A COMPARATIVE STUDY OF THE NATURE OF DIFFICULTIES AND FACTORS AFFECTING THE LEARNING OF ENGLISH BY THE SECONDARY SCHOOL STUDENTS OF PROVINCIAL AND FEDERALGOVERNMENT SCHOOLSIN KHYBER PUKHTUNKHWA

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FOUNDATION UNIVERSITY COLLAGE OF LIBERAL ARTS AND SCIENCES
ISLAMABAD
2011
IN THE NAME OF ALLAH, THE MOST MERCIFUL,
THE MOST BENEFICENT
DEDICATED TO

My beloved Father and Mother who always supported me
FORWARDING SHEET

This thesis titled “A Comparative Study of The Nature of Difficulties and Factors Affecting the Learning of English by The Secondary School Students of Provincial and Federal government schools in Khyber Pukhtunkhwa” submitted by Nasir Ahmad in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Education under my guidance and supervision is forwarded for further necessary action.

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DISCLAIMER

Except where otherwise acknowledged in the text, this thesis represents the original research of the author. The material contained herein has not been submitted either whole or in part, for a degree at this or any other university.

Nasir Ahmad
ACKNOWLEDGMENTS

First of all, Glory and thanks be to Almighty Allah who “taught man that which he knew not”. He enlightened the researcher more and more and enabled him to accomplish this study.

In particular the researcher is greatly indebted to his kind and honorable supervisor Prof. Dr. M. Maqsud Alam Bukhari, Principal Foundation University College of liberal Arts and Sciences, whose kind, timely and encouraging assistance enabled him to complete this study.

The researcher is grateful to Prof. Dr. Tayyab Alam Bukhari, Head, Department of Education Foundation University College of liberal Arts and Sciences for his kind attitude and consistent assistance throughout my course work and research.

The researcher is especially thankful to Prof. Dr. Manzoor Hussain Arif, Professor, University Institute of Education and Research, University of Arid Agriculture, Rawalpindi, who has given consistent help by his gracious behavior in this study, particularly in research plan.

He is also thankful to Dr. Asif Niwaz, Assistant Professor, Hazara University, for his help and assistance. Deep appreciation is expressed by the researcher to his father Mr. Ashraf Khan, Head Master Government High school Pirkhel, Malakand Agency and Mr. Nisar-ud-Din, Senior English Teacher Government Centennial Model School Peshawar city, for their valuable assistance. The researcher acknowledged his heartiest gratitude to all the Principals of Provincial and Federal Government schools for their support and cooperation in data collection.
He is thankful to Shafqat Hussain, Farhad Ali and Nargis Munir for their help.

Finally the researcher extends his deep gratitude to his brother, sisters and friends for their valuable help.

NASIR AHMAD
## DEFINITIONS OF TERMS

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<td>ELT</td>
<td>English Language Teaching</td>
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<tr>
<td>F.G</td>
<td>Federal Government</td>
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<td>FUCLAS</td>
<td>Foundation University College of Liberal arts and Sciences, Rawalpindi</td>
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<td>H.A</td>
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<td>L1</td>
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<td>M</td>
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<td>N</td>
<td>Number of Students</td>
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<td>NL</td>
<td>Native Language</td>
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<td>P.G</td>
<td>Provincial Government</td>
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<td>S.D</td>
<td>Standard Deviation</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>Target Language</td>
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ABSTRACT

This study was a comparative investigation into the nature of difficulties and factors affecting the learning of English by the secondary school students of Provincial and Federal government schools in Khyber Pukhtunkhwa. The objectives of the study were (1) To measure the performance of secondary school students of Provincial and Federal government schools of Khyber Pukhtunkhwa in tenses, active and passives voices, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension; (2) To find out the level of difficulties of secondary school students of Provincial and Federal government schools of Khyber Pukhtunkhwa in tenses, active and passives voices, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension; (3) To compare the level of difficulties in learning English as a second language at secondary level of Provincial and Federal government schools in Khyber Pukhtunkhwa; (4) To find out the factors affecting the learning of English at secondary level of Provincial and Federal government schools in Khyber Pukhtunkhwa; and (5) To provide a base for improvement of teaching English as a second language at the secondary level.

The population of the study comprised of all the twenty four Provincial government schools and twenty two Federal government schools located in twenty four districts of Khyber Pukhtunkhwa. Six hundred and fifty four students were randomly selected from each systems of school by applying simple random sampling technique.
Sixteen English teachers were selected by using purposive sampling technique for the purpose of interview.

An English language achievement test for secondary classes was administered to the sample students of the study and sample English teachers were interviewed.

The data obtained were tabulated and analysed through SPSS 17.0 software to compute mean, standard deviation, t-value and p-value (significance) level. t-test was applied to measure the significance of difference between the means of both types of school systems. Significance was seen at .01 level as criterion for the rejection or acceptance of null hypothesis. The interview data was analyzed manually.

The main findings of the study were; the students of Provincial government schools faced more difficulties in learning of verb forms, narration, conjunctions, prepositions, articles, sentence arrangements and reading comprehension. The students of both types of schools systems faced same difficulties in learning voices.

The teachers in Provincial government schools were not sufficiently qualified and had no adequate knowledge of teaching methodologies of teaching English. The classes at both type of school system were overcrowded. The Provincial and Federal Government schools lacked audio-visual aids for teaching of English.
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CHAPTER 1

INTRODUCTION

A language is a system, used to communicate, comprised of a set of symbols and set of rules or grammar, by which the manipulations of these symbols are governed. These symbols convey new information and distinguish language from other forms of communication. According to Bloomer (2005), “we use language to convey information to each other, to ask about opinions or interpretation, to express our feelings to each other”.

According to Barber (1999), “A human language is a signaling system. As its material, its uses vocal sounds.” So, language uses vocal sound for communication. According to Owens (1996), language is “a socially shared code or conventional system, for representing concepts through the use of arbitrary symbols and rule-governed combination of those symbols.” And, “language is a shared code that enables users to transmit ideas and desires to one another. It is shared by the language users because they wish to communicate.” So, language is not only composed of vocal sound but also of word order, sentence pattern and grammar. Bloomer (2005) pointed out, “Many people think of language in terms of bricks (the sounds and words) mortar (the grammar) in the creation of building or wall (the linguistic test).”

The modern world is a global village and the communities of the world are getting closer to each other. Through language, different people and communities share their ideas and concepts. As a result of these interactions, the majority of the nations of the
world are becoming bilingual. As Smith (1994) pointed, “The majority of the people in this globe can call themselves speakers of at least two languages.”

According to Brown (2000), “Becoming bilingual is a way of life. Every bone and fiber of your being is affected in some way as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, and total physical, intellectual and emotional response is necessary to successfully send and receive messages in a second language.”

The majority of the nations of the world will have “to speak two languages perfectly” (Harding, 1987).

In the context of present day situation, it is difficult for a nation to live in isolation, divorced from humanity, as no country can afford to rely on its domestic store of knowledge alone.

As Mueen (1992) argued that, “English meets the test of practical value. It is the language of the world in all fields of the arts, hard science, humanities and social science. International trade, commerce and diplomacy are conducted in English.” Due to its importance as international language, English has got a privileged position as a second compulsory language in Pakistan. English is taught as a compulsory subject at different levels mostly from Class I to B.A/B.Sc.”

According to the National Curriculum for English Language, Grade I-XII, (Government of Pakistan. 2006), “English is the language of international communication, higher learning and better career options. It should therefore reach the
masses, so that there is no discrimination among the rich and the poor in Pakistan, in terms of opportunities for personal, professional and economic development.”

The standard of teaching English in Pakistan has deteriorated as commented by Mueen (1992), “English language teaching in Pakistan is almost non-existent. The courses offered in English are usually on English literature. The course books hardly go beyond the teaching of formal grammar. The functional aspect of language is totally ignored, thus resulting in deteriorating standard of English in the present generation, and signal to further decline, unless there is a policy switch over to practical teaching/learning. If the present trends continue without the desired change in the educational system, a time will come when students in college and university studying English literature courses, will be incapable of using every day English for communicative purposes.”

In the teaching of modern languages, the linguist deals with the learner’s errors with curiosity. According to Corder (1995), “the application of linguistic and psychological theories to the study of language learning added a new dimension to the discussion of errors.”

Learning a language is a difficult task and children make mistakes while learning a language. According to Maicusi (2000), “Making errors is the natural thing in the world, and it is evidently attached to human beings……it is a necessary part of learning, and the teacher should use the errors with the view of getting a better result in the classroom.” This indicates that second language teacher should be experienced and qualified enough to use the learner’s errors for learning process.
Moreover, teaching of English is an extraordinary complex task. All who know English cannot teach it well, so it is imperative for the teachers of English to improve the teaching by knowing the learning difficulties, and factors, affecting the learning of the students learning English on the basis of errors made by them. As Winkler (2008) pointed out “Mistakes tell us more about what children understand about language, than the correct things that they say.”

1.1 STATEMENT OF THE PROBLEM

This study was a comparative investigation into the nature of difficulties and factors affecting the learning of English by the secondary school students of Provincial, and Federal government schools in Khyber Pukhtunkhwa. The difficulties of the students in such matters as tenses, active and passive voice, direct and indirect narrations, conjunctions, prepositions, articles, arrangement of sentences and reading with comprehension were identified, and the comparison of these difficulties were made. The factors affecting learning of English at the secondary level was also identified.

1.2 OBJECTIVES OF THE STUDY

Following were the objectives of the study:

1. To measure the performance of secondary school students of Provincial, and Federal government schools of Khyber Pukhtunkhwa in tenses, active and passives voice, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension;
2. To find out the level of difficulties of secondary school students of Provincial, and Federal government schools of Khyber Pukhtunkhwa in tenses, active and passive voice, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension;

3. To compare the level of difficulties in learning English at secondary level of Provincial, and Federal government schools in Khyber Pukhtunkhwa;

4. To find out the factors affecting the learning of English at secondary level of Provincial, and Federal government schools in Khyber Pukhtunkhwa; and

5. To provide a base for improvement of teaching English as a second language at the secondary school level in Pakistan.

1.3 HYPOTHESES OF THE STUDY

In order to investigate the various dimensions of the research problems, the following null hypotheses were tested.

**Ho1:** There is no significant difference between the students of Federal and Provincial government schools in learning of English at secondary level.

**Ho2:** There is no significant difference between the students of Federal and Provincial government schools in learning of verb forms (Tenses).

**Ho3:** There is no significant difference between the students of Federal and Provincial government schools in learning of active and passive voice.

**Ho4:** There is no significant difference between the students of Federal and Provincial government schools in learning of direct and indirect narrations.
Ho5: There is no significant difference between the students of Federal and Provincial government schools in learning of conjunctions.

Ho6: There is no significant difference between the students of Federal and Provincial government schools in learning of prepositions.

Ho7: There is no significant difference between the students of Federal and Provincial government schools in learning of articles.

Ho8: There is no significant difference between the students of Federal and Provincial government schools in learning of sentence arrangement.

Ho9: There is no significant difference between the students of Federal and Provincial government schools in learning of reading comprehension.

1.4 SIGNIFICANCE OF THE STUDY

Most of the research conducted regarding second language learning or acquisition, focused on adult second language. The researchers who are interested in school students learning English usually focus on the elementary grades students. The area regarding the second language learning in secondary school has been ignored. This study will provide a base for the research in teaching English as a second language in secondary level in Pakistan.

English has become a world language because of its wide diffusion outside the British Isles, to all continents of the world by trade, colonization, and conquest. It is the most used language in the world in the domains of power and high culture, i.e. administration, business, media, research, flying, advertising, travel, and so on. To ignore English, would be to get locked out of the most powerful and lucrative jobs in the world.
English is important for getting higher education and good jobs. It is the medium of instruction for higher education in Pakistan. English is a very important language in Pakistan. It is the medium of instruction in the institution of higher education, and is widely used on radio and television in the country. Several newspapers, periodicals and books on different subjects are published in English. It is the official language of all the governments and private organizations in Pakistan. The knowledge of English is considered to be essential for getting good jobs, as examinations and interviews for civil services, armed forces and other attractive posts are conducted in this language.

The findings of this study will provide direction and guidance in teaching of English at secondary level. The majority of Pakistani students, learning English language are rarely a subconscious process. The learners have few opportunities to absorb the language from the environment to acquire a natural feel for appropriate linguistic structure, vocabulary and style in varied contexts of use, both in academic and social settings. Hence, it is not the students who lack the capacity to learn, but the total academic setting whose capacity needs to be built up.

1.5 RESEARCH METHODOLOGY

1.5.1 Population

The population of the study was comprised of all the Class X students, and English teachers of twenty four Provincial government schools, and twenty two Federal government schools located in twenty four districts of Khyber Pukhtunkhwa.
1.5.2 Sample

The sample of the study was representative of eight Provincial government Schools. and eight Federal government schools of district Abbottabad, Haripur, Kohat, Mansehra, Malakand, Mardan, Noshehra and Peshawar comprising of 654 randomly selected students of Class X.

The sampling was made in two stages. In the first stage eight districts were randomly selected among the 24 districts of Khyber Pukhtunkhwa.

In the second stage of sampling, approximately 50% students were randomly selected from each school by applying simple random sampling technique. Sixteen senior most English teachers were selected for the purpose of interview. Two teachers were selected from each type of school system from district Abbottabad, Malakand, Mansehra and Peshawar.

