DEVELOPMENT AND VALIDATION OF MODULE IN ENGLISH AT SECONDARY LEVEL IN PAKISTAN

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AT SECONDARY LEVEL IN PAKISTAN

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Last but not the least, the researcher is very thankful to Mr. Zaheer Haider Shah who was found always ready at a short call to correct the language errors and mistakes of the entire thesis.
ABSTRACT

The study was conducted to “Develop and Validate Module in English at Secondary level in Pakistan”. Therefore, the researcher developed a Module consisting of six units on the first five lessons of the textbook of 9th class. The components of this module were Title, Introduction, Pre-requisite knowledge, Method of study, General objectives, Specific Objectives, Content (Input), Learning activities, Pre-test, Post-test and Feedback.

The contents of the module were taken from the first five lessons of the English textbook of class IX. The basic language skills were focused for designing the activities and self-assessment tests of the units. “Introduction” was given at the start of each unit of the module to motivate and brief the students about the task they had to do. General objectives were given at the start of a module and specific objectives were placed at the beginning of each unit of the module. The main objectives of the study were: (a) To develop a sample module from the textbook of English for the 9th class. (b) To validate a module determining their effectiveness by teaching in the classroom. (c) To validate module determining their effectiveness from the performance of low and high achievers in the classroom.

The module was validated by conducting lessons in the classroom with its help. Therefore, the Pre-test Posttest were used as the instruments of the study. The Pre-test was used to find out the competencies of the students to deal with the material presented in the module. The validation of the module was checked by administering the same pre-test as a post-test to the subjects of both experimental and control groups by changing the arrangement of the items on the pattern of “Even Odd Numbers”. The module consisting
of six units were taught in 14 weeks and it consumed 80 hours of the students for solving the activities given at the end of the module. The students of secondary classes studying in Government public secondary schools were the population of study. The control group as well as the experimental group was of equal size, each having 30 students of 9th class. The scores of pre-test and post-test were the data of study. The significance of difference between the scores of groups at 0.05 levels was tested by applying t-test and analysis of variance.

The study proved that the material designed as a module promoted independent learning habits in the learner, provided opportunity to proceed at his own pace, ensured active participation, useful for slow as well as of bright students, enabled the students to comprehend difficult concepts, and kept them on the track. For this purpose, it was recommended that the policy makers should take steps for the development and validation of modules at secondary school level and the teacher training institutions should take steps for the training of the teachers for the development and validation of modules in different subjects. Textbook board may arrange workshops for writing of the books on modular pattern and the school libraries should be enriched with the books on the topics of development and validation of modules. The subject specialists and senior teachers should be trained to revise and update the modules in the light of modern researches on continuous basis. In spite of the fact that the material developed as a module under this study proved valid as a result of better performance of the students in the experimental group. However, there is also need of further studies on this topic by controlling some other variables such as attitude of the students, level of intelligence, timing of work that may influence the performance of the students.
DEDICATION

To my late grandfather who is a source of guidance and inspiration, man of principles, and a symbol of integrity for the family.
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<td>ACEID</td>
<td>Asian Centre of Educational Innovation for Development</td>
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<tr>
<td>CG</td>
<td>Control Group</td>
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<td>CBTE</td>
<td>Competency Based Teacher Education</td>
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<td>EX</td>
<td>Experimental Group</td>
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<td>FPSC</td>
<td>Federal Public Service Commission</td>
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<td>GPSS</td>
<td>Govt. Public Secondary Schools</td>
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<td>PPSC</td>
<td>Punjab Public Service Commission</td>
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<td>TE</td>
<td>Teacher Education</td>
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<td>MI</td>
<td>Modular Instruction</td>
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<td>Modular Teaching</td>
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<td>QAA</td>
<td>Question Answer Activity</td>
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<td>RM</td>
<td>Remedial Module</td>
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<td>SM</td>
<td>Schedule of Module</td>
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<tr>
<td>TVEI</td>
<td>Technical Vocational Educational Institution</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>UNESCO</td>
<td>United Nation Educational Scientific &amp; Cultural Organization</td>
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<td>VET</td>
<td>Vocational Education and Training</td>
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CHAPTER 1
INTRODUCTION

All human beings have the basic right of full development of their minds and capacities. There is a growing realization that development of individuals and communities depends on education and the quality of teaching. We have to develop students who value learning as an empowering activity. It is imperative to develop lifelong and autonomous learners having self-determination, self-direction and self-respect (Fisher, 2001, p.10). In this respect the quality of education directly depends upon the quality of teacher education. Ginnnot says (1976),

“I have come to a frightening conclusion that I am the most important element in the class-room. As a teacher I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether the crisis will be escalated or de-escalated and child is humanized or dehumanized”

Our religion has also laid great stress on the acquisition of knowledge and the role of teacher. The Quran says, “Are those who know equal to those who know not?” (The Holy Quran, 39:10). It is the famous prayer of the Holy Prophet (PBUH) quoted in the Holy Quran “O, God increase my knowledge.” An educated person has got the same superiority over an uneducated person as living over dead. Knowledge has become only a source to solve the problems of modern world. It nourishes us as a mother, comforts us as a wife and protects as a father.
Knowledge is not inherently divided into different branches. We have divided it into different categories for the sake of our own convenience. The early scholars of Islam had hold on different branches of knowledge. They were linguists, mathematicians, educationists, psychologists etc. They established translation bureau for sharing the contributions made by other communities. Any type of linguistic prejudice in any form did not exist at that time. They did not view knowledge as a personal property of any civilization. As a result, the Muslims acquired knowledge of different languages and progressed (Behlol, 1999, p.78).

According to Minkova (2001), today English has become the lingua franca of the world. It has replaced French in the field of diplomacy, German in the field of science and technology, and Latin in the field of literature and art. One out of five persons speak English on the planet earth. It has become an official or co-official language of 45 countries of the world. History also tells us that the progress of nations and civilizations depends upon looking outward by absorbing the good qualities of other civilizations without sacrificing the basic values of one’s own culture (pp.3, 28-31).

In Pakistan the policy about language learning remained in the doldrums through out its history. English is used as a medium of instruction in elite schools whereas in public schools the medium of instruction is Urdu. All the competitive examinations that are held by Federal Public Service Commission and Punjab Public Service Commission follow the medium of English. In public schools where English is taught as a compulsory subject, the performance of students is very poor. The teacher community is unaware of the modern researches in the field of language teaching. They follow out-dated, stereotype methods, which generate boredom and lack of interest in the classroom.
because of the poor competency of the teachers in academic and professional areas. The role of the teacher inside the classroom is authoritative with the least participation of students.

The methods that focus on self-learning and individualized instructions are not applied in the classroom. In this respect, module based learning resource has been used successfully at elementary, secondary and higher level of education in the European as well as in the developing countries of the world. Modules were also recommended for the training of educational personnel in the 7th and 8th five Years Plans. (Govt. of Pakistan, 1988-93). Module is defined as a self-contained, self-instructional package that allows the learner to proceed in his/her studies in accordance with his/her own capacities and abilities. In other words, modular package is entirely self-paced. It fully cares the needs of individual students. It can be used in any social setting suitable to the learner. The education scholars and researchers of the developed and developing countries of the world have recognized module as the most beneficial and effective learning resource. It is a specific type of learning resource. There is a group of contents or single subject matter content covered in the module. It ensures active participation of students to make the learning process alive and dynamic (Ali, 2005).

According to Biran (1974), in module base learning resource the students are able to obtain correction of the learning activity or task at the spot. As a result, they are highly motivated and go ahead in the learning activities given in the module. It (module) is entirely individualized package that allows the students time to think over, reflect and adjust the new information with the already existing frame of knowledge. The key advantages of introducing modules in language teaching are that they help to improve the
fluency of language, allow full room for individual differences, and provide an opportunity to students to travel at their own pace. It has the advantages to be used anywhere outside the institution, can be administered to single or group users, can be easily revised and upgraded, economical to prepare, flexible to use and can be implemented through variety of scheduling (p.39).

On the basis of above mentioned importance of module in the process of instruction, the researcher decided to develop and validate module in our own culture in the subject of English at secondary level.

1.2 STATEMENT OF THE PROBLEM

The study was undertaken to develop and validate a module in English at secondary level in Pakistan. Therefore, the first five lessons from the English Textbook of 9th class were selected for the development of the module. This module consisting of six units was developed following the guidelines given by UNESCO Regional Office for Education in Asia and Oceania (1987, p.16). The guidelines were aimed at self instructional strategies of learning with the immediate feedback component of the module. The related literature was reviewed for the sake of conceptual clarity to develop the components of the module. The components of the module were Title, Introduction, Pre-requisite knowledge, Method of study, General objectives, Specific objectives, Content (Input), learning activities, Pre-test Post-test and Feedback.

The contents of the module were taken from the first five lessons of the English Textbook of class IX. The basic language skills were focused for designing the activities
and self-assessment tests of the units. The learning tasks were designed from easy to difficult level. “Introduction” was given at the start of module to motivate and brief the students about the task they had to do. General objectives of the module and specific objectives of each unit were also given.

Pre-test was designed to find out the competencies of the students to deal with the material presented in the module. Validation of the module was checked by conducting lessons in the classroom with its help. The same pre-test was used as a post-test of the study to validate module by identifying difference between the performance of experimental and control groups. The validation of the module also included the study of its impact on the performance of high achievers and low achievers. For this purpose module was developed and validated by conducting lessons in the classroom for improving the teaching learning process in the subject of English at secondary level in Pakistan.

1.3 OBJECTIVES OF THE STUDY

The following were the objectives of study:

1. To develop a sample module from the textbook of English for the 9th class.

2. To validate module determining its effectiveness by teaching in the classroom.

3. To validate module determining its effectiveness from the performance of low and high achievers in the classroom.
1.4 SIGNIFICANCE OF THE STUDY

The study would be useful for the secondary school teachers, students, teacher trainers, textbook writers and the policy makers to improve the teaching learning process in the subject of English at secondary level. It would develop and promote self-learning habits among the students. It will enable the students to get feedback at the spot, which will motivate them to go ahead with utmost interest and commitment. It will also provide an opportunity to students to pace their learning process according to the level of their ability. In this way the group of mixed ability students will benefit from it. It is a very flexible and convenient strategy to enable the students to interact with the learning resource in different settings and situations. It can be administered to an individual as well as a small or a large group.

It gives liberty to students to repeat any part or skip any section on the basis of his or her capacities and previous experiences. In this mode of learning, the students do not sit in the classroom as passive learners as we observe in lecture method. They act and interact confidently in the classroom. The teacher influences the learner and is influenced by him in the learning process.

It will also be helpful for teachers to get more in-depth understanding about the teaching learning process. They will play their role as a guide and a facilitator of the learning process. Role-playing will be helpful for the teacher to promote fluency and accuracy in language acquisition by making the maximum participation of students in the learning process.

The study would be helpful for the textbook writer to design and formulate the books on the modular pattern. In the module based learning resource, the objectives are
written in behavioral form, content and learning experiences are directly linked to it which keeps the textbook writer on the track. In this way, the writer is able to produce to the material according to the objectives of the module and the unit. As a result, the textbook material will be more tangible, pragmatic and practical oriented.

The basic guidelines given in the various components of module and its practical oriented approach will assist the examination department to determine the course outline. It will be easier for the paper setter to formulate the objective type items because the content is already divided into different parts elaborating the specific details in a clearly marked way.

1.5 DELIMITATION OF STUDY

The study was delimited to:

1. Only the Urdu medium schools of Punjab Government situated in District Rawalpindi.

2. The qualifications of the parents as an intervening variable were controlled. Only those students from randomly selected group were included in the sample whose parents’/guardians’ have got the qualification from matriculation to intermediate level.

3. The process of validation was started at the beginning of academic session. Therefore, there were minimum chances of tuition at home. It was ensured that the students might not get any type of coaching at home for the stipulated period.
4. Only the first five lessons of the Textbook of 9th class were included in the sample due to specified time schedule. The selected lessons consisted of both Prose and Poetry that were also in accordance with the academic schedule of the institution. The five lessons of English for 9th class were:

i. Hazrat Mohammad (PBUH), The Greatest Reformer
ii. Hazrat Khalid Bin Waleed
iii. Kindness to Living Things
iv. Rural and Urban Life
v. Little Things (Poem)

1.6 RESEARCH METHODOLOGY

The research procedure of the study was executed under the following headings:

1.6.1 POPULATION

The focus of this study was to develop and validate module in English at secondary level in Pakistan. The module consisting of six units was validated by teaching in the classroom and having obtained the performance scores of the students on post-test. Therefore, the students studying at lower secondary level constituted the population of the study. These students belonged to middle class and lower middle class families having almost similar socio-economic background. They were studying in public sector institutions where unified system of enrolment, teaching and assessment were practiced. The curriculum and facilities available to the students were also the same. Therefore the population was entirely homogenous.
1.6.2 SAMPLE

Two sections, A and B of 9th class from randomly selected school, Government High School Tench Bhatta, Rawalpindi were taken as a sample of the study. The school was selected randomly because the public sector institutions have similar criteria of students’ enrolment, instructional processes, facilities and evaluation. The teachers teaching at secondary level have unified educational standards for the appointments, working hours and mode of operation in the classroom. The majority of the students studying in the public sector institutions belonged to middle and lower middle class families. Because of homogeneous characteristics of the population, the school was chosen randomly. The sample students were re-divided into two groups i.e. experimental and control groups. Both the groups were equated on the basis of pre-test. In this way, every student was equated with the other student on the basis of scores. Each group consisted of 30 students.

1.6.3 RESEARCH INSTRUMENT

The researcher developed the module consisting of six units from the 9th class English textbook. For this purpose, first five lessons of the textbook were selected. This module was developed following the guidelines given by UNESCO Regional Office for Education in Asia and Oceania (1987). The guidelines were aimed at self instructional strategies of learning with the immediate feedback component of the module. The related literature was reviewed and opinions of the experts were obtained for the sake of conceptual clarity to develop the components of the module. The contents of the module were taken from the first five lessons of the Textbook of 9th class. The basic language skills were focused for designing the activities and self-assessment tests of the units. The
learning tasks were designed from easy to difficult level. “Introduction” was given at the start of each unit of the module to motivate and brief the students about the task that was going to be done by them. General objectives of the module and specific objectives of each unit were given at the beginning. The objectives of the module focus on the basic language skills, i.e. Listening, Speaking, Reading and Writing.

The module consisting of six units was validated by conducting lessons in the classroom with its help. Therefore, the Pre-test, Posttest were used as the instruments of the study. The Pre-test was used to find out the competencies of the students to deal with the material presented in the module. The test was constructed by the researcher and revised in the light of the opinion of the experts. (Appendix A) The validation of the module was checked by administering the same pre-test as a post-test to the subjects of both experimental and control groups by changing the arrangement of the items on the pattern of “Even Odd Numbers”. (Appendix B) The module consisting of six units were taught in 14 weeks and it consumed 80 hours of the students for solving the activities given at the end of the units. Equal time was not allocated for the teaching of all the units, rather it was divided on the basis of the difficulty of the task and length of the units.
CHAPTER 2  
REVIEW OF LITERATURE

Education is the process of identification and promotion of individual potential for the progress and betterment of society. It teaches man how to live on earth, fly in the sky and dive into the depth of the sea. It is the only powerful machine for eliminating the forces of ignorance, barbarity and oppression. It is a key for the solution of the problems faced to humanity. It provides passage to more promising future, by providing the skilled manpower needed for economic prosperity and modernization. It not only preserves the culture of the past but also transmits it to the coming generation with its own contributions. It is a key for hope and progress. The investment in the education sector is an investment in the development of society. Islam has rightly stressed the importance of education. It is obligatory for every Muslim male and female to learn knowledge. It is the saying of the Holy Prophet (PBUH) to learn knowledge from cradle to grave.

Teacher is a person responsible for steering the education train to its destination. He is a linchpin of the education system who implements the education reforms and policies. In fact, the quality of education depends upon the quality of teacher education. No system of education can rise above the system of teacher education. It is an acknowledged fact the academic qualification of teachers, knowledge of subject matter, commitment to the job, competence in the skills of teaching has a great impact on the teaching learning process (Education Policy, 1998-2010).

According to Joyce (1971), knowledge explosion and war conditions demanded a very complex and complicated role from the individuals. The teacher has to prepare people having different traits and decisions taking abilities for performing their
responsibilities in a rapidly changing society. To fulfill these conditions and the needs of changing society, the psychologists have developed some training systems that have maximum level of competence and zero percentage of failure. These models focus on different aspects for preparing the teachers to operate successfully in the classroom. The major emphasis is on equipping the teachers with some techniques and methods of teaching for effective teaching in the classroom.

Teaching is used for imparting knowledge, understanding and skills. It is usually associated with 3Rs. i.e. reading, writing and arithmetic. It is not merely telling and listening but creating a conducive environment for learning through providing variety of learning experiences. It is a relationship that is established among the students, teachers and the subject matter. Einstein defines teaching, “as an art of awakening joy in creative expression and knowledge. To Joyce, it is a “process through which teacher and students create shared environment in a set of values and beliefs which in turn colour their view of reality”. To Crowell, “teaching is more art than science and technology, and the main function of the teacher is to make creative decision” According to Gage, “teaching is a form of interpersonal influence aimed at changing the behavior potential of other person”. To Flander, “it is an interactive process between student and teacher for achieving desired objectives.” To Green, “the basic task of the teacher is development of a child”; Morrison says, “it is an intimate contact between more mature personality and less mature one, which is designed to further the education of latter” (Rahman, 2005).

The emphasis of teaching in this era is on individualized instruction, because human beings are different from one another in many ways. It is not possible to teach every body in the same way as is done in conventional classroom with the help of
textbook. One of the most significant features of the present scientific movement in education is the recognition of the individual differences among children. The early Greek intellectuals identified individual differences in intelligence, temperament, interest, and physical traits. In the last two decades, classroom interaction has considerably changed with the application of educational technology and knowledge of individual differences. The teaching learning process is dominated with its emphasis on individualising instruction (Chand, 1990, pp.62-65).

Individualized instruction is aimed at respecting and the accommodation of the unique abilities, goals, learning pace and learning styles of each learner. It places the responsibility of learning on the learner, which results in improved motivation and interest in the learning process, and the development of self-concept about the personal world (Collette & Chiapetta, 1986, p.296). In our country the classrooms are overcrowded, so teacher cannot give individual guidance. To meet this problem, Waheed (1995) proposed the need of a study material that accommodates the individual differences of the students and allow them to learn according to their own pace. In this respect, material designed as a module is an important learning source for caring the needs of individual students. It is one of the most commonly recognized learning resource in the advanced as well as in the developing countries of the world. It is used almost in all subjects, especially in language teaching. All kinds of subjects are being taught through the modules. Modules not only help in instructions but also develop the self-study habits due to its focus on individualized study and satisfy the individual needs of the students. (pp.47-112)
According to Sharma (1990), “Module possesses the qualities to encourage the individuals to learn independently, each module has distinct learning elements, including practice and experience” (p.146).

2.1 DEFINITIONS OF MODULE

i. According to Farooq (1997), modules are not just “job sheets” or old style work units or chapter of books with questions added. They are based on a careful application of learning principles of instructional design and have a clear set of designed characteristics. If properly produced, they can make significant contribution to education.

ii. According to Pareek and Rao (1981), “A module is a set of learning opportunities organized around a well defined topic which contains the activities and evaluation using criterion referenced measures. (p.63).”

iii. Goldschmid, B. & Goldschmid (1973) define module “as a self-contained, independent unit of a planned series of learning activities designed to help the student to accomplish certain well-defined objectives” (p.15).

iv. According to Kalbouss (1975), “modules are self-contained units for accomplishing specific tasks contributing to the accomplishment of overall task.”

v. Fitzgerald (1977) defines module “as a manageable unit of instruction”

vi. Thomas & Terry (1991) define module “as a unit of work in a course of instruction which is virtually self contained”. Modules are used where a
theme can be broken down into a number of options or where limited equipments or resources make it desirable (p.471).

vii. Husen (1995) says, “A module is unit of curricular material, complete in itself, to which further units may be added for the achievements of larger tasks or long term goals” (p.386)

viii. Kulkarni (1986) says, “The term module is derived from Modus in Greek language which refers to a mode of working with some instructional material. In the context of educational technology, a module indicates an instructional plan, which is usually larger than a class hour or a session but smaller than a course plan” (p.259)

2.2 KINDS OF MODULES

The main function of the educational institution is to impart instructions to the students. The pattern of imparting instructions varies from institution to institution. Many changes have been occurred from time to time in the process of instruction. The development in the field of instructional technology and modern researches in the field of education have contributed in the organization of the learning material. Consequently, the organization of the instructions in modular form has appeared in different shapes and some of them are as under:

2.2.1 Concurrent Modules

According to Kuhnns and Martorana (1974), concurrent modules follow the pattern of semester system in which students have to attend the classes, write the term
paper, and appear in the Mid term and final term exam. Students try to meet their entire academic obligations during the semester term. They are under heavy workload. The faculty convenes three or four class meetings of 50 minutes each per week for 15 or 16 weeks term. The whole emphasis of the programme is on input and output format. In addition to being segmental and impressionistic, the learning process has the characteristics of lack of commitment and cool restraint on the part of students (pp.430-438).

2.2.2 Instructional Module

Heinich (1990) says that Instructional module has become the generic name for free-standing instructional units. They carry a wide variety of labels such as unipack, individualized learning package, and learning activity package. The main characteristics of instructional module are to impart instructions keeping in mind the individual differences of the learner. Modules are usually designed as self-instructional units for independent study (p.187).

2.2.3 Time Modules

According to Kuhnns and Martorana (1974), in Time Module, the Modular Calendar Plan is based on simple arrangements and students may take one, two or three courses during the same session. The student who takes one course meets two to four hours per day, in four or five days in a week. This makes the instructor able to know every individual not as a student but also as a human being. He is fully aware that which student is making progress on what reasons. There is no room for the weak students to hide from the teacher. Mount Vernon College Washington and Martin College in Pulaski implemented “Time Modules” very successfully.
The academic year is divided into modules of different length that are latter put back together to form a semester or year based term for each student. The course work is consisted on weeks. For example, the psychology course 102 for the first three weeks, then psychology 103 for the second three weeks. In this way the students cover the introductory course of the subject in six weeks in full time study. Individual differences and the background of the student receive more attention than concurrent course. The students cover the same credit hours but the flexibility comes from the option of being able to arrange these courses of varying length according to the preferences of students (pp.430-438).

2.2.4 Academic Module

When instruction process is organized according to the principles of “Academic Modules”, time factor becomes less important. The academic module has its own set of objectives, alternative means of their achievement, and typical procedure for evaluating whether they have been achieved or not. Time span for the achievement of such objectives may vary from student to student. It may be very short for some students, much longer for others.

The teacher/instructor can be directly involved in some part of the instruction, but more often acts as one of several learning resources and as an educated guide to the resources. The opportunity for teacher-student meeting at an easily accessible time and place is important. It provides opportunity of open learning and workshop system where the students and instructor arrange the meeting after their working hours. The students are not time bound as in the case of time module but allowed to proceed the learning activities at their own pace and convenience. Peer group teaching can be utilized and the
slow learner is provided the chance to be facilitated by the classmates. Bank of academic modules is a logical extension of instruction and it can be developed in schools and libraries (Kuhnns and Martorana, 1974).

2.2.5 Competency Based Module

Competency based module focuses on the achievement of skills, attitude and knowledge on the basis of Bloom’s taxonomy of objectives. The learning process is entirely based on the concept of mastery. The pattern of the organization of instruction is neither on the prescribed amount of class time nor on the achievement of specific objectives but on the overall competency of the student. It is not the question how and when the competency occurs but to what extent it has been obtained. The evaluation process does not follow the length and depth of the learning experiences but actual achievement of entire objectives.

2.3 DIFFERENCE BETWEEN PROGRAMMED INSTRUCTION AND MODULAR TEACHING

Programmed instruction and modular approach are the most modern methods. In programmed instruction, machine is used while in modular approach “self instructional modules are developed by the skilled persons for the individualized study of the students in their own time at their own pace” (Heinich, 1990). Programmed instruction also focuses on individualized instruction, paced learning, and immediate feedback for the students in small steps; but it has no pre-test post-test mechanism to find out the competencies of the students to implement a lesson. Pre-test post-test is the distinctive element of modular teaching.
2.3.1 Difference between a Module and a Unit

A module focuses at developing a clearly identifiable and certifiable part of the curriculum, expressed in terms of competence objectives (http://cultur.coe.fr/lang).

These objectives should be achieved within the determined and realistic time limit. This time limit is an important feature of the modular organization, since the whole curriculum is built around the idea that time, intellectual and material resources should be spent to achieve foreseeable and observable results. The modular organization also implies constant monitoring and feedback to ensure that learning is really in progress.

Units are also bases on clearly defined objectives that are usually described in terms of grammar, vocabulary, functions, skills, etc. Modules, however, is more structured, focused, target oriented as compared to unit. It is aimed at achieving higher level of competence. Units often remain a part of module that may also be named in different ways such as stages, steps, etc. The focus of modules, their overall organizing principles are entirely of different kind.

This is one of the distinctive features of a module that enables us to test learners on discrete items. At the end of a module, learners should be put in a position to demonstrate their overall competence, as defined in the module objectives. But the units tests belong to the formative area of evaluation not belong to the summative area of evaluation. There is no remedial work proposed in the units for the students who need basic know how about the discipline. It is the module that provides the learner an opportunity to make up his/her deficiency.
The challenge that is faced by the school is the promotion of all of the students sitting in the classroom having different socio-economic background and intelligence (low, average, bright) on the basis of some certifiable standard. It is very difficult to set unified standard for all of the students, and to develop all of them to the required level.

2.3.2 Competency Based Model of Teacher Education and Modular Instruction

Brueckman et al. (1977) say that Competency Based Model of Teacher Education and modular instruction- as a system of education designed to develop pre-specified role and relevant competencies in those who are product of the system. The term Competency Based Model of Teacher Education is also named as “Performance Assessment, Goal based, Outcome based or Field based”. Modular teaching is an important strategy that also focuses on the competencies of the students. According to Joyce (1971), Competency based education and the modular teaching has the following common characteristics:

i. The use of behavioral objectives.


iii. Planning of instructional sequence to give immediate feedback.

iv. Use of pre test.

v. Emphasis on competency attainment rather than grades.

vi. Providing alternative learning based on psychological data, which indicate, that different people have different learning styles.

vii. Modules have immediate effects on competency acquisition, but the competencies are not maintained over time.
viii. A competency based programme has been seemed operating in a superior fashion in a subject-centered programme.

ix. A field oriented and a competency based approach is more viable alternative to the traditional university approach to industrial education.

2.3.3 Comparison between Conventional and Modular Instruction.

According to Postlethwait and Russell (1971), A summary of the differences between conventional and modular instruction is as under:

TABLE 1: Comparison between Conventional and Modular Instruction

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Conventional Course</th>
<th>Modular Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Criteria</td>
<td>Mostly judged subjectively by the instructor</td>
<td>Mostly judged objectively by the instructor</td>
</tr>
<tr>
<td>Instructional Activities</td>
<td>Mostly lectures and written assignments, media used on basis of instructor's personal feelings about them</td>
<td>Many different instructional activities are used to optimize learning, media used on basis of efficacy established through trial</td>
</tr>
<tr>
<td>Learning Experience</td>
<td>Oriented toward teacher performance, with emphasis On teaching</td>
<td>Oriented toward student performance, with emphasis on individual instruction</td>
</tr>
<tr>
<td>Mastery</td>
<td>It is expected that only a few students will do very well and some will fail.</td>
<td>Given enough time, all students are expected to achieve mastery of the objectives.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Usually not stated in precise observable terms</td>
<td>Stated in terms of student behaviors and presented before instruction begins</td>
</tr>
<tr>
<td>Participation</td>
<td>Passive</td>
<td>Active</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Presentation of Materials</td>
<td>Group-oriented at predetermined times</td>
<td>Highly individualized, each student can use any or all of the instructional materials, available at preferred times</td>
</tr>
<tr>
<td>Rate (or pacing)</td>
<td>Students must all go at the same rate</td>
<td>Each student can proceed at his own rate</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>Usually after major examinations</td>
<td>Immediate and frequent, after small units of material studied</td>
</tr>
<tr>
<td>Role of Instructor</td>
<td>Disseminator of information</td>
<td>Diagnostician, prescriber, motivator and resource person</td>
</tr>
<tr>
<td>Test References</td>
<td>Norm-referenced tests are used (&quot;grading on a curve&quot;)</td>
<td>Criterion-referenced tests are used; success is independent of performance of fellow students</td>
</tr>
<tr>
<td>Testing</td>
<td>Student typically takes one or two tests (sampling the material &quot;covered&quot;), which determine his grade for the entire course</td>
<td>Designed to measure mastery of the objectives stated at the beginning of the course, purposes are assessment of prerequisite skills, diagnosis of strengths, weaknesses and mastery</td>
</tr>
</tbody>
</table>

(Source: Postlethwait and Russell, 1971, pp. 19-28)

2.3.4 Difference between Modular Teaching and Lecture Method

One may point out that all the principles of modular teaching match with the principles of lecture method. Lecture method also includes reading by the students, completing the homework, writing the papers, and taking the exam etc. These all activities require active participation of the students. Textbook always provides rationale for their content in an introductory chapter and lectures frequently supplement test objectives with their own statements of course objectives. Textbooks and “Readers” are
always divided into units and chapters, and typical Lecture covers a series of well-defined topics. The typical lecture course has at least a mid term, a final term exam, home assignments and papers. They all provide feedback to students. Finally, the students are permitted with in the limit imposed by the length of a course and examination dates to do the course work at their own pace.

