addition, it can be predicted that changes in dependent variable (students' performance) occur due to changes in independent variable (assessment strategies) because value of t (students:  $p=000$ ,  $t=53.04$  & teachers:  $p=000$ ,  $t=20.82$ ) is also significant.

To sum up, the result of model summary (R &  $R^2$ ), ANNOVA and coefficient from the perspective of students and teachers for hypothesis-2 reveals that null hypothesis is rejected and alternative is upheld. Hence, it is concluded that there is significant impact of assessment strategies on students' performance in



English. If an improvement in assessment strategies takes place, it will improve the performance of students as well.

TABLE IV. Result of hypothesis three

<b>Hypothesis three: There is no significant impact of students' reading attitude on their performance at intermediate level.</b>									
<b>Model Summary</b>	R	R <sup>2</sup>	Adjusted R	Std. Error of Estimate	<b>Change Statistics</b>				
					R Square Change	F Change	df1	df2	Sig.
Students' Model	.910	.829	.828	.42508	.829	2575.463	1	533	.00
Teachers' Model	.802	.644	.629	.287	.644	43.410	1	24	.00
<b>ANNOVA</b>	Students' Model			Sum of Squares	Mean Square			F	Sig.
		Regression		465.363	465.363	1	2575.46	.00	
		Residual		96.308	.181	533			
	Total		561.671		534				
	Teachers' Model	Regression		3.567	3.567	1	43.41	.00	
		Residual		1.972	.082	24			
Total			5.538		25				
<b>Coefficient</b>				Unstandardized Coefficients	Standardized Coefficients	t	Sig.		
				B	Std. Error	Beta			
	Students' Model	(Constant)		.908	.055		16.652	.00	
		Reading attitude		.778	.015	.910	50.749	.00	
	Teachers' Model	(Constant)		2.320	.160		14.486	.00	
		Reading attitude		.323	.049	.802	6.589	.00	

**Analysis:** The result from the perspective of students and teachers as shown in table-4 reveal that there is significant impact of students' reading attitude on their performance because the independent variable (students' reading attitude) and dependent variable (students' performance) are very strongly (students:  $p=000$ ,  $r=.910$  & teachers:  $p=000$ ,  $r=.802$ ) correlated. Likewise, the independent variable (students' reading attitude) is very strong predictor of dependent variable (students' performance) because the contribution of  $R^2$  is 82.9% from students' perspective and 64.4% from teachers' perspective. Moreover, the prediction of students' performance can be made from students' reading attitude because the model (F-value) for the prediction of dependent variable (students' performance) from independent variable (students' reading attitude) is also significant (students:  $p=000$ ,  $F=2575.46$  & teachers:  $p=000$ ,  $F=43.41$ ). In addition, it can be predicted that changes in dependent variable (students' performance) occur due to changes in independent variable (students' reading attitude) because value of t (students:  $p=000$ ,  $t=50.749$  & teachers:  $p=000$ ,  $t=6.589$ ) is also significant.

To sum up, the result of model summary (R &  $R^2$ ), ANNOVA and coefficient from the perspective of students and teachers for hypothesis-3 reveals that null hypothesis is rejected and alternative is upheld. Hence, it is concluded that there is significant impact of students' reading attitude on students' performance

in English. If an improvement in students' reading attitude takes place, it will improve the performance of students as well.

TABLE V. Result of hypothesis four

**Hypothesis Four: There is no significant difference of perceptions between students and teachers regarding teachers' assessment strategies, teachers' teaching techniques and students' reading attitude at intermediate level.**

		t-test for Equality of Means				
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
<b>Teaching techniques</b>	Equal variances assumed	1.201	559	.230	.289	.241
	Equal variances not assumed	1.230	27.621	.229	.289	.235
<b>assessment strategies</b>	Equal variances assumed	1.221	559	.223	.341	.279
	Equal variances not assumed	1.114	27.023	.275	.341	.306
<b>Reading attitude</b>	Equal variances assumed	0.214	559	.831	.058	.272
	Equal variances not assumed	.198	27.099	.844	.058	.293

**Analysis:** The insignificant result of t-test (teaching techniques:  $p = .230 \geq 0.05$ ,  $t = 1.201$ , assessment strategies:  $p = .223 \geq 0.05$ ,  $t = 1.221$  & students' reading attitude:  $p = .831 \geq 0.05$ ,  $t = 0.214$ ) as shown in table-5 reveals that there is no significant difference of perceptions between students and teachers regarding teachers' assessment strategies, teachers' teaching techniques and students' reading attitude at intermediate level.