1.5.3 Research Instrument

1.5.3.1 English Language Achievement Test

English language Achievement test (Appendix-A) was developed by the researcher, in accordance with the objectives of teaching English as a second language, and English curriculum for secondary classes, to find out the difficulties in learning English by the secondary school students of Provincial, and Federal government schools in Khyber Pukhtunkhwa.
The test was comprised of Eighty Eight items, divided into eight sections to test eight aspects of English language i.e. tenses, active and passives voice, direct and indirect narrations, conjunctions, prepositions, articles, arrangement of sentences and reading with comprehension.

1.5.3.2 Interview

Interview method was used to find out the factors affecting learning of English of Federal and Provincial government schools in Khyber Pukhtunkhwa.

An interview script was developed in order to guide the interview session. The types of questions were selected according to the research objectives, to identify the factors affecting learning of English in Federal and Provincial government schools in Khyber Pukhtunkhwa. The interview schedule had open-ended. Some follow up questions were also asked during the interview, for purpose of clarification.

1.6 DELIMITATION OF THE STUDY

Because of scanty resources, the study was de-limited:

1. To test the students only in such matters as tenses, active and passive voice, direct and indirect narration, conjunctions, prepositions, articles, construction of sentences and reading with comprehension.

2. To school factors only.

3. To only male students and English teachers of Provincial and Federal government schools of Khyber Pukhtunkhwa.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 DEFINITIONS OF LANGUAGE

A language is a means of social interaction. Human beings cooperate with one another through meaningful sounds. According to Venkateswaran (1995) “society depends on languages, as it depends on air, water and the earth around it for its own existence”. It is the code we all use to express ourselves and communicate to others. Language is the system of communicating ideas and feelings using sounds, gesture, signs or marks. God has given us the ability to express ourselves with the help of language. Linguist and philologist have been trying for centuries to define language. Different linguist have define the language in the following ways.

Language is a social shared code or conventional system for representing concept through the use of arbitrary symbols and rule governed combination of those symbols. (Owens, 1996)

Language is a kind of code and so rest on an essentially arbitrary relationship of symbols and concept. Language is an extremely complex and highly versatile code that used to communicate our thoughts, desires and experience to other persons (Venkateswaran, 1995).

A human language is a signaling system. As its material, its uses vocal sounds (Barber, 1999).
Language, the faculty for communication by speech sounds, is a universal characteristic of the human race (Poole, 1999).

Human language consists of a stream of sounds that give rise to phonemes, words, phrases, sentences, poetry and publication (Jackendoff, 2002).

The capacity to produce sounds that signify certain meanings and to understand or interprets those sounds produce by others (Fromkin, 2003).

Human language is a complex system with unlimited expressibility (Mitcher, 2004).

Language is a form of human communication by means of a system of symbols principally transmitted vocal sounds (Robin, 1990).

Language is one of those hidden bits of knowledge which we carry with us to some degree all our lives (Finch, 2003).

Language is often viewed as vehicle of thought, a system of expression that mediates the transfer of thought from one person to another (Finegan, 2004).

Language is purely human and non instinctive methods of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols (Sapper, 1994).

Language is expression of ideas by mean of which speech sounds are combined in words, words are combined into sentences and combinations of sentences give answer to the ideas and thoughts (Sweet, 1992).

Human language is multilayered. It is composed of a system of meaningless elements that combines by rules into meaningful structures (Chiaka, 2008).

A language is system of meaning- a semiotic system (Halliday, 2003).
Language is an abstract, mental system largely shared by its native speakers (Speicher, 2000).

These definitions show that language is a code or system uses symbols which convey meanings. It is rule-governed and its primary purpose is to communicate messages, thoughts and ideas and express feelings. When people come close together, they use language for their interaction and understanding. It is perhaps the language that distinguishes human beings from animal.

2.2 CHARACTERISTICS OF LANGUAGE

Mueen (1992) has described the following characteristic of language”

2.2.1 Language is Sounds

Language is a set of meaningful sounds. The speakers produce sounds and the listener understand those sounds. According to Chaika (2008), “Human language seems to be the only communication system that combines meaningless elements into meaningful structure. For most speakers the meanings less elements are sounds.” These sounds are produced within the movement of articulators.

2.2.2 Language is Linear

The sounds of language can be represented by separate symbols. We arrange these symbols in linear succession. These symbols in parallels order produced sounds. As Finegan (2004) pointed out that “words of any sentence occur in a particular order. Necessarily, then, they constituents in a sentence also have ordered elements.”
2.2.3 Language is Systematic

It is the characteristic of language that only a finite number of units can combine in a limited number of ways. Wardghaugh (1972) observes that “each language contain two system rather than one system, a system of sound and a system of meanings.” for example we can affix single sound to ‘table’ to give ‘stable’ and ‘tables’ but there is not a single sound that we could prefix to stable to give an accepted sound.

A language is a set of elements and a system for combining them into patterned expression that can be use to accomplish specific task in specific context. (Finegan.2004)

2.2.4 Language is System of Systems

Human language is an organized system of systems. In this system each unit plays an important role, which is related to other parts as Chaika (2008) pointed out that language “is composed of meaningless elements that combine by rules into meaningful structures. Sounds, meaningless in themselves, form meaningful words or parts of words. These words combine into sentences, and the sentences combine into discourse, which include conversation, books, speeches, essays, and other connected sentences.”

Language is the system of these systems.

i. Phonology i.e. the system of sound

ii. Syntax i.e. the system of word order

iii. Semantic i.e. the system of meaning
2.2.5 Language is Meaningful

Language is made up of sounds and these sounds are related to human life. These sounds have meanings. Through these meaningful sounds the human beings communicate with each others. As Chomsky (2006) argued that “language has mastered a system of rules that assigns sounds and meanings in a definite way for an infinite class of possible sentences.”

2.2.6 Language is Arbitrary

Arbitrariness is an important characteristic of language which means that there is no direct connection between the sounds and the object which it represents. We have seen that languages use small number of sounds and these sounds generally do not convey any meaning. For example the English word ‘tree’ corresponds with “Darakht” of Urdu, “wana” of Pashto “bota” of Punjabi, has absolutely no relationship between the various sounds and meanings used by these languages. The relationship between sounds and meaning is completely arbitrary (Venkateswaran, 1995)

It means that we cannot predict the meaning by the sound. According to Wardghaugh, “there will be no way of predicting that what a word means just from hearing.”

2.2.7 Language is a System of Contrast

It is the system of differences and the speakers do not and can not imitate each other but they usually use language in different ways.
2.2.8 Language is Creative

We use language throughout our life and cannot use the same sentence twice. It is the knowledge of rules that permits speakers to create infinite sentences. This creativity occurs because words can refer to more than one thing. The speakers of a language do not learn all possible word combination, but they learn that govern those combinations. (Owens, 1996)

2.3 LANGUAGE ACQUISITION

The acquisition of “language is very much a socially determined phenomenon” (Chaika, 2008). It is the integral part of the society and keeps the society together as Richards (1998) pointed out, “language is the cement of the society, allowing people to live, work, and play together, to tell the truth but also to tell a lie, lies.”

Children acquire language with the passage of time. The acquiring of language by children is universal. According to Fromkin (2003), “Children do not wake up one fine morning with a fully formed grammar in their heads. Relative to the complexity of adults’ grammar that they eventually attain, the process of language acquisition is fast but it is not instantaneous.” It means that it is not a matter of a day, but certainly this process is very fast.

The acquisition of language is the universal capacity of human beings. According to Akmajian (2004), “Language development occurs in all children with normal brain function, regardless of race, culture, or general intelligence.”
The ability to acquire language is innate, and, “A human infant is born with innate predisposition to acquire language; he must be exposed to language for the acquisition process to start.” (Richard, 1998)

This is a natural process and no extra effort or intelligence is required to acquire language. Language is learned, in the normal course of events, by children bright and dull, pampered or neglected, exposed to Tlingit or English. So, “All children regardless of great differences in a range of social and cultural factors have led to the belief, that there is some ‘innate’ predisposition in the human infant to acquire language.” (Yule, 1996)

A normal child develops language skills, in the same way as he learns other physical activities like, sitting up, standing and walking. According to Winkler (2008), “children acquire language effortlessly rather than having to work very hard to learn them as adults do.”

It is not an instantaneous process, and takes three to four years. In these years children pass through a series of recognizable stages as they master their mother tongue.

2.3.1 Pre-Language Stage

The very early stage of language acquisition is called ‘cooing’ and ‘babbling’. In pre-language stages, the infant starts sound production. From the three to six month stage, the first recognizable sounds are ‘cooing’ and ‘babbling’.

The pre-language stages remain up to the age of nine months. At this stage “parents are able to identify the pre-word babbling of babies from their own language.” (Winkler, 2008)
2.3.2 One Word or Holophrastic Stage

The next linguistic stage is one word or holophrastic stage. Between twelve to eighteen months, a child begins to produce a variety of recognizable single unit utterances. In this stage single words are uttered for every day objects such as ‘mama’, ‘dada’ and ‘up’.

According to Finnegan (2004), “Observation of utterances at the one-word stage suggests that children are not rehearsing simple words, but expressing single word to convey whole propositions.”

2.3.3 Two Word Stage

The two-word stage begins around eighteen to twenty months. By this time, the baby combines variety of words like ‘mommy eat’ and ‘baby chair’. In this stage, the baby not only produces speech, but also receives feedback and “by the age of two the child has a vocabulary of more than 50 words”. (Yule, 1996)

Around the time of the second birthday something new and exiting occurs and children’s “utterances show a preference for combining a noun like element with a predicate like, and children tend to verbalize in proposition.” (Finnegan, 2004)

2.3.4 Telegraphic Speech

A child produces a large number of utterances by the age of two to three, which could be classified as multiple word utterances. This stage is described as telegraphic
speech stage. It means that “when a child starts stringing more than two words together, the utterances may be two, three, four, five, or longer.” (Fromkin, 2003)

A child has developed some sentence building capacity by this stage, and can order forms correctly. By the age of two and a half, a child’s vocabulary is expanding rapidly and by the age of three, his vocabulary has grown to hundreds of words and pronunciation becomes closer to adult language. So at this stage, a baby can really talk and acquire first language.

2.4 THEORIES OF LANGUAGE ACQUISITION

2.4.1 Behaviorist Approach

Language is a part of human behavior, and on the basis of this, behaviorists formulate theories of first language acquisition. Behaviorists consider effective language behavior to be the production of correct response to stimuli. They think that if a particular response is reinforced, it becomes habitual or conditional, and “children learn to produce correct (grammatical) sentences, because they are positively reinforced when they say something right, and negatively reinforced when they say something wrong.” (Fromkin, 2003)

Thus children produce linguistic responses that are reinforced as Winkler (2008) pointed out. Skinner “believed that children would hear language, imitate it and then be encouraged (reinforced), either positively or negatively by their parents or other caretakers.”
Skinner and his followers believe that all behaviors are learned. Behavior is modified or changed by the events that followed, or changed by the contingent upon that behavior. Any event that increases the probability of occurrence of a proceeding behavior is said to be a reinforcer of that behavior. Any event that decreases the probability is said to be the punisher. The resultant changed behavior is called learning or operant conditioning.

Skinner believed that a child imitates the language of its parents. Parents rewarded the successful attempts, and these attempts are reinforced, while the unsuccessful utterances are forgotten as Fromkin (2003) argued that “children are being constantly corrected for using ‘bad grammar’ and rewarded when they use good grammar.”

Skinner’s theories attracted a number of critics, not the least among Noam Chomsky (1989), who penned a highly critical review of verbal behavior. Some years later, however, Kenneth Maccorquodale (1986) published a reply on Chomsky’s reviews, in which he convincingly defended Skinner’s point of view. And so the battle raged on. Today, few linguists and psychologists would agree that Skinner’s model of verbal behavior sufficiently accounts for the capacity to acquire language, for language development itself, for the abstract nature of language, and for the theory of meaning.

The most important objection to the behaviorist approach of language acquisition is that language is based on a set of rules, which cannot be acquired by simply imitating. The mistakes made by children while learning reveal that they are not imitating but actively applying rules. Children are usually unable to imitate adults, especially if the adult utterances contain more complex structure, and child has not acquired that structure.
“Imitation is involved to some extent, of course, but the sentence produced by children show that children are not imitating an adult’s speech.” (Fromkin.2002)

Behaviorists believe that children learn a language through imitation. The learners relate their first language to the second, but the imitation does not help the second language learner in a real-life situation. They are required to produce sentences they have never previously heard or seen. The language learners imitate a finite number of sentences which is not enough to carry out a conversation. Behaviorists cannot explain how the language learners learn to produce correct sentences, which they have never previously heard or seen.

2.4.2 The Nativist Approach

Behaviorists emphasize on language behavior and environment for its acquisition. In response to behaviorists, the nativist find generative theories of child language, asking deeper questions, looking for clearer explanations of the mystery of language acquisition.

The term Nativist is derived from the fundamental assertion that language acquisition is innately determined. This means that “we all are born with a predisposition to speak, we all acquire language without tuition, and when we speak we do not consciously convert our thought into speech.” (Pinker, 1994)

According to Fromkin (2002), “Children learn language the way they learn to sit up, or stand or crawl or walk. They are not taught to do these things, but all normal children begin to do so at around the same age.”
Chomsky (1965) claimed that children have a built-in ability which enables them to use language completely, regardless of their learning environment. He thinks that children are biologically programmed for language learning.