The question arises then what is the difference between this innovative modular teaching and lecture method. The difference is explained with the help of following points.

i. The significant difference between the two methods is not of kind but of emphasis and degree that play an important role in the teaching learning process.

ii. In modular instruction the teacher is encouraged to analyze and articulate various aspects of teaching in specific, detailed, concrete, and behavioral terms. On the basis of this analysis, the teacher implements the plan of teaching for maximizing learning. But in lecture method the teacher comes to class and delivers the lecture and returns.

iii. In modular teaching they play a fully active role in their learning whereas in lecture method the students’ role is by and large is passive.

iv. The complex task is divided into parts in modular teaching to bring it at the level of students whereas in traditional courses there are units explaining concepts according to the nature of subjects that is not easy for students.
v. Modular instruction needs the vigorous implementation of the pre test posttest for measuring the effectiveness of modular teaching but no such pattern exists in lecture method.

vi. The learning material given to students in modular course is simple, to the point and up to the standard of the students whereas in lecture course these principles are given consideration but not with the same degree of emphasis.

vii. In modular instruction the students are informed as clearly and precisely as possible what they have to learn and how the students demonstrate to what they have learnt. In the lecture method the students are told considerably less about learning situation and the teacher’s expectations. They are assigned particular readings, expected to attend the lectures, and told that they will be tested on this material. In this respect lecture method creates ambiguity for the students.

viii. The most of the researches conducted about the comparative effectiveness of modular and lecture method pointed out that M.I is more effective and preferred by the students. They are more involved, harder in, learn more from and have a decided preference for it.

ix. The modular instruction is highly structured as compared to lecture method. It provides sense of security to the learner. It discourage short cut and make the students able to go for in-depth learning (Cross, 1976,pp.52-55; Ruskin, 1974)
2.4 HISTORY OF MODULAR APPROACH

According to Entwistle et al. (1989), Modules are not in themselves new concepts. The schools have worked semester-long courses and unit credits for many years in the United States and Canada. The Open University of United Kingdom employed a unit structure from its beginning. It (module) has been an important feature of “further education”. In the Munn report, we find the first reference about the module within the secondary education curriculum. Eventually it was decided by the Munn Committee not to implement the unit credit system, but in 1983 the action plan report approved a thoroughly modular approach in England and Wales. Probably the most powerful influence for change in this respect is directly attributable to the development of Technical and Vocational Education Initiative (TVEI). Most TVEI schemes have adopted a modular approach, and in this way, their influence has spread rapidly to other areas of curriculum.

Modular approach is followed in the curriculum of formal system of education now a day. The self-assessment exercises are being added at the end of units in almost all the subjects. It is the need of time to cover more content in less time with self-help (pp.585-595).

2.4.1 Modularisation in Vocational Education and Training (VET)

According to Husen et al. (1995), modular approach was used in vocational education and training many years before the introduction of new concept of module. The concept of modularisation was developed and progressed in higher education in the United States in the second half of the 19th century. Initiatives and Interest in modularisation of the courses in the vocational education-training sector is more recent.
In United Kingdom, the introduction of modular programme for craft training in 1968, by the “Engineering Industry Training Board”, marked the beginning of this approach to vocational training that was followed in the study of many other disciplines of technical education (pp.385-390).

Asian Centre of Educational Innovation convened the finalization workshop for development of modules for core curriculum of teacher education for Development (ACEID) at Bangkok, Thailand from 6 to 12, December 1977. This activity constituted the third phase of development of module for core curriculum of teacher education.

In the first phase, regional planning workshop held in Manila from 19 to 31 May, 1975 at the invitation of the “Asian Centre of Educational Innovation for Development” (ACEID) made suggestions regarding the selection of set of modules. A study group on preparing teachers for education for rural development was therefore convened in Bangkok from October 18 to November 6, 1976. The group developed a handbook to be used by educators by the member states, formulated a core curriculum and identified 15 topics for development as modules.

The third phase brought together authors of the modules to improve and finalize example model of modules, which they themselves had developed for teacher education, to produce evaluation instruments and to develop guidelines on the construction of modules (UNESCO, 1987).

2.4.2 Disciplines of Study and Modular Instruction

Besides Biology, Modular Instruction is also used in a variety of other disciplines. For example, Psychology Engineering, Ecology, Education, Mathematics, English,
Chemistry, Linguistics, and the growing field of Environmental and Social sciences have also made the use of modules (Corey, et al, 1970; Homme and Tosti, 1971; Butler, et al, 1971, pp.34-46). It is forcefully claimed that Modular Instruction is not only useful for the teaching of skills, facts, or simply imparting information but also for the study of different subjects that are usually considered above the reach of self instructional package. For example, (Lysaught (1968) report that self-instructional materials are used by medical practitioners and interns that deal with current controversies about diagnosis, treatment, and theoretical issues.

One essential criterion of module development is clearly stating the objectives of a modular unit that must be observed at every cost. The subject of humanities or the arts cannot be overlooked for the application of this criterion. It is totally unacceptable tendency to rely on vague generalizations and defending them in humanistic or creative terms. “It is important, according to Allen (1967) to recognize that the objectives of Modular Instruction are not necessarily limited to those stated in behavioral terms; not all aspects of a course can be defined precisely, but there is virtually no course that does not have at least some components which can be defined in behavioral terms, and which, then become acceptable to this approach”(Allen, 1967).

2.5 PURPOSES OF MODULAR INSTRUCTION

The purposes of modular instruction identified by Burn (1971) are listed as under:

One purpose of modular instruction is the provision of the opportunity to student
to proceed at his own pace. The belief that the students are different from one another as far as their mental and intellectual abilities are concerned. As a result, it is recognized that learners do not achieve at the same rate and are not ready to learn at the same time.

The second purpose is the freedom to choose the learning mode for the study of different topics and subjects. Choice among different learning modes is desirable, if we assume that learners solve problems and learn using different techniques based on unique behavior patterns. Modular Instruction (MI) may include a large variety of instructional activities, such as reading textbooks and additional reading material, examining pictures and diagrams, viewing films and videos, listening to audiotapes, supervising, demonstration of materials, participating in projects and experiments, and participating in relevant extra curricular activities.

The third purpose, according to Burn (1971) is to provide a choice among a large variety of topics within any given course or discipline. It is very useful when we assume that students do not possess the same level of interest and are not motivated to achieve the same goals.

The fourth purpose is the provision of opportunity for the student to identify his strengths and weaknesses, and to "recycle" through remedial modules. Repetition, or a change in learning mode, if we assume that it is desirable to save student time (frequent evaluation permits early diagnosis) and to allow as many students as possible to attain the stated objectives. (pp.55-75)
2.6 ADVANTAGES OF MODULAR INSTRUCTION FOR THE STUDENTS

Klingstedt (1971), Goldschmid and Goldschmid (1973), Postlethwait and Russell (1971), Dieterich (1971) and Farooq (1997) have listed the importance and advantages of modular teaching.

i. Modular instruction lessens the tension of competition and threat of failure. As a result, cooperation is increased: Students and teachers both share the responsibility for learning.

ii. Modules have their own built-in assessment of progress. They provide the student with immediate and continuing feedback.

iii. Modular instruction adapts to individual learner differences by providing flexibility with respect to the pacing, format, and content of instruction.

iv. Modular Instruction does not follow the artificial procedure of grading/scoring on a normal curve. The nature of the learning process in Modular Instruction focuses on mastery learning. It is expected from all of the students to achieve the entire objectives of the modular programme that are presented in behavioral form.

v. Modules provide choice to students for the selection of learning material. The deficiency on the part of students has been made up through deficiency module that provides greater motivation to students.

vi. Modules are designed so that the student may easily recognize the objectives of the topic or the lesson and, therefore, proceed directly and put efforts to achieve them.
vii. Modular scheduling allows the students to think deep on his/her studies and to reflect on it. The individual learning technique is an effective method for developing reflective thinking and creativity in the students.

viii. Independent study in modular teaching promotes the self-confidence of the students and paves the way for life long learning process.

2.6.1 For the instructor, Modular Instruction offers these advantages:

ix. The instructor has enough time for "enrichment/preparation" of lectures or presentations.

x. Since modules are self-contained, single-topic units. They may be used intact in different courses. It has no chance of redundancy within and between departments, thereby decreasing staff preparation time. In the same way, modules may be exchanged among the universities and different departments.

xi. Modular instruction provides freedom to the instructor/teacher from both lecture preparation and many routine administrative and academic tasks. In this way, there is a less pressure on him as far as workload is concerned.

xii. The modules are developed empirically. They are tested, revised and updated until they are effective for enhancing the learning of the students is concerned. Satisfaction level of the instructor increases as a result of better learning of the students’. He feels that he is doing a job well for which he is paid.
xiii. There is enough time for the instructor to focus on the deficiencies of individual students. For this purpose, he does not involve the whole class. In this way the time of bright students can be saved.

xiv. Concentration on the process of learning can be thrilling and intellectual activity. Questions such as, how do students learn? How can the learning is facilitated by the instructor? What is the nature of relevance and necessary sequence in instruction that can provide intellectual challenges to any teacher/instructor?

xv. Modules cover less content as compared to the traditional course work. They can be tested in the developmental phase on a smaller group of students. The provision of pre-testing and post-testing allow for empirical validation. In this way, it provides the possibility of the validation of the instructional material in terms of effective students learning.

xvi. In modular instruction the success of the course depends on the success of the students learning. It is not only the beauty of the course that is evaluated by the educationists but also the performance of the students.

xvii. The selection of media in modular instruction is on the basis of efficacy, established through trial used by students.

xviii. In modular instruction the learning experiences are oriented towards the performance of the students not towards the performance of the teacher.

xix. Modular instruction demands the active involvement of all the students that ensure the mastery of learning whereas the conventional methods
need only passive participation (Klingstedt, 1971, pp.170-177 & Dieterich, 1971, pp.1264-1267)

2.7 IMPLEMENTATION OF MODULE

According to Corey et al. (1970), the learner begins Modular Instruction by taking a pretest that will indicate the appropriate level. Little awareness with the subject area to be explored which can be as detrimental to successful learning as too much. In case the student does not have all necessary prerequisites, he may need prior remedial or deficiency instruction. If he has already got the required competencies in the area of a particular module, he is allowed to proceed to a more advanced module or to the one that has a different and little bit more difficult content.

The students are evaluated again after the completion of a module. The post-test identical to the pre-test is usually administered to students to check out the effectiveness of the modular programme. The results of the post-test show to what extent the student has achieved the mastery of the module's objectives. In case of failure to achieve the mastery learning, the students are allowed to recycle through the module or through the parts of it or he may take a deficiency/remedial module. If he achieves mastery leaning, he proceeds to the next module.

2.7.1 General Format: Alternatives for Different Aspects of Modular Instruction

There are varieties of formats that can be used in designing Modular Instruction. Some of the possible alternatives for three major areas of Modular Instruction given by Goldschmid & Goldschmid (1973) are as below.
2.7.2 Content

i. It is required from the student to complete the entire module, or he may have a choice to complete some of the number.

ii. It is up to the student to choose the activities in accordance with the objectives that are already given by the module developer which help him to achieve mastery learning.

iii. The material given within each module or some of its part is compulsory.

iv. Some or the entire course content is designed in modular form.

2.7.3 Study Time

i. The Study facilities and materials are available throughout the day, in the evening or some other time of the day.

ii. Individual based study is possible of all or some of the material. Group discussion may help the independent work on a module.

2.7.4 Sequence

The learner is allowed to choose his own sequence or follow a fixed order in the module.

2.7.5 Evaluation in Modular Instruction

According to Goldschmid & Goldschmid (1973), evaluation provides a feedback to both the learner and instructor. In this respect, it is one of the important components of well-designed Module programme. The purpose of evaluation involves the assessment of
prerequisite skills, analyses of difficulties faced to learner, and the confirmation of mastery. At the same time, the evaluation of student performance is used as assessment of the instructional process that provides direction for the design and process of instruction. There are a number of techniques such as paper-and-pencil tests, oral quizzes, performance tests, and individual and group projects can be used to evaluate a module.

There are variety of ways and methods used for awarding final grades in Modular Instruction. The students receive “A” who completes all the required modules in some situations. In case of mastery of some of the units, then, "B" or "C" is earned. They are also assigned some additional credit in the form of some extra modules or special projects or the reading of articles or books. In this way, the student has been provided choice in making decision about his own grade level and the strategy for achieving it. The grades are not allotted on the basis of normal curve or of comparison among other students of the class but rather on an absolute basis (Bloom, 1968). As a result, grades in Modular Instruction are usually somewhat higher than average. They may have means of B or B+ and modes of B or A. This is a fact, which should not be surprising about the performance of the students of acquiring and retaining of more material (Corey et al. 1970).

There is immediate provision of reinforcement and feedback in Modular Instruction. The material presented to students for teaching has been broken into small units. The students are able to find out their mistakes and deficiencies at the spot, and correct them immediately. It generates feeling of accomplishment on the part of the student about the task that is performed by them.
2.8 GENERAL ADMINISTRATION

According to Murray (1971), the objectives of the module determine its boundaries. Therefore, when the preparation is not included, the management is limited to the distribution of study material and manuals, individual counseling, and the administration of tests that are handled by one single teacher in an appropriate amount of time. In case of large modularized introductory courses, there is a need of traditional staffing that is usually consisting of one teacher supported by some teaching assistants (Number of teaching assistants depends upon the number of students). There is a need of additional clerical and laboratory worker for the implementation of module in the classroom. However, this additional staffing may increase the cost of the modularized package. Modularized Instruction should not be considered as "automized" instruction, nor have the modules been designed to cut the cost of instruction (pp.5-28).

According to Homme and Tosti (1971), the elements of a typical management system are as under:

2.8.1 Preparation

i. Selection of subject content and materials.

ii. Definition of objectives and organization of content in instructional units.

iii. Compatibility and matching of objectives with instructional modes.

iv. Planning about monitoring and recording of the students’ progress. Decision about how the final evaluation of students will be made.
2.8.2 Administration

i. Presentation or the arrangements of the instructional activities.

ii. Monitoring the students’ progress.

iii. Recording the students’ progress.

iv. Feedback provided to the students.

v. Summative evaluation of the students’ final progress.

2.8.3 Intensive Contact with Individual Students

i. Participation in the students’ learning experience.

ii. Personally guiding the students’ study.

2.8.4 Costs

According to the findings of Corey et al (1970), the cost of teaching classes of 200 students with the module as compared to lecture method is probably the same or more but not the less. Although, the findings are not based on a formal cost analysis but rather on informal discussions with administrators and the others who have used this method for teaching. He has also pointed out that to up date the modular course is easy and does not cost more as compared to the conventional method of course development and teaching.

According to Creager & Murray (1971), the costs of a course based upon Modular Instruction include:

i. Time allocated by the instructor in the preparation of the modules.

ii. Cost of visual aids, clerical staff, art work, laboratory equipments, if any
or all of the above are used.

iii. Cost of duplicating study guides, manuals, or other components of the module.

iv. Cost of space used for the implementation of the module (pp.11-35).

It should be noted that the cost might be considered only in the context of improving instruction. Corey, et. al. (1971), proved that better learning, greater retention, and favorable student evaluation justify the expense of developing personalized courses based on Modular Instruction.

2.9 DIMENSIONS OF THE INSTRUCTIONAL PROCESS

According to Fitzgerald (1977), the Instructional Process of the Modular Programme is illustrated under the following headings:

2.9.1 Basic Components of Instructional Unit

i. Determining and assessing the readiness of the students for attempting the learning task, e.g., pre-assessment through individual examination or designing other units as a prerequisites of the module.

ii. Articulation of instructional objectives/goals, e.g. measurable statements about what will be learnt, and what kind of performance on the part of students will constitute evidence that the learning has been occurred.

iii. Selection, preparation and organization of the content of learning units; e.g. the materials that is handed over to the students for the study.
iv. Presentation of the unit content to the students. It includes statement of objectives, goals, material to be read, viewed, self assessment or practice tests, etc and information about the rules governing the use of modules. Information about the score on an examination that constitute mastery of modules content. The demarcation of the date for the completion of units and the number of hours should be spent for mastery learning.

v. Feedback provided to students after monitoring their progress, e.g., giving examination, tutorial assistance, and encouragement on an individual or collective basis.

vi. Determining on the basis of some evidence that learning has been occurred, e.g. giving tests to determine or know that the student has learned. It also involves the process of certification that the student achievements are up to some pre-established minimum criteria.

vii. Evaluation and revision of the instructional units.

2.9.2 Basic Format for Instructional Unit Content

According to Fitzgerald (1977), the basic format for the instructional unit is illustrated as under:

i. Discursive, e.g. descriptive or analytical essays, journal articles, text-book chapters

ii. Programme

iii. Multimedia

iv. Individualized (Personalized)
2.9.3 Content that Might be Included in Instructional Units

According to Fitzgerald (1977), the content for the instructional unit is illustrated as under:

i. Printed materials e.g. Books, essays, bibliographies, additional resource lists, charts, graphs

ii. Audio visual materials e.g. audio and video tapes, transparencies, films, film strips, photographs and charts

iii. Verbal materials e.g. Lectures, discussion groups

iv. Simulation, gaming, role-playing

v. Field exercises or projects

vi. Study questions

vii. Problems to be solved

viii. Self-administered tests

ix. Other materials

2.9.4 Subject Matters for Instructional Units

i. Description of events

ii. A concept or a set of closely related concepts

iii. A theory or a set of related theories

iv. Research projects or research traditions

v. Research skills
vi. Analytic skills

2.9.5 Dimension of the Content of Instructional Units

i. Level of difficulty of the content material. (Elementary……….Advance)

ii. Level of analysis in the sequence from simple to complex.

iii. Size of units as measured by length.

iv. Selection and supervision of student’s proctors, assistant and tutors.

v. Assistance and encouragement provided to individual student who request for help.

vi. Conduct of regularly scheduled and/ or adhoc help sessions, group discussion and or supervision of field work.

vii. Delivery of scheduled lectures and / or supplies and integrative framework.

viii. Keeping records of the units attempted and completed.

ix. Certification of the completion of units and maintenance of records and grade.

2.9.6 Modes of Involvement of Students in Instruction Units

According to Fitzgerald (1977), the Involvement as a learner, Student Proctor or Teaching Assistant, and the Support Facilities of the units are illustrated as under:

i. Involvement as a learner:

   a. Select instructional units of Internet
   b. Read discursive material
c. Take part in voluntary or mandatory help and / or discussion sessions
d. Attend lectures
e. Take part in field observation or laboratory research
f. Solve problems
g. Take pre-assessment and/ post assessment tests
h. Score tests
i. Take part in simulations, games, and role-playing
j. Consult with instructors and / or student proctors
k. Interact with computers or teaching machine
l. Watch and listens to films, video and audiotapes

ii. Involvement as a Student Proctor or Teaching Assistant

a. Give practice tests
b. Identify areas where learner’s progress is inadequate and provides suggestions, additional information, etc for learner.
c. Give encouragement (reinforcement) to learner
d. Give competency tests and certifies completion of units

iii. Support Facilities that may be used in Instructional Units

a. Computers
b. Teaching Machine
c. Audio visual equipments (audio video tape machines, projectors, etc)
d. Individual study cubicles
e. Research laboratory
f. Library

2.9.7 Types of Pre and Post Assessment

i. Assessing skill levels necessary to attempt instructional units

a. Reading speed and comprehension tests.
b. Study habits tests.
c. Mathematical tests.
d. Graph, chart, table interpretation tests.

ii. Assessing readiness for and/or mastery of content of instruction unit
   a. Multiple-choice questions
   b. Essay questions
   c. Oral questions
   d. True-false questions
   e. Short answer questions
   f. Demonstration
   g. Projects
   h. Take home problems or questions

2.9.8 Some Possible Relationships among Instructional Units
i. Core satellite system with several satellite units dealing with concepts or application related to the core material.

ii. Sequential system to series of two or more sequentially integrated units to be completed in specified order.

iii. A set of units on the same topic, but of different levels of difficulty.

iv. A collection of unrelated and disintegrated units.

2.9.9 Criteria for Governing Students’ Movement from one Unit to another in a set
i. Self-paced--- students move at his or her own rate, being permitted to take the next unit after completing the previous one.

ii. Instructor-paced --- students move through units at a pace determined by the instructor.
iii. Mastery-paced --- students move to the next unit only after demonstrating a specified mastery of previous unit.

2.9.10 Type of Student to be exposed to Instructional Unit

i. Academic level
ii. Developmental or remedial students
iii. Honour students
iv. Average student
v. Other categories; e.g. age, sex, part-time, full-time, etc

2.9.11 Dimension of learning that takes Place

i. Length of retention.
ii. Ability to articulate verbally.
iii. Ability to apply knowledge.
iv. Effective orientation to subject matter.

(Source: Fitzgerald, 1977, pp.87-125)

2.10 WRITING OBJECTIVES OF MODULE

The objectives of the module are one of the most important elements of module development. They give direction to students and teachers. The evaluation of the students should be based on the objectives of the module. They are written in behavioral term. It means that the performance of the students can be measured and observable. They are narrow in range and clearly stated. The action words for writing objectives should be in line with the Bloom’s taxonomy. The list of action words given by Krathwohl et al. (1964) is as under:

TABLE 2: Action words used in writing behavioral objectives

<table>
<thead>
<tr>
<th>Bloom’s taxonomy</th>
<th>Action words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge: remembering or recalling of learned material.</td>
<td>Memorise, recall, list, identify, recognize, describe, label, match, name, outline, reproduce, state, define, select,</td>
</tr>
<tr>
<td>Comprehension: understanding or grasping meaning of material.</td>
<td>Defend, distinguishing, restate, estimate, extend, generalize, infer, give example, paraphrase, rewrite, convert, rephrase, interpret, summarise, explain,</td>
</tr>
<tr>
<td>Application: using learned information in new situation.</td>
<td>Translate, apply, change, compute, demonstrate, discover, illustrate, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use.</td>
</tr>
<tr>
<td>Analysis: critically reducing arguments to elements to see their relationships, organization and principals.</td>
<td>Break down, diagram, differentiate, discriminate, distinguish, identify, infer, outline, point out, relate, select, separate, and subdivide.</td>
</tr>
<tr>
<td>Syntheses: Forming a new whole from various parts.</td>
<td>Categorise, combine, compile, compose, create, devise, design, explain, extend, generate, modify, organize, plan, propose, question, rearrange, revise, reconstruct, relate, reorganize, restructure, rewrite, summarise, tell, write.</td>
</tr>
<tr>
<td>Evaluation: judging based on defined criteria</td>
<td>Appraise, assess, compare, conclude, contrast, criticize, describe, differentiate, discriminate, document, explain, interpret, judge, justify, relate, summarise, support.</td>
</tr>
</tbody>
</table>

(Source: Krathwohl et al., 1964)

2.11 STEPS IN DEVELOPING MODULE

Kurtz (1971) and Klingstedt (1971) have recommended a number of steps that should be followed for designing a module. The steps are summarized as under:

1: The objectives should be stated in terms of observable behavior that can be measured. It should be minimum in numbers.

2: There should be a hierarchy of these objectives that determines the sequence of
instructional process.

3: There is a need of diagnostic measure in order to find out the competencies possessed by the student for starting the study of module. There is need of matching or compatibility between test items and the behavioral objectives.

4: A rationale of the module should be stated. This involves the importance of a particular unit or chapter and explains to the student why it is useful to him or her to achieve the stated objectives. The learner has to give importance what he/she is about to learn and will follow the task earnestly.

5: Instructional activities will help the students to acquire the skills and competencies stated in the objectives. They may involve the use of laboratories, the observing of slides or films, the listening to tape-recorder, etc. It is important point that the students are allowed to select the learning mode for the study of the module.

6: The student's achievement is measured with the help of a post-test. It is designed to find out achievement of the objectives at the end of the study of the module. There is a need of the parallel forms of the test to validate the competencies. There should be and must be close matching between test items and objectives.

7: There is need of a resource center to provide access to students for all readings or materials necessary to complete the module.

Thornton (1971) has reported that the success in the development of modules depends entirely upon two general criteria: (a) “The introduction to any given discipline has to be in sufficient depth in order to allow the student to identify worthwhile and relevant problems for independent study; and (b) Training has to be provided in the
2.12 VALIDATION OF MODULE

According to Rumpus (2003), modules are effective for improving the quality of instruction if they have been developed in consistent way, and if all components of the module match with one an other. It can be validated in following ways.

It must start with the aims of module. This describes what the module wants to achieve, the broad content addressed by it, and any motivation or aspirations that it will provide for the learners. For this purpose, Rumpus (2003) has identified following questions that should be considered:

i. Do the aims of the module match with the outcomes of the course?

ii. Do the aims of the module match with the objectives of the subject area?

iii. Do they match with the QAA subject benchmark?

iv. Do they match with the employability criteria?

2.12.1 Learning Outcomes

According to Rumpus (2003), learning outcomes are the statements that describe what you expect the students, who pass, to have achieved by the end of the module. They should be five or six statements that are prefaced by the phrase, “by the end of module students are expected:” For this purpose following statements should be considered:

i. Are they aimed at what the learner will achieve?
ii. Do the learning outcomes are aimed at the average learner who will pass the module?

iii. Are the statements simple, using strong words, assessable, achievable within the given time frame?

iv. Are the outcomes appropriate for the learner at the certain level?

v. Are the learning outcomes properly describe the level of the work at which the student is operating? Levels should fit in the way in which the student is expected to show progress in the area of intellectual development as he moves through the module.

vi. Are the learning outcomes aimed at showing progress from any prerequisite module at a lower level?

vii. Are the learning outcomes aimed at the inclusion of any subject-related or transferable skills that the student will be acquiring?

viii. Are the modules contributed to the development and promotion of career management skills?

2.12.2 Assessment Criteria

According to Rumpus (2003), assessment criteria consists of the statements that convey to the learners and other members of the teaching team the basis or parameters on which the work will be assessed. The generic statements of the assessment criteria are developed for the module. It can be expressed in variety of ways; and the main approaches are as under:
2.12.3 Threshold Criteria

Threshold criteria are more elaborated statements that expand on the learning outcomes to show what the students need to perform or do the activities to pass the module. For example, there might be six learning outcomes that are elaborated into twelve assessment criteria statements. They (threshold criteria) should match with the learning outcomes and the content of the module.

2.12.4 General Criteria

According to Rumpus (2003), general criteria consists on general statements of what one is looking for in the work of the learner such as, “Demonstrate interest and involvement in the literature”, “Presents sequenced and logical arguments”, “Present evidence of original idea”. They should not relate to individual module but can be very useful for a course in identifying what is generally expected from the student. It does not help students to determine what will be the benchmark of success or failure in any particular module.

2.12.5 Grading Criteria

According to Rumpus (2003), the grading criterion classifies the performance of the students in certain mathematical numbers such as 70+, 60+, 50+, 40+, and 30+. Fail. These criteria can be designed for specific areas of work, or for categories, e.g. essay work, presentation, and practical reports. They are valuable at either the entire course level or at the level of individual piece of work. Grading criteria are very difficult to write for a module as an entity, and hence, it is more appropriate that it should not be attempted
for the module description. Such graded criteria should also be taken into consideration for certain levels.

2.12.6 Assessment strategy of the Module

According to Rumpus (2003), there are different assessment methods that can be used for module. There are some traditional and time-tested methods used in different subjects and there are some modern methods practiced by the educationists. The method contains the following important characteristics:

i. Are the learning outcomes measured by the application of assessment methods?

ii. Does it measure skills as well as knowledge?

iii. Does the method help the students to learn in reflective and active manner?

iv. Will the students be motivated to learn by the application of assessment method?

v. Can you use any alternative methods that are more effective in use of staff time?

vi. Are you certain that your method is not overburdening the students?

vii. What formative components/parts are included?

viii. Have you decided about the adequacy of an average pass mark of your overall assessment, or whether you want to have the performance for each individual element is on the basis of threshold level?
When the module is put into practice, a “brief” for the work might be provided to students about the allocation of marks in relation to each part of the work.

2.12.7 Content of Module

According to Rumpus (2003), content is main area of the subject, which should be delivered through the module and should cover knowledge, understanding and skills. It should focus on the following questions:

i. Does the subject matter/content of the module match with the outcomes?

ii. Does the content given in the module need any pre-requisite knowledge or skills? Should you need to set any pre-requisites or co-requisites?

iii. Does the content of the module need any professional body/subject benchmark requirements?

iv. Have you incorporated any necessary skills?

v. Is the amount of content match with the number of credits available?

2.12.8 Teaching and learning strategy

According to Rumpus (2003), teaching learning strategy has been decided on the basis of mode of presentation of module. The modules can be represented face to face, online or a mixture of both. The mode of delivery and selection of teaching strategy focus on the following questions:

i. Does the presentation pattern or mode enable the student to obtain the learning outcomes?

ii. Does it encourage and promote student centered learning in the student?
iii. Does it encourage and promote reflective learning in the student?

iv. Does it ensure the development and identification of transferable skills?

v. Are there any other methods that would be more efficient for learning of the students?

vi. Is your delivery mode match with the given resources and time schedule?

2.12.9 References

List of references should be developed for the module. They should match with in some way to the level of the module. It should progress to more special form of texts and sources in modules of a higher level. There is a need of inclusion of some useful Internet sites. It is important to categories the references into compulsory reading and further reading. The compulsory reading must be done by all of the students whereas further reading is for wider understanding of the topic under study for those students who like to get in-depth understanding of the topic (Rumpus, 2003)

2.12.10 Module Schedule

According to Rumpus (2003), when the modules have been validated, the module developer will need to write a module schedule. This will provide the detail about the elements of the module that are delivered in each session throughout the semester or academic year. It also includes the date for informing students of any course work assessment and the deadline for handing over of the assignments or the projects. For this purpose, following questions should be considered:

i. Are the learning outcomes for each session fit within the learning outcomes of the module?
ii. How does each session have been linked to those earlier and later?

iii. Do the students are able to acquire knowledge and skills in most appropriate and reasonable order?

iv. Are the students are well equipped to undertake the submission of assessment assignments at its due time?