To sum up, the null hypothesis is upheld because the result of t-test is insignificant. Hence, it is stated that perceptions of teachers and students regarding teachers' assessment strategies, teachers' teaching techniques and students' reading attitude are alike, having no significant difference in this regard.

Group comparison

TABLE VI. Group comparison

			N	Mean	Std. Deviation	t	df.	Sig
<b>Performance of learners</b>	Gender	Male	14	59.88	7.108	0.879	24	0.388
		Female	12	57.32	7.636			
<b>Performance of learners</b>	Age	45 or below	19	55.78	4.675	3.880	24	0.001
		Above 45	7	65.89	8.564			
<b>Performance of learners</b>	Area	Urban	18	60.64	7.069	2.429	24	0.023
		Rural	8	53.69	5.843			
<b>Performance of learners</b>	Experience	15 years or below	19	55.78	4.675	3.880	24	0.001
		Above 15 years	7	65.89	8.564			
	Qualification	M. A, B. Ed	8	52.45	2.253	3.30	24	0.003

<b>Performance of learners</b>		M.A, M. Ed & Above	18	61.19	7.265			
<b>Performance of learners</b>	Teaching methods	Two or more teaching methods	11	64.63	6.357	5.182	24	0.000
		Single teaching method	15	54.00	4.105			
<b>Performance of learners</b>	Teaching methods	Translation method	17	62.25	6.199	4.986	24	0.000
		Repeated reading method	9	51.42	2.533			
<b>Performance of learners</b>	Use of A.V aids	With A.V aids	5	70.77	1.043	7.257	24	.000
		Without A.V aids	21	55.58	4.584			
<b>Performance of learners</b>	Teaching Techniques	Modern teaching techniques	4	70.94	1.119	5.30	24	0.000
		Traditional teaching techniques	22	56.24	5.437			
<b>Performance of learners</b>	Assessment Test	Objective type test	18	61.82	6.276	4.678	24	0.000
		Essay type test	8	51.02	2.382			
<b>Performance of learners</b>	Assessment Test	Open ended	6	52.05	1.713	2.749	24	0.011
		Close ended	20	60.43	7.315			
<b>Performance of learners</b>	Assessment Test	Multiple choice tests	18	61.82	6.276	4.678	24	.000
		Short answer tests	8	51.02	2.382			
<b>Performance of learners</b>	Assessment Test	Formative or summative assessment	8	51.02	2.382	4.68	24	0.000
		Combined formative and summative	18	61.82	6.276			
<b>Performance of learners</b>	Gender	Male	237	60.98	17.850	3.412	533	0.001
		Female	298	55.53	18.730			
<b>Performance of learners</b>	Area	Urban	323	60.16	18.530	3.451	533	0.001
		Rural	212	54.57	18.049			
<b>Performance of learners</b>	Class	First year	269	58.11	18.801	1.497	533	.210
		Second year	266	57.77	18.281			
<b>Performance of learners</b>	Age	18 or below	443	59.57	18.434	4.539	533	.000
		Above 18	92	50.11	16.994			

<b>Performance of learners</b>	Reading activities	participating in reading	247	72.12	10.328	23.232	533	0.000
		avoid reading	288	45.78	15.030			
<b>Performance of learners</b>	Library	use library	175	74.49	9.388	18.402	533	.000
		do not use library	360	49.90	16.417			
<b>Performance of learners</b>	Books	Read only course books	444	53.44	16.720	-	533	.000
		Read more than course books	91	79.92	8.486	14.718		
<b>Performance of learners</b>	School	Male	237	60.98	17.850	3.412	533	0.001
		Female	298	55.53	18.730			