The psycholinguists called this ability of child language acquisition an innate or inborn language acquisition mechanism. Chomsky called this (LAD), Language Acquisition Device. (Owens, 1996)

Jalongo (1992) proposed that language is ‘Species specific’ behavior, and language related mechanisms are biologically determined.

Nativists believe that a child discovers finite rules and generates infinite utterance. It seems that he constructs his own rule-system, which he gradually adapts in the direction of the adult system. This means that external forces are not shaping his language but he is creatively constructing it, as he interacts with those around him.

Chomsky’s work on language was theoretical, and much of his work consists of grammar and grammatical rules. The Nativist theory relies on child exposition to language, but it does not recognize the reasons why a child might want to speak. They ignore this function of language.

2.4.3 Functional Approach

Behaviorists believe that language learning is similar to the learning of other things, and in the view of the Nativist, language is ‘innate’ or ‘inborn’. The cognitivist laid emphasis on meaningful learning. They claimed that children do not learn mere superficial word order, but learn underlying structure within meaningful contexts.
This approach is also called cognitive theory. Jean Piaget placed language acquisition with the context of cognitive development, and argued that language is one aspect of child’s overall mental development.

Thus semantic learning depends on cognitive development, and the sequence of the development in learning, is determined more by semantic complexity than by structural complexity. Language learning takes place faster when it is used in day to day situation in life. This may be termed the functional use of language. (Hussain, 2005)

Bloom, Piaget, Dam Slobin and others, give an important dimension to child language study by concentrating on the cognitive prerequisite of linguistic behavior. Piaget claimed that children’s overall development is due to their interaction with environment, cognitive capacities and their linguistic experience.

The critics of this approach argued that some children, who have abnormal mental development, have learned to speak fluently, which means that syntax does not appear to rely on intellectual growth.

Language learning is an innate and natural process. The children acquire language with the passage of time, but learning of second language is not the same as the first language. One language is already present in the mind of learners. This first language sometime helps in the learning of the second language, especially when two languages are similar, but most of the time the first language creates difficulties in learning of the second language. English is the second language in Pakistan, and different from the national language Urdu, and other regional languages, so, the learning of English as a second language is difficult for students in Pakistan.
These three theories of language acquisition are somehow interrelated. Many teachers use different teaching methods which may be related to these theories. English teachers should be aware of all the different theories and approaches of language acquisition, and they should use them as a base for his or her teaching.

2.5 SECOND LANGUAGE ACQUISITION

Second language learning or second language acquisition, is the process by which people learn any other language apart from the mother tongue. According to Finnegan (2004), “Second language is any language that is acquired after one’s first language; it may well be a third or fourth ‘second language.”

The second language learning is different from the acquisition of first language as Fromkin (2002) argued that “anyone who has attempted to learn a second language in school, or when visiting a foreign country, knows that it is different from learning their native language.”

There are different theories regarding the acquisition of second language. Stephan Krashen theory of second language is widely known and well accepted. This theory consists of five main hypotheses.

The first hypothesis is the, ‘Acquisition-learning’ hypothesis in which Krashen “proposed a distinction between acquisition- the process by which children unconsciously acquire their native language- and learning which he defines as conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them.”
The monitor hypothesis defines the relationship of acquisition and learning. According to Krashen, the role of conscious learning is limited in second language acquisition.

The natural order hypothesis suggested that the acquisition of grammatical structures follows a “natural order”. Krashen argued that some grammatical structures tend to be acquired early, while others late.

The input hypothesis is concerned with how second language acquisition takes place. He explains that the learner's progress allows the natural order in second language acquisition.

The effective filter hypothesis suggested that a number of affective variables like motivation, self-confidence and anxiety play a facilitative role in second language acquisition. These variables have positive and negative effects on the acquisition of second language.

The second language acquisition rate has been affected by many factors. Among the factors influencing this rate are one’s social and cognitive abilities, and desire to learn.

Bialystok's (2000) model of second language learning is a well known model, and it deals with strategies and process. Her model described the transfer of linguistic knowledge from explicit, to implicit domain.

2.6 BILINGUALISM

The acquisition of more than one language is called bilingualism. Bilingualism is a dual acquisition of language in one person, one language home environment.
The meaning and definition of bilingualism varies from situation to situation as Carroll (2004) pointed out that, “some individuals are bilingual because they live in bilingual regions, some become bilingual because their home language is not the same as their school or business language.”

In most cases, children learn two languages when they are born in a bilingual society as Bialystok (2001) described that, “in some communities bilingualism is simply expected.”

Some linguistics, believe that young children can effortlessly learn two languages, and this increases the learning ability of a child. According to Carroll (2004), “younger children are often regarded as superior language learners than older children or adults.” Thus, “young children, who are exposed to more than one language before the age of puberty, seem to acquire all the languages equally well.” (Fromkin, 2002)

Many people of the world are bilingual, and use these languages for different purposes in society. According to Chaika (2008), “they may have different levels of proficiency in each of their languages, and use them for very different social situations.”

2.7 ERROR ANALYSIS

Second language learners often make systematic errors in grammar, and these errors are usually based upon their first language. The second language learners “make such errors because they are not wholly sure how and under what condition, all of the grammar rules apply.” (Chaika 2008)
Kroll (2002) argued that errors, “emerged when two languages, the students’ native language (NL) and the target language (TL), collide in a language learning situation.”

According to Maicusi (2000), “children learning their first language (L1), adult native speakers, second language learners; they all make errors which have different names according to the group committing the errors, children errors have been seen as “transitional form, the native speakers errors are called ‘slip of the tongue,’ and second language (L2) errors are considered ‘unwanted forms’.”

Making errors are natural for human beings, and it is virtually impossible to avoid errors when learning any new skill, particularly when learning a foreign language.

These errors arise from “learner’s active strategies: overgeneralization, ignorance of rule restrictions, incomplete rule applications, and hypothesizing false concepts.” (Richards, 1998)

Brown (2000) has described three categories of errors. The first category is ‘very general errors’ which include error of addition, error of omission and error of substitution etc. the second category is the ‘levels of language which can be violated’. These levels are phonology, orthography, lexicon grammar, discourse (semantics) etc. the third category is domain and extant of an error.

The purpose of identifying these errors are not simply identification, but to address the sources of these errors. It helps the second language teacher to determine the learner’s linguistics competence. It has been argued that error analysis helps the teacher to determine the stage of a student in his second language learning.
2.8 ENGLISH LANGUAGE SKILLS

Language teaching courses are usually defined with reference to language skill i.e. listening, reading, writing and speaking. Hoskission (1987) described the four forms of language: listening, talking, reading and writing.

According to Shahid (2005), the four specific aims of teaching English at school stages are:

1. To understand spoken English
2. To speak English
3. To understanding written English
4. To write English

According to one classification, speaking and listening are said to relate to language expressed through the aural medium, and reading and writing are said to relate to language expressed through the visual medium. Speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. (Widdoson, 2004)

It is concluded that:

1. Listening is aural or passive or receptive
2. Speaking is aural or passive or productive
3. Reading is visual or active or receptive
4. Writing is visual or active or productive

Dash (2007), rightly argued that “when these language abilities are developed, we can say that the pupil has learnt the language.”
2.8.1 Listening

Listening is the most neglected skill for learning English language in Pakistan. Teaching of listening is as essential as teaching of other language skills. Listening comprehension is one of the most important and fundamental of the skills in language learning; yet, it is probably the least stressed skill in language classroom.

Oral communication is not possible without listening. Listening is the first language mode that children acquire, and it provides the basis for the other language arts.

Many people are poor listeners, and apart from communication and interaction, much enjoyment comes from listening activities such as watching films and plays, or listening to radio broadcasts, television, songs, or chats. Even in the class, students learn a great deal from listening to teachers; it is believed that college students learn forty to fifty percent through listening.

2.8.1.1 Listening process

Wolvin (1998) has described three steps in the listening process.

i. Receiving: in this step the listener receives the stimuli presented by the speaker

ii. Attending: in this step the listener focuses on the selected stimuli

iii. Assigning Meaning: in this step the listener assigns meanings to the speaker's message.

2.8.1.2 Listening in the class room

Mueen (1992) has described the following purposes of classroom listening.
i. Setting up expectation

The teachers create expectation in students of what is about to be said. The students have some idea of what is coming next. Hence, they can concentrate on any new information, which may be a part of the message they want to hear.

ii. Getting the gist of the message

Students usually listen to the main points and ignore the irrelevant talk. They must find their way through repetition, false starts, pauses, etc, which are features of the spoken language.

iii. Specific information

Students do not pay full attention to every single word spoken in the classroom. They only pick up information which they require, or which they want to hear, and ignore the rest.

iv. Deducing the attitude/opinion of the speakers

Students can infer by the teacher tone of voice, (intonation) or the style of language, of how she/he feels about what she/he is telling them.

v. Guessing the meanings of unfamiliar words

Students do not use the dictionary every time they come across new words. Instead, they try to guess the meaning according to the context, in which those new words are used.

vi. Recognizing “signals”

It is unusual that the speaker delivers long stretches of language without giving any help to the listener. The former will usually supplement his speech by an example, (for example....) a proviso, (even so....), a rephrasing, (in other words....), the
introduction of a new topic, (right now…), etc. without such ‘structuring aids’, the
listener may be ‘lost’ in a longer stretch of language.

vii. Listening for communicative tasks

Students listen carefully so as to be able to ‘talk back’ to the speaker. They must
decode the message received, and answer according to the expectations of the listener.
There must be an element of cohesiveness (unity of grammar) and cohesion (unity of
meaning) in the verbal exchange.

2.8.2 Speaking

We speak when we want to express our ideas, opinions, desires and establish a
social relationship and friendship. Speaking in English is considered as status symbol in
Pakistan. It is also important for the students, because it enables them to participate in
academic discussions with other fellow students. But the teaching of spoken English is
less emphasized than the teaching of grammar, and the analysis of English literature.

Teaching of spoken language is ignored in the classroom, and students cannot
handle the spoken language. The students need ultimately to acquire an awareness of how
the language being learned is used for talking. It maybe, of course, that in certain
circumstances it is expedient to spend time on the teaching of speaking and hearing first,
before moving on to the higher level of communicative ability of talking. (Widdoson,
2004)
2.8.2.1 Stages of spoken English

Osborn (1994) has described the following stages of spoken English.

i. The presentation stage

At this stage, the students are introduced to the topic. The student role at this stage is receptive, and role of the teacher is active. The teacher may show a film to students, or the students may listen to an audio tape. The teacher must make sure that the language is understandable, meaningful and memorable.

ii. The practice stage

The teacher motivates the students to speak and manage their performance. At this stage, the role of the teacher is passive, and he remains in the background, and monitors the quality of students’ responses.

iii. The production stage

At this stage, the students are given a chance to produce the language on their own. The students express themselves freely. The teacher observes the quality of the students’ speaking. The aim of a teacher should be to develop fluency and accuracy in the students’ speaking.

2.8.3 Reading

Reading is the means of gaining knowledge, and everyone wants to be a good reader to gain fast knowledge. As Smith (2004) pointed out that “reading is the most natural activity in the world. The word ‘reading’ is properly employed for all manner of activities when endeavored to make sense of circumstances.”
2.8.3.1 Stage in the process of reading:

Harmer (2006) has described the following stages in the process of reading.

i. The initial stage

The initial stage is recognizing visual symbols. Seemingly simple, differences between the small and capital letters can be troublesome, especially when they are quite different in shape. Moreover, English poses orthographic problems, since there is not a one-to-one correlation between the sound and written symbol. In the beginning of reading classes, students can be asked to read words, sentences and short dialogues after they have been practiced orally.

ii. The comprehension stage

This stage leads students to the comprehension of material that has not been practiced orally. The purpose of reading is to gain knowledge, which means that reading involves the acquisition of new vocabulary and understanding grammatical structure. The teacher must teach the students how to get meanings from the written words.

2.8.3.2 Methods of teaching reading

Shahid (2005) has described different methods of teaching reading. These are as follows:

i. Alphabetic method

It is also called the ‘A, B, C method’ and ‘spellbind method’. Following steps are taken to teach by this method.

1. Teach the name of the letters in the alphabetic order.

2. Combining two or more letters to form a word.
3. Combining words into phrases.

4. Reading passages.

Dash (2007) argued that those “who use this method, should remember that small letters are to be taught first, and then the capital letters.”

ii. Syllabic method

Teaching by this method starts with the teaching of syllables. The steps in this method are:

1. Syllables are used directly.

2. Syllables are combined to form words and sentences. (Hladczuk, 1992)

iii. Word method

In this method, a whole word is given for reading, from the beginning words are presented with help of audio-visual aids. Teacher may use the picture of a ‘shoe’ and the word ‘shoe’ written under it. This method is also known as “look and say method” and “see and say method”

It is based on following assumptions:

1. It is the most convenient unit that eyes recognize

2. The smallest language which has a meaning is a ‘word’

3. The basic units of thoughts are words

iv. Phrase method

In this method, the child reads groups of words in a phrase. It lies midway between word method, and sentence method. This method is based on the following assumption:

1. Phrases are more interesting than words

2. Phrases convey meaning
3. The reader recognizes the group of words

4. Phrases are more suitable units of reading

v. **Sentence method**

This method is opposite to the alphabetic method. Sentence is the unit of speech.