2.12.11 Information for Students

According to Rumpus (2003), the “Module information” should be prepared and given to students at the start of the modular programme. It should be ensured that all of the students might be clear about what is needed from them.

i. Have the module developer given the students the learning outcomes for the module?

ii. Have the module developer given them the teaching schedule for the module?

iii. Is the timeframe for the assessment of the different parts of the module clear to the students?

iv. Have the detailed assessment is provided to the students?

v. Do the students aware and understand the assessment procedure?

2.12.12 Factors Influencing Module Design

According to Rumpus (2003), there are number of issues that influence the modular design, about which the module developer and implementer must be aware. The following list of factors might be considered in the design of a module:
i. The basics or the nature of the discipline

ii. The ethics of the school/department or course, and any local conventions on issues of delivery and assessment.

iii. Any professional body requirements.

iv. Any feedback that might have been obtained from a previous QAA review.

v. Any external examiners’ criticism or comments on the prior operation of the module.

vi. Any students’ comments through the questionnaire or course committee or any other way.

vii. Availability of the resources and the pressure over them.

viii. The expertise of the staff available to deliver the module.

ix. The cost of any type of material required for delivering the module.

x. The grouping of the students that might relate to:

   a. Number of students
   b. Level of students
   c. Prior knowledge of students
   d. Diversity of students
   e. Attendance pattern.

(Source: Rumpus, 2003, pp.1-18)
2.13 LEARNING ACTIVITIES

Taba (1950) recommended the principles underlying the design of learning activities for their general applicability in curriculum development, which are also followed in designing the learning activities of module. The principles identified by Taba (1950) are as under:

First, it is essential that the learning activities should be compatible to the entry behaviour of the learner. Entry behaviour means the previous knowledge and experiences of the learner that should be relevant to the objectives of the module.

The second principle is to establish the learning activities on the terminal behaviour of the learner. The terminal behaviour is the ultimate outcome of the learning activities. These activities can be planned well only if the desired end is kept in view.

The third principle is to base the learning activities in accordance with the needs of the learner. The learner must know why he should study some thing. Learning will be meaningful only if he feels the need to learn. That is why he should know the results of the pre-test and the ultimate behaviour changes, which are planned.

The fourth principle is careful gradation. The learning activities should be graded in the way that enable the learner to precede step by step way in dealing each activity as far as their difficulty level is concerned. Every approaching activity should be in some way more difficult than the previous one.

The fifth principle is to provide space for individual differences. The activities should enable the students to learn in the manner and at the speed best suited to him. The activities should provide freedom and flexibility in the learning process.
The sixth principle is to provide adequate practice. All the learners must practice a variety of activities to attain the objectives of the module. Though each of the learners may take his time, the ultimate behavioural changes should be accomplished by most of them.

The seventh principle is the awareness about the progress in the studies with the help practised activities. The activities must let him know, as he proceeds, whether or not he is performing correctly. Frequent evaluation by himself will help him stay on the correct path to achieve the objectives.

2.13.1 Varieties of Learning Activities

The learners are individually different from one another. For the satisfaction of individual differences, variety of learning experiences and activities are needed. They are as under:

i. The learning activities may follow a multimedia approach.

ii. The learning activities may be multi-modal in nature.

iii. The learning activities may be multi-content in nature.

iv. The learning activities may have different approaches.

v. The learning activities can follow different models.

2.14 CONSTRUCTION AND USE OF PRE-TEST AND POSTTEST

Pretest and posttest are very important components of modular instruction. Pretest is administered at the start of teaching programme and the posttest at the end of it.
They are the tools to check the validation and effectiveness of modular teaching and to find out the prerequisite skills needed to implement the modular instruction. They also identify the level of readiness of the students. According to Corey, et al. (1970), Pre-test provides the base line data to decide that what type of module should be assigned to which student. It also tells us that to what extent the objectives of the instruction have been achieved and what are the existing weaknesses lies in the instructional strategies and how they can be modified. The functions of both the tests enlisted by Corey, et al. (1970) are as under:

i. Pre-test posttest checks the effectiveness of modular instruction.

ii. Pre-test determines the readiness of the students for the instructional programme.

iii. It evaluates the pre-requisite skills needed for the instructional package.

iv. The tests also determine whether the desired changes have occurred in the behavior of the students.

v. Modular designers get feedback for the further improvement of the module through posttest and pretest.

2.14.1 Posttest as a Check on Mastery Learning

According to (Gronlund and Lin (1985), there are two types of tests: Criterion Referenced and Norm-Referenced test. Mastery test is the specialized form of the Criterion Reference Test. It is most suitable for modular instruction. A mastery test involves two levels for reaching criterion or not reaching to it. An extension of this concept, which applies to modules, means that once the students understand all the important concepts, mastery has been achieved, and then the student is able to move on
the further stage. This implies that each objective has been achieved only if the test carries one question on each of the specific objective of the module. If mastery has not been attained, certain implication exists for remediation or review.

Another important feature of mastery test relates to time factor. The task required to attain mastery remain constant whereas the time allowed for achieving these tasks may vary according to the needs of individual. Since the modules are self-paced, mastery tests are especially suitable in modular instruction. Individual may pace their own learning with some take more time than others. They try again by using the remedial work and achieve all the objectives of modular instruction.

Gronlund and Linn (1985) enlisted the following features of mastery test:

i. They fall in the category of criterion-referenced test.

ii. They include the recording a specific performance level.

iii. Each item in the test checks the achievement of one specific objective.

iv. They are appropriate where content and skills are in hierarchical structure.

v. They can be given after variable time of instruction.

vi. Students may undertake remedial work in areas not mastered and try parallel forms of relevant questions as frequently as necessary to attain the mastery.

2.14.2 Characteristics of Pre-test Posttest

The basic characteristics of all the tests are validity, reliability and usability. According to Gronlund and Linn (1985), validity refers to the appropriateness of the interpretations educed from test scores, and other evaluation results are to be used. In
other words the test should measure what it supposed to measure. If the results are used to measure the reading comprehension of the pupils, we should base our interpretation on evidence so that the scores actually reflect reading comprehension. It is a matter of degree and does not exist on an “all or none” basis. It is specific to some particular use of interpretation; and no test is valid for all purposes. For example, the result of an arithmetic test may have a high degree of validity for indicating computational skill, a low degree of validity for indicating arithmetical reasoning a moderate validity for predicting success in future.

Secondly, reliability is one of the important requisite or need for validity, but it must be remembered a test may be reliable but not valid. It means that the results might be consistent but not measuring what they are supposed to measure. Validity is a matter of degree: a test might have high degree of validity for reading comprehension, low degree of validity for grammatical competence, moderate degree of validity for semantic competence (Gronlund and Linn, 1985).

There are some approaches to measure validity such as content validity, face validity, criterion validity and construct validity.

According to Gronlund and Linn (1985), content related evidence is most important when we want to describe how an individual performs on a domain of a task that the test is supposed to represent. In other words the test should be the true sample of the content. Its results can be generalized to the entire domain that is going to be covered. In this respect the pre-test, post-test of the modules must have the content validity.

Face validity is different from content validity. It refers to the appearance of the test. For example, if we are administering an arithmetic test to a young child, we may
phrase the items as follows: If ten-feet piece of string is divided into two halves, what will be the length of two pieces be? For carpenter, we use the word “board” in place of string, for plumber we use the word “pipe” and for electrician the word “wire”. In this way the problem remains the same but phrasing a test in appropriate way grants it face validity.

When the test scores are used to predict future performance on some valued measure it is called criterion validity. For example, Reading Readiness Test scores predicts about the future reading achievements of the students. In this respect the example of aptitude test about future performance for reading competence should have also high level of criterion related validity.

Secondly the test of dictionary skills might be used to estimate pupils current skill in the actual use of dictionary (as determined by observation) In this case, we are interested in estimating present status and thus in the relationship between two measures obtained concurrently. A high relationship in this case would show that the test of dictionary skills is a good indicator of actual skill in using dictionary.

Construct validity refers to some general characteristics such as abilities, psychosocial traits etc. On this basis, we can predict about the pupil that he has got certain level of Mathematical ability, language ability logical ability etc. Whenever we wish to interpret the test score on the basis of psychosocial trait, we are concerned with construct validity. A construct is a psychological quality that we assume exists in order to explain some aspect of behaviour. The examples of constructs are Mathematical reasoning, Creativity, Intelligence etc. Construct validity involves identifying and
describing the meaning of construct, hypotheses regarding test performance regarding theory and verifying hypotheses by logical or empirical means.

The factors that affects validity adversely are unclear direction, difficult vocabulary and sentence structure, ambiguity, improper arrangement of the items, identifiable pattern of answers, emotional state of test taker, level of motivation, inappropriate level of difficulty level of the test items, poorly constructed test items, ambiguity, inappropriateness of the test in respect to the outcomes that are going to be measured.

2.15 RELIABILITY OF A TEST

According to Gronlund and Linn (1985), reliability refers to the consistency of the test scores. It means that the test scores remain the same when the same test is administered after some time to the same group of students. The factors influencing the test other than measurement procedure are fluctuation in memory, fatigue, anxiety, emotional strain, guessing, attention, effort, and changes in health, forgetting and the like.

According to Gronlund and Linn (1985), procedures of estimating reliability are as under:

Correlation coefficient indicates the degree of relationship between two sets of scores obtained from the same group of individuals.

Validity coefficient indicates the degree to which a measure predicts or estimates performance on same criterion measure.
Reliability coefficient indicates the degree of relationship between two sets of measures obtained from the same instrument or procedure.

There are different methods to measure the reliability such as test retest method, equivalent form method, split half method, Kuder Richardson method.

2.16 SUGGESTIONS OF UNESCO SEMINAR ON THE DEVELOPMENT OF MODULE AND MODULAR DESIGN FOR ASIAN COUNTRIES

A workshop conducted on module by the United Nation Educational Scientific and Cultural Organization (1987), pointed out the considerations of the following questions for developing and implementing modular programme in the countries of Asia:

i. Is the material socially relevant?
ii. Does the theme reflect area of national concern?
iii. Does it link education to national development?
iv. Does it promote unorthodox learning methods responding to the new role expected of education?
v. Does the learning material focus on instilling an awareness of the problems of the national development among learners?
vi. Does the learning material try to establish linkage between formal and non-formal education?

(Source: UNESCO, 1987)
2.17 FEATURES OF MODULAR TEACHING


i. It should aim at the distinctive and identifiable skills or set parts of skills. Of course, outcomes other than skills should be the basic objective of the module.

ii. It should be essentially self-teaching, self-contained, self-motivating, and independent instruction. It might be oriented to individuals working alone or in pairs or in small groups. It needs minimum help of the teacher but only guidance to go through the module. The presentation of the lessons along with direction, the guidelines, the tests and the assignments should be arranged in clear and careful order.

iii. The pre-test, the formative test, the post-test, and the answer keys should be made available to the learner for use at his convenience.

iv. It should be fairly short, and the shorter is the better.

v. It should contain specific instruction for the students.

vi. It should blend theory and practice, reading, reflecting and acting and learning opportunities should be well defined, systematically organized and interesting to the learner.

vii. It should be reality oriented.

viii. It should involve the students in real or simulated situations.
ix. It should include an objective measurement procedure and also provide opportunity for the learners to assess their own progress and understanding at regular intervals.

x. It should include a bibliography, suggestive of further readings or sources related to skills.

xi. Module should clearly define objectives in simple language to be achieved by the students.

xii. It should develop ability in the students to make use of the learning of previous units for the help of approaching units.

xiii. It should suggest some additional material for a learner who fined it difficult to follow or further reading materials for a learner who is interested in attaining higher levels of mastery.

xiv. The objectives and the learning activities should be in proper sequence and proceed from easy to difficult.

xv. The subject matter should be correct, concise and presented in an interesting manner. It should be suitable to the level of target learner.

xvi. It should provide opportunities for the learner to interact with other student and the community and make him/her able to use local community resources.

2.18 READING MATERIAL OF MODULE

Reading material consists of printed or hand written words in the form of prose, poetry, exercises or any other format given to the students to interact with it for achieving
the objectives of the modules. Kuykendall, (1980) has enlisted the following characteristics of the reading material of a module:

i. The teacher should make it more appropriate and to keep it at the level of the students.

ii. It should have the visual appeal so that the students are able to interact it with it with curiosity and interest.

iii. Its readability should be up to the level of average readers.

iv. Its syntax level should be up to the level of class.

v. The teachers should be trained before introducing new material.

vi. It should be fully in line with the objectives of the module (pp.76-78).

2.19 PROCESS OF MODULE DEVELOPMENT

Pareek & Rao (1981) has given the following guideline for the process of module development:

i. Identification of the needs of target population (students) and listing of the topics of module.

ii. Collection of relevant information and material on the selected topics for the development of module

iii. Verification of the necessity and need for development of module.

iv. Planning for the development of module.
v. Writing objectives of the module or units that should be based on the results of an assessment of needs.

vi. Selection of the learning experiences or learning activities those are most appropriate for the achievement of the objectives.

vii. Arranging the learning activities or learning experiences in logical order in the sequential arrangements of the module.

viii. Organization of the draft of the module.

ix. Reviewing the draft module and making necessary amendments to make it appropriate for the learners.

x. Selection of three students from the target population, one each representing the fast, slow and average learner, and tests the module on them. Revision of the module according to the results obtained from the test.

xi. Planning and conducting further small-scale or large-scale pilot testing and make suitable revisions, if and when necessary.

xii. Arranging printing of the manuscript of the module free from errors and mistakes.
2.20 COMPONENTS OF MODULE ACCORDING TO UNESCO

UNESCO Regional office for education in Asia and Oceania (1987), proposed following components of a module in the light of a report of seven authors of the module development workshop at Bangkok. The authors were from India, Indonesia, Nepal, Thailand, Republic of Korea, Philippines and Pakistan.

i. Title
ii. Background
iii. Introduction
iv. Pre-requisites
v. Overview
vi. Objective of the module
vii. Learning activities
   Unit No. 1
   Unit No. 2
   Unit No. 3
viii. Learning material about each unit
ix. Formative test of the:
   Unit No. 1
   Unit No. 2
   Unit No. 3
x. Summative test of the module.

(Source: UNESCO, 1987)

2.21 CRITICISM ON MODULAR APPROACH

Module based instruction fulfills the need of the students more appropriately as compared to the text-based learning resource. However, there are some problems that may arise for the student, instructor, and administrator. Some of the problems identified by Goldschmid and Goldschmid (1973); Ali (2005); MacDonald and Dodge (1970) and
Sharma (1990) are listed below.

2.21.1 For the Student:

i. Our students are not habitual of following self-discipline in pursuing independent study, which is one of the basic needs of Modular approach.

ii. Modular instruction demands active participation of the students in the learning process. Sometimes, it becomes difficult for the students to shift themselves from lecture method (that demands passive learning) to module-based learning.

iii. It also becomes difficult for the students to select a learning mode among the given resources. (different instructional modes, modules, content etc.)

iv. They cannot be used effectively in a system of education in which all students are required to progress at the same rate, e.g. in some countries all the students are required to appear in an external examination after a specified period of time. In such cases the modules can be used as supplementary instructional material. (Sharma, 1990)

v. Modular structures negate grounded relationships between teachers and students. This is perhaps, a more frequently expressed concern than any other. Modular structures do not really change what happens in classroom. Improvement is more likely to come from a reform of the process of teaching and learning rather than structures.

vi. Modularisation leads to over-assessment, creating unnecessary pressures for both teachers and students. Modularisation clearly leads to a more
explicit organization of assessment.

2.21.2 For the Instructor:

vii. Time required for designing and implementing MI is considered one of the major problems. There is need of greater length of time for the preparation of the necessary material to conduct modular teaching in the classroom as compared to the traditional course of study.

viii. There is no reward for the professor for this extra labour. He/She may earn greater recognition and reward through Research and publications for optimizing learning.

ix. The professor who constructs a module remains behind the scene and his feelings to maintain his authority over his audiences (his students) finds its interpretation in traditional instruction methods whereas it stands diminished or eliminated in the modular instruction; and it might be annoying for him.

2.21.3 For The Administrator.

x. Finances in some cases are a great obstacle.

xi. The printing cost of the modules is higher than many of the other types of instructional materials used in developing countries.

xii. There is a need of additional clerical time to record the performance of the students and the completion pace of their work.

xiii. There is also need of additional laboratory worker to help in the setting up and moving of equipment for several modules at a time.
xiv. The modular structure needs Fragmentation and “Break Up” for mastery learning. It is very difficult to put into sequence the coherent arrangements of the topics in this approach. The students are not able to develop divergent thinking because of this break up and fragmentation of modular units. It stops the integrated development of processes and skills within the curriculum.

xv. Modular scheme may become chaotic because of the different lengths of time in which module units are planned.

xvi. Modules cannot be implemented without an excessive stage of curriculum development and in-service training.

2.22 SUMMARY OF THE DEBATE

According to Corey et al. (1970), it would not be right to consider that the implementation of modular programme is without its problems and shortcomings. Many teachers expressed their opinions about the need to review the administrative organization of a school when modular programme is being implemented. The use of computer and other electronic devices can facilitate the process of modular instruction. However, the review of the equipments and the resources available on campus, the preparation and commitment of the person, who is going to assist on a voluntary basis, might minimize this problem. The role of qualified undergraduate assistants may provide lot of help in solving the problems and minimizing the workload of the teacher. Access to the instructional resources has to be maximizing for the learner.
Module creates motivation by providing well-defined tasks to students. It also develops and promotes good relationship among the students and teacher. It would be wrong, however, to suggest that the move to modular structure required a complete reviewing of the curriculum. A great deal of the existing curriculum, with associated textbooks and resources, can be easily adapted for modular purposes. The teachers find the opportunities to improve their professional skill by working within the new structure. Modular structure exposes the teachers to tackle the technical issues of assessment that may require specific in-service training support.

Pareek & Rao (1981) says, “Drawbacks may occur only if modules are not well prepared and the learning activities planned are not sufficiently challenging. As a result, the pedagogical aims set in the module may not be realized. Great care, therefore, needs to be taken in planning learning activities. The development and the use of modular materials may require significant investment at the initial stage (p.67).

2.23 CONCEPT AND DEFINITION OF LANGUAGE

The gift of gab is distinctive feature of human beings. It is the most momentous and at the same time most mysterious product of human mind. It is code of sound to which the particular meanings are attached. By using these codes, human beings organize their activities, explain their ideas and enhance their knowledge. It is a system of vocal symbols that is used by human beings as a member of social group to participate in a culture, interact and communicate. Linguists have defined language in different ways. Some of the definitions are as under:
2.23.1 Definitions of Language

- Language is defined “as an artificial and consciously organized method of contact by the use of symbols or convention, which involves the notion of meanings (AIOU, 1991).

- Oller defines, “Language is the relationship between form and meanings, and is instrument of communication among the human beings”. (AIOU, 1991)

- “The words, their pronunciation, and the method of combining them, used and understood by considerable community and established for a long time”( Oxford Dictionary)

- “Language is the expression of ideas by means of speech sounds combined into words, words are combined into sentences” (Minkova and Stockwell, 2001).

- “Language is a system of arbitrary symbols which have been agreed upon by the group of people. It is series of sounds strung together to convey meanings to listener.

We can conclude following characteristics of language from the above-enlisted definitions.

i. Language is semantic.

ii. Language uses the vocal organs of the speaker.

iii. The symbols for the transmission of the ideas are arbitrary.

iv. Language is culturally transmitted.

v. Language is spontaneous.
vi. Language involves turn taking.

vii. Language is open.

viii. Language is structure dependent.

2.24 VARIATIONS IN THE SAME LANGUAGE

The same language varies from place to place because of geographical and sociological factors. Variation in the “dialect” involves differences in the pronunciation, vocabulary and the arrangement of the words. For example, “the Punjabi” spoken in Lahore is different from the Punjabi spoken in Rawalpindi (AIOU, 1991).

The next variation is because of register. It is the differences on the basis of profession. The language of the teacher is different from the language of lawyer; and the language of the lawyer is different from the language of artist. These variations are because of register. The next difference is in the style of language. It is based on the level of formality and education standard of the speaker.

2.24.1 ORIGIN OF THE LANGUAGE

According to Minkova and Stockwell (2001), the problem about the origin of human speech is still unresolved. There are different opinions on the topic. Some believes that it is a gift from gods. Darwin viewed that language was developed by unconsciously mimicking the gestures of the hand. Some believes that the basis of language is human noises to express fear, danger, pleasure, anger, love and hatred. With the passage of time these noises are organized in formal way to shape language.
Language travels with the people who speak it. There is no language in the world, which is genetically pure because people are traveling frequently from one place to another, and interacting among themselves. The advancement in the field of the communication has made the world a global village. The whole world has to interact among one-another. It is an era of cultural and racial cohesion.

They further says (Minkova and Stockwell 2001) that Celts were the natives of the land which is known by the name of Britain according to Ecclesiastical History of English people, written by the English cleric Bede. It dates the first landing of Germanic warriors in Britain in the year 449. This was the year identified by the Historians as the birth of English language. The Continental Historians made brief remarks in fifth century chronicles that Saxon tribes were invited by the natives (Celts) for their defense as an attack from the Northern side. In return of their services, they were allowed to settle in the Eastern part of the country. The Angels, Saxons and Jutes came to Britain, and from the name angels’ land that was latter to be known as England. In this way the history of English language is divided into following periods.

**Table No: 3 Shows the development of the English Language**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Language Nomenclature</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Old English</td>
<td>450 to 1066.</td>
</tr>
<tr>
<td>02</td>
<td>Middle English</td>
<td>1066 to 1476.</td>
</tr>
<tr>
<td>03</td>
<td>Early modern English</td>
<td>1476 to 1776.</td>
</tr>
</tbody>
</table>
Many English words used in old English surviving today can be traced back to Indo-European parent language. They denote natural phenomena, plants, animals, kinship terms, verbs about basic human activities, and adjectives for essential qualities, numerals, and pronouns. For example, the words such as moon, tree, brother, mother, do, be, new, long, that, me, too, mine are surviving till now have come to us from the old English (Stockwell and Minkova, 2001).

English language has inherited vocabulary and grammatical structure throughout its history from different languages. According to Minkova and Stockwell (2001), eighty percent of the English vocabulary is borrowed. It has been borrowed from Celtic, Scandinavian, Latin, French, Spanish, Italian and other languages. Latin is a major donor to the English language.

The almighty “Allah” has granted us the ability to express our feelings with the help of symbols. Linguists believe that creation of new vocabulary follow different techniques and pattern. They also reach to us by inheritance, by reactive imagination, by blending, by joining initial letter of a phrase, by shortening, derivation, conversion, compounding, by using names as ordinary words and by rare echoic processes (Stockwell and Minkova, 2001).
2.25 IMPORTANCE OF ENGLISH LANGUAGE

The Muslim community was hesitant to learn English when it was employed as a medium of instruction. They did not like to sacrifice their own culture and language for the sake of English. But on account of political supremacy, English became most popular language in the subcontinent. Now, it has become the common lingua franca of the world. This language has affected the culture and literature of the nations wherever the British set up their colonies.

The latest research work conducted in various universities of the world is in English language. Higher education is attained through the medium of English. The scientists and scholars can keep in touch with the modern knowledge in the field of Science and Technology with the help of English language. The industrialist can use the best method of production and distribution, diplomats can make effective distribution in international conferences and the defense forces can utilize the latest equipment for the defense of motherland and nation.

According to Ahmed (1987), English is the storehouse of knowledge. A large number of standardized journals and books are published in this language. For the exchange of the information in the field of industry and commerce, English can serve more effectively than any other language. Knowledge of this language is essential for technicians, engineers, doctors and teachers. It contained the standard terminology of Science and Technology.

But in spite of the great importance of English language, most of our students fail in this subject. There are many reasons of failure in this subject. The most important one
is incompetent teachers. They are ill-paid, ill-backed and ill-trained. They have neither command nor professional competency for teaching a second language.

2.26 AIMS OF TEACHING ENGLISH

Aims are the signboard of every programme or activity. The whole process revolves around the achievement of aims. They are further divided into goals and objectives. The aims are at national level, goals at institution level and the objectives are at subject, topic or lecture level. According to Behlol (1999), when a group of experienced teachers were asked to make a list of the aims of teaching English, which are considered by them very important. They agreed eventually to the list of the following aims:

i. The basic skills in talking, reading and writing should be developed so that the people may express and communicate in a variety of situations for a variety of purposes and a variety of audience.

ii. To encourage reading as a pleasurable, rewarding and a useful activity.

iii. To develop the ability to read a wide range of text with understanding.

iv. To increase confidence in handling written language and to display the capacity to choose styles appropriate to the form, function and audience.

v. To provide a care for, and appreciation of precision for handling the written language.

vi. To introduce the sample of literature in such a way that the people desire to explore it further for themselves.
vii. To cultivate the power to imagine, to feel a way into experiences other than one’s own, as well as to describe and evaluate one’s own.

viii. To develop the capacity to sustain and communicate an abstract argument and illustrate it concretely in both writing and talking.

ix. To help the emergence of an individual capacity to form values, attitudes and meanings that help people to understand themselves and other better.

2.27 RESPONSIBILITIES OF THE TEACHERS

For achieving the above-mentioned aims, the teacher has to attend all these areas concerning these aims. According to “Peter King (AIOU, 1990), the teacher is responsible for:

i. Providing all possible range of situations for using all modes of language.

ii. Working onwards from pupils’ language capacities and making use of their experiences, ideas, feelings and attitudes.

iii. Responding to pupil individual differences.

iv. Making language work as realistic as possible.

v. Creating an environment in which the people trust the teacher to respect their ideas, feelings and attitudes.

vi. Providing constant opportunities for pupils to talk and explore ideas.

vii. Active encouragement and support of pupils, looking more for things to reward than to penalize so that the least ablest have the chance of success.
viii. Use of stories, plays, poems on which pupil and teacher meet to explore their experiences.

ix. Acting as a simulator of ideas, provider of resources, guide to learning and promoter of active pupil participation.

x. Doing and showing how, rather than passive receiving and telling about.

xi. Establish rapport with the students and deliver a lesson at appropriate pace of delivery.

xii. Show commitment for the job.

2.28 STRATEGIES OF TEACHING

Following are the strategies and methods of teaching English:

2.28.1 Cooperative learning

Cooperative learning consists of variety of concepts and techniques for improving the importance of student-to-student interaction. According to Cohen (1994) it deals with the variable such as achievement, linking for school, inter-ethnic relation, thinking skill, self-esteem and enjoyment. The studies conducted on this topic has identified the advantages such as better achievement, linking of school to students desires, inter-ethnic relations, thinking skills, self-esteem, enjoyment, creative thinking, constructive disagreement for innovative ideas, copying of useful models of students, less anxiety producing environment, sparking of new ideas by the heterogeneous groups and strong knowledge base. Bossert, 1988-1989, p.15; Cohen, 1994, pp.1-35; ; Johonson (1993) have identified the following key concepts of cooperative learning. They are as under:
i. **Positive interdependence**: The students realize and give value to the fact that their success is based on their collective performance and their mutual cooperation. They recognize the fact that they will “swim or sink together”. The input that helps one person can help all and the thing that creates problem in learning for one person can creates problem all.

ii. **Individual accountability**: The students also realize the fact that they are responsible of their own learning and learning of the entire group.

iii. **Collaborative skills**: The students are taught and trained about how they can cooperate and contribute in-group work. They know that praising and encouraging of the group members have positive effects and enhance learning.

iv. **Processing group interaction**: The students recognize the fact how well they are benefited from the group activities and how well they can enhance them for future work.

v. **Heterogeneous grouping**: Students learn to work in mixed ability group. Their group members possess different characteristics as far as the level of their intelligence; social, emotional and psychological development is concerned. They also learn to work with the students who are different on the variables such as sex, ethnicity and achievements.

### 2.28.2 Individualized Instruction

According to Henery (1975), Individualized instruction is not a method but an environment in which the teacher focuses on the interests, needs, learning styles and
other individual characteristics of students. It is an environment, which is totally responsive to the learner. The teacher views the student as an individual person who has different characteristics as compared to the other students sitting in the classroom. In this respect, the goals of learning, methods of teaching and instructional pace vary from student to student. They do not view that teaching devices is everything in learning but the “individuality” of a student also play an important role. Henery (1975) says that students usually spend 41.3% of his time in independent work, 19.7% of his time in learner-learner activities, 5.5% of his time with teacher, 10.5% of his time in small groups, 1.4% of his time in total class activity, 21.6% of his time in activities not part of the programme

The concept of individualised instruction is illustrated with the help of following points:

i. The classroom environment and seating plan is entirely different from the general seating plan as we see in schools. The classroom is divided into five areas such as speaking area, listening area, individual work area, reading area and test area.

ii. Learner generally at his own discretion uses these learning areas.

iii. The teacher is not the focal point in the classroom but the individual learners.

iv. The role of the teacher is the manager of learning process as well as diagnostician, counsellor, consultant and scholar.

v. The learner plays the role of participant, leader, organizer, helper, motivator and manager of the learning process.

vi. The needs of the learners are fully materialized in the classroom.
vii. The role of the learner is not passive but an active agent of learning process. He becomes a planner and director of his own learning process.

viii. The learner is not always at the beck and call of the teacher but take a charge of his learning process himself for effective learning.

ix. The learning material is developed in a way that it needs minimum guidance from the teacher. It interacts with the learner and facilitates the learning process.

x. A variety of text is available to the learner and he/she selects from it that suits to his interests and abilities.

xi. The teacher records the daily profile of student’s activities and guides him/her accordingly.

xii. Grade contract system is introduced for evaluating the performance of the students in the classroom. The teacher and the learner reach at an agreement that what should be accomplished in a certain period of time.