**Analysis:** The result of t-test as shown in table-6 shows that:

- The teachers (both male and female) showed equal performance in their teaching practice.
- The teachers having more than 45 years age performed better than teachers with 45 years or below age.
- Urban area teachers performed better than rural area teachers.
- More experienced teachers (the teachers with more than fifteen years' experience) showed performance higher than inexperienced teachers (the teachers having experience less than fifteen years).
- The performance of teachers was directly connected with their qualification. The teachers with higher qualifications (M.A, M. Ed or above) performed better than teachers having lower qualification (M.A, B. Ed).
- Those teachers who had used multiple teaching methods in classroom teaching learning performed better than teachers who had used only one method of teaching in the classroom.
- The teachers using translation method performed better than teachers using repeated reading method.
- The teachers who used A.V. aids in the classrooms performed better than teachers who did not use A.V. aids in the classrooms.
- The teachers who used modern teaching techniques performed better than the teachers who used only traditional teaching techniques.
- The teachers who used objective type tests for the assessment of learners performed better than the teachers who used only essay type tests for the assessment of learners.
- The teachers who used close ended tests for the assessment of students performed better than the teachers who used only open ended tests for the assessment of students.
- The teachers who used multiple choice tests for the assessment of learners was better than the teachers who used only short answer tests for the assessment of students.
- The teachers who used combined formative and summative assessment in the classroom performed better than the teachers who used either formative or summative assessment in the classroom.
- The girl students' performance was higher than boy students' performance in English.
- The performance of urban area students was higher than rural area students.
- The performance of twelfth class (XII) students and eleventh class (XI) students was alike.

- The performance of learners with an age eighteen year or below was higher than students with an age above eighteen years.
- The reading activities played a vital role in the performance of students. Those students who often participated in reading activities showed their performance higher than students who did not participate in reading activities.
- The libraries also played a vital role in the performance of students. Those students who often visited libraries for reading showed performance higher than students who did not go to libraries for reading.
- The reading more than course books also played a vital role in the performance of students. The performance of those students who used to read more than course books was higher than students who did not read more than course books.
- The male schools produced better result than female schools.

The teachers and students showed their dissatisfaction with teaching techniques applied by English teachers in their teaching. Most of the teachers did not use modern and latest teaching techniques. They taught students using centuries old traditional teaching methods. There was same teaching practice taking place daily. Teachers were incapable to teach using modern A.V aids. Moreover, teachers tried their level best to complete the course from examination view. No focus was given on basic skills of English. Rather than to make students comprehend the language, teachers preferred to have fair copies of students and motivated them to remember all the material written on fair copies like parrot. There was no systematic check and balance on teachers and students in this regard. Officers rarely visited the schools and in those visits, officer rather than to ask about the language learning skills tried to ask about the fair copies. Consequently, students used to take less interest in acquiring the basic skills of English.

The students were unable to read fluently the lengthy passages with comprehension. Their reading, spelling and vocabulary skills were very poor. They were unable to make translation of English passages into their local language. The passages were taken from their text that they had to comprehend. Additionally, the students were not able understand the grammar structure of sentences. They even were unable to differentiate between present, past and future conditional sentences.

There was no systematic assessment of both teachers and students. The schedule of assessment was present in only papers but practically there was no application of such assessment strategies. There was no system of weekly, monthly and quarterly tests. Neither internal nor external assessment was taking place in most of the institutions. Whatever the teachers used to teach and assess was the only the assessment. There was no trend of preparing progress report of students and sharing it with students, parents and other higher authorities.

Consequently, having got less motivation on the part of teachers, parents and officers, the students used to take less interest in learning basic skills of English. They tried level best to avoid participating in reading and other activities of English. Rather than to go to library, the students often used to waste their time moving to and fro, doing useless activities. Accordingly, the students showed alarmingly poor level of performance in English.

## 5. Conclusion

The independent variables (teaching techniques, assessment strategies and learners' reading attitude) were strongly correlated with the performance of learners. However, the poor performance of learners in English has raised many questions on teaching techniques, assessment strategies and learners' reading attitude. Teaching techniques and assessment strategies were centuries old and there was no use of modern teaching and assessment techniques in teaching learning of English. Moreover, due to lack of motivation, the learners did not concentrate properly on learning language skills.

## 6. Suggestions

- The result shows that effective English language learning depends more on reading, therefore, reading of English should be introduced as a separate subject along with marks equal to other subjects.
- The result shows that English teaching learning is not activity based. Hence English teaching learning should be activity based where frequent use of modern technology (A.V aids) should be ensured.

- It appears that English teachers do not go under standardized training. Hence, English teachers should go under standardized training at least once in every year, so that they may be equipped with modern teaching and assessment techniques to enhance the performance of students in English language.
- Number of students in every English class should be 16-18. In any case they should not exceed to 20.
- The motivation of students should be kept at top priority. The problems of students taking place in school premises should be addressed on quick basis.
- The teachers should prepare and apply standardized tests in the classroom and prepare progress report of learners to acknowledge the officers, students and parents from time to time.
- The students should be given English assignments from time to time to develop their reading and research habit.

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