This method is based on the following assumption:

1. The true unit of thought is a sentence, not a word
2. A sentence is also a unit of speech
3. A sentence conveys a complete meaning
4. A sentence has distinctive sound

vi. **Story method**

This method is more advanced than the sentence method. In this method the students are told a story in four or five sentences, and the story is illustrated by pictures. The students first learn the story by heart then read it. This method is based on the assumption that:

1. Children have a natural liking for stories. (Lewis, 2010)

2.8.4 **Writing**

Writing is a vehicle which gives substance to oral words, abstract thoughts, and feeling, and helps to convey them in all spheres of life. It is obvious from the fact that the only system of evaluation prevalent in our country is a three–hour examination, in which the student is expected to pour out all he has learned in the course of one or two years, not only in the subject of English language, but in all other subjects he has taken for the acquisition of his degree, diploma or certificate. The requirements necessary to
pass the written examination include not only to know the subject well, but also to be able to express it well, and to do so in the given time.

2.8.4.1 Essential ingredients of a piece of writing

The essential ingredients of a piece of writing are;

1. Content: ideas which one wants to communicate
3. Logical organization: the way in which the writer guides through his writing and effective organization of information
4. Inference: what the writer draws out of the given information, or writer’s own assessment and contribution. Students may come to the conclusion, based on the information they have gathered. (Langan, 2002)

2.8.4.2 Paragraph writing

The ultimate goal of writing is the paragraph writing. The ability to write clear, coherent and a cohesive paragraph, is a fundamental skill and this may be seen as prerequisite to successful writing. A paragraph is a set of sentences. These sentences talk about one theme or topic.

According McDonald (1996) the format of a paragraph is as follows:

1. **Topic sentence**

   This can be a question or a statement.
2. Support

Support for the topic sentence can be seen in the form of examples, facts, details, statistics, an explanation, a definition, a comparison, a contrast, a cause or causes.

3. Concluding sentences

This may be a statement or a question to ‘drive home’ the main point of the paragraph. (Langan, 2002)

2.8.4.4 Essay writing

An essay is a collection of paragraphs related to a common theme. An essay consists of a number of paragraphs on a single theme. There are three important elements of essay writing:

1. Having ideas
2. Organizing theme logically
3. Expressing them effectively (Harmer, 1998)

According to Harmer (1998) an essay consists of the following three parts:

1. Introduction

The introduction contains the subject or the topic, which is generally a statement of the problem.

2. Development

It contains presentation, analysis and discussion. This may comprise of one paragraph, or a number of paragraphs, depending on the number of main ideas.

3. Conclusion

According to Mueen (2002) conclusion may contain:
1. A summary of the main points from the developmental section

2. The writer's own views or opinions

   The following types of essays need to be taught in high school classes.

   1. Narrative
   2. Descriptive
   3. Expository
   4. Argumentative
   5. Reflective
   6. Imaginative

2.9 METHODS OF TEACHING ENGLISH

2.9.1 Grammar-Translation Method

   Grammar translation method is also called traditional or classical method. This method has been used for centuries. Latin was taught by means of the classical method. It focuses on grammatical rules, memorization of vocabulary, translation of text and doing a written exercise. In the nineteenth century, the classical method came to be known as the grammar-translation method.

   This method came to the sub-continent with the British. The philosophical basis of this method is that, a foreign language can be easily learnt through translation and grammar, and this “method has been a very popular method of teaching, particularly at the primary stage.” (Dash, 2007)
Modern linguists discarded this method on the grounds, that it does not train the students for communication. The students’ role in the class is passive, while the teacher is active.

Pakistani educationists justify this method on the basis of large classes, and untrained teachers. (Mueen, 1992)

2.9.1.1 Objectives of grammar-translation method

Hawkey (2010) has given the following objectives of grammar-translation method:

1. To inculcate an understanding of the grammar of a language
2. Training in the translation and accurate writing of the language
3. To provide students with a wide literary vocabulary
4. To use language learning as an intellectual discipline.

2.9.1.2 Process of grammar-translation method

Pachler (2003) has described the following process of Grammar-translation method”

i. Start from a word of daily use

The grammar-translation method starts with the translation of simple words. The teachers proceed from simple to the complex words, but should not embarrass the students with difficult words and complex sentences. In the beginning, few months should be spent on developing vocabulary and pronunciation.
ii. **Simple structure**

In the second step the teacher should introduce very simple sentences like… this is ….. that is…..etc. These structures should be translated into the native language to avoid confusion. The translations of these structures are helpful for understanding. The students should be encouraged to form simple sentences by using these simple structures.

iii. **Teaching Grammar along with structures**

In this method, the teaching of grammar goes along with structures. When the students master the structure, it should be broken into parts. The teacher should clarify the concepts of nouns, pronouns, adjectives, prepositions, articles and verbs, by giving examples. The tenses should be taught by comparing them with the native language.

iv. **Emphasis on reading and writing**

It is said that this method is not suitable for teaching a living language. Therefore, for mastery in spoken language, emphasis should be on reading and writing. Reading would help in developing efficiency in speaking. Reading should always be followed by writing, because writing is also important for learning a foreign language.

v. **Translation and Re-translation**

The important feature of this method is that it begins with translation of simple words. As the students advance, they may be given more difficult and complex sentences for translation.

Translation from English to the native language, and from the native language to English, should be taken up simultaneously. This process often proves a powerful tool for achieving mastery of the language. This helps in expressing ideas in a foreign language,
and improves composition writing. In both translation and re-translation, the pattern of English language structures should be followed.

2.9.1.3 Merits of grammar-translation method

Dash (2007) has described the followings merits of Grammar-translation method:

1. It is economical as it saves a lot of time for teachers

2. The people trained under grammar-translation method, have mastery over written language. They are known for their flawless writing, good handwriting, good spelling and good grammar.

3. It does not expect the teacher to be highly qualified. An average teacher can teach through this method

4. It helps in enhancing the students’ vocabulary.

5. It helps in having better and clear understanding of new and difficult words.

6. It follows the maxim “proceed from known to unknown”.

7. It gives the correct knowledge of grammatical rules.

8. It is convenient method for the teacher because he/she needs no audio visual aids.

9. It develops the art of translation in students.

10. This method can be used in all situations and in large classes.

11. It uses the child’s knowledge of his mother-tongue.

2.9.1.4 Limitation of the method

Venkateswaran (1995) described the following limitation of grammar-translation method as:
1. This method does nothing to enhance students’ communicative ability of the language.

2. This method may be a tedious experience for learners, because the learner memorizes a list of unusable grammar rules and vocabulary, and produces translation of literary use.

3. The emphasis on creating a framework, in which the rules can be applied, can lead the teachers and students to unnatural use of language.

4. Its emphasis is on the written activity, and does not encourage fluency and spontaneity in speaking.

5. This method advocates the use of mother-tongue. Therefore it is not suitable for a mixed linguistic group.

2.9.2 Direct Method

This method was developed as a reaction to grammar-translation method. Fries (1993) defines this method as, “a method of teaching a foreign language, especially a modern language, through conversation, discussion, and reading in the language itself without the use of the pupil’s language, without translation and without the study of formal grammar.”

In this method, attempts were made to make second language learning more like first language acquisition. Sauveir (1826-1907) and others, believe in the natural method, and argued that foreign language could be taught without translation, or the use of the learner’s native tongue. (Richard, 1991)
2.9.2.1 Objectives of direct method

Hawkey (2010) has given the following objectives of direct method as:

1. To recreate first language (L1) learning condition, where understanding comes mainly through listening and through actual speaking

2. To encourage direct association of target language (TL) words and sentences with objects, notions and actions without the mediating use of (L1) first language

3. To provide practice in aural-oral skills before reading and writing

4. To facilitate learning of grammar through practice and inference, rather than explanation

2.9.2.2 Principles of direct methods

i. Oral Teaching

The direct method emphasizes on oral teaching, To Richard (1991), oral communication skill was built up in a careful graded progression, organized around question-and-answer exchange between teachers and students in small, intensive classes.

The students follow the teacher when he speaks some sentences. The students repeat those sentences individually, and collectively. By constant drill, the students achieve an understandable production of those sentences. (Hussain, 2005)

The teacher asks many questions. For e.g. when the teacher is teaching,

What is in my hand? (Holding a pencil)

What am I doing? (Putting it on table)

What have I done? (After putting it on the table) (Shahid, 2005)
ii. **Avoiding the use of mother tongue**

In the direct method, the use of mother tongue is not allowed. The mother tongue prevents the learner from thinking in English, and hinders the child's fluency and speech. This method insists on the restricted use of the mother tongue, and helps learners in repeating what the teacher says, until they have acquired a certain grammatical pattern. (Venkateswaran, 1995)

Children attain the basic concepts in three to four years, and in the classroom there is a very limited time for teaching a foreign language. Therefore, for meaningful language learning, the new words are introduced in the native language, but the use of native language should be very limited.

iii. **Proceeding from Nouns to simple sentence**

In the direct method, the beginning should start with nouns of daily use. When students learn a good number of nouns, then the simplest structure of ‘this is’ may be introduced. In this method, unit of teaching is ‘sentences’ and not ‘words’. The exponent of this method laid stress on the use of simple sentences in the beginning.

iv. **Systematic approach**

The direct method works on the systematic presentation of new vocabulary. It proceeds gradually from unknown, to known, and from simple, to complex, in a natural way. The child follows the pattern in learning the mother tongue. After giving sufficient practice in simple sentences, the teacher moves to complex sentences and asking questions. These questions and answers are limited to the students’ vocabulary. (Littlewood, 1998)
v. **Using inductive methods for teaching grammar**

The teachers in our educational institutions start teaching from rules of grammar to the students. Thus, the students follow these rules without understanding its nature, and because of this, students make mistakes. In this approach, when rules are taught first and examples later on, is called deductive approach.

In the direct method, the inductive approach is followed. This approach is a contrast to the deductive approach, this approach starts from examples, and draws out rules from these examples. For example:

The boy is running.
The boys are running.
The girl is standing.
The girls are standing.

The teacher explains these examples by deducing the general rule for making plurals. The plurals are made by adding ‘s’ to the singular. This method is followed for teaching other grammatical rules.

**2.9.2.3 Demerits of the direct method**

Verghese (2005) has described the following demerits of the direct method as:

1. It is an incomplete method. It promotes the oral aspect of language learning, and neglects reading and writing which are important aspects of language learning.

2. It is very laborious method for teachers, because teachers have to spend a lot of time on lesson planning.

3. The direct method practically ignores the study of grammar.
4. In this method, it is possible that the teacher wants to communicate some meaning, and students assimilate another meaning.

5. In this method, much time is consumed in creating live situations.

6. It is an expensive method, because a lot of audio-visual aids are needed.

7. The methods is not popular in Pakistan, because of shortage of trained teachers who can teach English, and non availability of facilities. Due to these demerits, the method has failed to give the desired result in Pakistan.

2.9.3 Audio-Lingual-Method

The direct and other methods described the importance of learning the target language. It was felt that mere exposure to the target language would not help the learner, and it would be better if the learner could learn certain patterns, and vocabulary, to be able to communicate in the target language. The new emphasis on communication, led to a new approach to language teaching called, aural-oral or audio-lingual approach.

The emergence of the audio-lingual method resulted from the increased attention given to foreign language teaching in United States towards the end of 1950s. The combination of structural linguistic theory, contrastive analysis, aural-oral procedures and behaviorist psychology led to the Audio- Lingual-Method. (Richard, 2002)

2.9.3.1 Principles of audio-lingual method

i. Language is speech not writing

The audio-lingual method treated each language skill separately. This method emphasizes that listening and speaking should be taught before reading and writing. It
gives importance to correct intonation. The mastery of oral skill should precede reading and writing which will act as a reinforce.

ii. **Language is a set of habits**

This method is based on the behaviorists’ theory which implies that language is a set of habits, and has to be given in terms of language pattern.

iii. **Teaching the language not about the language**

This method is a revolt against the grammar translation method and the belief held is, that grammar is for teachers not for students. Learning through doing and active practice, is more meaningful and effective.

iv. **Theory of learning**

This method is based on the sound theory of learning by the behaviorist. The behaviorist claimed that learning takes place only if there is a stimulus, for every stimulus there may be a response. If the response is reinforced, then learning becomes a habit and if the response is not reinforced, then the behavior is not likely to occur again.

This can be diagrammatically summarized.

\[
\text{Stimulus} \rightarrow \text{Response behavior} \\
\uparrow \quad \text{and become habit} \\
\rightarrow \text{No reinforcement} \\
\rightarrow \text{Negative reinforcement}
\]

(Richard, 2002)
2.9.3.2 Merits of the audio-lingual method

1. It stresses on syntactical progress while earlier methods laid stress on vocabulary and morphology.
2. This method leads to the development of simple technique without translation of various graded and intensive practice of specific features of the language.
3. It developed the separation of the language skills into a pedagogical device.
4. It introduced the techniques of auditory and oral practice. (Stern, 1992)

2.9.3.3 Limitation of audio-lingual method

Venkateswaran (1995) described the following limitation of the audio-lingual method

1. The audio-lingual method confined language to a set of behavior, and this limits the scope of this method. Language learning is not a habit structure but language behavior involves innovation, formation of new sentences and patterns.
2. The audio-lingual method minimizes language to the practice of limited sentence patterns and curbs the working of human competence. The human can generate new sentences.
3. This method does not encourage learner centered teaching.