In short, the goal of the individualized instruction is to provide the opportunity to the learner to learn in a way that is most suitable for him. For a teacher, it is required to be fully sensitive to the needs of the learner as well as having command on the variety of methods of teaching (pp.31-40).

2.28.3 Role Play

According to Crookal & Oxford (1990), role-play is one of the important techniques of teaching second language. There are some words such as simulation, drama, role-play and game are used in the same meanings but they have difference.
Difference between simulation and role-play is in the authenticity and the nature of the roles taken by the students. Simulation means a situation in which the students play a natural role as is performed by him in the real life. In role-play the students play different parts such as prime minister, doctor, president, manager that they do not play in real life etc.

The following stages proposed by Crookal & Oxford (1990), help the teacher to implement the Role Play technique successfully in the classroom:

**Stage 1-A Situation for Role Play**

The situations that are selected for the role-play should be according to the interests and needs of the students. Let the students be asked to suggest some situations for role-play or the teacher may give list of situations and let the students be asked to select among them for the role-play.

**Stage 2- Role-Play Design**

At this stage, it is considered how this situation can be developed. The student’s linguistic competence must be at par with the situation, otherwise they will get tension and boredom from the activity.

**Stage 3- Linguistic Preparation**

At this stage the students are prepared to have a command on language items to play the role. For example, when the students are going to play a role of shopkeeper and customer, let the students be prepared about the questions that are asked for buying a toy. The answers regarding the questions should also be discussed in the classroom. In this way the students are prepared linguistically to prepare for the role.
Stage 4-Factual Preparing

This stage needs the provision of concrete knowledge/information and role description so that the students might be able to play the role with confidence. For example in a situation of college, the students should be provided relevant information about the timing of college, its historical background, departments, number of students, facilities, co-curricular activities etc.

Stage 5-Assigning the Role

It is better to plan earlier about what role goes to whom according to the interests of the students. Sometimes the teacher will give the role-play exercises as homework to students.

Stage 5-Follow up

Follow up does not mean to correct the mistakes of the students at the end of exercise. It will have some discouraging affects on the students. It is better that the mistakes should be noted by the teacher and corrected at any other time in indirect way. Follow up means the discussion in the classroom that what the students have learnt and how they have enjoyed the exercise (pp.3-24).

2.28.4 COMMUNICATIVE LANGUAGE TEACHING

According to Li (1998), the concept of communicative language teaching appeared in the continent of Europe during 1970s. There are different models of communicative teaching practiced in different countries. The basis of this method is laid on the view that language is communication based, and its primary goal is to develop communicative competence in the learner. They believe that the essence of the language
is speech not writing. The linguists who support this approach identify four dimension of the language such as grammatical, sociolinguistic, discourse and strategic competence. They classify meanings into notional and functional context, and emphasize that all the activities practiced in the classroom should be for the sake of communication.

Introduction of authentic material is one of the important characteristics of communicative competence. The students are required to perform different communicative function with the help of authentic material on different linguistic patterns/structures. The meanings are categorized for the sake of communication into notional and functional context. The genuine learner needs are given importance and the material is designed for conducting communication in a real life situation. The students are required to conduct the linguistic activities in small groups for maximizing the interaction between the students. This theory respects the individual needs, learning style and interests of the students.

The basic characteristics of communicative language teaching identified by the linguists are as under:

i. The basic focus is on communicative function.

ii. The activities are not based on mechanical drills but on meaningful task.

iii. The task and language is made relevant to a target group of learner through analysis of realistic, genuine situation.

iv. The use of authentic material exclusively.

v. The use of small group activities for maximizing interaction between the students.
vi. To develop, maintain and secure non-threatening and frightening environment.

2.28.4.1 Difficulties and Problems of CLT Method

Li (1998) has identified the list of following problems and difficulties in introducing and implementing this method in classroom with the help of research study conducted in Korea.

i. The majority of the teachers in the developing countries lack in speaking competence. They are not able to speak fluently in the classroom. As a result, the communicative activities cannot be conducted in the classroom. They are usually highly strong in the area of grammar, reading and writing because of being taught through Grammar Translation Method (GTM) in the classroom.

ii. There is a need of strategic and sociolinguistic competence to implement this strategy in the classroom. The knowledge of the teachers about English culture is limited and they are not able to respond the questions put by the students.

iii. The teachers are not trained to implement this method in the classroom. They are only taught to pass the examination and get the degree. To put anything into practice demands expertise and skills on the part of the teachers.

iv. The teachers have to perform different activities in the school. They have to check the homework, attend the period, and maintain the school record. This method requires from the teachers to develop material for the
activities of lesson from local resources. They are neither trained and nor have enough time to do this task.

v. The examination is grammar oriented. Therefore, the students also lack motivation to perform communicative activities for improving their speaking skill.

vi. The classrooms in the developing countries are over crowded. Therefore, it is not possible to apply this method because it needs small groups and enough time to conduct activities in the classroom.

vii. The administration of school in the developing countries of the world does not recognize the contributions of the teacher who is going to implement new method in the classroom. As a result, he is dejected and discouraged.

viii. There is a big problem of non-availability of ready-made assessment tools to measure communicative competence.

In short, to introduce and implement innovative practices and methods demands lot of work and preparation on the part of education community. As Price (1988) points out that the reforms of education is not simply the reform of school system but also the reform of the behavior and thinking of the wider social community that guides the moral, political ideas and behavior. In-depth curriculum innovation needs fundamental shift in values and beliefs of the individuals and society concerned. The present practice of text-centered, teacher-centered practices leave no room for student-centered, fluency-focused and problem solving activities (pp.677-703)
2.29. LANGUAGE POLICY IN PAKISTAN

Language reflects the national identity and is a valid source of integrity and solidarity of the nation. National language is a language that is spoken and understood by the majority of the citizen and is recognized by the State as a national language. Unfortunately, the language policy of different Governments has not been remained unified throughout our History. All the educational documents recognize the fact that Urdu is the national language of Pakistan and will be enforced as the official language with in certain time period. The recommendations could not be materialized due to the grouping of intelligentsia into two groups in favour of Urdu and English languages (Behlol, 1999).

The British Govt. formally introduced English in the sub-continent in 1832. The Muslim community took it as a threat to their culture and religion. They distanced themselves from learning this language. Sir Syed Ahmed Khan clarified the doubts in the minds of the Muslims and established institutions for learning of modern languages. Now, we examine the steps taken in different polices about the language.

2.29.1 Educational Conference 27 Nov, 1947

Following were the recommendations of the educational conference:

i. The Minister of education recognized the importance of provincial language and recommended that proper facilities will be provided for the development of the regional languages. In this respect, he gave the example of Russia where education was being carried out more than 90 languages.

ii. Suitable steps will be taken for the preservation and growth of provincial culture.
iii. They recommended Urdu as a national language and lingual franca of the country.

iv. Urdu as a compulsory subject after primary level.

v. The medium of instruction and examination were given at the disposal of the provinces.

2.29.2 Report of the Commission on National Education 1959

Following were the recommendations of the commission:

i. English will be taught as a compulsory language from class VI to degree level.

ii. Medium of instruction will be regional language up till primary level.

iii. National language will be medium of instruction from VI class.

iv. Urdu language will be compulsory up to class XII.

v. National language will be medium of instruction at all levels with in 15 years.

2.29.3 The New Education Policy 1969

Following are the recommendations of this policy:

i. Urdu will be official language till 1947, and definite programme for making Urdu as an official language will be launched.

ii. The medium of instruction will be Urdu at all levels of education.

iii. Urdu and Bengali will be compulsory subjects from class VI to X.

2.29.4 The National Education Policy 1972-1980

Following are the recommendations of this policy:
i. The nomenclature of English medium schools will be changed.

ii. The medium of instruction at school level will be Urdu.

iii. Urdu will be official language of Pakistan and arrangements will be made for its take over with in 15 years.

iv. English will be taught as a compulsory language from class VI to onward.

v. Writing books in Urdu will be encouraged in science subjects.

vi. No English medium schools will be established in future.

2.30 REVIEW OF RESEARCH STUDIES

The research studies conducted about module and modular teaching have identified the following basic principles and advantages of this instructional strategy.

Ali (2005) recommends that modular teaching is a more effective mode of instruction for Biology as compared to traditional methods of teaching. The teacher should be trained on the basis of modular approach to make the learning process effective and durable. He has also recommended that a series of studies should be conducted on mixed gender in different situations and at different levels to formulate general principles. There is a need of further study to investigate the effectiveness of modular teaching for other dependent variables such as aptitude, self-concept, social skills and academic motivation.

According to Muthukrishna (2002), all children have equal right of education. The state may not directly or indirectly discriminate any or more grounds including race, gender, sex, colour, pregnancy, marital status, ethnic or social origin, age, disability,
religion, belief, culture or language. In this respect modular teaching is an important step for removing all types of barriers and providing equal opportunities to students. It is also useful for promoting the latest trend of inclusive education because it focuses on modifying structure, methodology, and curriculum to suit the learner.

According to Barnes and Mayer (2000), modular teaching is more effective for the education of low ability students. They are greatly motivated and inspired through this approach. Their study has found that the performance of low ability students has been accelerated through this method. In this respect modular teaching can be more effective in public sector institutions where the students of mixed ability groups are enrolled.

Farooq (1997) points out that the advantages of modular instruction that is essentially self-contained, each student can proceed at his own pace and is free to skip any portion, which is considered to be easy for him. It also gives freedom to repeat any portion, provides target oriented learning opportunity, ensuring active participation of students in the learning process. He has also recommended its applicability and effectiveness at different levels in the study of different subjects.

Cross (1976) noted the following five basic principles of modularized instructional strategies. Adherent claims to these principles will maximize students learning.

i. Students should be active instead of being passive participants in the teaching learning process.
ii. The objectives of a learning task should be explicitly stated by the instructor and communicated clearly and specifically to students.

iii. Complex learning tasks should be subdivided into smaller and more manageable units.

iv. Students should be given frequent feedback, evaluation, and encouragement.

v. Students should be allowed to control, at least to some extent, the pace with which they attempt series of learning task.

Goldschmid and Goldschmid (1973), say that there has been an increasing focus on individualized instruction in higher education. It is viewed as a reaction to crowded classrooms that foster anonymity in teaching and learning. On the other hand, many studies have recently re-emphasized that there are great differences in how each student learns. Thus, there emerges the need for instructional systems that can make higher education available to large numbers of students, and at the same time, offer an individualized learning experience.

They (Goldschmid and Goldschmid, 1973) have also emphasized that among the various systems of individualized instruction proposed so far, modular instruction is one of the newest and contains many advantages and instructional innovations for the students, such as performance objectives, self-pacing, and frequent feedback. A number of colleges and universities have successfully implemented modular courses and increasing interest in this approach is developing on many campuses.

The analyses of the research studies about the Module are as under:
Kalbouss (1975) says that modules are self-contained units for accomplishing specific tasks contributing to the accomplishment of overall task. He says that they are more useful for teaching Russian and other languages to students who have uneven experiences for language because of lack of talent for foreign language learning and poor preparation for given course. He says that modules can be effectively used in employing some other modern methods such as Individualized Instruction, Computer Assisted teaching, Teaching Machine, Keller Plan etc.

Fitzgerald (1977) says module, “as a manageable unit of instruction” The manageability of a module refers to the amount of time and effort required from the student to achieve mastery of modular content. Its effectiveness can be evaluated and its content can be changed. It has also the possibility of combining module with similar units to create alternative sets of modules for different instructional purposes. Finally, the definition also specifies that a module is a unit not only for information but also for instruction. The modular unit covers all of the aspects of teaching and learning situation, such as tests, objectives, and so on, not just the materials from which the student is to learn.

Creager and Murray (1971) says that the "information explosion," and a large number of students, limited financial resources, and rising dissatisfaction with our traditional educational system, all make it compulsory to find out more effective method and material of instruction. It is challenging and time consuming to design and implement high-quality modular instruction that offers many advantages and interesting possibilities. Because of its flexibility and adaptability to large numbers of students, and its emphasis
on individualized learning has become one of the most promising alternatives in higher education.

Brown and Lewis (1997) conducted study on the importance of module and pointed out that modules are not only used in educational institutions but also outside the classroom. They are very flexible and can be implemented through a variety of patterns for individual or group users.

It has been recommended by the Govt. of Pakistan (1988) in the 7th and 8th Five Years Plans that training of the personnel’s would be enhanced up to the required standard through the module. Self-learning mechanism or strategies will be introduced and implemented at different levels of educational system to improve the quality and standard of education.

Creager and Murray (1971) point out that current uses of modules range from one or a few modules included into a traditional course to modularization of the entire course. They predict that in the near future, it is hoped that the entire curricula or inter-disciplinary programs may be structured on the pattern of modules. It will provide opportunity to each student's to design his/her teaching learning process on the basis of the individual needs.

In the United Kingdom, USA, European and Asian countries a variety of personalized systems like modular teaching are practiced with great success. Most programmes are made self-instructional and student centered to make teaching learning process more effective for the students studying at different levels. The Govt. of Pakistan in education policy 1992 also recommends that the secondary school teachers will be trained on the basis of modular teaching (Govt. of Pakistan, 1992).
The National Education Policy, 1998-2010 also recommends that students develop the capacity for self-learning and self-reliance so that the learning process may continue throughout life. Learning does not end after passing the examination. Degree is a passport that always needs a renewal. (Govt. of Pakistan, 1998)

Sharma (1999) says that feedback system in modular design consolidates the learning process and provides an opportunity to students to reflect on the material. There are different types of learning activities in the shape of textual questions without answers, and with answers, self-assessment questions organized in the form of quiz or a set of questions.

Modular research conducted in the subject of “Mechanical Physics” by the National Institute of Science and Technical Education has also proved that modular teaching is more effective for teaching this subject. These modules are developed on the basic principles of competency-based curriculum. The entry knowledge of students is used as a baseline for further introduction of concepts. These modules are successfully implemented at B.Ed level for technical education students (Govt. of Pakistan, 1999).

Green and Hick (1989) say that the self-instructional module is flexible enough to suit the needs of individual student. It caters the needs and requirements of slow as well as the speedy learners that are not possible in conventional classroom where all the students are obliged to follow the same pattern of learning, designed by the teacher.

The module developed by the National Institute of Science and Technical Education on the subject of “Application of the Concept of Physical Chemistry” comprises of eleven units dealing with topics such as kinetic theory of goals, chemical equilibrium, and factors affecting equilibrium, and electrochemistry and its application. It
is useful for the teacher and the taught. The presentation style is appropriate, interesting and motivating for students. It provides theoretical as well as practical knowledge of the subject. They have also recommended the applicability and the need of further research in the field of modular teaching (Govt. of Pakistan, 1999).

National Institute of Science and Technical Education has developed module in the subject of “Information Technology” to find out its effectiveness. It has proved to be very useful for competency-based education. It provides independence to students to interact with the material according to the level of their ability and constraints (Govt. of Pakistan, 2001).

The modules formulated in the subject of “Civil Technology” have also proved effective. The basic emphasis of these modules is on the mastery of knowledge, skills and relevant occupational goals. There is a major shift of emphasis from learning of general concepts, principles and skills towards specific objectives. It is compiled as a guideline to develop skills in solving the practical hydrostatic and hydrodynamic flow problems (Govt. of Pakistan, 1999).

Farooq (1997) says that single subject module is more beneficial for comprehension of conceptual learning. They discuss all the areas of a topic in detail, which is helpful in the process of conceptual learning. It enables the students to explain difficult concepts in behavioral form for their better comprehension and explanation.

Bokhary (1987) says that the self-assessment plays an important role in modular approach. The learner is not in a face-to-face situation with the teacher; therefore, he needs a self-assessment mechanism for evaluating his performance. It gives encouragement and feedback to learner for interacting with the approaching material.
Sampathat et al. (1989) pointed out that module integrates theory and practice. It specifies a number of contact hours for a week for doing theoretical and practical work. The students are allowed to proceed in the learning process according to their own speed and level of intelligence, following different styles. In this way theoretical and practical work can be done interchangeably.

According to Lowmann (1986), deficiency Model of Modules is useful to identify the gaps between what is and what should be. The teacher realizes that the students are continuously facing difficulties in learning some area or part of the chapters of the book. As a result of this development, he/she will provide the additional material in the form of deficiency module to make up the shortcoming of the students in the study of the topic. It will prove more effective for the study of the weak students. In this respect, it works as a complementary source in making teaching learning process effective.

Romiszowski (1984) says that module encourages and supports independence in learning. There is major shift from teacher to student that makes the climate exclusively learner centered. This is an important step for developing the habit of independent learning among the students. It provides learning autonomy, confidence and motivation for the learner.

Valletutti and Salpino (1985) say that modules have an important role in staff development in at least two respects. Firstly, they provide teachers with well-designed, carefully structured lesson material, which serve as a mode of effective instructional design. Secondly, they can be specifically designed for teachers. With regard to the latter aspect, package can be produced on such aspects as instructional planning, teaching
learning method, and student evaluation so on. Such package can be developed as a part of self-development programme.

According to Ghafoor (1987), modules are ideal for distance teaching since they are readily transportable. They can be tailored according to the requirements of a wide range of subjects’ areas by improvising films, tapes and other non-print media. Modules are useful not only for the distance education of trainees but also for staff development at a distance. Teaching staff of widely separated institution to ensure attainment of necessary teaching competencies can use sets of modules.

Allen and Sickle (1984) report that conventional courses are usually graded on the basis of nominative pattern i.e. by comparing the work of each student with that of the others. Sometimes, it so happened that the students pass a course by obtaining grade as low as fifty percent marks, implying that fifty percent of the content was left which was not mastered. By contrast modules have built-in fail-safe mechanism that encourages students to master the entire material. The achievement tests are set with this aim in mind. It avoids the hit and miss approach of the conventional course and ensures that future work is based on a sound understanding of the all the previous learning.

The modules meet the conditions necessary for effective learning. They have fundamental characteristics in their design include self-pacing, immediate confirmation of the right or the wrong answer, active participation of learner, teacher as a facilitator of learning process, economical to prepare, flexible to be administered, easily updated, careful sequencing of learning material, objectives given in behavioral form, flexibility for the learner, and can be administered to individual or group of students. It has been used successfully throughout the world since five decade. This scenario of modular
teaching process has inspired the researcher to develop and validate modular in our classrooms. Apart from the prevailing significance of English and its need for our students also urges to examine the effectiveness of modular teaching in English. Thus a study to develop and validate module in English at secondary level has been conducted. This study will be fruitful and beneficial not only for teachers and students but for education planners, educators, curriculum developer and educational supervisor.
CHAPTER 3
RESEARCH METHODOLOGY

The purpose of this study was to “Develop and Validate Module in English at Secondary level in Pakistan”. Therefore, the researcher developed module consisting of six units from the textbook of English for class IX. For this purpose, first five lessons of the textbook were selected. They were: (a) Hazrat Mohammad (PBUH) The Greatest Reformer (b) Hazrat Khalid Bin Waleed (c) Kindness to Living Things (d) Little Things (Poem) (e) Rural and Urban Life. The module was developed following the guidelines given by UNESCO Regional Office for Education in Asia and Oceania (1987). The literature was reviewed and the experts’ opinions were obtained for the development of the components of the module. The draft module was revised in the light of the opinions of the experts. (Appendix C) The components of the module were Title, Introduction, Pre-requisite knowledge, Method of study, General objectives, Specific objectives, Content (Input), Learning activities, Pre-test Post-test and Feedback.

The contents of the module were taken from the first five lessons of the textbook for class IX. The basic language skills were focused for designing the activities and self-assessment tests of the units. The learning tasks were designed from easy to difficult level. “Introduction” was given at the start of each unit of the module to motivate and brief the students about the task that was going to be performed by them. General objectives were given at the start of module and specific objectives were given at the beginning of each unit of the module. The objectives of the units focus on the basic language skills i.e. Listening, Speaking, Reading and Writing.
Pre-test was designed to find out the competencies of the students to deal with the material presented in the module. Validation of the module was checked by conducting lessons in the classroom with its help. The same pre-test was used as a posttest to find out the difference between the performance of the control and experimental groups to validate module. The students were advised to perform the learning tasks before skipping to the next unit and check the answers in the feedback portion. The learning tasks were related to the previous experiences of the students.

Pre-requisite knowledge (Textbook of class VIII) was required from the students to solve the exercises given in the module. The detailed list of recommended reading material was also given at the end of each unit. The students were advised to utilize the material for better mastery on the learning tasks. The module, consisting of six units, was taught in 14 weeks and it consumed 80 hours of the students for solving the activities given at the end of the units of the module. Equal time was not allocated for the teaching of all the units, rather it was divided on the basis of the difficulty of the task and length of the units.

The symbolic presentation of the design for the validation of module is as under:

Table 4: Summary sheet of the design of the study:

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>High achiever</td>
<td>Cell 1</td>
<td>Cell 2</td>
</tr>
<tr>
<td>Low achiever</td>
<td>Cell 3</td>
<td>Cell 4</td>
</tr>
</tbody>
</table>
3.1 POPULATION

The focus of this study was to Develop and Validate module in English at Secondary level in Pakistan. The module was validated by teaching in the classroom and having obtained the performance scores of the students on post-test. Therefore, the students studying at secondary level constituted the population of the study. These students belonged to middle class and lower middle class families having almost similar socio-economic background. They were studying in public sector institutions where unified system of enrolment, teaching and assessment was practiced. The curriculum and facilities available for the students were also the same. Therefore, the population was entirely homogenous.

3.2 SAMPLE

Two sections A and B of the 9th class from randomly selected school, Government High School Tench Bhatta, Rawalpindi were taken as a sample of the study. The school was selected randomly because the public sector institutions have similar criteria of students’ enrolment, evaluation and other facilities. The entry qualifications, age, curriculum including the audio visual aid facilities were unified. The majority of the students studying in the public sector institutions belonged to lower middle class and middle class families. Such homogeneous characteristics of the population led the researcher to select the school randomly. The teachers teaching at secondary level have unified educational standards for the appointments, working hours and mode of operation in the classroom. The sample students were re-divided into two groups, i.e. experimental and control group. Both the groups were equated on the basis of pre-test. In this way,
every student was equated with the other student on the basis of scores. Each group consisted of 30 students.

3.3 DELIMITATION OF STUDY

The study was delimited to:

1. Only the Urdu medium schools of Punjab Govt. situated in District Rawalpindi.

2. The qualifications of the parents/guardians as an intervening variable were controlled. Only those students were included in the sample whose parents’/guardians’ have got the qualification from matriculation to intermediate level.

3. The experiment was conducted at the start of academic session, therefore, there were minimum chances of tuition at home. It was ensured that the students might not get any type of coaching at home for the stipulated period.

4. Only the first five chapters of the Textbook of 9th class were included in the sample due to specified time schedule. The selected lessons consisted of both Prose and Poetry that were also in accordance with the academic schedule of the institution. The five lessons of English for 9th class were:

   vi. Hazrat Mohammad (PBUH), The Greatest Reformer

   vii. Hazrat Khalid Bin Waleed

   viii. Kindness to Living Things

   ix. Little Things (Poem)

   x. Rural and Urban Life
3.5 RESEARCH INSTRUMENT

The researcher developed the module consisting of six units from the 9th class English textbook. For this purpose, first five lessons of the textbook were selected. This module was developed following the guidelines given by UNESCO Regional Office for Education in Asia and Oceania (1987). The literature was reviewed and the experts’ opinions were obtained for the development of the module. The draft module was revised in the light of the opinions of the experts (Appendix C). The contents of the module were taken from the first five lessons of the Textbook of 9th class. The basic language skills were focused for designing the activities and self-assessment tests of the units. The learning tasks were designed from easy to difficult level. “Introduction” was given at the start of each unit of the module to motivate and brief the students about the task that was going to be done by them. General objectives of the module and specific objectives of each unit of the module were also given. The objectives of the units focus on the basic language skills i.e. Listening, Speaking, Reading and Writing.

The module was validated by conducting lessons in the classroom with its help. Therefore, the Pre-test Posttest were used as the instruments of the study. The Pre-test was used to find out the competencies of the students to deal with the material presented in the module and to collect the base line data of the study. (Appendix A) The posttest was used to find out the difference between the performance of control and experimental groups to validate module. (Appendix B) The test was constructed by the researcher and revised in the light of the opinion of the experts. The experts approved the content validity of the test. (Appendix C) The items were distributed in accordance with the Bloom’s taxonomy of “knowledge, understanding and application domains”. The
reliability of the test was checked by applying split half method. Spearman-Brown prophecy formula was applied to determine the coefficient of reliability, which was found 0.75. The test carried completion items, multiple choice items, true false items, short questions, matching items and closed descriptive writing. These items of the test were focused on the listening skill, semantic aspects of vocabulary, forming words from the given alphabets, stylistics, syntax and use of verbal phrases. Grammatical area included Nouns, Verbs, Adjectives, Spellings, Rearranging the sentence, Preposition, Transform sentences from Present into Past and Future tenses and descriptive writing with the help of given information.

Time allotted for the test was one hour and 20 minutes and total score of the test was 100. The four language skills were covered in an integrative way through different items.

3.6 COLLECTION OF DATA

The module was validated by conducting lessons in the classroom with its help. For this purpose, the students were divided into control and experimental groups. There were 30 students in each group. Two teachers, of similar educational qualification, training and teaching experience were selected from the sampled school. One teacher was randomly assigned to the control group and the other to the experimental group. The experimental group was taught with the help of designed material as a module for the study. The teacher who was assigned to teach the developed material as a module was provided 14 days training on the concepts of modular teaching, Individualized Instruction, lesson planning, use of reinforcement techniques, role of teacher as a
facilitator, learner centered teaching and solution of work sheet problems. The control group was taught with the help of Textbook only. All other conditions concerning both of the teachers remained the same. (Appendix F) The experiment continued for 14 weeks. At the end of experiment, pre-test was administered as a posttest by interchanging the Even and Odd items mutually to measure over all achievements of the students of both groups. Pre-test served to obtain base line data, whereas the post-test served to measure the achievement of students as a result of teaching with the developed material as a module for the study.

3.7 ANALYSIS OF DATA

Raw scores obtained from pre-test (Appendix A) and post-test (Appendix B) were presented in a tabular form for the purpose of interpretation. For the manipulation of data, the means, standard deviations and differences of means were computed for each group. Significance of difference between the mean scores of both the experimental and control groups on the scores of pre-test and post-test were tested at 0.05 level by applying t test. To examine the treatment effects on high and low achievers of both the groups, analysis of variance was applied. For this purpose the students of both groups were divided into two halves i.e. high achievers (above the mean score, Appendix E) and low achievers (below the mean score, Appendix F). This division was made on the basis of pretest scores.

For statistical analysis the following statistical tools were applied:
I. Computation of SE_D

\[ SE_D = \sqrt{\frac{SD_1^2 + SD_2^2}{N_1 + N_2}} \]

II. Computation of t-value

\[ t = \frac{(X_1 - X_2) - (M_1 - M_2)}{Sp \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

III. Analysis of Variance

IV. Step 1 = Correction term (C) = \( \frac{(X_1 + X_2)^2}{N_1 + N_2} \)

Step 2 = SS Term = \( X_1^2 + X_2^2 - C \)

Step 3 = SS between means = \( (X_1)^2 + (X_2)^2 - C \)

Step 4 = SS within groups = SS total – SS Means

M.S Within groups = \( \frac{SS_{Within \ groups}}{Degree \ of \ freedom_{within \ groups}} \)

F-value = \( \frac{M.S \ Between \ group \ means}{M.S. \ Within \ groups} \)

t-value = \( \sqrt{F} \)
IV  Factional design (2x2 analysis of variance)

Step 1  =  correction term (C) = (X…..)²
Step 2  =  SS Total  = X²…-C
Step 3  =  SS Cell  = N (D₁₁² + d₁₂² + d₂₁² + S₂₂²)
Step 4  =  SS within Cell = SS Total – SS Cells
Step 5  =  SS Treatment = N₁ (d₁₁.² + D₂.²)
Step 6  =  SS Achievement level = N₁ (d₁.₁ + d₂.²)
Step 7  =  SS Interactions = SS Cells – SS Treatment – SS Achievement level
Step 8  =  ANOVA (2x2)

(Source: Fraenkel& Wallen, 1993)
CHAPTER 4
ANALYSIS OF DATA

This study was conducted to “Develop and Validate Module in English at Secondary level in Pakistan”. Therefore, the researcher developed the module consisting of six units from the textbook of English for 9th class. For this purpose, first five lessons of the English textbook were selected. They were: (a) Hazrat Mohammad (PBUH), The Greatest Reformer (b) Hazrat Khalid Bin Waleed (c) Kindness to Living Things (d) Little Things (Poem) (e) Rural and Urban Life. This module consisting of six units were developed following the guidelines given by UNESCO Regional Office for Education in Asia and Oceania (1987). The components of the module were Title, Introduction, Pre-requisite knowledge, Method of study, General objectives, Specific objectives, Content (Input), Learning activities, Pre-test, Post-test and Feedback.

The contents of the designed material as a module were taken from the first five lessons of the textbook of English for 9th class. The basic language skills were focused for designing the activities and self-assessment tests of the units. The learning tasks were designed from easy to difficult level. “Introduction” was given at the start of each unit of module to motivate and brief the students about the task that was going to be performed by them. General objectives were written at the start of module and specific objectives were given at the beginning of each unit of the module. The objectives of the module focused on the basic language skills i.e. Listening, Speaking, Reading and Writing.