2.10 ENGLISH AS AN INTERNATIONAL LANGUAGE

There is no doubt that English is an international language, because it has been used all over the world for international communication as Dash (2007) pointed out “it is common means of communication between people of different nations. It is said that one
out of every ten in the world is native speaker of English.” According to Melyntyre (2009) “English is now a global language simply by virtue of it being spoken by such a large number of people world-wide.”

This global spread of English, as Rakesh (2001) observed, is because of two Diasporas; in the first English was transplanted by a native speaker, and in the second English was introduced as an official language along other national languages.

English has a large number of native speakers and these speakers are geographically spread. According to Crystel (2003) “a language achieves a genuinely global status, when it develops a special role that is recognized in every country.” English has achieved this global status, because it has a large number of non-native speakers who use it as a foreign and second language.

According to Brumfit (1995) “the predomination of English is mainly the result of two periods of world domination by English speaking countries, British imperialism in the nineteenth century, and the economic influence of the United States in the twentieth century. The combination of political influence and technological superiority acquired through these two successive movements, has given an advantage to English over the major imperial languages.”

The world is a global village. The people of the world are coming close together by trade, improved communication, and political, medical and cultural demands. According to Harmer (2001) “the major factor in the spread of English has been the spread of commerce throughout the world, and in particular the emergence of United States as a world economic power.”
English is the only language in which the people of the world are easily communicating. According to Barber (1999) “it is now one of the most widely spoken languages in the world, with over four hundred million native speakers, and roughly the same number of speakers who speak it as a second language.”

English language is spoken world wide, and it is difficult to travel to any part of the world without finding English in daily use, especially in large cities. Kachuru (2006) observed that, “English is the most widely taught, read, and spoken language that the world has ever known.”

It dominates the culture of the world by pop music transmitted by radio and satellite television, as well as movies and TV shows. “English is a dominating language in popular culture. Pop music in English saturates the planet’s airwaves.” (Harmer, 2001)

The sign boards, used on the shop fronts, for naming business and advertisement, are usually in English language. English is the Lingua Franca of airports, major hotels, civil aviation and shipping lanes. It is the leading language of science, medicine, technology and academic publication. It dominates computer hardware, software, networking, email, and vast creative chaos of cyberspace.

The world is getting smaller day by day. We need English as we leave the border of our country. English is the only language which our people know and Pakistan, India, Sri Lanka, and Bangladesh have outstanding positions as English speaking countries. We need modern languages for our present and future. This is the age of science and technology, and the language of science and technology is English. For the welfare of our country we need this language.
English is the most extensively used language of commonwealth countries, USA, the African states, China, Japan, Indonesia and most of European countries. The latest statistics show that more than half of the world population directly make use of English. “Barriers of race, color and creed are hindrance to continuing speed of the use of English.” (Broughton, 1994)

English is the store house of world knowledge. Most of the scholars and scientists of different countries of the world, present the result of their research in English. Large number of books and standard journals are published in English, thus there is constant flow, and increase in the store house of knowledge in this language. It is the richest language of the world in respect of vocabulary, and almost all the world classics have been translated in English.

We have seen that English is an important language and without English development in the modern world is not possible. Learning of English is important for the following reasons.

i. English is a means for understanding foreign education

ii. English is language of higher education

iii. English is the source of scientific and technological advancement

iv. It is the medium for international commerce, trade and communication. (Richards, 1991)

2.11 ENGLISH IN PAKISTAN

English language came to the Indian subcontinent when Queen Elizabeth I on December 31, 1600 gave a Charter to the East India Company to trade with India.
English language came to the subcontinent in three phases. The first phase was the missionary phase (1640-1765): The second phase was of local demand (1765-1835): and the government policy following, T.B Maculey's Minute of 1835.

Rehman (1990) observed that Pakistani English, like other non native varieties of English, also has four sub-varieties. The first variety is called Anglicized. This variety is used by those who have been exposed to British Standard English in the Received Pronunciation accent. Such people belong to highly westernized families. The second variety is called acrolect. It is used by Pakistanis who have been educated in English medium elitist schools. Many good journalists, administrators, professional people and upper-middle class people speak this variety of English. Most people, however, write and speak the mesolect variety of English. These people are middle, and upper-middle class and they have been educated in Urdu-medium schools. The basilect variety is used by clerks, minor officials and typists etc. who have not had much education.

English is the official language of Pakistan since independence. Quaid-e-Azam Mohammad Ali Jinnah, give importance to English in the first educational conference, he declared Urdu as the national language, but never ignored the importance of English language.

The indictment of English is based largely in negative and unreasonable consideration. Urdu and English are not incompatible. Urdu is our national language but, for the time being, English is also equally indispensable. It has served us well in the past; it has not outlived its utility.

English is the medium of instruction for higher education in Pakistan. But the medium of instruction in schools, and colleges, always remains controversial in Pakistan.
The educational policy 1998-2010 commented, that the major difficulty that has been a source of concern to successive governments, is the question of the medium of instruction, and the place of different languages in the school curriculum. There is no clear-cut national policy for the medium of instruction or place of different languages. What has added to the confusion is the place of English.

English is the language of the world in all walks of life especially in arts, hard sciences, humanities, and social sciences. International trade, commerce, and diplomacy are conducted in English. But many Pakistanis are still treating it as a British legacy. Yet it remains the official language of Pakistan, as 80% of correspondence is carried out in English. “English is also an associated official language in Pakistan, and while it is not an official language in other areas of South Asia (Bangladesh, Sri Lanka, Nepal, Bhutan), it is widely used internationally as a lingua franca throughout the region. (Fennel, 2001)

The use of English in Pakistan is well enriched. It is a prerequisite for employment in public and private sectors. English is the language of science and technology; its importance can never be denied nor ignored. The recent revolution in the field of information technology is almost entirely based on English. Therefore, in order to remain instep with the expanding frontier of human knowledge, the use of English in Pakistan needs to be actively sponsored by the educated, and patronized by the policy makers.

English is the language of international communication, higher learning and better carrier options. It should, therefore, reach the masses so that there is no discrimination among the rich and the poor in Pakistan, in terms of opportunities for personal, professional, and economic development. Learning English language is really a
subconscious process. The learners have few opportunities to absorb the language from the environment. It is not the learner who lacks the capacity to learn the language, but the total academic setting whose capacity needs to be built up. (Government of Pakistan, 2006)

The function of English in Pakistan can be described as:

i. **Regulatory**

The Constitution of Pakistan is codified in English. English is the language of parliament, courts, civil and military bureaucracy.

ii. **Instrumental**

English has been the language of higher education in Pakistan. In humanities, arts, and social sciences, the option to use Urdu is available now even at universities.

iii. **Inter-personal**

English language is used for personal communication. These communications may be:

1. In-group communication
2. Out-group communication
3. Communication involving specialized information

iv. **Creative function**

This function of English is restricted in Pakistan. But this country does have writers of international repute.

English continues to function alongside Urdu, promoting the same pattern of interaction between the two languages, as was set in the pre-independence era. The pattern of interaction has the following characteristics.
1. English is used more for writing than speech.

2. In bilingual speech, English or Urdu is used, simultaneously or alternatively, through code-mixing and code-switching affecting ‘bidirectional’ interaction.

3. Translation from L1 is the norm in Pakistan. Since there is no contact with native speakers of English, it draws its contents from local languages.

2.12 RESEARCHES ON THE SUBJECT OF ENGLISH

Bibi’s (2002) study on the comparative effectiveness of teaching English grammar with the help of a text-book and using group work activities, concludes that teaching of English grammar through group work activities, has a positive effect on the academic achievements of the elementary and secondary school students. The teaching of English grammar has significantly improved the reading comprehension, writing ability, listening comprehension, speaking ability, the application of rules of grammar, and the use of English effectively. Thus, teachers may encourage the students to use group work activities in their English language classrooms, for the teaching of English language and especially grammar.

Kausar’s (2009) study on the effect of direct instructional model on intermediate class achievement, and attitude towards English grammar, revealed that direct instructional model is more effective, than traditional instruction in immediate and delayed retention. She observed that direct instructional model is equally useful for students of varying abilities. The overall conclusion she has drawn from her study, was that English grammar achievement of students taught by direct instruction, was better than that of the student taught in the routine way.
Zahra’s (1995) study on causes of the failure in the Secondary School Certificate examination of the students of Lahore district, observed that the standard of teaching English in urban schools, is better than the schools of rural areas. The students think that English is a difficult subject which is why they have no interest in it.

Shirani’s (1995) study on Utility of Direct Method for the development of language teaching reported that in overcrowded classes, it is difficult to teach by direct method. The teaching of foreign language requires small classes, greater authentic teaching material, better teacher training and proper audio-visual aids. The ability of understanding English of college students is very poor, due to ineffective teaching at secondary level.

Mueen (1992) concluded that the English language teaching methodology is demotivating because it is outmoded. It does not offer any ‘incentive’ to the student, to develop an interest in language learning. The students are de-motivated and the teachers are uninterested in making the teaching/learning process more meaningful and pragmatic. The classroom atmosphere is unfriendly. The system is largely responsible for this negative attitude of teachers, and need a ‘Shake-up’ to make it more practical and promote English language teaching.

Farid’s (2004) study on Socio-cultural Implication of the English Language in Pakistan observed that the use of English clearly increases in the most formal domains of education, government and employment. Moreover, it is making its way to more informal domains too. As the most common pattern addressing, requesting, apologizing and thanking are being practiced in the English mode with felicity.
The Teaching Methodology for English: An overview observed that you can teach English to anyone in an English speaking country by using the direct method and even grammar –translation method, but it is very hard to teach English to a student, who attends his English class for only forty minutes; the pupil who has no touch to English outside the class. In situation like this, I suggest an emphasis on grammar not necessarily formal, but generative grammar might do pretty well.

According to Rasul's (2006) study on Language Hybridization in Pakistan as a Socio-cultural Phenomenon found: An analysis of code-mixing linguistic pattern observed that the linguistic environment of Pakistan, provides enough prospects for the interaction of English with Urdu and other local languages. This gives ways to code switching and code mixing.

Hussain's (2005) Experimental study, on teaching English through direct and translation Methods at Secondary Level, concluded that, direct teaching method is more effective as a teaching-learning technique for English, as compared to the traditional teaching method. Students in the direct teaching method outscored the students working in the traditional learning situation.

Kazi (1984) observed that most English language errors of Pakistani students are made, because they translate from Urdu to English in their minds. This is a natural tendency, but in our country even teaching English through Urdu is very common. This encourages thinking in Urdu while trying to speak English. The teacher should make only a limited use of Urdu to save time, if a student cannot understand the meaning of words.
Azhar (2004) has drawn the following conclusions on the basis of his study on Management of large size English Language teaching classes at high school level in District Abbottabad, Pakistan.

1. Maintaining discipline is mostly a problem in a large size English language teaching (ELT) classes.

2. It is difficult to give individual attention to weak students in a large size English language teaching (ELT) classes.

3. Teaching and evaluation is difficult for the teachers in a large size English language teaching (ELT) classes.
CHAPTER 3

RESEARCH METHODOLOGY

This study was descriptive in design. The aim of the study was to find out the nature of difficulties, and factors affecting the learning of English by the secondary school students of Provincial, and Federal government schools in Khyber Pukhtunkhwa through a test, that was prepared in accordance with the objectives of teaching English as a second language. The study also used the interview method to find out the factors affecting the learning of English of Federal and Provincial government schools in Khyber Pukhtunkhwa.

3.1 POPULATION

The population of the study was comprised of all the Class X students, and English teachers of twenty four Provincial government schools, and twenty two Federal government schools located in twenty four districts of Khyber Pukhtunkhwa.

3.2 SAMPLE

The sample of the study was representative of eight Provincial government Schools. and eight Federal government schools of district Abbottabad, Haripur, Kohat, Mansehra, Malakand, Mardan, Noshehra and Peshawar comprising of 654 randomly selected students of Class X.
The sampling was made in two stages. In the first stage eight districts were randomly selected among the 24 districts of Khyber Pukhtunkhwa.

In the second stage of sampling, approximately 50% students were randomly selected from each school by applying simple random sampling technique.

Table 3.1 shows the number of randomly selected students of Federal and Provincial government schools from eight districts of Khyber Pukhtunkhwa.

Table 3.1:  *Contingency Table for the Sample*

<table>
<thead>
<tr>
<th>Districts</th>
<th>F. G</th>
<th>P. G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbottabad</td>
<td>47</td>
<td>60</td>
<td>107</td>
</tr>
<tr>
<td>Haripur</td>
<td>45</td>
<td>42</td>
<td>87</td>
</tr>
<tr>
<td>Kohat</td>
<td>31</td>
<td>40</td>
<td>71</td>
</tr>
<tr>
<td>Mansehra</td>
<td>41</td>
<td>40</td>
<td>81</td>
</tr>
<tr>
<td>Malakand</td>
<td>21</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td>Mardan</td>
<td>33</td>
<td>45</td>
<td>78</td>
</tr>
<tr>
<td>Noshehra</td>
<td>32</td>
<td>35</td>
<td>67</td>
</tr>
<tr>
<td>Peshawar</td>
<td>56</td>
<td>56</td>
<td>112</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>306</td>
<td>348</td>
<td>654</td>
</tr>
</tbody>
</table>
Sixteen senior most English teachers were selected for the purpose of interview. Two teachers were selected from each type of school system from district Abbottabad, Malakand, Mansehra and Peshawar.

3.3 RESEARCH INSTRUMENT

3.3.1 English Language Achievement Test

English language Achievement test (Appendix-A) was developed by the researcher, in accordance with the objectives of teaching English as a second language, and English curriculum for secondary classes, to find out the difficulties in learning English by the secondary school students of Provincial, and Federal government schools in Khyber Pukhtunkhwa.

The test was comprised of Eighty Eight items, divided into eight sections to test eight aspects of English language i.e. tenses, active and passives voice, direct and indirect narrations, conjunctions, prepositions, articles, arrangement of sentences and reading with comprehension.

The preliminary test was first judged by a team of experts (judges) from Foundation University College of Liberal Arts and Sciences Rawalpindi, and some experienced English teachers of secondary level of Khyber Pukhtunkhwa. These experts include

1. Prof Dr M. Maqsud Alam Bukhari Principal, Foundation University College of Liberal Arts and Sciences, Rawalpindi.
2. Muhammad Akram Khan Head of Department of English, Foundation University College of Liberal Arts and Sciences, Rawalpindi.
3. Dr. Umer Farooq, Assistant Professor, Department of English, Foundation University College of Liberal Arts and Sciences, Rawalpindi.

4. Dr. Asif Niwaz satti, Assistant Professor, Department of Education Hazara University Haripur Campus, Haripur.

5. Altaf Ahmad, Lecturer in English, Department of English, Government Science Superior College Peshawar.

6. Amber Sultana, Lecturer in English, Department of English, Foundation University College of Liberal Arts and Sciences, Rawalpindi.

7. William Ghulam, Principal Government Centennial Model School No.4, Saddar Peshawar.

In the development of the test, these experts provided valuable guidance in the construction of test items, and improvement of sentence structure of the test items. In the light of the opinion of the experts, the language of some of the items was modified. Some students during the pilot testing identified some printing mistakes. The corrections were made on the basis of the feedback from the pilot testing.

3.3.1.1 Validation of the instrument

Pilot testing of the study was carried out to validate the instrument. The trial test was done in two stages.

Stage I

In first stage the self developed test (Appendix-A) was administered to a group of forty students, taken from the population of the study. Twenty students were randomly selected from each type of school. The answer sheets were marked, and an award list
was prepared with arrangement from lowest achievers, to highest achievers. Twenty five percent (25%) low achievers (L.A) and twenty five percent (25%) high achievers (H.A) were taken and placed in two groups. The middle fifty percent (50%) were set aside and were not included in item analysis. Two indices were obtained from the analysis of student’s responses to test items. These were an index of item difficulty, and an index of item discrimination.

The difficulty index was calculated by the formula:

\[
\text{Difficulty Index} = \frac{\% \text{ of Correct Responses of Low Achievers} + \% \text{ of Correct Responses of High Achievers}}{2}
\]

Items having difficulty index within the range of 16% and 84% were retained, and item having difficulty index below 16% and above 84% were rejected.

The discrimination index was calculated by the formula:

\[
\text{Discrimination Index} = \frac{\text{Correct Responses of High Achievers} - \text{Correct Responses of Low Achievers}}{\text{Total numbers of students}}
\]

The items having difficulty index with in the range of .1 and .9 were retained, and items having discrimination index below .1 and above .9 were rejected.

The preliminary test consisted of Eighty Eight items (Appendix-A). Twenty three items were rejected on the basis of item analysis. The details of the items retained and rejected have been given in the item analysis in appendix-B. Following items were rejected. Item No.1,7,9,11,17,25,30,32,34,35,38,45,50,52,62,64,65,68,70,71,75,77,83.
Stage II

In the second stage, the self developed test (Appendix-A) was again administered to a group of sixty students randomly selected from the population of the study. The students selected for pilot testing were excluded from the final sample of the study. The item analysis was done in the same way as in first stage. Appendix-C shows the complete item analysis of the second stage. The details of the items retained and rejected have been given in the items analysis in Appendix-C. On the basis of item analysis of the second stage twenty items were rejected. These items include item No.1,7,11,25,27,30,34,35,44,45,,52,56,62,65,68,70,71,77,83,88.

All the twenty seven items rejected in both item analyses, were excluded from the test. Sixty one items were retained for the final test.

The final test was reviewed by the team of experts and item No. 8 was also dropped as result of judgment validity of experts. The final test (Appendix-D) comprised of 60 items.

3.3.2 Interview

Interview method was used to find out the factors affecting learning of English of Federal and Provincial government schools in Khyber Pukhtunkhwa.

An interview script was developed in order to guide the interview session. The types of questions were selected according to the research objectives, to identify the factors affecting learning of English in Federal and Provincial government schools in Khyber Pukhtunkhwa. The interview schedule had open-ended. Some follow up questions were also asked during the interview, for purpose of clarification.
Technique

The study used ‘note taking’ technique while conducting the interview. Since the participants did not want the interview to be recorded, the researcher took short notes and completed the report after the interview.

3.4 DATA COLLECTION

In order to collect data from the respondents through the final instruments, the researcher visited the sample schools personally. The final test was personally administered to the sample of 654 students, with the help of a research assistant specially trained for data collection.

The scale was administered during the class hours. The selected students were told that the information was being collected for research purpose, and their responses would not be told to their teachers and parents. The students were desired to respond to the questions very frankly.

In order to find out the factors affecting learning of English of Federal and Provincial government schools in Khyber Pukhtunkhwa, and an in-depth analysis of the research problem, English teachers included in the sample were interviewed. Interviews were conducted individually. It was one hour interview, and the participants were willing to share their experiences without strain and embarrassment.

3.5 DATA ANALYSIS

Through systematic quantitative description of the answer books, the errors were identified, counted in frequencies and classified under the categories of errors in tenses,
active and passives voice, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension.

The data obtained were tabulated and analysed to compute Numbers of errors, Mean, Standard deviation, t-value and p-value (significance) level. The data collected were analyzed through SPSS 17.0 software. T-test was applied to measure the significance of difference between the means of both types of school systems. Significance was seen at .01 levels as the criterion for the acceptance and rejection of null hypotheses.

The interview data was analyzed manually based on the objectives of the study. The information gathered from the subject was categorized into the following main themes.

1. Qualification of teachers
2. Teaching methodologies
3. Size of class
4. Audio-visual aids
5. Incentives for teachers
6. Medium of instruction
CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data. The data obtained through English language achievement test (Appendix-A), was tabulated and analysed to compute Mean, Standard deviation, t-value and p-value. The data collected were analysed through Statistical Package for Social Sciences version 17.0. (SPSS)

In this chapter the data have been presented in two parts. In part I the data collected through achievement were presented. T-test was applied to measure the significance of difference between the means of both types of school systems. Significance was seen at .01 levels, as the criterion for the acceptance and rejection of null hypotheses.

In part II the interview data were analyzed manually based on the objectives of the study. The information gathered from the subject was categorized into the following main headings.

1. Qualification of teachers
2. Teaching methodologies
3. Size of class
4. Audio-visual aids
5. Incentives for teachers
6. Medium of instruction
### PART I

**Table 4.1**

*Table showing the Sample size*

<table>
<thead>
<tr>
<th>Districts</th>
<th>F. G</th>
<th>P. G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbottabad</td>
<td>47</td>
<td>60</td>
<td>107</td>
</tr>
<tr>
<td>Haripur</td>
<td>45</td>
<td>42</td>
<td>87</td>
</tr>
<tr>
<td>Kohat</td>
<td>31</td>
<td>40</td>
<td>71</td>
</tr>
<tr>
<td>Mansehra</td>
<td>41</td>
<td>40</td>
<td>81</td>
</tr>
<tr>
<td>Malakand</td>
<td>21</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td>Mardan</td>
<td>33</td>
<td>45</td>
<td>78</td>
</tr>
<tr>
<td>Noshehra</td>
<td>32</td>
<td>35</td>
<td>67</td>
</tr>
<tr>
<td>Peshawar</td>
<td>56</td>
<td>56</td>
<td>112</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>306</td>
<td>348</td>
<td>654</td>
</tr>
</tbody>
</table>
Table 4.1 shows the number of randomly selected students of Federal and Provincial government schools from eight districts of Khyber Pukhtunkhwa.
Table 4.2

*Numbers and percentage of errors of the students of Federal and Provincial government schools on English language achievement test*

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>8339</td>
<td>41.95</td>
</tr>
<tr>
<td>P.G</td>
<td>11539</td>
<td>54.05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19878</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that the total numbers of errors made by secondary school students were 19878. Out of which (8339) 41.95 % were made by the students of federal government school and (11539) 54.05 % were made by the students of provincial government school on English language achievement test. This shows that the students of federal government schools, showed significantly better performance than the students of Provincial government schools in learning English at secondary level.
Table 4.3

Mean, S.D, t and p value of overall achievements of the students of Federal and Provincial government schools on English language achievement test

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=306</td>
<td>N=348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>32.75</td>
<td>26.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.D</td>
<td>9.66</td>
<td>9.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P<.01
df = 652

Graphic representation for Mean and S.D of overall achievements of the students of Federal and Provincial government schools, on the measure of English language achievement test for secondary level

Table 4.3 reflects that the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of Federal government schools on the measure of English language achievement test are 32.75 and 9.66, and mean and standard deviation of the students of
Provincial government schools are 26.84 and 9.99 respectively. The t and p value of both groups are 7.66 and .000.

This indicates that the difference between the means of the two groups is highly significant at .01 level. Inspection of means suggests that the students of Federal government schools, showed significantly better performance than the students of Provincial government schools in learning English at secondary level. Hence Ho1“There is no significant difference between the students of Federal and Provincial government schools in learning of English at secondary level.” is rejected.

Table 4.4

Numbers and percentage of errors among the students of Federal and Provincial government schools on the measure of Tenses

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>3492</td>
<td>42.93</td>
</tr>
<tr>
<td>P.G</td>
<td>4642</td>
<td>53.07</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8134</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.4 shows that the total numbers of errors made by secondary school students on the measure of tenses were 8134. Out of which (3492) 42.93 % were made by the students of federal government schools and (4642) 53.75 % were made by the students of provincial government schools. This shows that the students of federal government schools, showed significantly better performance than the students of Provincial government schools in learning of tenses.
Table 4.5

Mean, S.D, t and p value of errors among the students of Federal and Provincial government schools on the measure of Tenses

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=306</td>
<td>N=348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>S.D</td>
<td>M</td>
<td>S.D</td>
<td></td>
</tr>
<tr>
<td>Tenses</td>
<td>11.41</td>
<td>5.11</td>
<td>13.34</td>
<td>5.02</td>
</tr>
<tr>
<td></td>
<td>4.85</td>
<td>.000*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P<.01

df = 652

Graphic representation for Mean and S.D of errors among the students of Federal and Provincial government schools on the measure of Tenses

Table 4.5 reflects that the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of Federal government schools on the measure of “Tenses” are 11.41 and 5.11, and the mean and standard deviation of the students of Provincial government schools are 13.34 and 5.02 respectively. The t and p value of both groups are 4.85 and .000.
This indicates that the difference between the means of the two groups is highly significant at .01 level. Inspection of means suggests that the students of Federal government schools made less number of errors, and showed significantly better performance than the students of Provincial government schools in tenses. Hence Ho2 “there is no significant difference between the students of Federal and Provincial government schools in learning of verb forms (tenses)” is rejected.

Table 4.6

*Numbers and percentage of errors among the students of Federal and Provincial government schools on the measure of Active and passive voice*

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>1129</td>
<td>45.10</td>
</tr>
<tr>
<td>P.G</td>
<td>1374</td>
<td>44.90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2503</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.6 shows that the total numbers of errors made by secondary school students on the measure of Active and Passive voices were 2503. Out of which (1129) 45.10 % were made by the students of federal government schools and (1374) 44.90 % were made by the students of provincial government schools. This shows that the students of federal and provincial government schools showed the same performance in learning of active and passive voice.
Table 4.7

Mean S.D, t and p value of errors among the students of Federal and Provincial government schools on the measure of Active and Passive voice

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=306</td>
<td>N=348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>S.D</td>
<td>M</td>
<td>S.D</td>
<td></td>
</tr>
<tr>
<td>Voices</td>
<td>3.69</td>
<td>1.56</td>
<td>3.95</td>
<td>1.33</td>
</tr>
<tr>
<td>2.29</td>
<td>.022</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P>.01

df = 652

Graphic representation for Mean and S.D of errors among the students of Federal and Provincial government schools on the measure of Active and Passive voice

Table 4.7 indicates that the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of Federal government schools on the measure of Active and Passive voice are 3.69 and 1.56, and the mean and standard deviation of the students of Provincial government schools are 3.95 and 1.33 respectively. The t and p value of both groups are 2.29 and 0.022.
This indicates that the difference between the means of the two groups is not significant. Inspection of means suggests that the students of Federal and Provincial government schools showed the same performance in learning of active and passive voice. Hence Ho3 “there is no significant difference between the students of Federal and Provincial government schools in learning of Active and Passive voice” is accepted.