Pre-test was designed to find out the competencies of the students to deal with the material presented in the module. Validation of the developed material as a module was checked by conducting lessons in the classroom with their help. For this purpose,
guidelines were obtained from Pareek and Rao (1981). The same pre-test was used as a posttest of the study to determine validity of the developed material as a module. The students were advised to perform the learning tasks before skipping to the next unit and check the answers in the feedback portion. The learning tasks were related to the previous experiences of the students.

Pre-requisite knowledge (Textbook of class VIII) was required from the students to complete the exercises given in the designed material as a module. The detailed list of recommended reading material was also given at the end of each unit of the module. The students were advised to utilize the material for better mastery on the learning tasks.

The data of the study were collected and analyzed to determine the validity of the material developed as a module from the result scores of the students in the control and experimental groups. The statistical tools such as t test, mean, difference of means, standard deviation, degree of freedom, two factors ANOVA and Levene’s tests were applied to analyze the data of the study.

Obtained results along with analyses and interpretation were presented in the following pages.
Table 5: Group statistics of experimental and control groups on pre-test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>30</td>
<td>47.00</td>
<td>12.34</td>
<td>2.25</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>46.33</td>
<td>11.85</td>
<td>2.16</td>
</tr>
</tbody>
</table>

This table shows the means, standard deviations and standard error of the means of two groups. The mean of the experimental group was found as 47.00 and that of control group was 46.33. The standard deviations were 12.34 and 11.85 respectively. The standard errors of the means were found 2.25 and 2.16 respectively. It shows that as far as the mean, SD and SEM of both the groups were concerned, they were very close to each other. These analyses were used as a baseline data to find out the significant difference between the two groups for the purpose of determining the validation and effectiveness of the designed material as a module by the application of t test and ANOVA.

Table 6: Significance of difference between the mean scores of experimental and Control Groups on pre-test

<table>
<thead>
<tr>
<th>Type of Test/group</th>
<th>Levene’s test</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest</td>
<td>.077</td>
<td>.78</td>
</tr>
</tbody>
</table>

This table shows that the difference between the mean scores of the experimental and control groups on pre-test were insignificant. The degree of freedom of the two
groups was found 58 and mean difference was .66 on 0.05 level. The standard error of the means was 3.12. The p value was found .832 on 0.05 level which was highly insignificant. The significance of the Levene’s test was .78 that proved the appropriateness of the application of the t test. Hence, it was proved that there was no significant difference between the mean scores of experimental and control groups, and it was declared that the significant difference was not found between the performance of the control and experimental groups on pre-test. These results helped in determining the validity and effectiveness of the developed material as a module under this study.

Table 7: Group statistics of experimental and control groups of high achievers on pre-test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE μ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>15</td>
<td>57.26</td>
<td>6.81</td>
<td>1.76</td>
</tr>
<tr>
<td>Control</td>
<td>15</td>
<td>56.13</td>
<td>6.46</td>
<td>1.67</td>
</tr>
</tbody>
</table>

This table shows the means, standard deviations and standard errors of the means of the high achievers of the control and experimental groups on pre-test. The mean of high achievers of the experimental group was found 57.26 and that of the control group was 56.13. Their standard deviations were 6.81 and 6.46 respectively. The standard errors of the means were 1.76 and 1.67 respectively. The analysis of this table was used as a base line data to apply t test and ANOVA to find out the results of the study of the high achievers of the control and experimental groups on pre-test. These results helped to determine the validity and effectiveness of the designed material as a module by identifying difference in the performance scores of the two groups.
Table 08: Significance of difference between the mean scores of high achievers of experimental and Control Groups on pre-test

<table>
<thead>
<tr>
<th>Type of Test/group</th>
<th>Levene’s test</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex+Con</td>
<td>.590</td>
<td>.467</td>
</tr>
</tbody>
</table>

This table shows that the difference between the means of the high achievers of the experimental and control groups on t test was found to be insignificant. The degree of freedom of the two groups was 28 and mean difference was 1.13 on 0.05 level. The p value was found .644 on 0.05 level which was highly insignificant. The significance of the Levene’s test was found 0.449 that proved the appropriateness of the application of the t test. Hence, it was proved that there was no significant difference between the mean scores of the high achievers of the experimental and control groups, and it was declared that there was no significant difference found between the performances of the high achievers of both the groups on pre-test. These results helped to determine the validity and effectiveness of the designed material as a module under this study.
Table 9: Group statistics of experimental and control groups of low achievers on pre-test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE \text{M}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>15</td>
<td>36.73</td>
<td>6.573</td>
<td>1.697</td>
</tr>
<tr>
<td>Control</td>
<td>15</td>
<td>36.53</td>
<td>6.577</td>
<td>1.698</td>
</tr>
</tbody>
</table>

This table shows the means, standard deviations and standard errors of the means of the low achievers of the control and experimental groups on pre-test. The mean of the low achievers on the experimental group was found 36.73 and of control group was 36.53. The standard errors of the means were 1.697 and 1.698 respectively. The standard deviation of the experimental group was found 6.573 and of the control group was 6.577. It proved that as far as the mean, SD and SEM of both the groups were concerned, they were very close to each other. This analysis was used as a base line data to apply t test and ANOVA to find out the results of the study of the low achievers of the control and experimental groups on pre-test. These results helped to determine the validation of designed material as a module under the study by identifying difference in the performance scores of the two groups.
Table 10: Significance of difference between mean scores of low achievers of experimental and Control Groups on pre-test

<table>
<thead>
<tr>
<th>Type of Test/group</th>
<th>Levene’s test</th>
<th>t test</th>
<th>p value</th>
<th>Mean Difference</th>
<th>SE D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex+Con</td>
<td>.075</td>
<td>.786</td>
<td>.083</td>
<td>.934</td>
<td>2.4</td>
</tr>
</tbody>
</table>

This table shows that the difference between the means of the low achievers of the experimental and control groups on pre-test was found to be insignificant. The degree of freedom on 0.05 level was 28 and difference between the means was found .2. The difference between standard errors of the means was found 2.4. The p value was found .934 on 0.05 level which was highly insignificant. The significance of the Levene’s test was .786 that proved the appropriateness of the application of the t test. Hence, it was proved that there was no significant difference between the mean scores of the low achievers of the experimental and control groups, and it was declared that the performance of the low achievers of control and experimental groups were not found significantly different.
Table 11: Group statistics of experimental and control groups on posttest

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>30</td>
<td>69.86</td>
<td>13.82</td>
<td>2.52</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>58.60</td>
<td>14.29</td>
<td>2.61</td>
</tr>
</tbody>
</table>

This table shows the analysis of the means, standard deviations and standard errors of the means of the control and experimental groups on post-test. The mean of the experimental group was found 69.86 and of the control group was 58.60. The standard deviations were 13.82 and 14.29 respectively. The standard errors of the means were 2.52 and 2.61 of the experimental and the control groups. These analyses were used as a baseline data to apply t test and ANOVA to find out the results of the study of the control and experimental groups on post-test. These results helped to determine the validity and effectiveness of the designed material as a module by identifying difference from the performance scores of the two groups on post-test.

Table 12: Significance of difference between mean scores of experimental and Control Groups on post-test

<table>
<thead>
<tr>
<th>Type of Test/group</th>
<th>Levene’s test</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex+Con</td>
<td>.061</td>
<td>.806</td>
</tr>
</tbody>
</table>

This table shows that the difference between the means of the experimental and control groups on post-test was significant. The degree of freedom was 58 and difference between the means was found 11.26. The standard error of the means was found 3.63.
The p value on t test was found .003 on 0.05 level that was highly significant. The significance of the Levene’s test was .806 that proved the appropriateness of the application of the t test. Hence, it was proved that there was a significant difference between the mean scores of the experimental and the control groups on post-test, and it was declared that the achievements of experimental group was significantly higher than the achievements of the control group on post-test.

These results were also supported by the studies conducted by Pareek and Rao (1981), and Ali (2005). They believed that the module based learning resource creates interest in learning for the individuals, and as a result they were able to demonstrate higher achievements as compared to the students taught with the textbooks. In this respect, the higher achievements of the students in the experimental group proved the readability, difficulty level and content organization of the material designed as module up to the required standard for the secondary class students. It also determined that the developed material as a module were valid by the higher performance of the students in the experimental group.

Table 13: Group statistics of experimental and control groups of high achievers on post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>15</td>
<td>81.40</td>
<td>8.22</td>
<td>2.12</td>
</tr>
<tr>
<td>Control</td>
<td>15</td>
<td>69.33</td>
<td>9.35</td>
<td>2.41</td>
</tr>
</tbody>
</table>

This table shows the analysis of the means, standard deviations and standard errors of the means of the high achievers of the control and experimental groups on post-
test. The mean of the high achievers of the experimental group was found 81.40 and of
control group was 69.33. The standard deviations were 8.22 and 9.35 respectively. The
standard errors of the means were 2.12 and 2.41 respectively. The statistical analysis of
this table was used as a base line data to apply t test and ANOVA to find out the results
of the study of the high achievers of the control and experimental group on post-test. This
analysis showed that the scores of both of the groups have a difference, and its
significance was calculated by applying t-test and ANOVA.

**Table 14: Significance of difference between the mean scores of the high achievers of
experimental and Control Groups on posttest**

<table>
<thead>
<tr>
<th>Type of Test/group</th>
<th>Levene’s test</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest</td>
<td>0.61</td>
<td>.806</td>
</tr>
<tr>
<td>Ex+Con</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This table shows that the difference between the mean scores of the high
achievers of the experimental and control groups on post-test was significant. The degree
of freedom was 28 and difference between the mean scores was found 12.06. The
difference between standard errors of the means was found 3.21. The p value on t test
was found .001 on 0.05 level that was highly significant. The significance of the
Levene’s test was found .806, which proved the appropriateness of the application of the t
test. Hence, it was proved that there was significant difference between the mean scores
of the high achievers of the experimental group and control group on post-test and it was
declared that the performance of the experimental group was significantly different than the performance of the control group on post-test.

In this respect, the higher achievements of the students in the experimental group proved the readability, difficulty level and content organization of the designed material as a module up to the required standard for the secondary level students. It also determined that the developed material as a module were valid by the higher performance of the students in the experimental group.

However, Wood (1986) came to the conclusion that module based learning material does not enhance the achievements of high achievers. But the studies conducted by Shipley et al. (1989) and Ali (2005) did not support this view. They proved that module based learning material has equal benefits for high and low achievers. It thoroughly involves the students in the learning process and brings learning to their level. It gives freedom to students to proceed at their own pace, therefore, the high and low achievers have equal chance to be benefited according to their own capacities.

Table 1. 15: Group statistics of experimental and control groups of low achievers on posttest

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE_M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>15</td>
<td>58.33</td>
<td>6.56</td>
<td>1.69</td>
</tr>
<tr>
<td>Control</td>
<td>15</td>
<td>47.86</td>
<td>9.44</td>
<td>2.43</td>
</tr>
</tbody>
</table>

This table shows the analysis about the means, standard deviations and standard errors of the means of the low achievers of the control and experimental groups on post-test. The mean of the low achievers of the experimental group was found 58.33 and of the control group was found 47.86. The standard deviations were found 6.56 and 9.44.
respectively. The standard errors of the means were found 1.69 and 2.43 of the experimental and the control groups respectively. The analysis of this table was used as baseline data to apply t test and ANOVA to determine the validity and effectiveness of the material developed as a module by identifying difference between the performance scores of the students in the control and experimental groups on posttest.

Table 16: Significance of difference between the mean score of the low achievers of experimental and Control Groups on post-test

<table>
<thead>
<tr>
<th>Type of Test/group</th>
<th>Levene’s test</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>sig</td>
</tr>
<tr>
<td>Pretest</td>
<td>1.23</td>
<td>.27</td>
</tr>
</tbody>
</table>

This table shows that the difference between the mean scores of the experimental and control groups on post-test was significant. The degree of freedom was 28 and difference between the means was found 10.46. The difference between standard error of the means was found 2.96. The p value on t test was found .001 on 0.05 level which was highly significant. The significance of the Levene’s test was .27, which proved the appropriateness of the application of the t test. Hence, it was proved that there was significant difference between the mean scores of the low achievers of experimental and control groups on post-test, and it was declared that there was significant difference between the achievements of the low achievers of experimental and control group on post-test.
In this respect, the higher achievements of the students in the experimental group proved the readability, difficulty level and content organization of the material developed as a module up to the required standard for the secondary level students. It also determined that the designed material as a module were valid by the higher performance of the students in the experimental group.

These results were also supported by Shipley et al. (1989 and Ali (2005). They believed that the module based learning resource has equal benefits for high and low achievers. Valletutti and Salpino (1985) also reported that the low achievers were benefited most from the module based learning resource. This learning resource did not drag all the learners at the same speed ignoring the individual differences but allow them to proceed at their own pace. They were also allowed to use the content of their own choice that was greatly helpful for them.

**Table 17: Group statistics of experimental and control groups on Retention test**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>30</td>
<td>62.50</td>
<td>13.80</td>
<td>2.52</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>51.03</td>
<td>14.36</td>
<td>2.62</td>
</tr>
</tbody>
</table>

This table shows the analysis of the means, standard deviations and standard errors of the means of the control and experimental groups on retention test. The mean of the experimental group was found 62.50 and of the control group was 51.03. The standard deviations were 13.80 and 14.36 respectively. The standard errors of the means were found 2.52 and 2.62 of the experimental and control groups respectively. The data obtained from this table helped to apply t test and ANOVA to determine the validity of
the material developed as a module by identifying difference between the performance scores of the students in the control and experimental groups on retention test.

Table 18: Significance of difference between the mean score of experimental and control Groups on Retention test.

<table>
<thead>
<tr>
<th>Type of Test/group</th>
<th>Levene’s test</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest</td>
<td>0.19</td>
<td>.89</td>
</tr>
<tr>
<td></td>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>Ex+Con</td>
<td>3.15</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>p value</td>
<td>Mean Difference</td>
</tr>
<tr>
<td></td>
<td>.003</td>
<td>11.46</td>
</tr>
<tr>
<td></td>
<td>SE D</td>
<td>3.63</td>
</tr>
</tbody>
</table>

The analysis of the table shows that the difference between the mean scores of experimental and control groups on retention test was significant. The degree of freedom was 58 and difference between the means was found 11.46. The difference between standard errors of the means was 3.63. The p value on t test was found .003 on 0.05 level which was highly significant. The significance of the Levene’s test was .89 that proved the appropriateness of the application of the t test. Hence, it was proved that there was significant difference between the mean scores of the experimental and control groups on retention test and it were declared that there was significant difference between the achievements of the experimental and control groups on retention test. The subjects who were taught with the designed material as a module retained more as compared to the students in the control group taught with the Textbook. In this respect, the higher achievements of the students in the experimental group proved the readability, difficulty level and content organization of the designed material as a module up to the required
standard for the secondary level students. It also determined that designed material as a module was valid as a result of the higher performance of the students in the experimental group.

Ali (2005) and Preedy (1989) also supported these results that the students retained more by using module-based material as compared to the traditional curriculum and Textbook learning resource.

Table 19: Group statistics of the high achievers of the experimental and control groups on Retention test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>15</td>
<td>73.66</td>
<td>8.14</td>
<td>2.10</td>
</tr>
<tr>
<td>Control</td>
<td>15</td>
<td>62.46</td>
<td>8.13</td>
<td>2.09</td>
</tr>
</tbody>
</table>

This table shows the analysis of the means, standard deviations and standard errors of the means of the high achievers of the control and experimental groups on retention test. The mean of the experimental group was found 73.66 and of control group was 62.46. The standard deviations were 8.14 and 8.13 respectively. The standard errors of the means were found 2.10 and 2.09 of the experimental and control groups respectively. The analyses of this table helped to find out the effectiveness and validity of the designed material as a module by identifying difference between the performance scores of the high achievers of the control and experimental groups on retention test. These analyses showed that the scores of both of the groups have a difference, and its significance was calculated by applying t-test.
Table 20: Significance of difference between the mean scores of the high achievers of the experimental and Control Groups on Retention test

| Type of Test/group | Levene’s test | t test | Mean Difference | SE  
|--------------------|---------------|--------|-----------------|-----
| Pretest            | F | Sig. | t | df | p value |  |  |
| Ex+Con             | .000 | .984 | 3.76 | 28 | .001 | 11.20 | 2.97 |

This table shows that the difference between the mean scores of the high achievers of the experimental and control groups on the retention test was significant. The degree of freedom was 28 and the difference between the means was 11.20. The difference between standard errors of the means was calculated 2.97. The p value on t test was found .001 on 0.05 level which was highly significant. The significance of the Levene’s test was .98 that proved the appropriateness of the application of the t test. Hence, it was proved that there was significant difference between the mean scores of the high achievers of the experimental and control groups on retention test, and it was declared that there was significant difference between the performance of the experimental and control groups on retention test. The subjects who were taught with the designed material as a module retained more as compared to the students in the control group taught with the Textbook. In this respect, the higher achievements of the students in the experimental group proved the validity of the designed material as a module under this study.

The learners remained on the track and focused to the objectives given at the start of the unit in module based learning resource. Their retention level was higher as
compared to the students in the control group taught with the Textbook material. These results were also supported by Ali (2005) and Preedy (1989).

Table 21: Group statistics of the low achievers of the experimental and control groups on Retention test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>15</td>
<td>51.33</td>
<td>7.83</td>
<td>2.02</td>
</tr>
<tr>
<td>Control</td>
<td>15</td>
<td>39.60</td>
<td>9.01</td>
<td>2.32</td>
</tr>
</tbody>
</table>

This table shows the analysis of the means, standard deviations and standard errors of the means of the low achievers of the control and experimental groups on retention test. The mean of the low achievers of the experimental group was found 51.33 and of control group was 39.60. The standard deviations were 7.83 and 9.01 respectively. The standard errors of the means were found 2.02 and 2.32 of the control and experimental groups respectively. These analyses helped to find out the effectiveness and validity of the designed material as a module by identifying difference between the performance scores of the low achievers of the experimental and control groups on retention test.
Table 22: Significance of difference between the mean score of the low achievers of the experimental and Control Groups on retention test

<table>
<thead>
<tr>
<th>Type of Test/group</th>
<th>Levene’s test</th>
<th>t test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest</td>
<td>1.65</td>
<td>.209</td>
</tr>
</tbody>
</table>

This table shows that the difference between the mean scores of the low achievers of the experimental and control groups on retention test was found significant. The degree of freedom was 28 and the difference between the means was found 11.73. The difference between the standard errors of the means was 3.08. The p value by applying t-test was found .001 on 0.05 level which was highly significant. The significance of the Levene’s test was .209 that proved the appropriateness of the application of the t test. Hence, it was proved that there was significant difference between the mean scores of the low achievers of the experimental group and control group on retention test, and it was declared that there was significant difference between the achievements of the low achievers of the experimental and control group on retention test. In this respect, the higher achievements of the students in the experimental group proved the validity of the developed material as a module as far as the difficulty level, readability, content organization and appropriateness of the objectives were concerned.

These results were also supported by Barnes et al. (2000); Block (1987) and Ali (2005). They found that the low ability students were highly motivated and performed better by studying with the module-based material as compared to students using the textbook.
Table 23: ANOVA (2x2) showing difference on group formation affects on high and low achievers of experimental and control groups on pre-test

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Type III sum of squares</th>
<th>df</th>
<th>Mean squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental.group</td>
<td>6.66</td>
<td>1</td>
<td>6.66</td>
<td>.153</td>
<td>.698</td>
</tr>
<tr>
<td>Control.group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower achievers. High achievers</td>
<td>6040.067</td>
<td>1</td>
<td>6040.067</td>
<td>138.209</td>
<td>.000</td>
</tr>
<tr>
<td>Interaction</td>
<td>3.267</td>
<td>1</td>
<td>3.267</td>
<td>.075</td>
<td>.786</td>
</tr>
<tr>
<td>Error</td>
<td>2447.33</td>
<td>56</td>
<td>43.702</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected total</td>
<td>8497.33</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R squared=.712 (Adjusted R squared =.697)

This table shows that the p value obtained from both the sources of variation between subjects and within subjects of control and experimental groups was insignificant. It was found .698 at 0.05 level. The p value of low and high achievers of experimental and control group was found .000 on 0.05 level. The p value of interaction affect was found .786 on 0.05 level. It means that the performance of low achievers of the experimental group was found equal to the performance of low achievers in the control group. In the same way the performance of high achievers on the experimental group was found equal to the performance of high achievers in the control group. Hence, it was proved that there was no significant difference between treatment affects of high achievers and low achievers on pre-test and it was declared that the significant difference between high and low achievers of experimental and control group was not found. The analysis showed the appropriateness of the data to find out the difference between the performance of experimental and control groups for determining the validity of the developed material as a module under this study.
Table 24: ANOVA (2x2) showing difference between treatment affects for high and low achievers of experimental and control groups on the posttest

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Type III sum of squares</th>
<th>df</th>
<th>Mean squares</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>1904.067</td>
<td>1</td>
<td>1904.067</td>
<td>26.49</td>
<td>.000</td>
</tr>
<tr>
<td>Control group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower achievers</td>
<td>7437.067</td>
<td>1</td>
<td>7437.067</td>
<td>103.49</td>
<td>.000</td>
</tr>
<tr>
<td>High achievers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>9.6</td>
<td>1</td>
<td>9.6</td>
<td>.134</td>
<td>.716</td>
</tr>
<tr>
<td>Error</td>
<td>4024.00</td>
<td>56</td>
<td>71.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected total</td>
<td>13374.73</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R squared=.699 (Adjusted R squared =.683)

This table shows that the p value obtained from both the sources of variation: between subjects and within subjects of the high and low achievers of control and experimental groups was found highly significant. It was found .000 on 0.05 level of the high and low achievers of the experiment and control groups. The p value of interaction affect was found .716 that was above the level of 0.05 level. It means that the performance of low achievers of the experimental group was significantly better than the performance of low achievers on the control group. In the same way the performance of high achievers on the experimental group was found significantly better than the high achievers in the control group. Hence, it was proved that there was significant difference between the treatment effects of high achievers and low achievers on post-test, and it was declared that the performance of high and low achievers of the experimental group was found highly significant.
Table 25: ANOVA (2x2) showing difference between treatments affects for high and low achievers of experimental and control groups on retention test

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Type III sum of squares</th>
<th>df</th>
<th>Mean squares</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental.group</td>
<td>1972.26</td>
<td>1</td>
<td>1972.26</td>
<td>28.67</td>
<td>.000</td>
</tr>
<tr>
<td>Control.group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower achievers.</td>
<td>7661.40</td>
<td>1</td>
<td>7661.40</td>
<td>111.38</td>
<td>.000</td>
</tr>
<tr>
<td>High achievers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>1.067</td>
<td>1</td>
<td>1.067</td>
<td>.016</td>
<td>.901</td>
</tr>
<tr>
<td>Error</td>
<td>3852.00</td>
<td>56</td>
<td>68.78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected total</td>
<td>13486.73</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R squared=714. (Adjusted R squared =699.)

Table 24 shows that the p value obtained from both the sources of variation; between subjects and within subjects of the high and low achievers of control and experimental groups was highly significant. It was found .000 on 0.05 level of the experiment and control groups. The p value of interaction affect was found .901 that was above the 0.05 level. It means that the performance of low achievers of the experimental group was significantly better than the performance of low achievers in the control group. In the same way the performance of high achievers on the experimental group was significantly better than the performance of high achievers in the control group. Hence, it was proved that there was significant difference between the treatment affects of high achievers and low achievers of control and experimental groups on retention test and it was declared that there was a significant difference between the performances of high and low achievers of the experimental and control group on retention test. As a result, the material designed as a module under this study was validated by the significant performance of the students in the experimental group.
CHAPTER 5
SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study was undertaken to Develop and Validate Module in English at Secondary level in Pakistan. The researcher developed module consisting of six units from the Textbook of English for 9th class. For this purpose, first five lessons of the Textbook were selected. They were: (a) Hazrat Mohammad (PBUH), The Greatest Reformer (b) Hazrat Khalid Bin Waleed (c) Kindness to Living Things (d) Little Things (Poem) (e) Rural and Urban Life. This module was developed following the guidelines given by UNESCO Regional Office for Education in Asia and Oceania (1987). The components of this module were Title, Introduction, Pre-requisite knowledge, Method of study, General objectives, Specific objectives, Contents (Input), Learning activities, Pre-test, Post-test and Feedback

The module was validated by conducting lessons in the classroom and having obtained the difference between the performance scores of the experimental and control groups on posttest. For this purpose the guidelines were obtained from Pareek and Rao (1981). Pre-test was constructed by the researcher to equalize both of the control and experimental groups and to find out the competencies of the students to deal with the material presented in the module. (Appendix A). At the end of teaching learning sessions of the designed material as a module, the same pretest was used as a posttest after changing the arrangements of the items on the pattern of even and odd numbers. (Appendix B) To find out the retention level of the students taught with the module, the same pre-test was also used as a retention test after 7 weeks. The students were advised to
perform the learning tasks before skipping over to the next unit and check the answers in the feedback portion. The learning tasks were related to the previous experiences of the students.

The test was constructed in consultation with the experts and pilot tested in three institutions. Some of the items were modified on the basis of difficulty levels and discrimination indices to make them valid. Spearman-Brown prophecy formula was applied to determine the coefficient of reliability that was found 0.75.

Significant difference between the mean scores of both the experimental and control groups was measured at 0.05 level by applying t test. To examine the treatment effects for high and low achievers of both the groups, the analysis of variance was applied. For this purpose the students of both groups were divided into two halves i.e. high achievers (above the mean score) and low achievers (below the mean score). This division was made on the basis of pretest scores.

Two sections A and B of 9th class from randomly selected school of Rawalpindi district, Government High school Tench Bhatta (name of school) were taken as a sample of the study. The school was selected randomly because the institutions in public sector have similar criteria for students’ enrolment, evaluation and curriculum. The teachers teaching at secondary level have uniform educational standards for their appointments, working hours and mode of operation in the classroom. The majority of the students studying in the public sector institutions belonged to the families of middle and lower middle class. Because of homogeneous characteristics of the population in the public sector institutions, the method of random sampling was applied. The sample students were re-divided into experimental and control groups. Both of the groups were equated
on the basis of pre-test. Each group consisted of 30 students. Two teachers, of similar educational qualification, training and teaching experience were selected from the sampled school. One teacher was randomly assigned to the control group and the other to the experimental group. All the other conditions remained the same except 14 days training, on the concept of modular teaching, provided to the teacher meant for the experimental group.