Table 4.8

*Numbers and percentage of errors among the students of Federal and Provincial government schools on the measure of Narrations*

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>787</td>
<td>43.55</td>
</tr>
<tr>
<td>P.G</td>
<td>1020</td>
<td>56.45</td>
</tr>
<tr>
<td>Total</td>
<td>1807</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.8 shows that the total numbers of errors made by secondary school students on the measure of Narrations were 1807. Out of which (787) 43.55 % were made by the students of federal government schools and (1020) 56.45 % were made by the students of provincial government schools. This shows that the students of federal government schools, showed significantly better performance than the students of Provincial government schools in learning of Narrations.
Table 4.9

*Mean, S.D, t and p value of errors among the students of Federal and Provincial government schools on the measure of narrations*

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=306</td>
<td>N=348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>S.D</td>
<td>M</td>
<td>S.D</td>
<td></td>
</tr>
<tr>
<td>Narrations</td>
<td>2.57</td>
<td>0.97</td>
<td>2.93</td>
<td>1.04</td>
</tr>
<tr>
<td></td>
<td>4.59</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P<.01
df = 652

*Graphic representation for Mean and S.D of errors among the students of Federal and Provincial government schools on the measure of narrations*

Table 4.9 reflects that the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of Federal government schools on the measure of direct and indirect narration are 2.57 and 0.97, and the mean and standard deviation of the students of Provincial government schools are 2.93 and 1.04 respectively. The t and p value of both groups are 4.59 and .000.
This indicates that the difference between the means of the two groups is highly significant. Inspection of means suggests that the students of Federal government schools committed less error, and showed significantly better performance, than the students of Provincial government schools, in learning of direct and indirect narrations. Hence Ho4 “there is no significant difference between the students of Federal and Provincial government schools in learning of narrations” is rejected.

Table 4.10

*Numbers and percentage of errors among the students of Federal and Provincial government schools on the measure of conjunctions*

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>1310</td>
<td>42.36</td>
</tr>
<tr>
<td>P.G</td>
<td>1782</td>
<td>57.64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3092</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.10 shows that the total numbers of errors made by secondary school students on the measure of conjunctions were 3092. Out of which (1310) 42.36 % were made by the students of federal government schools and (1782) 57.64 % were made by the students of provincial government schools. This shows that the students of federal government schools, showed significantly better performance than the students of Provincial government schools in learning of conjunctions.
Table 4.11

Mean, S.D, t and p value of errors among the students of Federal and Provincial government schools on the measure of Conjunctions

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>S.D</td>
<td>M</td>
<td>S.D</td>
</tr>
<tr>
<td>Conjunctions</td>
<td>4.28</td>
<td>2.03</td>
<td>5.12</td>
<td>1.99</td>
</tr>
</tbody>
</table>

*P<.01

df = 652

Graphic representation for Mean and S.D of errors among the students of Federal and Provincial government schools on the measure of Conjunctions

Table 4.11 shows that the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of federal government schools on the measure of conjunctions are 4.28 and 2.03, and the mean and standard deviation of the students of Provincial government
schools are 5.12 and 1.99 respectively. The t and p value of both groups are 5.30 and .000.

This indicates that the difference between the means of the two groups is highly significant at .01 level. Inspection of means suggests that the students of Federal government schools committed less error, and showed significantly better performance than the students of Provincial government schools in Conjunctions. Hence Ho5 “there is no significant difference between the students of Federal and Provincial Government schools in learning of Conjunctions” is rejected.

Table 4.12

*Numbers and of errors among the students of Federal and Provincial government schools on the measure of prepositions*

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>536</td>
<td>40.98</td>
</tr>
<tr>
<td>P.G</td>
<td>772</td>
<td>59.02</td>
</tr>
<tr>
<td>Total</td>
<td>1308</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.12 shows that the total numbers of errors made by secondary school students on the measure of tenses were 1308. Out of which (536) 40.98 % were made by the students of federal government schools and (772) 59.02 % were made by the students of provincial government schools, This shows that the students of federal government schools, showed significantly better performance than the students of Provincial government schools in learning of prepositions.
Table 4.13

*Mean, S.D, t and p value of errors among the students of Federal and Provincial government schools on the measure of Prepositions*

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=306</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>1.75</td>
<td>2.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.D</td>
<td>1.39</td>
<td>1.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=348</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>1.45</td>
<td>4.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.D</td>
<td>1.45</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P<.01

df = 652

*Graphic representation for Mean and S.D of errors among the students of Federal and Provincial government schools on the measure of Prepositions*

Table 4.13 that reflects the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of Federal government schools on the measure of Prepositions are 1.75 and 1.39, and the mean and standard deviation of the students of Provincial government schools are 2.22 and 1.45 respectively. The t and p value of the two groups are 4.11 and .000.
This indicates that the difference between the means of the two groups is highly significant at .01 levels. Inspection of means suggests that the students of Federal government schools committed less error, and showed significantly better performance than the students of Provincial government schools in prepositions. Hence Ho6 “there is no significant difference between the students of Federal and Provincial government schools in learning of preposition” is rejected.

Table 4.14

*Numbers and percentage of errors among the students of Federal and Provincial government schools on the measure of Articles*

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>337</td>
<td>34.39</td>
</tr>
<tr>
<td>P.G</td>
<td>643</td>
<td>65.61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>980</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.14 shows that the total numbers of errors made by secondary school students on the measure of Articles were 980. Out of which (337) 34.39 % were made by the students of federal government schools and (643) 65.61 % were made by the students of provincial government schools. This shows that the students of federal government schools, showed significantly better performance than the students of Provincial government schools in learning of Articles.
Table 4.15

Mean, S.D, t and p value of errors among the students of Federal and Provincial government schools on the measure of Articles

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>S.D</td>
<td>M</td>
<td>S.D</td>
</tr>
<tr>
<td>N=306</td>
<td></td>
<td></td>
<td>N=348</td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td>1.10</td>
<td>1.21</td>
<td>1.85</td>
<td>1.23</td>
</tr>
</tbody>
</table>

*P<.01

df = 652

Graphic representation for Mean and S.D of errors among the students of Federal and Provincial government schools on the measure of Articles

Table 4.15 that indicates the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of Federal government schools on the measure of Articles are 1.10 and 1.21, the mean and standard deviation of the students of Provincial government schools are 1.85 and 1.23 respectively. The t and p value of both groups are 7.87 and .000.
This indicates that the difference between the means of the two groups is highly significant at .01 levels. Inspection of means suggests that the student of Federal government schools committed less error, and showed significantly better performance than the students of Provincial government schools in learning of Articles. Hence Ho7 “there is no significant difference between the students of Federal and Provincial government schools in learning of Articles” is rejected.

Table 4.16

*Numbers and percentage of errors among the students of Federal and Provincial government schools on the measure of Sentence Arrangements*

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>297</td>
<td>34.62</td>
</tr>
<tr>
<td>P.G</td>
<td>561</td>
<td>65.38</td>
</tr>
<tr>
<td>Total</td>
<td>858</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.16 shows that the total numbers of errors made by secondary school students on the measure of Sentence Arrangements were 858. Out of which (297) 34.62 % were made by the students of federal government schools and (561) 65.38 % were made by the students of provincial government schools. This shows that the students of federal government schools, showed significantly better performance than the students of Provincial government schools in learning of Sentence Arrangements.
Table 4.17

Mean, S.D, t and p value of errors among the students of Federal and Provincial government schools on the measure of Sentence Arrangement

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=306</td>
<td>N=348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>S.D</td>
<td>M</td>
<td>S.D</td>
<td></td>
</tr>
<tr>
<td>Sentences arrangements</td>
<td>0.97</td>
<td>1.00</td>
<td>1.61</td>
<td>1.75</td>
</tr>
</tbody>
</table>

*P<.01

df = 652

Graphic representation for Mean and S.D of errors among the students of Federal and Provincial government schools on the measure of Sentence Arrangement

Table 4.17 shows that the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of Federal government schools on the measure of Sentence Arrangement are 0.97 and 1.00, and the mean and standard deviation of the students of Provincial government schools are 1.61 and 1.75 respectively. The t and p value of the two groups are 5.62 and .000.
This indicates that the difference between the means of the two groups is highly significant. Inspection of means suggests that the students of Federal government schools committed less error, and showed significantly better performance than the students of Provincial government schools in sentences arrangements. Hence Ho8 “there is no significant difference between the students of Federal and Provincial government schools in learning of Sentence Arrangement” is rejected.

Table 4.18

*Numbers and percentage of errors among the students of Federal and Provincial government schools on the measure of Comprehension*

<table>
<thead>
<tr>
<th>Types of School</th>
<th>No. of Errors</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.G</td>
<td>451</td>
<td>37.70</td>
</tr>
<tr>
<td>P.G</td>
<td>745</td>
<td>62.30</td>
</tr>
<tr>
<td>Total</td>
<td>1196</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.18 shows that the total numbers of errors made by secondary school students on the measure of Comprehension were 1196. Out of which (451) 37.70 % were made by the students of federal government schools and (745) 62.30.75 % were made by the students of provincial government schools, This shows that the students of federal government schools, showed significantly better performance than the students of Provincial government schools in learning of Comprehension.
Table 4.19  

*Mean S.D, t and p value of errors among the students of Federal and Provincial government schools on the measure of Comprehension*

<table>
<thead>
<tr>
<th>Variable</th>
<th>F.G</th>
<th>P.G</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>S.D</td>
<td>M</td>
<td>S.D</td>
</tr>
<tr>
<td>N=306</td>
<td>M=1.47, S.D=1.19</td>
<td>M=2.14, S.D=1.26</td>
<td>t=6.89, p=.000</td>
<td></td>
</tr>
</tbody>
</table>

*P<.01  df = 652  

[Graphic representation for Mean and S.D of errors among the students of Federal and Provincial government schools on the measure of Comprehension]

Table 4.19 reflects that the numbers of students of Federal and Provincial government schools are 306 and 348 respectively. The mean and standard deviation of the students of Federal government schools on the measure of Comprehension are 1.47 and 1.19, and the mean and standard deviation of the students of Provincial government schools are 2.14 and 1.26 respectively. The t and p value both groups are 6.89 and .000.
This indicates that the difference between the means of the two groups is highly significant. Inspection of means suggests that the students of Federal government schools committed less error, and showed significantly better performance than the students of Provincial government schools in comprehension. Hence Ho9 “there is no significant difference between the students of Federal and Provincial government schools in learning of comprehension” is rejected.

PART II

1. Qualification of teachers

The first interview question aimed at the qualification of English teachers. All the teachers of Provincial government schools interviewed by the researcher had done their Masters in different subjects, but none of them had done their Master in English. They pointed out that the teachers in Provincial government schools were not sufficiently qualified for teaching English at secondary level. The Provincial government schools offer no in-service training courses for English teachers. They pointed out that there is no specific criterion for the selection of English teachers. They teach mathematics, science subjects and English. Due to being overburdened, the English teachers did not pay full attention to any subject including English.

All the teachers of Federal government schools interviewed by the researcher were Masters in English. They agreed that although there is no specific criterion for the selection of English teachers, however Masters in English have been given preference. They agreed that teachers in the Federal government schools were enough qualified for the teaching of English. They have been offered annual refresher courses and in-services trainings courses.
2. Teaching Methodologies

The teachers of Provincial government schools used traditional grammar-translation methods for teaching of English. They have no adequate knowledge of teaching methodologies of teaching English.

The teachers in Federal Government schools used the combination of grammar-translation and direct method for teaching English. They are aware of teaching methodologies.

3. Class Size

The classes at Provincial government schools are overcrowded. All the teachers agreed that individual attention cannot be paid to the students. Moreover, the Provincial government schools have classrooms with no proper sitting arrangement. The schools are short of furniture and others facilities.

The teachers of Federal government schools also pointed out that the classes are overcrowded and individual attention cannot be paid to the student. However, the schools provide proper classroom facilities to the students.

4. Medium of Instruction

The medium of instruction is English in both types of school systems. The teachers of Provincial government schools pointed out that the medium of instruction at the primary school level is Urdu or Pashto. The students enter the secondary classes without having basic knowledge of English language.

The medium of instruction at the primary school level in Federal Government schools is English. The teachers agreed that in the learning of English three languages are
involved i.e. the mother tongue of the students, Urdu and English. This creates hindrance in the learning of English.

5. Audio-Visual Aids

The teachers of Provincial and Federal government schools informed the researcher that the schools lacked audio-visual aids for teaching English. The schools did not provide any study material. Only one Urdu-English dictionary was available in the schools. The Provincial government provided text books to the students.

6. Incentives for Teachers

The Provincial government offers no extra incentives for English teachers. The promotion and scale system is given by the Ministry of Education is not suitable.

The Federal government offers teaching allowances to all the teachers, but no specific incentives are provided for English teachers.
CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

This study was a comparative investigation into the nature of difficulties and factors affecting the learning of English, by the secondary school students of Provincial and Federal government schools in Khyber Pukhtunkhwa.

Following were the objectives of the study:

1. To measure the performance of secondary school students of Provincial and Federal government schools of Khyber Pukhtunkhwa in tenses, active and passives voice, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension;

2. To find out the level of difficulties of secondary school students of Provincial and Federal government schools of Khyber Pukhtunkhwa in tenses, active and passive voice, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension;

3. To compare the level of difficulties in learning English as a second language at secondary level of Provincial and Federal government schools in Khyber Pukhtunkhwa;

4. To find out the factors affecting the learning of English at secondary level of Provincial and Federal government schools in Khyber Pukhtunkhwa.
5. To provide a base for improvement of teaching English as a second language at the secondary level in Pakistan.