5.2 FINDINGS

From data analyses following findings were drawn out:

1. Means, standard deviations and standard errors of the means of the control and experimental groups on post-test were calculated. The mean of the experimental group was found 69.86 and that of the control group was 58.60. The standard deviations of the two groups were 13.82 and 14.29 respectively. The standard errors of the means were 2.52 and 2.61 of the experimental and the control groups on post-test. (Table 11)

2. Difference between the mean scores of the experimental and control groups on post-test was found to be highly significant. The p value was found .003 on 0.05 level. Hence, it was proved that there was significant difference between the mean scores of the experimental and control groups on post-test. As a result, the analysis of the table proved the validity and effectiveness of the material developed as a module from the performance scores of the students on the post-test. (Table 12)
3. Means, standard deviations and standard errors of the means of the high achievers of the control and experimental groups on post-test were calculated. Statistical analysis proved that the performance of both the groups was different from each other. The mean of the experimental group was found 81.40 and of the control group was found 69.33. The standard deviations were 8.22 and 9.35 of the experimental and control groups respectively. The standard errors of the means were 2.12 and 2.41 respectively. These results helped to find out the effectiveness and validation of module by identifying difference from the performance scores of the two groups on post-test. (Table 13)

4. Difference between the mean scores of the high achievers of the experimental and control groups on post-test was found significant. The p value was found .001 on 0.05 level which was highly significant. Difference between the means scores of the experimental and control group was found 12.06. Hence, it was proved that there was significant difference between the mean scores of the high achievers of the experimental and control groups on post-test. And in this way, the analysis of the table proved the validity and effectiveness of the developed material as a module from the performance scores of the students on post-test. (Table 14)

5. Means, standard deviations and standard errors of the means of the low achievers of the control and experimental groups on post-test were calculated. Statistical analysis showed that the performance of both the groups was different from each other. The mean of the experimental group was found 58.33 and of the control group was 47.86. The standard deviations of the two groups were 6.56 and 9.44 respectively. The standard errors of the means were found 1.69 and 2.43 of the
experimental and the control groups respectively. This analysis was used as a baseline data to apply t test and ANOVA to find out the results of the study of the low achievers of the control and experimental groups on post-test. These results helped to find out the effectiveness and validation of modules by identifying difference between the performance scores of the two groups on post-test. (Table 15)

6. Difference between the means scores of the low achievers of the experimental and control groups on post-test was found to be highly significant. The p value was found .001 on 0.05 level which was highly significant. Hence, it was proved that there was significant difference between the mean scores of the low achievers of the experimental and control groups on post-test. As a result, the analysis of the table proved the effectiveness and validation of the designed material as a module with the performance scores of the students of the low achievers in the experimental group. (Table 16)

7. Means, standard deviations and standard errors of the means of the control and experimental groups on retention test were calculated. Statistical analysis showed that performance of both the groups was different from each other. The mean of the experimental group was found 62.50 and of the control group was 51.03. The standard deviations of the two groups were found 13.80 and 14.36 respectively. The standard errors of the means were found 2.52 and 2.62 of the experimental and control groups respectively. These analyses were used as a base line data for applying t test and ANOVA to find out the results of the study on retention test of the control and experimental groups. These results helped to find out the
effectiveness and validation of designed material as a module by identifying difference between the performance scores of the two groups on retention test. (Table 17)

8. Difference between the mean scores of the experimental and control groups on retention test was found to be highly significant. The p value was found .003 on 0.05 level that was highly significant. Hence, it was proved that there was significant difference between the mean scores of the experimental and control groups. And in this way, the analysis of the table validated the difficulty level, readability, content organization and objectives of the units of the designed material as a module by the performance scores of the students on retention test in the experimental group. (Table 18)

9. Means, standard deviations and standard errors of the means of the high achievers of the control and experimental groups on retention test were calculated. Statistical analysis showed that the performance of both the groups was different from each other. The mean of the experimental group was found 73.66 and of the control group was 62.46. The standard deviations of the two groups were found 8.14 and 8.13 respectively. These analyses were used as a base line data to apply t test and ANOVA to find out the results of the study of the high achievers of the control and experimental groups on retention test. These results helped to determine the effectiveness and validation of module by identifying difference between the performance scores of the high achievers two groups on retention test. (Table 19)
10. Difference between the mean scores of the high achievers of the experimental and control groups on retention test was found to be highly significant. The p value was found .001 on 0.05 level which was highly significant. Hence, it was proved that there was a significant difference between the mean scores of the high achievers of the experimental and control groups on retention test. And in this way, the analysis of the table validated the difficulty level, readability, content organization and objectives of the modules by the performance scores of the students on retention test in the experimental group. (Table 20)

11. Means, standard deviations and standard errors of the means of the low achievers of the control and experimental groups on retention test were calculated. Statistical analysis showed that the performance of both the groups was different from each other. The mean of the experimental group was found 51.33 and of the control group was found 39.60. The standard deviations of the two groups were 7.83 and 9.01 respectively. These analyses were used as a base line data to apply t test and ANOVA to find out the results of the study of the low achievers of the control and experimental groups on retention test. (Table 21)

12. Difference between the mean scores of the low achievers of the experimental and control groups on retention test was found to be highly significant. The p value was found .001 on 0.05 level which was highly significant. Hence, it was proved that there was significant difference between the mean scores of the low achievers of the experimental and control groups on retention test. And in this way, the analysis of the table proved the effectiveness and validation of the designed
material as a module by the high performance scores of the students in the experimental group. (Table 22)

13. The p value obtained from both the sources of variation between subjects and within subjects of control and experimental groups was insignificant. It was found .698 at 0.05 level. The p value of low and high achievers was found .000 on 0.05 level. The p value of interaction effects was found .786 on 0.05 level. Hence, it was proved that there was no significant difference between the treatment effects of high achievers and low achievers of the experimental and control groups on pretest, and it was declared that there was no significant difference between the performance scores of the experimental and control groups on pretest. (Table 23)

14. The p value obtained from both the sources of variations, between subjects and within subjects of the high and low achievers of control and experimental groups was .000 on 0.05 level on posttest. It was highly significant .The p value of interaction effect was found .716, which was above the level of 0.05 level. Hence, it was proved that there was significant difference between treatment effects of high achievers and low achievers of the experimental and control groups on posttest. (Table 24)

15. The p value obtained from both the sources of variations between subjects and within the subjects of the high and low achievers of control and experimental groups on retention test was .000 on 0.05 level, which was highly significant. The p value of interaction effect was found .901, which was above 0.05 level. Hence, it was proved that there was significant difference between the treatment effects of high achievers and low achievers on retention test. It revealed that the
performance of low and high achievers of the experimental group was better than the performance of low and high achievers in the control group. (Table 25)

5.3 CONCLUSIONS

Following were the conclusions of the study:

1. The designed material as a module was validated by teaching lessons in the classroom showed significant difference in the performance of the students in the experimental and the control groups formed for the purpose of this study.

2. The learning style developed through the material under validation enabled the learners to take charge of the learning process by themselves. As a result, the students in the experimental group taught with the learning material designed for validation outscored the students who were in the control group on the post-test.

3. Readability, difficulty level and content organization of the material developed as a module was validated by teaching lessons in the classroom that proved valid and effective from the better performance of the students in the experimental group.

4. The low ability students were greatly motivated and inspired when taught with the help of material under this study for validation. They outscored the students who were in control group. It catered the needs of the average and low ability students and allowed to proceed at their own pace to complete the learning task set by them. In this way, the readability, difficulty level and content organization of the developed material as a module was validated by the performance of the low ability students. It stands proved that material under validation is more effective
in public sector institutions where the students of mixed ability groups are enrolled.

5. Feedback component of the material under validation consolidated the learning process and provided an opportunity to students to reflect on the material. As a result, the students in the experimental group outscored the students in the control group on a posttest. They were continuously evaluated by themselves through the developed material as a module and improved their performance.

6. The material developed for validation kept the students on the track and did not allow them to deviate from the topic. All the learning activities revolved around the objectives that were given at the start of the unit. And in this way, the appropriateness and suitability of objectives was validated by the significantly better performance of the students in the experimental group.

7. The designed material for the study can be administered in any social setting convenient to the learner. It has the advantages to be used anywhere outside the institution. It can be administered to single or group users, easily revised and upgraded. Included in the system, there is the provision for larger lecture session, small inquiry groups, and extensive independent study. In this way, it saves the financial resources of the country.

8. The developed material for the study allowed the teacher to perform his role as a guide, helper and a resource person instead of a tyrant. As a result, the students had a space to utilize their time and talent efficiently. The content organization of the material provided an opportunity to students of their deeper involvement and
active participation in the lesson. In this way, the students taught with the help of designed material outscored the students taught with the Textbook.

9. The developed material for validation under this study provided well-designed, carefully structured lesson material for the students. The learning tasks were graded from easy to difficult level. As a result, the students in the experimental group outscored the students in the control group. The highly significant performance of the students in the experimental group validated the organization and readability of the content of the modules.

10. The material developed for validation was focused on the success of the students’ learning. The learning experiences were based on the performance of the students, and not on the performance of the teacher. It involved active participation of all the students in the learning task. As a result, the performance of the students in the experimental group was significantly better than the students in the control group.

11. Pre-test used in the study validated the readiness and pre-requisite skills demanded from the students to deal with the material developed as a module. It determined the effectiveness and validity of the material for the secondary class students under this study.

12. The learning tasks in the developed material were repeated and graded from easy to difficult level. As a result, the retention level of the experimental group was higher than the control group. The students in the experimental group retained more of the material due to its focus on the Student Centred Approach and structuring of the learning material in an organized way. It allowed the
presentation of the teaching material in variety of media and modes that enhanced
the retaining ability of the students.

13. The designed material as a module in this study measured the performance of the
students on the basis of Criterion Reference Test. Therefore, there was no element
of unhealthy competition and threat of failure among the students. They were
required to complete the learning task until its achievement. This not only
relieved the pressure of failure and competition but also ensured the achievement
of the objectives of the material developed as a module.

14. The study showed that the selected material as a module was proved valid and
effective for the use of low and high achievers. The less intelligent students may
repeat it and proceed at their own pace with the use of this material. The
intelligent students did not sit idle but go for some extra reading material that was
also proposed for them in the developed material as a module in this study. In this
way, there was no wastage of time for intelligent and less intelligent students.

15. The material developed as a module under this study proved valid as far as the
performances of the students in the experimental group were concerned. In spite
of this, there is a need of further research on the topic by controlling some other
variables such as attitude, level of intelligence, socio-economic status for more
emphatically generalization of the results of the study.
5.4 RECOMMENDATIONS

Following were the recommendations of the study:

1. The policy makers may take steps in administrative and academic areas for the development and validation of modules in the system of education at secondary level in Pakistan. As the study proved that module-based learning material is more effective which develops independent learning habits in the learners.

2. Teacher Training Institutions may conduct workshops for the training of the teachers for the development and validation of modules for the study of different subjects at secondary level.

3. The developed modules should be validated by teaching in the classroom on high, low and average ability students prior to organizing an actual session of teaching in any discipline at any level with the help of modules.

4. Senior teachers/ subject specialists may be trained to revise and update module continuously to incorporate the new developments in the light of latest researches in the respective subjects.

5. Textbook Board may take steps for writing of the English textbooks and other disciplines on modular patterns. These books may be validated by conducting lessons in the classrooms with their help as proposed in this study.

6. Ministry of Education may provide sufficient funding facilities and necessary administrative and academic help to develop and validate modules at secondary level within/outside institutions.
7. Libraries should be strengthened and enriched with sufficient books on the development and validation of module. The Heads of the educational institutions should have been provided special funds to perform this responsibility.

8. Science teachers may use module based learning material in the teaching of science subjects for better learning and to discourage rote memorization.

9. The teachers should be trained to use the validated material as a module in teaching different subjects for enhancing the learning of the students.

5.5 FURTHER RESEARCH

There is a need of further research studies in the subject of Physics, Chemistry, Mathematics, Computer science, Pakistan studies, Urdu, English and Islamic studies on the same pattern, and some other variables such as attitude, background status of the student, level of intelligence should be controlled.
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DEVELOPED MODULES

Modules Overview

English has become the language of science and technology, world diplomacy and lingual franca of the world. One out of five persons on the planet Earth speaks this language. It has become official or co-official language of more than 45 countries of the world. Therefore, it has become the need of the day to learn this language. The majority of our students studying at secondary level finds it very difficult and fails in the annual examination. Therefore, this module consisting of six units are developed following the guidelines given by UNESCO Regional Office for Education in Asia and Oceania (1987). The components of these module are Title, Introduction, Pre-requisite knowledge, Method of study, General objectives, Specific objectives, Contents (Input), Learning activities, Pre-test, Post-test and Feedback. For this purpose, first five lessons of the English textbook are selected. They were (a) Hazarat Mohammad (PBUH) The Greatest Reformer (b) Hazrat Khalid Bin Waleed (c) Kindness to Living Things (d) Little Things (Poem) (e) Rural and Urban Life.

The basic language skills are focused for designing the activities and self-assessment tests of the units of the module. The learning tasks are designed from easy to difficult level. The listening skill is incorporated in each unit to promote the natural way of language learning. Language is not learnt in a day or a month but it takes longer duration of time and continuous efforts on the part of learner. “Introduction” is given at the start of each module to motivate and brief the students about the task that they are going to be done by them. At the beginning, the General objectives of the module and
specific objectives of each unit are given. The objectives of the module focus on the basic language skills i.e. Listening, Speaking, Reading and Writing. The content and assessment tasks are in line with the objectives of the module. Pre-test is designed to find out the competencies of the students to deal with the material presented in the module. Validation and effectiveness of the module is checked by teaching them in the classroom with their help. The same pre-test was used as a posttest of the study to determine the effectiveness and validation of module. The students are advised to perform the learning tasks before skipping on the next unit and check the answers in the feedback portion. The learning tasks are related to the previous experiences of the students.

**General objectives of The Module:**

After the study of this module the students will be able: -

i. To read the Textbook and related material with comprehension.

ii. To communicate their ideas effectively in written and spoken medium.

iii. To answer the Questions given in their Textbook.

iv. Use textbook material for the purpose of improving vocabulary.

v. Prepare students for the higher studies.

**Assessment**

The module is divided into sections called units. Each unit addresses some of the learning objectives. Dear students, you are advised to complete various tasks for obtaining competence. The study material will help you to
achieve the objectives of module. Please do not skip to the next unit without
performing the activities given at the end of each unit. Please check your
answers in the feedback portion before going to the next unit. You will have to
appear for the posttest at the completion of all of the units of the module to
determine the level of your learning. Difference between the mean scores of pre-
test post-test will declare the effectiveness and validation of the material and
your achievements of the subject. Activities that are designed and placed at the
end of each unit will play a dual role. It will make the you able to learn the
material given in the units and also used as a part of formative evaluation. The
posttest will be used as a part of summative evaluation and will be administered
at the end of module.

Methods of Study

Dear students, you have to apply self-study habits to interact with the
material developed as a module. The teacher/tutor will play the role of guide,
facilitator and manager of learning process. He may use different methods such
as role-play techniques, discussion method, project method, demonstration
method, activity method etc. Dear students, you have to perform the activities on
the basis of following guidelines to implement the module in the classroom
under the guidance of your teacher/tutor.

i. Pre-test will be administered to the sample group (All of the students
taken as a sample before their allocation in the control and experimental
group) for assigning the students in the control and experimental groups.
The scores of the pretest will be used as a base line data for the study.
ii. Study material will be given to you and methods of working with the study material will be explained.

iii. Before starting any activity the teacher will instruct about the important things for doing the task.

iv. The teacher will inform you the objectives of the unit of the module before working on it.

v. Feedback will be provided at the end of each activity.

vi. Those students who are not able to perform the task will be given extra time.

vii. The teacher will decide in consultation with the students about time limit for the activities, audio visual aids, and method of teaching, level and nature of homework assigned to students.

viii. Guidance will be given to you for obtaining and studying of the extra reading material. The teacher will help you about where to get the material and in which way it will be read. This extra material is not for all of you but for the students who studies at greater pace.

ix. The key words and terminologies used in the module will be pre-taught to the students by the teacher who is assigned to experimental group so that they are better able to interact with the material effectively and efficiently. They are as under:

   a) The concept of modular teaching

   b) Individual learning strategy
c) Strategies for self and independent learning

d) Use of audio material

e) Lesson planning and lesson Evaluation.

f) Effective use of reinforcement techniques

g) Role of a teacher as a Resource person, as a Facilitator

h) Learner Centered Environment and Remedial teaching

i) Seating arrangement; learning activities; Classrooms rules

j) Solution of the work sheet problems.

k) Use of Test and Quiz sheet

l) Team score sheet

**Prerequisite Skills**

Dear students, it has been required of you to solve the exercises given in the English textbook of 8th class along with understanding and application of the “parts of speech” before starting the study of this module.

**References**

There is a detailed list of recommended reading material at the end of each unit of the module. Dear students, you are advised to utilize the material for better mastery on the learning tasks.
Time Schedule

This module consisting on six units will take 14 weeks, consuming 80 hours of yours for solving the activities given at the end of the units of the module. The time is not the same for all the units rather it is divided on the basis of the difficulty of the task and length of the unit. However, the slow leaner may revise any portion of the unit and allowed to consume some more time for the achievements of the objectives of the module.
Module

This module has been consisted of six units on the first five lessons of the English Textbook of class IX. The lessons included in this module are:

i. Hazrat Mohammad (PBUH), The Greatest Reformer
ii. Hazrat Khalid Bin Waleed
iii. Kindness to Living Things
iv. Little Things (Poem)
v. Rural and Urban Life.
Module

Hazrat Mohammad (PBUH), The Greatest Reformer

Introduction

This lesson is about the life and character of the Holy Prophet (PBUH) as a human being, as an administrator of the first Islamic state, as a head of family and as a member of the society. Dear students, you have already enough information about the works of the Holy Prophet (PBUH). You have to solve questions in the form of multiple choice items, completion items, fill in the blanks, true false items, and comprehension questions given at the end of the unit to achieve the objectives set for the unit. You are advised not to go to Feedback portion before doing the Activities yourselves. You should also study the reference material for better comprehension and practice of the language concepts and skills. Please don’t hesitate to discuss the problems that you will face in the study of this unit with your classmates and teacher.

Specific Objectives:

After the study of this unit of the module the students will be able: -

i. To recognize the sentence meanings of the written text

ii. To complete the missing information in the sentence after listening the recorded material
iii. To speak in simple sentences on the life of the Holy Prophet (PBUH) in group discussion

iv. To identify Nouns from the given paragraph

v. Supply the correct spelling of given words

vi. Write a short note with the help of given vocabulary

vii. Write short answers of the questions based on the text

viii. Identify the structure of Past continuous tense and formulate sentences.

Hazrat Muhammad (SAW), The Greatest Reformer

Input

A reformer is one who brings about reforms in the society. Hazrat Muhammad (SAW) was not only a preacher of religion but also the greatest reformer of the world. Without him, the world would not have been improved. He reformed faith, civilization, politics, judiciary and behavior of the people of the Arabia. When he started preaching God’s message, the idol worshippers of Arabia became the civilized people.

Before the advent of Islam, there were very few people who could read or write. He (PBUH) advised the Muslims to get themselves educated and increase their knowledge. He made education compulsory not only for men but also for women. They set themselves to acquire knowledge as a religious obligation. He took steps to promote literacy and love for learning. In the battle of Badr, the Muslims caught some enemies
as prisoners of war. Hazrat Muhammad (SAW) asked the educated non-Muslim prisoners to teach the children of Muslims to read and write. On this condition they could get freedom. It shows the love for education and learning.

Hazrat Muhammad (SAW) disliked arrogance and pride. He (PBUH) said that an Arab was not superior to a non-Arab or a white to a black. He believed that all were the sons of Adam. No one was superior to another on the basis of caste, colour or creed. For him the standard of superiority was piety. He united the scattered tribes and nations who felt pride in serving the humanity. Brotherhood became the way of their life.

Now do the following Practice tasks.

Practice Task

A- Please listen to the audiocassette and fill in the blanks.

i. He preached brotherhood among the ______________.

ii. Only few people could read and write before the advent of __________

iii. Education is compulsory for every Muslim male and ________________.

iv. He taught the people that all human beings are ________________

v. The Holy prophet (PBUH) was not only a preacher but also a _______________.

vi. He (PBUH) brought positive changes in the behavior of the people of ----
B- Write down a word from jumbled group that has similar meaning in front of given option.

**Jumbled words:** obligation, promote, creed, arrogance, advent, increase, preacher, improve, compulsory, civilized

i. The person who teaches morality.  
ii. To add something in quantitative or qualitative way.  
iii. To make something better.  
iv. That is binding, not optional  
v. Arrival of any message or philosophy  
vi. Well behaved or good mannered  
vii. To progress or flourish  
viii. Religious or moral duty  
ix. Sense of superiority on any basis  
x. Have faith or belief in something

C- Choose the correct option

i. The Holy Prophet (PBUH) was born in ---------

   a-Madina       b-Makkah
c-Yasrab  d-Taif

ii. The closer to God is one who is

   a generous  b-wealthy
   c- healthy  d- Pious

iii. The prisoners of Badar were given the option to get their freedom

   a-By teaching reading and writing to Muslim children.
   b-By looking after the Muslim children.
   c-After accepting Islam as a religion.
   d-After serving as a slave for 20 years.

iv. Before the advent of Islam, the Arab worshipped

   a-Moon  b-Sun
   c-idols  e-Stars

v. The Holy prophet (PBUH) was born in the tribe of

   a-Ummyya  b-Qureish
   c-Qanqah  d-Qais
D- Write short answer

i. Where and when was the Holy Prophet born?

ii. Why did the Qureish oppose the Holy prophet (PBUH)?

iii. Who is a reformer?

iv. What was the result of the teachings of the Holy Prophet (PBUH)?

v. What lessons do we learn from the deeds and actions of the Holy Prophet (PBUH)?

E- Complete the sentence by choosing the word with correct spelling from the given option.

i. The reforms laid down the ---------of new nation.
   (fondation, founedation, foundation, foundaition)

ii. The Holy Prophet (PBUH) used -------- procedure to check cruelty.
   (gudicial, jaducial, gudisal, judicial)

iii. Islam emphasized on the -------- of rights.
   (equality, euquality, equallity, equaility)

iv. Islam does not believe in-------- of poor.
(exploitation, exploitation, expliotaton, expliotation)

v. Corruption cannot be stopped without taking---------- steps.

(readical, reedical, radical, raedical)

**F- Fill in the blanks choosing the correct word from the given options in the bracket.**

i. The tailor will_____my suit and the farmer will ______the seeds.
   
   (sow, sew)

ii. The tribal king was______away from his ______.

   (thrown, throne)

iii. I will _____until the clerk has checked the ______of the parcel.

   (weight, wait)

iv. The nurse tried in____to find my_______to take the blood sample.

   (vein, vain)

v. Did you notice_____smell coming from the_____farm.

   (fowl, foul)
A- Feedback to Practice Task

A-

i-Reformer    ii-Arabia    c-iii-Muslim
iv- Islam    v-Female    vi-equal

B-

i-preacher    ii-increase    iii-improve    iv-compulsory    v-advent
vi-civilized    vii-promote    viii-caught    ix-arrogance    x- creed

C- Choose the correct option.

i-b    ii-a    iii-a    iv-c    v-b

D-

i. The Holy prophet (PBUH) was born in Makkah in 571 A.D.

ii. The Qureish opposed the Holy prophet (PBUH) because he preached that there is no god but Allah.

iii. The reformer is a person who reforms the society by bringing positive changes.

iv. They accepted Islam and became brothers.

v. Allah holds in esteem only those who obey and follow His commands.
Suggested Books for further Reading


Note-If your answers are 100 percent correct, then congratulation and turn to the next page. If your responses are incorrect, don’t worry, read unit I again.
Input

The Holy Prophet (PBUH), The Greatest Reformer

It was due to his teachings that the slaves also attained the equal rights. They flourished in every walk of life without any discrimination. A cousin of Hazrat Muhammed (SAW), whose name was Hazrat Zainab (R.A.) was married to a free slave Zaid Bin Harris (R.A.). Hazrat Salman Farsi (R.A.) was a slave and Hazrat Imam Hassan Basri (R.A.) was the son of a slave. Both of them were men of dignity.

Hazrat Muhammed was against the earning of the money without efforts. He was against the exploitation of the poor by the rich. Therefore, he took radical steps to eradicate the usury. He was also strictly against bribery. Hazrat Abdullah Bin Umer (R.A.) said that he was not allowed to boast of his wealth and status. It was these things that might create the symptoms of pride and arrogance.

Before the arrival of Islam, women were treated in a very inhuman manner. Most of the girls were burnt or buried alive in their childhood. Islam emphasized the equalities of the rights of the men and women. Hazrat Muhammed gave women the right of inheritance in property and wealth.

Before Islam, the Arabs used force to settle their disputes. Hazrat Muhammed (SAW) introduced judicial procedures to check cruelty and injustice. Judges were appointed to settle party or individual matters. In short, laws were made for the
promotion of an ideal family and social set up. For the first time in the history, the savage Arabs were introduced to the rules of politeness and civilized manners.

It was these reforms, which brought an Islamic evolution in the life of the Arabs. These reforms laid the foundation of a new nation and a new Islamic society, which was tolerant in spirit and humane by heart.

**Practice Task.**

**A- Tick the True/False**

i. Hazrat Mohammad (PBUH) started preaching the God’s message during his childhood. True False

ii. Slavery was widespread at the dawn of Islam. True False

iii. Usury is forbidden in Islam. True False

iv. There was perfect harmony among the tribes at the time of the birth of the Holy Prophet (PBUH). True False

v. The Holy Prophet (PBUH) was treated kindly at the time of declaration of His(PBUH) faith in oneness of God. True False

**B- Choose the correct option.**

i. The first Islamic state was established in _________
a-Makkah  b-Saudi Arab

c-Madina  d-Iran

ii. The farmer was working hard in__________.

a-The field  b-The office.

c-The river  d-The hospital.

iii. The people of Taaif injured Holy Prophet (PBUH) with__________.

a-Bullets  b-Swords

c-Stones.  d-Arrows.

iv. For settling disputes, Arabs used__________.

a- Dialogue.  b-Force.

c- Jirga  d-Laws.

v. The Quraish offered wealth, riches and every type of worldly resources to dissuade the Holy Prophet(PBUH) from preaching __________.

a-Honesty  b-Truthfulness.

c-Prophet hood  c-Oneness of Allah.
C- Answer the short Question

i. Who is the last Prophet of God?

ii. Who was the first head of Islamic state?

iii. Who was Hazrat Suleiman Farsi?

iv. What was the condition of women before the advent of Islam?

v. What do you mean by, “all were equal in the eyes of Islam”?

D- Read the following paragraph and make a list of Nouns.

What is a Noun?

Noun is a word used as the name of place, thing or person. The word thing is used to mean any thing that we can think of. For example, water, Earth, Sky, boy, girl, friend, queen etc. There are different kinds of noun such as common noun, Proper noun, Collective noun, An abstract noun, Material noun etc.

Now, read carefully the paragraph and list the Nouns.

Hazrat Muhammad (SAW) disliked arrogance and pride. He (PBUH) said that an Arab was not superior to a non-Arab or a white to a black. He believed that all were the sons of Adam. No one was superior to another on the basis of caste, colour or creed. For him the standard of superiority was piety.

1. ------------  2. ------------  3.-------------  4. ------------
E-Change the following Present continuous sentences into Past continuous sentences.

i. They are fighting against the forces of evil.

ii. The gardener is watering the plants.

iii. Children are playing cricket.

iv. Arabs were worshipping idols before the advent of Islam.

v. He is helping the poor.

F- Match the opposite words from both the columns.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-agree</td>
<td>a-rich</td>
</tr>
<tr>
<td>2-outside</td>
<td>b-old</td>
</tr>
<tr>
<td>3-familiar</td>
<td>c-peace</td>
</tr>
<tr>
<td>4-begin</td>
<td>d-end</td>
</tr>
<tr>
<td>5-aware</td>
<td>e-inside</td>
</tr>
<tr>
<td>6-give</td>
<td>f-take</td>
</tr>
<tr>
<td>7-young</td>
<td>g-disagree</td>
</tr>
<tr>
<td>8-war</td>
<td>h-strange</td>
</tr>
</tbody>
</table>
G- Use the verbs in brackets in the correct form.

i. My class fellows were (work) hard.

ii. My neighbors were (make) lot of noise.

iii. His sisters were (knit) clothes.

iv. The dogs were (bark) all night.

v. Ali was (leave) for London.

H- Write a note on the life of Holy Prophet (PBUH) with the help of following vocabulary.

Vocabulary. Born, prophet, preached, brotherhood, noble family, tribe, worshipped, idols, Oneness of Allah.

I- Group discussion on the life of the Holy Prophet (PBUH)

Please follow the following guideline for group discussion.

i. Discuss where, when and to whom He (PBUH) was born?

ii. Life during childhood: games and other activities.

iii. Examples of truthfulness and honesty.
K- Give the words with the silent K in the given blanks from the given options.

i. To strike, to tap sharply

ii. To tie together two things.

iii. To be aware, to be understood

iv. Understanding, information

v. A cutting tool with the handle/blade

vi. To mix flour and water into dough

vii. To weave wool or silk thread

viii. The middle joint of leg

Options : (knee, know, knit, knead, knowledge, knock, knife, knot)
Feedback

A

i-false   ii-true  iii-true  iv-false  v-false

B-

i-a  ii-b   3iii-c   iv-b   v-c

C-

i. Hazrat Mohammad is the last Prophet of God.

ii. Hazrat Mohammad was the first head of Islamic state.

iii. Hazrat Suleiman Farsi was a slave, and he was from Iran.

iv. Basic rights were not given to women before the advent of Islam.

v. It means that there was no distinction between Muslim and non-Muslim, the rich and the poor, the master and slave.

D-

i-Hazrat Mohammad (PBUH)   ii-Arab   iii-white   iv-black

v-son vi-Adam vii-cast viii-colour ix-creed.

E-

i. They were fighting against the forces of evil.
ii. The gardener was watering the plants.

iii. Children were playing cricket.

iv. Arabs were worshipping idols before the advent of Islam.

v. He was helping the poor.

F-

i-g ii-e iii-h iv-d v-i vi-f vii-b

viii- h ix-j x-a

G-

i- working ii-making iii-knitting iv-barking v-leaving

H-

The students will write a paragraph using the given vocabulary in correct grammatical sentences and the teacher will check it. It may vary from student to student on basis of his background knowledge of language. The teacher will take the errors of students as a sign of learning.

I-

The students will sit in the round circle and start discussion on the life of the Holy Prophet(PBUH) according to the given guideline. They have got sufficient knowledge about the topic by studying the lesson and from the previous knowledge.
The teacher will monitor and make every student able to contribute in the discussion.

J-

i-knock ii-knot iii-know iv-knowledge v-knife vi-knead vii-knit viii-knee

Suggested Books for further Reading


Note-If your answers are 100 percent correct, then congratulation and turn to the next page. If your responses are incorrect, don’t worry, read unit I again.
Hazrat Khalid Bin Waleed (R.A)

Introduction

This lesson is about the life and character of Hazrat Khalid Bin Waleed as a human being, as a general and as a head of army. Dear students you have already enough information and knowledge about the role of this great man in different battles in the History of Islam. The activities given at the end of the unit focuses on basic language skills listening, speaking, reading and writing. The parts of speech that have been studied by the students at previous level are also given due place. They have to solve questions in the form of multiple choice items, completion items, fill in the blanks, true false items, and comprehension questions given at the end of the units to achieve the objectives set for the unit. You are advised not to go to feed back portion before doing the activities according to the guidance given by the teacher. You should also study the reference material for better comprehension and practice of the language concepts and skills.

Specific objectives:

After the study of this unit of the module the students will be able:-

i. To recognize the literal meanings of the written text.

ii. To know the sentence meanings of the written text

iii. To complete the missing information in the sentence after listening the recorded material.
iv. To answer short questions based on the text.

v. To supply the correct spellings of given the words.

vi. To construct a sentence to “Agree or disagree” in a conversation.

vii. To write a note with the help of outline on the life of a solider.

viii. Identify the structure of Past Indefinite tense and formulate sentences.

ix. Identify and use the adverb of manners in a sentence

Hazrat Khalid Bin Waleed

Hazrat Khalid Bin Waleed (R.A.) was a great warrior of Islam. He was the son of a noted leader; named Waleed Bin Mughaire. He belonged to a famous family of warriors. During his youth he had attained enough skill in horse riding and sword fighting. He had also learnt other skills of warfare. He led many expeditions.

When Hazrat Khalid Bin Waleed (R.A.) realized that Hazrat Muhammed (SAW) preached the true religion of Islam, he met the Holy Prophet (SAW) along with the other two companions. Hazrat Muhammad (SAW) felt very pleased to see them. Hazrat Khalid Bin Waleed (R.A.) embraced Islam and requested Hazrat Muhammed (SAW) to
pray for his forgiveness before Allah. He promised to devote his future life in service of Islam.

Hazrat Muhammed (SAW) admired the valour and bravery of Hazrat Khalid Bin Waleed (R.A.) and gave him the title of “Saifullah” (sword of Allah).

After the death of Hazrat Muhammed (SAW) the first Khalifa Hazrat Abu Bakar (R.A.) appointed Hazrat Khalid Bin Waleed (R.A.) to command the Muslim army.

During the Khilafat of Hazrat Umer (R.A.) (the second khalifa), Hazrat Khalid Bin Waleed (R.A.) was made the deputy commander of the Muslim army. He accepted the post and fought in the battle of Yermuk that continued for three days. At last the Muslims won the battle due to bravery and planning of Hazrat Khalid Bin Waleed (R.A.).

During the lifetime as a Muslim he took part in more than twenty expeditions and did not lose in a single one. There was no place on his body where he did not receive a sword cut or a wound. Despite his utmost desire, he was not martyred but died a natural death at the age of sixty-one years.

**Practice Task.**

**A- Tick True or False statements.**

i. Hazrat Khalid bin Waleed belonged to the well-known family of writers.

   True   False
ii. He had got an extra ordinary skill in horse riding and sword fighting.

True False

iii. He accepted Islam by force. True
False

iv. Khalid bin Waleed was not defeated in any battle. True
False

v. He was martyred in the battle of “Yarmook”. True
False

B- Fill in the blanks after listening recorded material from the cassette.

i. Hazrat Khalid bin Waleed was a great ______of Islam.

ii. He promised to devote his life for the service of________.

iii. He took part in _____expeditions and did not loose in single one.

iv. The Holy prophet (PBUH) admired valour and _____of Khalid.

v. The name of his father was ______________.

C- Write the word from the jumbled words before a given phrase or sentence which has similar meaning.

Jumbled words (devote, admire, famous, warfare, embrace, expedition,
Pleased, martyred, won, lose, utmost, realize, promise, appoint. Muslim, receive)

i. To be known by a great number of people

ii. The art and skill of fighting

iii. Group of soldiers going to conquer enemy or to seize territory

iv. To be happy and feel great

v. To accept any religion

vi. To spend the entire life activities for any purpose

vii. To praise something or someone because of his qualities

viii. To succeed or achieve the target

ix. Not to be defeated

x. Strong longing for something

xi. To die in the way of Allah

xii. To know the reality of something

xiii. To put all out efforts

xiv. To designate, nominate or select for some post
xv. To take a title or something

xvi. The person who believes in the oneness of Allah and the Prophethood of Hazrat Mohammad (PBUH) is called

D- Choose the correct option

i. The Muslims are not frightened of death when they fight for the cause of

   a-wealth     b-tribe

   c-Allah      d-property

ii. Allah has commanded 700 times in Quran about the importance of

    a-prayer     b-fast

    c-Hajj       d-Zakat

iii. The meaning of Saifullah is

    a- lion of God     b- arrow of God

    c- sword of God    d- friend of God.

iv. The idea of Pakistan is based on the

    a- ideology of communism     b-ideology of Islam.
C- ideology of Mao Ze Tung  e- ideology of Judaism.

v. The fourth caliph of Islam was ________

   a-Hazrat Ali       b-Hazrat Khalid bin Waleed

c-Hazrat Usman   d-Hazrat Umar.

E- Answer these short Questions.

i. Who was Khalid bin Waleed?

ii. What were the favorite hobbies of Hazrat Khalid bin Waleed?

iii. What was the title granted by Hazrat Mohammad (PBUH) to Khalid?

iv. By whom was he appointed the commander in chief?

v. What did he say to Holy Prophet? (PBUH) at the time of embracing Islam?

vi. F-Complete the sentences by choosing the word with correct spelling.

   i. Khalid bin waleed took part in many ________
      (expedetions, expedition, expadition, expodition)

   ii. He was a brave__________ of Islam.
      (soldger, solgir, solgur, soldier)
iii. The guest was ________ warmly.
   (received, recived, riceved, rceieved)

iv. Forgiveness is a great ________.
   ( vertue, virtue, viretu, veirtue)

v. Honesty is the best ________.
   (palicy, policey, poliecy, policy)

G-Change the following Present indefinite sentences into past indefinite tense.

i. My friend goes to school with me.

ii. I invite my friend on birthday party.

iii. Our neighbor making a lot of noise through out the night.

iv. His sisters work in this factory.

v. The principal do not recommend my leave.

vi. Our team loses the match.

vii. Aqyan sells his car to me.

viii. I feel sorry for the poor man.

ix. Zaheer takes his son to the bazaar.

x. We fill our bottles with cold water.
H-Give a word with silent ‘b’ from the following hints:

i. A piece of metal or plastic with teeth used to arrange hair

ii. Be uncertain about something.

iii. Money or something that we owe to others.

iv. Short thick finger of the hand separate from the others.

v. An explosive dropped from the aeroplane to kill people.

(Jumbled words: bomb, debt, comb, thumb, doubt)

I- Write a note on the life of a soldier with the help of the following outline.

Soldier is a person who is trained to defend -----------------------.
The -----------------He is expert in ------------------------. Now a day, it ------------------a technical and scientific -----------------------------He has to learn a lot to use the war------------------------. Discipline ---------------------------of the life of solider. He has ------------------to obey---------------- the -----------------He does not care for his life ----------------------.No doubt ------------------.If he dies in ----------------he------------------.In short, he --------------------for------------------

J- Agree or disagree in a conversation

As we see in daily conversation, there are so many things, ideas, opinions or arguments to which we agree or disagree Please read the examples and respond to the statements.
Example: Ali. Most of the students follow rote-learning techniques to pass the exam without any understanding of the concepts. Don’t you think so?

Iqyan: I absolutely agree with you. It is one of the main reasons of the falling standard of education in Pakistan.

Agree or disagree with the statements by discussing with your partner:

Situation No 1

1-Ali: Our course is too theoretical. It should be much more practical. Do you agree with me?

Akram: -----------------------------------------------

-----------------------------------------------

Situation No 2

Hassan: Our classroom remains always dirty and gives smells. Is it not proper that we should complain to the principal?

Aqyan: -----------------------------------------------

-----------------------------------------------

Situation No 3

Samsan: I think we should sell this shop. Do you think so?

Hassan: -----------------------------------------------
Situation No 4

**Fasseh:** Cricket is a very time taking and boring game. Do you agree with me?

**Hassan:**

K- Identify adverbs from the following paragraph.

**Example:** An adverb is a word that modifies a verb, an adjective, or an other adverb. They are of different kinds such as **adverb of manner, place, time, frequency, degree, number, affirmation or negation and adverb of reason.** Adverb of manner tells us that how the thing has been done. **For example, he walks slowly. They run fast. She has dressed herself beautifully.** In the above examples the words slowly, fast and beautifully are the adverbs of manners. Please identify the **adverbs of manners** from this paragraph and list them.

**Paragraph:**

Some of the doctors write neatly and clearly but most of them do not. They write very quickly and untidily. Chemists have lots of practice in reading doctors notes but sometimes doctors writes so badly that even the chemist cannot read them. One day, a lady wrote to a doctor inviting him for a dinner at her house. The doctor wrote a reply so carelessly that the lady could not read it. “What shall I do”? She said to her husband very anxiously. Her husband was also frowned thoughtfully. At last, he took it to the
chemist; he thought who would read it easily. The chemist looked at it very carefully. Then he got his glasses and looked at the note more closely. He politely said to the man to take two spoonfuls before every meal. Thank you said the man to the chemist gratefully.

1.-----------------  2.------------  3.------------  4.-----------------
Feedback to Practice Task

A-

i-false  ii-true  iii-false  iv-true  v-true

B-

i-Warrior.  ii-Islam.  iii-many  iv-bravery  v-Waleed-bin-Mugheera

C-

i-famous  ii-warfare  ii-expedition  iv-pleased  v-embrace  vi-devote  vii-admire  viii-won  ix-lost  x-desire  xi-martyre  xii-realize  xiii-utmost  xiv-appoint  xv-reward  xvi-muslim

D-

1-c  2-a  3-c  4-b  5-a

E-

i. Khalid bin Waleed was a great warrior of Islam.

ii. His favourite hobbies were horse riding and sword fighting.

iii. The title of Saifullah was granted to him.

iv. He was appointed commander in chief by the second caliph, Hazrat Abu Bakr (R.A).
v. He requested the Holy Prophet (PBUH) to pray to Allah for his forgiveness.

F-

i- Exploitation  ii-solider  iii-received  iv-virtue  v-policy.

G-

i. My friend went to school with me.

ii. I invited my friend on birthday party.

iii. Our neighbor made a lot of noise throughout the night.

iv. His sisters worked in this factory.

v. The principal did not recommend my leave.

vi. Our team lost the match.

vii. Aqyan sold his car to me.

viii. I felt sorry for the poor man.

ix. Zaheer took his son to the bazaar.

x. We filled our bottles with cold water.

H-

i-comb  ii-doubt  iii-debt  iv-thumb  v-bomb
I-

The teacher will guide the students to fill the banks to complete the paragraph. The students are allowed to make use of appropriate word in the blank spaces.

J-

SITUATION - 1

Akram: You are absolutely right. It does not help the students at market place.

SITUATION – 2

Aqyan: You are right; but I think we should consult with other students first.

SITUATION – 3

Samsam: Sorry, I could not agree with you on this idea. Because it is our permanent source of income.

SITUATION – 4

Hassan: I partially agree with you. Dear, no doubt, cricket is a time taking but a thrilling game.

K-

i-Neatly  ii- clearly  iii-untidily  iv-quickly  v-badly  vi-carelessly  vi-anxiously
vii-thoughtfully  viii-easily ix-carefully x--closely xi-politely xiii-gratefully.
Suggested Books for further Reading


**Note**-If your answers are 100 percent correct, then congratulation and turn to the next page. If your responses are incorrect, don’t worry, read unit I again.
Kindness to Living Things

Introduction

This lesson “Kindness to Living Things” tells us how we should behave with other creatures on the planet Earth. The author quoted different examples from the life of the Holy Prophet (PBUH) about the treatment with animals. It tells us kindness is a basic human virtue. It develops goodwill, love and harmonious relationship among the human beings. The activities given at the end: focus on basic language skills listening, speaking, reading and writing. The parts of speech such as Noun and adjectives that have been studied by the you (students) at previous level are also given due place. You have to solve questions in the form of multiple choice items, completion items, fill in the blanks, true false items, and comprehension questions given at the end of the units to achieve the objectives of the unit. You are advised not to go to feed back portion before doing the activities according to the guidance given by the teacher. You should also study the reference material for better comprehension and practice of the language concepts and skills.

Objectives:

After the study of this Unit the students will be able:-

i. To recognize the literal meanings of the written text

ii. To identify the sentence meanings of the written text
iii. To complete the missing information in the sentence after listening the recorded material

iv. To ask questions about daily life situations

v. To identify a topic sentence in a paragraph

vi. To identify adjectives and to relate them with nouns

vii. To identify the structure of Present Indefinite tense and formulate sentences

**Input**

**Kindness to Living Things**

Kindness is a great virtue. God is love and the best prayer to God is the love of his creation.

Kindness benefits both the giver and the receiver. Kind words and kind deeds are a sure way of winning God’s Grace. The best and easiest way of pleasing God is to serve mankind by wiping the tears of others in grief and sorrow. We can serve humanity through kind words of comfort, by feeding the hungry and cheering the depressed.

“Little deeds of kindness,

Little words of love,

Make this earth as an Eden,

Like the heaven above.”
All religions of the world have preached love and kindness to all living things. Kindness is not confined to human beings alone, but to all living things. Hazrat Muhammad (SAW) warned people against cruelty to animals. He advised the people to treat them with kindness. Hazrat Mohammed (SAW) used to relate to his companions the instance of a Jewish woman. God punished her for starving her cat to death. Hazrat Mohammed (SAW) also used to relate another story of a woman who found a dog dying of thirst. She took off her shoe and lowered into a nearby well and drew water from it. She gave it to the thirsty dog to drink. This good deed earned her God’s forgiveness for all her previous sins.

Animals serve us in various ways. Horses, mules and donkeys are used for pulling the carts on which things are transported from one place to another. Cows and goats give milk on which small children feed. We should be kind to animals, birds and even small insects, like firefly or a bee.

Abdullah bin Masud (R.A.) relates, “While we were on the journey in the company of Hazrat Mohammad (SAW) we saw two young doves sitting in a nest. We caught the young baby birds. When their mother returned to the nest she began to fly wildly round the nest.”

When Hazrat Muhammed (SAW) arrived at the spot and came to know about the incident, Hazrat Mohammad said, “if anyone of you has caught the birds, he must release them at once to comfort the mother bird.”

Abdullah bin Masud (R.A.) relates that on another occasion they placed some straw on an ant-hill and set fire to it. Hazrat Mohammad (SAW) cursed them. Hazrat
Mohammad (SAW) said that the animals should not be branded on the face as it is a very sensitive part of body. If at all the animal is too branded, it should be branded on its back.

A universal law has been introduced to stop the killing of animals or treating them cruelly. There is a “world society of prevention of Cruelty to the animals”. A universal law prevents killing and hunting of animals for personal hunt. This shows the concern of this society for saving animals from the cruelty of man.

**Practice Task**

**A- Complete the sentences after listening the recorded material from the Tape-recorder.**

i. Kindness is a great ______________

ii. A universal law prevents hunting and killing of ______________

iii. Animals should not be branded on the ________________.

iv. Cows and goats give us ________________

v. The animals serve us in many ________________

vi. God is ________________

**B- Tick true or false.**

i. Kindness benefits receiver but not the doer.
ii. Kindness is a great virtue.

iii. Kindness to animals is not as necessary as to human beings.

iv. All the things in the universe are created for the human beings.

v. Animals should be branded at the face.

C- Write the words in column A from the list of jumbled words to match with the given in column B.

Jumbled words: starve, kindness, relate, deed, took off, please, confine, benefit. Grief,

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldly advantages.</td>
<td>To make happy or satisfy.</td>
</tr>
<tr>
<td>Sadness and painful situation.</td>
<td>To show mercy.</td>
</tr>
<tr>
<td>To put in certain limits to something.</td>
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</tr>
<tr>
<td>To remove shoes from the feet.</td>
<td>Action</td>
</tr>
<tr>
<td>Tell or state something</td>
<td></td>
</tr>
</tbody>
</table>
D- Choose the correct option

i. God loves those who love

- a- art  b- painting
- c- human beings  d- objects on earth.

ii. The basic message of all religions is to

- a- work for others  b- work for himself.
- c- work for no one  d- none of the above.

iii. Animals should be treated with love because they

- a- benefit us  b- are friendly.
- c- are creatures of God  d- are beautiful.

iv. Animals are created for the service of

- a- universe  b- mankind
- b- angels  c- their young ones.

v. Universal laws have been introduced to stop the

- a- killing of birds  b- catching of birds.
- c- killing of animals  d- both a and c.
E- Answer short Questions based on the Text

i. Write few lines on “kindness is a great virtue.”

ii. Why should we be kind to animals?

iii. What are the benefits of animals?

iv. Write an instance from the life of the Holy Prophet (PBUH) that you may have read about kindness to animals.

F- Match column A with column B to show relationship between Noun and Qualitative Adjective.

Adjective is a word used with a noun to add something to its meanings. Literally adjective means “add to”. There are different kinds of adjectives such as adjectives of a Quality, adjectives of Quantity, adjectives of Numbers, Demonstrative adjectives etc. Adjective of quality show quality of a person or a thing. For example, Lahore is a big city. Ali is an intelligent boy. The words big and intelligent show the quality of Lahore and boy.

Dear students, match the column A with column B to show relationship between Noun and Qualitative Adjective.

<table>
<thead>
<tr>
<th>A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1- Handsome</td>
<td>(a) night</td>
</tr>
<tr>
<td>2- Magnificent</td>
<td>(b) peak</td>
</tr>
</tbody>
</table>
G- Scan (read) the paragraph and identify the topic sentence.

Topic sentence contains the main idea of the paragraph. The main idea is expanded by using various writing sub-skills, such as giving an explanation, an example, a reason so on.

For example, “Most of our village children suffer from bad health. There are two main reasons of poor health i.e poverty and ignorance. They are neither provided balanced diet nor proper medical check up”

Here the topic sentence is that **village children are often unhealthy**; and the remaining sentences tell us the reasons of poor health. These reasons are further explanation or supporting detail of the topic sentence. Please identify the topic sentence of the following paragraphs.
Paragraph 1

Animals serve us in various ways. Horses, mules and donkeys are used for pulling the carts on which things are transported from one place to another. Cows and goats give milk on which small children feed. We should be kind to animals, birds and even small insects, like firefly or a bee.

Topic Sentence: ---------------------------------------------------

Paragraph 2

Hazrat Khalid Bin Waleed (R.A.) was a great warrior of Islam. He was the son of a noted leader; named Waleed Bin Mughaire.He belonged to a famous family of warriors. During his youth he had attained enough skill in horse riding and sword fighting. He had also learnt other skills of warfare. He led many expeditions.

H- Change the form of verbs in the bracket to make Present Indefinite tense.

i. My brother (go) for a morning walk with me.

ii. I (invite) my friend for dinner on Eid day.

iii. We (pay) our bills on time.

iv. She (sew) her own clothes.

v. My friends (live) in a small house.
I- Change the following sentences into negative form.

i. Their guests watch T.V after the dinner.

ii. Apples grow on trees.

iii. These boys hit the dog every day.

iv. He works in this bank.

v. These girls always thank the bus driver.

J- Write Questions that you want to ask from the Manager of a zoo to know about animals

To put questions is in the instinct of human beings. So many things happen around us that challenge our curiosity and we want to know about them by putting questions to one another. You are fond of animals and you like to know about their life. Please write down the questions that you will ask from the manager of the zoo.

Example:

i. How many animals are in this zoo?

ii.
Feedback to Practice Task

A-  i-virtue  ii-animals  iii-face  iv-milk  v-ways  vi-love

B-  i-false  ii-true  iii-false  iv-true  v-false

C-

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</tbody>
</table>

D-1-a  2-a  3-c  4-a  5-c

E-

i. Kindness is a great virtue. We can make an enemy a friend through the acts of kindness. God loves those who perform the acts of kindness and serve humanity. It is also preached by all the religions of world.
ii. Animals are also the creature of God and need fair treatment from their owners. We shall be held responsible of our behavior with animals.

iii. The animals have been created and caused to exist for the service of human beings. They serve us in transporting goods. We get milk and meat from them.

iv. The Holy Prophet (PBUH) related the story of a Jewish woman who quenched the thirst of a dog that was very thirsty. Almighty Allah forgave all her sins because of this noble deed.

F-

i. handsome boy ii. magnificent building iii. best student iv. fierce lion v. high peak, vi. cold night vii. beautiful animal viii. brave soldier ix. interesting story

G-

i. Animals serve us in different ways.

ii. Hazrat Khalid bin Waleed was a great warrior of Islam.

H-

i. goes ii. invite iii. pay iv. sews v. live

I-

i. donot ii. does not iii. donot iv. does not v. donot

J-

i. How many animals are in this zoo?
ii. How do you train the people to look after the dangerous animals?

iii. How many lions are there in this zoo?

iv. Tell me where have you brought this lion from?

v. Tell me how much meat a lion eats daily?

vi. Tell me how can you deliver medical treatment when the lions falls ill?

Suggested Books for further Reading


Rural and Urban Life in Pakistan

Introduction

This lesson “Rural and Urban life in Pakistan” describes the characteristics of people living in urban and rural area of Pakistan. Almost 70 percent of the population of Pakistan lives in rural area. People living in the villages of Pakistan are leading simple life. There are lots of problems faced by the people living in the rural area of Pakistan. There are enmities among the groups, litigation cases on property matters. Educational and medical facilities are not up to the standard. City life has got all the basic facilities of life but there are problems of pollution, housing, unemployment and “terroristic” activities. The unit unfolds the routine life of people living in Pakistan. The activities given at the end, focus on basic language skills like listening, speaking, reading and writing. The parts of speech that have been studied by you (students) at previous level are also given due place. You have to solve questions in the form of multiple choice items, completion items, fill in the blanks, true false items, and comprehension questions given at the end of the units to achieve the objectives of the unit. You are advised not to go to feed back portion before doing the activities according to the guidance given by the teacher. You should also study the reference material for better comprehension and practice of the language concepts and skills.

Specific Objectives:

After the study of this unit of the module the students will be able:-
i. To recognize the literal meanings of the written text

ii. To identify the sentence meanings of the written text

iii. To fill the missing information in the sentence after listening the recorded material

iv. To answer short Questions based on the text

v. To use simple prepositions in a sentence

vi. To make use of vocabulary in different context

vii. To construct word by using the alphabets of a given word

viii. To enlist specific information from the given text

ix. To supply the correct spellings of the given words

tax. To identify the structure of Present continuous tense and formulate sentences

xi. Write a note with the help of given vocabulary

Unit 5/27

INPUT

Rural and Urban Life in Pakistan

Suddenly a voice came from the dining table one fine day,” Today we shall take Hamid to the liberty market.” amid had come from the village to visit his uncle in
Lahore during the summer holidays. The whole family got ready quickly and set out in the car for the Liberty Market. Hamid was very happy and was enjoying city life with his cousins, Nadir and Haris. He was very excited and had many questions in his mind. He was looking here and there in amazement. At last he spoke, “There is a great difference in village and city life.”

Uncle Jameel told Hameed that the urban life is much different from the rural life. There is great hustle and bustle in the city. Hundreds of cars, trucks, buses, rickshaws and motorbikes are seen running on the roads. There are some animal-driven carts and tongas too. Most of the people in the cities are either government servants or they have private jobs. In fact, people of all professions live and work here. Cemented houses, shopping markets, offices, schools, colleges, universities, banks and parks are found everywhere. Mud houses are very rare. Nearly every house has water, gas, and telephone and electricity connection. City bus service is available on very cheap rates. Wagon, taxis, rickshaws and tongas are also used for transportation.

They reached the liberty market and parked their car at the parking place, and entered the market.

“Nadir, it is so difficult to walk over there,” said Hamid, “we must hold each other’s hands so that we may not get lost.”

Hamid looked at the departmental stores with big and well-decorated shops. He said that these shops are wonderful. I have not seen such huge, beautiful and well decorated stores before.”
Uncle Jameel told the children that the large number of villagers migrates towards cities and towns particularly after the crop season is over. The farmers and traders are attracted to these places. Here they can work and earn lots of money. Many educated people who belong to nearby villages, prefer to settle in big cities.

Sometimes, due to limited housing facilities the rural and city folks both face a lot of problems. The urban life is a very busy life. One has to run with the time. This shows sharp contrast with the rural life-style where one has enough time to sit together and enjoy ‘gupshup’.

The smoke from chimneys, buses and trucks has badly polluted the atmosphere. Another major problem in the cities is the noise pollution. The loud music and frequent use of the pressure horns in crowded areas because hearing problems. The fast and unruly traffic is causing serious accidents. The only way to

Way to avoid all this, is to visit some park, riverside, garden or a historical place

There are a large number of government and private hospitals and clinics. They have the latest equipment, and highly qualified staff of doctors, nurses and their assistants. A large number of primary and secondary schools, colleges and universities have been opened in the cities.

**Haris:** “There are places of entertainment like theaters, cinemas, museums and zoo and a number of places of historical importance.”

**Hamid:** “Now I will tell you about the rural life. The rural areas consist of small villages. The inhabitants are mostly farmers and handicraft workers and other ordinary
vendors. They are simple honest and hardworking people. They live in mud house with no separate kitchen and bathrooms.

Drinking water, fuel gas and electricity are more rare facilities. Some of the villages that are close to a big town or city have the facility of electricity. Health care units, school post offices, banks and roads are very few, and located at great distances. However nature is quite open, abundant and generous. Fresh air, vegetables are fruits are readily available. Orchards and gardens and lush green fields present pleasant and cooling sight to the eyes.

A person feels peaceful in green trees and plants. The farmers, tenets and other workers provide grains, cotton, vegetables and fruit of all kinds to the whole nation. Use of tractors, thresher and fertilizers by the farmers is common. Some poor farmers are compelled to use the old farming methods due to lack of funds. A large quantity of selected quantity of selected variety of agriculture produce is exported to earn foreign exchange for the country.

It can be easily observed that the city life has its own attractions whereas the rural life has its own charms. However, the problems are everywhere, which can be solved with education and honest work.

Practice Tasks.

A-Please write true if the statement is true and false if the statement is false.

i. Hamid went to see his uncle during the winter holidays. True False
ii. Hamid came from village. True False

iii. They set out in a car to visit the commercial market True False

iv. Most of the people in cities are employed in public or private sector. True False

v. City life is full of pollution. True False

vi. Drinking water, Gas, electricity facilities are available in the villages of Pakistan. True False

vii. The villagers usually waste their money in litigation. True False

B- Complete the following sentences after listening the recorded material from the cassette.

i. Wheat is a major _____ of Pakistan.

ii. The rate of literacy is ______ in urban areas as compared to villages.

iii. We_____ going to market to buy vegetables.

iv. In Pakistan, the farmers are still_______ traditional tools for agriculture.

v. Noise pollution is _____for ears.

vi. We should always walk on the _____side of the road.

vii. Radio, T.V, Cinema is the means of information and ________.
viii. In my life, I have never seen such a______shop.

ix. The villagers _____their money in litigation.

x. The major profession of the people living in villages of Pakistan is_______.

C- Match the following jumbled words with the similar meanings.

(Jumbled words: market, set out, enjoy, urban, hustle and bustle, cheap, decorate, migrate, noise, pollution, prefer, unruly, costly)

i. To amuse and be happy ------------------

ii. To leave for any assignment or for any other purpose ------------------

iii. Shops located at a place for buying different things ------------------

iv. Cities where basic facilities of life are available ------------------

v. Life at its full swing ------------------

vi. That is not very costly ------------------

vii. To beautify a thing ------------------
viii. To leave the residential place permanently and settle at another place

ix. To give importance

x. Loud voice of human beings or buses

xi. Mixture of air, fluid or solid elements that make the things impure

xii. Not disciplined and organized

xiii. Expensive.

D- Answer the short Questions

i. Why are the people continuously migrating to cities in Pakistan?

ii. What are the main disadvantages of city life?

iii. What type of houses we find in the villages of Pakistan?

iv. What are the causes of litigation among the people living in Pakistani villages?

E- Fill in the blanks with the words with correct spelling.

i. Let us go and watch the painting________in the Art gallery.

(Exhibition, exhebition, exhibiton, exhibiton)
ii. He ________ with his neighbour for nothing.

(querrelled, quarrelled, queraled, queralled)

iii. The ____ has decided to open a new school in this town.

(govement, goverenment, government, govrnment)

iv. She dropped her__________ in the bus.

(handcercheif, handkershief, hankarchief, handkerchief)

v. Miss Nighat is my ________ teacher.

(favorite, favourte, favourite, favoarite)

vi. I owe him_______ in all.

(nienteen, nineteen, ninetien, naineteen)

vii. Our servant puts a lot of ______ in tea.

(suger, sugir, sujor, sugar)

viii. You must remain __________ at difficult time.

(patient, patent, patieient, petient)

ix. We shall attend the ________ ceremony of our teacher.

(marriege, marriage, merriage, mariage)

x. I am your very__________ servant.
F- Fill in the blanks with correct preposition

A preposition is a word placed before a noun or a pronoun to show in what relation the person or a thing denoted by it, stands to something else. According to the dictionary meaning the word preposition means “which is placed before” There are different kinds of preposition such as simple, compound and phrase preposition. Simple preposition are “at, by, for, from, in., on, to, of, off, out, through, till, up, with.”

For example, the cow is in the field. The cat is under the table. He is fond of tea. In these sentences the word “in, under, of” are the examples of simple prepositions. Now, complete the following sentences by using correct preposition from the given choices.

i. I am sure Aqyan can solve this question______any difficulty.

(at, without, on, of)

ii. According to this statement, he was _____his office___that time.

(in, on, at, to)

iii. Do you think he will agree ____me ____this matter.

(in, with, at, by)

iv. Miss Sadia’s sari is similar____that____yours.

(with, in, to, of)
v. The model of your car is different____mine.

(of, from, in, by)

vi. How much did you pay ______these ripe tomatoes?

(on, at, for, by)

vii. The king was very angry ____the minister.

(of, by, with, at)

viii. They looked for the crown______the two cedar trees.

(among, in, between, with)

ix. 8Let us distribute these roses _____all of our friends.

(between, in, at, among)

x. They peeped _____the well to look_____the crown.

(at, for, into, in)

G- Give the Present continuous form of the verbs given in bracket

i. The farmer (water) the fields.

ii. The doctor (examine) the patient.

iii. Little children (beg) in the street.

iv. The students of this class (make) a noise.
v. My mother (bake) a cake for the guest.

vi. I (invite) all of my friends to my birthday party.

vii. The bus (run) very fast.

viii. The teacher (check) our homework.

**H-Change the following sentences into Question form**

i. The factory is making new cars.

ii. This man is running after the bus.

iii. Your secretary is typing my application.

iv. Careless drivers are meeting accidents every day.

v. The Govt. is reducing the price of petrol.

vi. I am checking the bills.

vii. We are growing the best quality of oranges.

viii. Traders are exporting rice to the Gulf States.

**I-Write a paragraph with the help of given vocabulary consist on following detail.**

i. Life style of villagers.

ii. Describe the type of houses in villages of Pakistan.

iii. Occupation of the people living in a village.
iv. Main problems.

**Vocabulary:** mud, sincere and simple, litigation, educational facilities, health facilities, farming, poverty, traditional tools.

**J-Scan (read) the following paragraph carefully and identify Nouns, Adjectives and Preposition.**

Huma arrived home at eight o, clock. She had been working all day and felt tired. She opened the front door and walked into the living room. It was empty but the radio was playing. She turned it down. Some Newspapers were lying on the floor. She picked them up and put them on the table. She walked into the kitchen. She cooked the tasty meal and ate it. Then, she went to bed and had a sound sleep.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Preposition</th>
</tr>
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<tbody>
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</tbody>
</table>

**K- How many words can you make from the letters of the word ESSENTIALLY.**

1--- 2--- 3--- 4--- 5---- 6----- 7---- 8---- 9----- 10--  --
L- Write words with silent “gh” letters.

i. Heaviness we___t.

ii. Past of verb buy bo____t.

iii. Even if alth____.

iv. A stiff paste of flour do__.

v. Fear fr___t.

vi. Very little not important sl___t.

vii. Complete, well done thor____.

viii. In a direct line not curved stra_____t.
Feedback to practice Task

A-

i-false    ii-true    iii-false    iv-true    v-true    vi-false    vii-true    viii-false

B-

i-crop    ii-high    iii-are    iv-using    v-harmful    vi-left    vii-entertainment    viii-beautiful    ix-waste    x-agriculture

C-

i-enjoy    ii-set out    iii-market    iv-urban    v-hustle and bustle    vi-cheap    vii-decorate    viii-prefer    ix-noise    x-pollution    xi-unruly    xii-costly

D-

i. People are migrating to cities to find better opportunities of employment and improved facilities of health and education.

ii. The main problems of city life are pollution, housing, cleanliness and greater flow of population in the urban areas.

iii. We find houses made of mud and concrete in the villages of Pakistan.

iv. The causes of litigation are illiteracy, ego concept of farmers and exploitation by the revenue department.
E  i-exhibition ii-quarrel iii-Government iv-handkerchief vi-favourite
vii-nineteen vii-sugar viii-patient ix-marriage x-obedient

F-  i-with out ii-at,in iii-with,at iv-to v-of vi-for vii-with viii-between ix-among x-into,for

G-

i-is working ii-is examining iii-are begging iv-is making v-is baking vi-am inviting vii-is running viii-is checking

H-

Helping verb will be placed at the start of sentence to form interrogative sentence and sign of interrogation will be put at the end.

I-

The students practice descriptive writing skill under the guidance of the teacher. They will make use of the given vocabulary. The teacher will encourage them and take their errors as a sign of learning.

J-

**Noun:** clock, day, door, room, Radio, Newspaper, floor, table, kitchen, meal, bed.sleep

**Adjective:** front, living, some, tasty, long.

Preposition: at, into, down, on, up, to,
K-

Sense, sin, seen, till, nine, ten, sea, see, set, sail, sale, sell, little, lit, tit, tat,
listen, all, an, sit, nasty, nil, ease, eat, ton, tone,

L-

i-weight, ii-brought, iii-although iv-dough v-frightened vi-
slight vii-thorough viii-straight

Suggested Books for further Reading


Note-If your answers are 100 percent correct, then congratulation and
turn to the next page. If your responses are incorrect, don’t worry, read
unit I again.
Little Words

Introduction

This poem “Little words” tells us how we should behave with people living around us. The basic idea of the poem is that our little actions have great impact on others. We should be very careful in the use of words because they can win a friend for us or place an enemy in front of us. Words that are spoken in love develop goodwill, harmonious relationship among human beings and can make this world a peaceful place for living. The activities given at the end, focus on basic language skills such as listening, speaking, reading and writing. The parts of speech that have been studied by you (students) at previous level are also given due place. You have to solve questions in the form of multiple choice items, completion items, fill in the blanks, true false items, and comprehension questions given at the end of the units to achieve the objectives of the unit. You are advised not to go to feedback portion before doing the activities themselves according to the guidance given by the teacher. You should also study the reference material for better comprehension and practice of the language concepts and skills.

Objectives:

After the study of this unit of the module the students will be able:-

i. To recognize the literal meanings of the written text
ii. To identify the sentence meanings of the written text

iii. To fill the missing information in a sentence after listening the recorded material

iv. To write a summary of the poem with the help of outline

v. To answer short Questions based on the text

vi. To use the vocabulary in different sentences

vii. To ask and grant permission

viii. To write a descriptive paragraph with the help of guideline

ix. To identify specific information from the given text

x. To identify the structure of Future indefinite tense and formulate sentences

Unit 6/page23

INPUT

Little Things

Little drops of water,

Little grains of sand,

Make the mighty oceans,
And the beauteous land;

And the little moments

Humble though they be,

Make the mighty ages,

Of eternity;

So our little errors,

Lead the soul away,

From the paths of Virtue,

Into sin to stray,

Little deeds of kindness,

Little words of love,

Make our earth and Eden,

Like the Heaven above.

Practice Task.

A- Complete the sentence after listening the recorded material from the Tape-recorder.

i. Little drops of ___________
ii. Little grains of ______________

iii. Make the mighty ______________

iv. And the beauteous ______________

v. Lead the soul ______________

B- Choose the correct option

i. The poem is________
   a- Dull b-humorous.
   c- serious c-caricature.

ii. The first stanza teaches us about the importance of __________
   a-small things b-big things.
   c-both d-beautiful things.

iii. The second stanza tells the importance of________
   a-wealth b-time.
   c-nobleness d-virtue.

iv. The main theme of the poem is________

   (a) To make the world a perfect place of living through small words and deeds of love.
(b) To be careful about the importance of living things.

© Do not waste the small moments of life.

(d) Be careful about the little actions.

v. The language of the poem is

a-difficult. b-simple

c-artistic d-bombastic.

C-Match the jumbled words with similar meanings

Jumbled words: (beauteous, story, stray, mighty, eternity, grains, oceans, soul, moment.)

i. Small particles of sand or mud. 

ii. A very short span of time.

iii. Time or thing that is everlasting.

iv. A spirit in a body that keeps us alive.

v. Something very large.

vi. To take a wrong way.

vii. Thing or living being attractive and charming.

viii. A large pool of water.
D-Answer the following short questions

i. How do little deeds of kindness make our life happy?

ii. Explain the main idea of the poem?

iii. How do little deeds of wickedness lead our soul astray?

E- Write a descriptive paragraph on your village with the help of following information.

Writing a description is one of the most commonly used sub-skills. We describe things, places and people as we know them. In describing the thing or person, we describe its qualities, physique, colour etc. But it must not be photographic description but the inclusion of the points that are the need of the topic. For example, Description of a person is as under:

“Mr. Ali is a handsome man of 20 years of age. He is 6 feet tall having a good physique with almond eyes and curly hair. He wears neat and clean clothes”.

Now, write a descriptive paragraph on your village with the help of following information.

<table>
<thead>
<tr>
<th>Topic sentence/Idea/point</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Small town—name, Dhok Adrana, situated on the bank of Sawan river. 45 kilometere towards south west of Islamabad</td>
</tr>
</tbody>
</table>
### F- Asking permission.

In classroom and at home we get permission for different things. Our pattern and way of asking for something from others vary from person to person according to the level of familiarity and social status. Here are some examples for asking and granting permission such as:

**Example 1**

**Hassan:** Have you got a pencil?

**Iqyan:** Yes.

**Hassan:** May I borrow it please?

**Aqyan:** Certainly. But do not forget to return it to me when you have finished your work.

**Example 2**
Samsam: Are you going to Rawalpindi?

Khazir: Yes, I am. Do you want a lift?

Samsam: Yes. Do you mind if I come with you?

Khazir: No, of course not. Please get in.

Guide line for help.

Phrases used for giving permission.

a. Certainly.
b. All right.
c. No, of course not.
d. Of course.

Refusing permission.

a. I am sorry.
b. I am afraid, you cannot.
c. State the reasons for refusal.

Following this pattern this pattern please asks for following things from your partner.

a. Ask permission for using pen of your friend.
b. Ask permission for using a mobile phone of your friend.
G- Complete the story by using suitable words.

“Little things” is a________poem written by ______. In this poem, she teaches_____importance of _____deeds. No doubt, _____seems very common but they can level the ground for great ___. She gives ______that little_____ of water makes a mighty ocean and small grains of sand______the large _______. She presents the other side of the story by giving examples, that in the ______ way our little_____ lead our ______ astray. Therefore, we ____ be very careful on the use of small _____ and performing small__________. We can make this life_______or Hell by our own _______

H- Scan the poem and pick up the rhyming words

Rhyming words usually comes at the end of line. It gives similar sound such as “tall, call; make, shake”. Now go through the poem and enlist the words.

1. _______                _____________
2. _______                 _____________

I- To change the following sentences from Present indefinite into future indefinite tense.

1. Neither Ali nor I go to the party.

2. The traffic police do not implement the traffic rules.

3. Either the girl or those boys are responsible.

4. Dr Naseem Ashraf resigns from his post.

5. The Government takes steps for the welfare of the people.
6. The factory workers will go on strike on Monday.

7. The lawyers give a call for strike against the Government.

8. The students attend to their studies.

9. We work for the progress of Pakistan.

10. I leave no stone unturned to help you.

J- Give the words with silent T

i. A plant with sharp points. t...le.

ii. To make tight. F.n.

iii. To hear. L.n.

iv. To hurry. H...n.

v. A fort. C....le.

vi. To shine gl...n.

vii. To push roughly. j...le.

viii. To struggle with some one w...le.

K- Fill in the blanks with the correct words given in the bracket.

i. He remained in state of ________ for many ______ after the accident. (days, daze)
ii. The old woman ______when she _____her hair with this chemical.
   (died, dyed)

iii. Do not let your little ____sit under the hot _____.   (son, sun)

iv. Sit to the ___and _____a letter to your uncle.   (write, right)

v. I found all the rooms_____and the house_____.   (vacant, empty)
Feedback to Practice Task

A-

i- water   ii-sand   iii-Ocean   iv- land   v-astray

B-

i-c   ii-a   iii-b   iv-a   v-b

C-

i-grain   ii-moment   ii-eternity   iii-soul   v-mighty   vi-astray   vii-beautiful   viii-sea

D-

i. Little deeds of kindness bring love in return and develop harmony among the human beings. We receive the same thing that we give to the world. It is a famous saying that love begets love.

ii. The main idea of the poem is that we should not give up doing good actions by considering them small things. Actually they pave the way for great work for humanity. The poet has given examples to support his point of view that little drops of water make an ocean, little particles of sand make a great desert and little moments of time make ages.
iii. Little bad deeds lead our soul astray; because from small actions human beings proceed to big actions that make their hearts so hardened for committing barbarous acts for humanity.

The students will write the paragraph under the guidance of the teacher. And the mistakes of the students will be considered as a sign of learning. The teacher will encourage the subjective approach of the students in using different structures and grammatical pattern.

i. I have dropped a pen at home. Do you have an extra one?

ii. Have you got a mobile phone? May I use it for a phone call?

i-beautiful ii-Julia A. carney iii-about the iv-little v-thing6-actions vi-example vii-drops viii-make xi-same xii-deeds xiii-soul xiv-should xv-things xvi-actions xvii-Heaven xvii-deeds

I-sand, land ii-away, stray iii-love, above

i. Neither Ali nor I shall go to the party.
ii. The traffic police will not implement the traffic rules.

iii. Either the girl or those boys will be responsible.

iv. Dr Naseem Ashraf will resign from his post.

v. The Government will take steps for the welfare of the people.

vi. The factory workers will go on strike on Monday.

vii. The lawyers will give a call for strike against the Government.

viii. The students will attend to their studies.

ix. We shall work for the progress of Pakistan.

x. I shall leave no stone unturned to help you.

J-

i-thistle ii-fasten iii-listen iv-hasten v-castle vi-glisten vii-jostle

viii-wrestle

K-

i-daze,day ii-died,dyed iii-son,sun iv-right,write v-empty,vacant

Suggested Books for further Reading


**Note**—If your answers are 100 percent correct, then congratulations and turn to the next page. If your responses are incorrect, don’t worry, read unit I again.
Pre Test

Name: -----------------------    Class --------------------------
Section-----------------------    Roll No -----------------------

Pre-test was designed to check the effectiveness and validation of material developed as a module. The items of the test were constructed keeping in view the competency level of students studying in the public sector institutions. The researcher has been teaching English to lower secondary classes for the last 15 years, therefore, the actual situations that exist in the classroom were fully kept in mind while preparing the test. After incorporation of the suggestions of the experts, it was pilot tested in three institutions and some of the items were modified on the basis of difficulty level and discrimination indices to make them valid.

The pre-test was divided into nine parts with the focus on following aspects of language.

i. Part “A” contains five items for evaluating the listening skill of the students. It has been knowingly kept very brief because it has not been practised in our classrooms systematically. The students learn this skill by practising reading and writing skills.

ii. Part “B and H” focus on the evaluation of vocabulary. The semantic aspects of vocabulary were stressed because the over all emphasis of our teachers rests on meanings. However a “word game” has also been introduced of constructing as many words as possible from using the alphabets of a single word.
iii. Part “C” focuses on writing short answers of the questions. It evaluates the comprehension of the lesson and integrative development of the four skills.

iv. Part “D” contains multiple choice items and covers vocabulary, stylistics, syntax and verbal phrases.

v. Parts “E, F and I” focus on grammar. They cover the parts of speech such as Noun, Verb, Adjectives, Spellings, Rearranging the sentence, Preposition, and to Transform sentences from present into past and future tenses.

vi. Part “G” focuses on Descriptive writing with the help of given information.

The total scores are 100 and time allotted to respond the items are also 100 minutes.

**Pre-Test**

**A- Fill in the blanks after listening the recorded material from the cassette. (5)**

i. Hazrat Khalid bin Waleed was a great _____ of Islam.

ii. He promised to -----------his life for the service of Islam.

iii. He took part in ______ expeditions and did not lose in single one.

iv. The Holy Prophet (PBUH) admired valour and _____ of Khalid.

v. The name of his father was ______________.
B-Match the following jumbled words with the list of meanings (15)

**Jumbled words:** devote, pleased, arrogance, advent, increase, improve, civilized, Pollution, set out, hustle and bustle, cheap, migrate, stray, warfare, martyred

<table>
<thead>
<tr>
<th>Meanings</th>
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<tbody>
<tr>
<td>To leave for any assignment, work or for any other purpose.</td>
<td>Pollution</td>
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<td>Life at its full swing.</td>
<td>set out</td>
</tr>
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<td>That is not very costly.</td>
<td>hustle and bustle</td>
</tr>
<tr>
<td>To leave the residential place permanently and settle at another place.</td>
<td>cheap</td>
</tr>
<tr>
<td>Mixture of air, fluid or solid elements that make the things impure.</td>
<td>migrate</td>
</tr>
<tr>
<td>To take or follow a wrong way.</td>
<td>stray</td>
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<tr>
<td>The art and skill of fighting.</td>
<td>warfare</td>
</tr>
<tr>
<td>To die in the way of Allah.</td>
<td>martyred</td>
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<tr>
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<td></td>
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<td>Sense of superiority on any basis.</td>
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<td>To be happy and contented.</td>
<td></td>
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<tr>
<td>To spend the entire life activities for any purpose.</td>
<td></td>
</tr>
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</table>

C-Write short answers of the following Questions. (10)

a. When and where was the Holy Prophet (PBUH) born?

b. What was the condition of women before the advent of Islam?

c. What do you mean by, “all were equal before the eyes of Islam”?
d. Write two advantages of animals?

e. Why are people continuously migrating to cities in Pakistan? (two reasons)

D-In this section you must choose the word or phrase which best completes each sentence. Please encircle the option a,b,c,d. (20)

i. It is highly expensive restaurant. They _____you Rs.100 for a single meal.
   a-price           b-obtained
   c-take           d-charge

ii. He has sold one hundred____  of this book since it was published.
   a-examples         b-issues
   c-copies              d-samples

iii. ___________up a child on your own is a big responsibility.
   a-training           b-growing
   c-bringing          d-taking

iv. He turned the wheel sharply to ________a tractor and his car went into a ditch.
   a-prevent            b-avoid
   c-preserve         d-lose

v. I cannot open this jar the lid is too ________.
   a-firm              b-strong
   c-tight              d-close

vi. They spent a long time looking for curtains which_____ the wallpaper.
   a-agreed          b-fitted
   c-matched       d-suited

vii. It is difficult for the people living in hilly area to work in the field when the winter has set _____
viii. My friend offered to take me out to dinner ________ buying me a birthday present.

   a-in place of       b-instead of
   c-on account of    d-in case of

ix. I am very much looking forward ________ your brother.

   a-to meet          b-to have met
   c-to meeting      d-meeting

x. Some students do not know ______ fill in the exam paper.

   a-how              b-how they
   c-how to         d-to

xi. Eating too many potatoes is ______ to make you fat.

   a-involved        b-considered
   c-supposed       d-regarded

xii. 12-When I left the office last day I discovered that my bicycle had been ______

   a-come          b-robbed
   c-stolen       d-gone

xiii. You are advised to ______ your eyes checked every eighteen months.

   a-have          b-let
   c-make        d-organise

xiv. If you see anything suspicious you should ______ it to the police immediately.

   a-report        b-say
   b-confirm      d-notice

xv. There have been many ______ of measles in the school this year.

   a-occasions    b-cases
   c-circumstances d-opportunities
xvi. The idea of Pakistan is based on the__________
    a- ideology of communism   b-ideology of Islam.
    C-ideology of Mao Ze Tung   e-ideology of Judaism.

xvii. God loves those who love__________
    a- art   b-painting
    c- human beings   d-objects on earth.

xviii. The basic message of all religions is to _________
    a-work for others.   b-work for himself.
    c-work for no one.   d-none of the above.

xix. Animals have been created for the service of__________
    a-universe   b-mankind
    b-angles    c-their young ones.

xx. The closer to God is one who is ---------------
    a-generous   b-wealthy
    c-healthy   d- Pious

E-Please read the paragraph and identify Nouns, Verbs and Adjectives; and write them in the respective columns below. (10)

Hamid looked at the departmental stores with big and well-decorated shops. He said that these shops were wonderful. I have not seen such huge, beautiful and well decorated stores before. Uncle Jameel told the children that the large number of villagers migrates towards cities and towns particularly after the crop season is over. The farmers and traders are attracted to these places.
F- Encircle the option that has correct spelling  (15)

i. Let us go and watch the painting_________ in the Art gallery.
   (a)exhibition  (b) exhebition (c) exhbition  (d)exhibation)
   (a)quarreled (b) quarrelled (c)querraled  (d)queralled)

iii. We went to visit  __________.
   (a)meuseum (b)museum (c)mesuem (d) musuam)

iv. -He complaints to --------- against me.
   principall (b)principle (c) principul (d) principal)

v. We should work for the progress and -------------of Pakistan.
   (a) prosperity, (b) proseperity, (c) prosperity, (d) proseperity)

(Part B)-Complete the sentence with the correct Preposition

vi. I am sure Iqyan can solve this question____ any difficulty.
   (a) at   (b) without (d) on   (e) of

vii. Miss Sadia’s sari is similar--------that of yours.
   (a) with   (b) in   (c) to   (d) of

viii. The king was very angry ____ the minister.
ix. He is short money these days.

xi. the shop having left locked he

xi. the shop having left locked he

teacher has hardworking a proved competent himself

xii. I did not eat _____ rice.

(some, any, more, most)

xiii. He is the ------ intelligent boy of the class.

( more, most, very, too)

xiv. Which of these two pens is the---------

(best, better, good, gooder)

G- Write a descriptive paragraph on “The school” with the help of following information. (only ten sentences) (10)

<table>
<thead>
<tr>
<th>Topic sentence/ Idea/point</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Name, Dhok Adrana Primary school, situated on the bank of Jehlum river. 60 kilometere towards south west of Islamabad</td>
</tr>
<tr>
<td>Total enrolment</td>
<td>450</td>
</tr>
<tr>
<td>School building</td>
<td>10 class rooms, Principal office, staff room, Wash rooms for students and teachers, garden, Play ground, boundary wall, electricity.</td>
</tr>
<tr>
<td>Staff</td>
<td>Principal, 15 teachers, one clerk and four members of supporting staff.</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Schools</td>
<td>Primary school for girls, and boys —— in public and private sectors.</td>
</tr>
<tr>
<td>School</td>
<td>Summar season: 7.30 to 1.00 p.m</td>
</tr>
<tr>
<td>Timings</td>
<td>Winter season: 8.30 to 2.00 p.m</td>
</tr>
</tbody>
</table>

**H-** Make ten meaningful words by using the alphabets of the word “BEAUTIFULLY”.

(10)

1. Make into Present tense: **BEAUTIFUL**
2. Make into Past tense: **BEAUTIFULLY**
3. Make into Present participle: **BEAUTIFULLY**
4. Make into Past participle: **BEAUTIFULLY**
5. Make into Adjective: **BEAUTIFULLY**
6. Make into Adverb: **BEAUTIFULLY**
7. Make into Noun: **BEAUTIFULLY**
8. Make into Gerund: **BEAUTIFULLY**
9. Make into Preposition: **BEAUTIFULLY**
10. Make into Conjunction: **BEAUTIFULLY**

**I- Do as directed.**  (5)

i. 1. The farmer sows the seed. **(Change into Past indefinite tense)**

ii. The dogs will bark the whole night. **(Change into Present indefinite tense)**

iii. The doctor is examining the patient. **(Change into Present continuous)**

iv. We study in college. **(Change into Past indefinite tense)**

v. The police is chasing the thief. **(Change into Past continuous tense)**
APPENDIX B

Post-test

The same Pre-test was used as a post-test after reshuffling the arrangement of the items. No change was made in the items of the test. All the other conditions including time and scoring procedure remained the same.

Posttest

A- Fill in the blanks after listening the recorded material from the cassette. (5)

i. Hazrat Khalid bin Waleed was a great _____ of Islam.

ii. The Holy Prophet (PBUH) admired valour and _____ of Khalid

iii. He took part in ______ expeditions and did not lose in single one.

iv. The name of his father was ______________.

v. He promised to --------------他的 life for the service of Islam.

B-Match the following jumbled words with the list of meanings. (15)

(Jumbled words: devote, pleased, arrogance, advent, increase, improve, civilized, Pollution, set out, hustle and bustle, cheap, migrate, stray, warfare, martyred)

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</tr>
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<td><strong>To leave for any assignment, work or for any other purpose.</strong></td>
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<td><strong>That is not very costly.</strong></td>
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<td><strong>To spend the entire life for any purpose.</strong></td>
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**C- Write short answers of the following Questions.**

1. When and where was the Holy Prophet (PBUH) born?

2. Write two advantages of animals?

3. What do you mean by, “all were equal before the eyes of Islam”?

---

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4. What was the condition of women before the advent of Islam? **********

5. Why are people continuously migrating to cities in Pakistan? (two reasons)

D-In this section you must choose the word or phrase which best completes each sentence. Please encircle the option a,b,c,d. (20)

i. He has sold one hundred____ of this book since it was published.
   a-examples b-issues
c-copies d-samples

ii. ___________up a child on your own is a big responsibility.
   a-training b-growing
c-bringing d-taking

iii. It is highly expensive restaurant. They _____you Rs.100 for a single meal.
   a-price b-obtained
c-take d-charge

iv. It is difficult for the people living in hilly area to work in the field when the winter has set ______
   a-on b-off
   b-in d-up

v. They spent a long time looking for curtains which_____ the wallpaper.
   a-agreed b-fitted
c-matched d-suited

vi. I cannot open this jar the lid is too _______.
   a-firm b-strong
c-tight d-close
vii. My friend offered to take me out to dinner _______ buying me a birthday present.

a-in place of       b-instead of
   c-on account of   d-in case of

viii. Some students do not know ______ fill in the exam paper.

a-how             b-how they
   c-how to        d-to

ix. Eating too many potatoes is ______ to make you fat.

a-involved       b-considered
   c-supposed     d-regarded

x. When I left the office last day I discovered that my bicycle had been ______

a-come           b-robbed
   c-stolen       d-gone

xi. I am very much looking forward ______ your brother.

a-to meet        b-to have met
   c-to meeting   d-meeting

xii. You are advised to _____ your eyes checked every eighteen months.

a-have           b-let
   c-make         d-organise

xiii. The idea of Pakistan is based on the ______

a- ideology of communism       b-ideology of Islam.
   C-ideology of Mao Ze Tung     e-ideology of Judaism.

xiv. There have been many ______ of measles in the school this year.

a-occasions             b-cases
   c-circumstances       d-opportunities

xv. If you see anything suspicious you should _____ it to the police immediately.
xvi. God loves those who love _______

a. art                         b. painting
b. human beings               c. objects on earth.

c. human beings               d. objects on earth.

d. notice

xvii. The closer to God is one who is ____________

a. generous               b. wealthy
b. Pious

xviii. Animals have been created for the service of _______

a. universe          b. mankind
b. angles             c. their young ones.

c. universe          d. mankind

d. objects on earth.

t. objects on earth.

d. their young ones.

xix. The basic message of all religions is to ___________

a. work for others.      b. work for himself.

b. work for others.      c. work for no one.

c. work for no one.      d. none of the above.

xx. He turned the wheel sharply to _______ a tractor and his car went into a ditch.

a. prevent            b. avoid

b. prevent            c. preserve

b. avoid             d. lose

c. preserve           d. lose

E- Please read the paragraph and identify Nouns, Verbs and Adjectives; and write them in the respective columns below. (10)

Hamid looked at the departmental stores with big and well-decorated shops. He said that these shops are wonderful. I have not seen such huge, beautiful and well decorated stores before. Uncle Jameel told the children that the large number of villagers migrates towards cities and towns particularly after the crop season is over. The farmers and traders are attracted to these places.
F- Encircle the option that has correct spelling. (15)

i. Let us go and watch the painting _______ in the Art gallery.
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ii. We went to visit ________.
    (a)meuseum  (b)museum  (c)muesuem  (d) musuam)

iii. He ________ with his neighbour for nothing.
     (a)quarreled  (b) quarrelled  (c)querraled  (d)queralled)

iv. 4-We should work for the progress and -----------of Pakistan.
     (a)prosperity  (b)proseperity  (c)prosperity  (d)prosparity)

v. He complaints to -------- against me.
    (a)principall  (b)principle  (c) principul  (d) principal)

(Part B)-Complete the sentence with the correct Preposition

vi. I am sure Iqyan can solve this question______any difficulty.
   (a) at  (b) without (d) on (e) of

vii. The king was very angry ____the minister.
    (a) of  (c) by (d) with (e) at
viii. Miss Sadia’s sari is similar--------that of yours.

(a) with (b) in (c) to (d) of

ix. He is short -------------- money these days.

(a) of (b) by (c) to (d) at

(Part C)-Rearrange the following sentences.

x. teacher has hardworking a proved competent himself

xi. the ,door shop having left locked he the

xii. 1990 constructing since been house they have a

D- Use correct adjectives.

xiii. I did not eat _____rice.

(some, any, more, most)

xvi. Which of these two pens is the---------------------

(best, better, good, gooder)

xv. He is the -------- intelligent boy of the class.

(a) ( more, most, very, too)

G- Write a descriptive paragraph on “The school” with the help of following information.(only ten sentences) (10)

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<td>Islamabad</td>
<td></td>
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<tr>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Total enrolment</td>
<td>450</td>
</tr>
<tr>
<td>School building</td>
<td>10 class rooms, Principal office, staff room, Wash rooms for students and teachers, garden, Play ground, boundary wall, electricity.</td>
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</tbody>
</table>

H- Make ten meaningful words by using the alphabets of the word “BEAUTIFULLY”. (10)

1----------------2---------------3------------------4---------------------5----------------6----
-----------7-------------------8----------------------9---------------10---------------

I- Do as directed. (5)

i. The dogs will bark the whole night. (Change into Present indefinite tense)

ii. The farmer sows the seed. (change into Past indefinite tense)
iii. 3-The doctor is examining the patient (Change into Present continuous tense)

iv. The police is chasing the thief. (Change into Past continuous tense)

v. We study in college. (Change into Past indefinite tense)
LIST OF EXPERTS

Prof. Dr Khalid Hassan Bokhary, Head of Education department, Islamic International University Islamabad

Prof. Dr Maqsood Alam Bokhary, Principal Foundation College and university

Dr Mohammad Munir, Assistant professor Education department Islamic International University Islamabad

Prof. Dr R.A Farooq, Deputy directoe Institute of Education and Research, Arid Agriculture University Rawalpindi

Prof. Dr Mohammad Iqbal Chaudary, Director Institute of Education and Research, Arid Agriculture University Rawalpindi

Mr Hamid Hassan, Assistant Professor, English department, Islamic International University Islamabad

Dr Samina Qadir, Head of English department, Fatima Jinnah women university Rawalpindi

Dr Mussrat Anwar, Head of Education department, Fatima Jinnah women university Rawalpindi

Mr Zaheer Haider Shah, Educationist and language expert

Dr Rayasat Ali, Assistant Prof. Department of Education, University of sciences and Technology Bunnu, NWFP.
APPENDIX D

Scores of Experimental and control group on pretest, posttest and Retention test

<table>
<thead>
<tr>
<th>Control Group</th>
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<th>Experimental Group</th>
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APPENDIX E

Scores of the high achievers of Experimental and control group on pretest, posttest and Retention test

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APPENDIX F

Scores of the low achievers of Experimental and control group on pretest, posttest and Retention test

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Qualifications, age and experience span of the teachers assigned to the control and experimental groups

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