The population of the study comprised of all the students and English teachers of class X in twenty four Provincial government schools, and twenty two Federal government schools located in twenty four districts of Khyber Pukhtunkhwa. Six hundred and fifty four students were randomly selected from each school system, by applying simple random sampling technique. Sixteen senior most English teachers were selected from eight schools for the purpose of interview.

An English language achievement test for secondary classes was administered to the sample students of the study, and sample English teachers were interviewed.

The data obtained was tabulated and analysed through SPSS 17.0 software to compute mean, standard deviation, t-value and p-value (significance) level. T-test was applied to measure the significance of difference between the means of both types of school systems. Significance was seen at .01 levels as the criterion for the rejection or acceptance of null hypothesis. The interview data was analyzed manually keeping in view the objectives of the study.

5.2 FINDINGS

The main findings of the study were:

1. The mean and standard deviation of the students of Federal government schools on the measure of English language achievement test for secondary level are 32.75 and 9.66, and mean and standard deviation of the students of Provincial government schools are 26.84 and 9.99 respectively. The t and p values of both
groups are 7.66 and .000. This indicates that the difference between the means of the two groups is highly significant. (Table 4.3)

2. The mean and standard deviation of the students of Federal government schools on the measure of tenses are 11.41 and 5.11, and the mean and standard deviation of the students of Provincial government schools are 13.34 and 5.02 respectively. The t and p values of both groups are 4.85 and .000. This indicates that the difference between the means of the two groups is highly significant. (Table 4.5)

3. The mean and standard deviation of the students of Federal government schools on the measure of active and passive voice are 3.69 and 1.56, and the mean and standard deviation of the students of Provincial government schools are 3.95 and 1.33 respectively. The t and p values of both groups are 2.29 and 0.022. This indicates that the difference between the means of the two groups is not significant. (Table 4.7)

4. The mean and standard deviation of the students of Federal government schools on the measure of direct and indirect narration are 2.57 and 0.97, and the mean and standard deviation of the students of Provincial government schools on the measure of direct and indirect narration are 2.93 and 1.04 respectively. The t and p values of both groups are 4.59 and .000. This indicates that the difference between the means of the two groups is highly significant. (Table 4.9)

5. The mean and standard deviation of the students of Federal government schools on the measure of conjunctions are 4.28 and 2.03, and the mean and standard deviation of the students of Provincial government schools are 5.12 and 1.99 respectively. The t and p values of both groups are 5.30 and .000. This indicates
that the difference between the means of the two groups is highly significant. (Table 4.11)

6. The mean and standard deviation of the students of Federal government schools on the measure of prepositions are 1.75 and 1.39, and the mean and standard deviation of the students of Provincial government schools are 2.22 and 1.45 respectively. The t and p values of the two groups are 4.11 and .000. This indicates that the difference between the means of the two groups is highly significant. (Table 4.13)

7. The mean and standard deviation of the students of Federal government schools on the measure of articles are 1.10 and 1.21, the mean and standard deviation of the students of Provincial government schools are 1.85 and 1.23 respectively. The t and p values of both groups are 7.87 and .000. This indicates that the difference between the means of the two groups is highly significant. (Table 4.15)

8. The mean and standard deviation of the students of Federal government schools on the measure of sentence arrangements are 0.97 and 1.00, and the mean and standard deviation of the students of Provincial government schools are 1.61 and 1.75 respectively. The t and p values of the two groups are 5.62 and .000. This indicates that the difference between the means of the two groups is highly significant. (Table 4.17)

9. The mean and standard deviation of the students of Federal government schools on the measure of comprehension are 1.47 and 1.19, and the mean and standard deviation of the students of Provincial government schools are 2.14 and 1.26 respectively. The t and p values both groups are 6.89 and .000. This indicates that
the difference between the means of the two groups is highly significant. (Table 4.19)

10. The teachers in Provincial government schools were not sufficiently qualified for teaching English at secondary level. The Provincial government offers no in-service training courses for English teachers. There is no specific criterion for the selection of English teachers. They teach mathematics, science subjects and English. Due to this overburdening, the English teachers do not pay full attention to any subject including English.

11. The teachers in the Federal government schools have sufficient qualified for the teaching of English. They were offered annual refresher courses and in-service trainings. There is no specific criterion for the selection of English teachers, but those having M.A English were given preference.

12. The teachers of Provincial government schools use traditional Grammar-Translation methods for teaching of English.

13. The teachers in Federal government schools used the combination of Grammar-Translation and Direct method for teaching of English. They are aware of teaching methodologies.

14. The classes at Provincial and Federal government schools are overcrowded. Hence individual attention cannot be paid to the student.

15. The medium of instruction is English in both types of school systems. At Provincial government primary school level, the medium of instruction is Urdu or Pashto, which is the main factor of students’ difficulties in learning English. The students enter the secondary classes without having basic knowledge of English
language. The teachers agreed that in the learning of English, three languages are involved i.e. the mother tongue of the students, Urdu and English. This creates hindrance in the learning of English.

16. The Provincial and Federal Government schools lack audio-visual aids for teaching of English. The schools do not provide any study material and only one Urdu-English dictionary is available in the schools.

17. The Provincial government offers no extra incentives for English teachers although The Federal government offers teaching allowances to all the teachers

5.3 DISCUSSION

This study was conducted to investigate the nature of difficulties and factors affecting the learning of English by the secondary school students of Provincial and Federal government schools in Khyber Pukhtunkhwa. It was found that the students of provincial government schools faced difficulties in learning of verb forms, narration, conjunctions, prepositions, articles, sentence arrangements and reading comprehension. There is strong evidence that the students of Provincial government schools faced more difficulties as compared to the students of Federal government schools in learning of English. The teachers in Provincial government schools were not sufficiently qualified and had not adequate knowledge about the methodology of teaching English. The classes in both type of school system were overcrowded. The Provincial and Federal Government schools lacked audio-visual aids for teaching of English.

It was also found that students of Provincial government schools committed more errors as compared to the students of Federal government schools in the use of tenses and
active and passive voices. This finding was supported by Khansir (2008). His study on the systematic errors in English by Indian undergraduate students revealed that “out of 1678 errors made in the use of sentences, 648 (39%) were observed in tenses and 476 (28%) were observed in Active and Passive voice.” The finding of the study regarding errors in the use of verb was also supported by Naseem (2007). Her findings showed that errors of verbs were the second highest category of errors committed by Matric students. Her findings revealed that out of 792 errors 111 (14 %) were observed in verbs. She explained that English verb was a learning difficulty for all students at secondary school level in Pakistan.

The finding of this study that students of Provincial government schools committed more errors as compared to the students of Federal government schools in the use of prepositions was supported by Li (2005). His study on the collocation errors types in ESL/EFL college learner’s writings revealed that most of the participants had difficulty in the use of prepositions and lacked collocation competence in using prepositions. This finding was also supported by Cele (2001). She observed that non native speakers of English tend to have three types of errors with prepositions: choosing the wrong preposition, omitting a needed preposition and using an extra preposition where one is not needed. However, Onike (2007) observed that, “The overall students’ performance in the use of preposition was rated good and this indicated students' good knowledge of prepositional rules.

The finding of the study that students of Provincial government schools committed more errors as compared to the students of Federal government schools in the
use of “article” was supported by Bryant (1984). He observed that “errors of articles were frequently encountered especially among Asian students”.

It was found in this study that the students of Federal government schools committed less number of errors, and showed better performance than the students of Provincial government schools in “comprehension of English”. It was because the examination system tends to test the students memory, rather than testing their comprehension of topic. This finding was supported by Karim (2006). According to her study only 16% students responded that their comprehension of the topic was assessed frequently, 34% responded that comprehension of the topic was not assessed frequently and 50% responded that it is not assessed at all.

The researches conducted on the learning difficulties of students by Westwood (2006), Farkota (2005), Kershner (2000), reported that learning difficulties of the students are were due to the lack of innate or cognitive abilities, perceptual impairment, and learning disability, deficiencies in memory or poor motivation. The learning difficulties of students were directly related to the nature of curriculum or methods of teaching.

The findings of the present study indicate that the current scene regarding English language teaching for secondary classes, calls for special measures to be taken. There are a number of problems in English language teaching, particularly in government schools of Khyber Pukhtunkhwa.

These problems of English language teaching exist since Independence. These problems create hindrances and difficulties in learning of English at the school level.

The English language teachers at school level in Pakistan were not sufficiently competent. The lack of proficiency of English teachers at secondary school level added a
new dimension to the problem. In the schools of Khyber Pukhtunkhwa there are specialist teachers for every subject, but English is taught by non-specialist teachers. The finding of the study indicated that the teachers in Provincial government schools were not sufficiently qualified for teaching English. This finding was supported by Jamshaid (2003). He observed that concerned teachers were not well trained; even did not come up to the basic qualification level of an average English teacher. This finding was also supported by Karim, (2006). She observed that 70% English language teachers thought that the main cause of students’ failure was lack of qualified teachers.

The evolution in teaching methodologies has brought innovations to the methods, approaches and techniques of English language teaching, but the English teachers in Pakistan still use the traditional methods for teaching English. They also use the traditional method for all types of students. This is a factor in the students’ achievements in the subject of English.

The findings of this study also revealed that English teachers of Provincial government schools used traditional Grammar-Translation methods for teaching of English, and they had not adequate knowledge of methodologies of teaching English. This finding was supported by Naseem (2007). Her study on Analysis of Errors made by students at Matric level revealed that the errors made by Matric students in English were mainly due to L1 interface, faulty Grammar-Translation method and overgeneralization. This finding was also supported by Adalat (2005). She observed that 85% teachers used Grammar-Translation method and had not attended English language course. However, Larsen (2000) supported the role of mother tongue of the students in the classroom.
Non availability of audio-visual aids is the most important factor that is affected the learning of English at secondary school level in Pakistan. It was found in the study that the Provincial and Federal Government schools lacked audio-visual aids for teaching of English, and schools did not provide any study material. This finding was supported by Batool (2008). Her study on the role of aural and visual aids in improving the tenses at secondary level revealed that, most of the teachers agreed that students showed interest and eagerness to use audio and visual aids while studying grammar. 45 % teachers said that students found these activities very interesting. This finding was also supported by Nazak (2009). He observed that audio visual aids were not supplied in the school by education department. Coloured chalks were not made available for the teachers. Majority of teachers were not familiar with the use of modern audio visual aids.

It was found in this study that the classes at Provincial and Federal government schools were overcrowded and individual attention was not paid to the students. This finding was supported by Jamshaid (2003). His study revealed that classes at schools generally consisted of about 100 students. Teaching grammatical item to a big class was very difficult task. It was because interaction between students and teachers was in fact not possible. Students hardly got any chance to talk to their teachers and discuss their problems. This finding was also supported by Light (2001). His findings show that students found that a small class had good impact on their learning. Students thought that small classes enabled the teacher to know each student reasonably well. However Hoxby (2000) found that class size did not have a statistically significant effect on student achievements.
The findings of this study revealed that Provincial government offers no extra incentives for English teachers, although the Federal government offers teaching allowances to all the teachers, but no specific incentives were available for English teachers. It was supported by Jamshaid (2003). He suggested that the salary structure should be in conformity with the qualifications and experience of teachers.

The findings of this study indicate that proper condition are not available for learning English at secondary level in Khyber Pukhtunkhwa, and there is a need to address this problems on priority basis especially in the Provincial government schools of Khyber Pukhtunkhwa.

5.4 CONCLUSIONS

In the light of the statistical analysis and findings of the study, the following conclusions were drawn:

It was concluded that the students of Federal government schools showed significantly better performance, than the performance shown by the students of Provincial government schools in learning English at secondary level.

It was also concluded that the students of Federal government schools committed less number of errors and showed significantly better performance than the performance shown by students of Provincial government schools in tenses, narrations, conjunctions, prepositions, articles and language comprehension.

It was also concluded that the teachers in Provincial government schools were not sufficiently qualified and had not adequate knowledge of teaching methodologies of teaching English. The classes at both type of school system were overcrowded. The
Provincial and Federal Government schools lacked audio-visual aids for teaching of English.

5.5 RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations were made:

1. Tenses, active and passives voices, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension may be taught systematically to the students of provincial government schools.

2. The teachers may improve their teaching techniques by preparing systematic material.

3. The learning of tenses, active and passives voices, direct and indirect narrations, conjunctions, prepositions, articles, construction of sentences and reading with comprehension may be sufficiently reinforced.

4. The English teachers may provide maximum time to the students for teaching of grammar particularly verb forms, active and passive voice, direct and indirect narrations, conjunctions, prepositions, articles, sentence arrangement and reading comprehension.

5. The Ministry of Education may arrange in-service training and refresher courses regularly for English teachers.

6. The Federal and Provincial government may revise the selection criteria and need to recruit qualified teachers well versed with the skill of language and its teaching.
7. The audio-visual aids and other study material may be provided to Federal and Provincial government schools by the department of education.

8. The Federal and Provincial governments may offer extra incentives for English teachers, and their salary structure need to be in conformity with their qualifications and teaching experience.

9. The English teachers of provincial government schools of Khyber Pukhtunkhwa may be informed about the findings of the study in order to convince them to give more time to the students in the proper use of verb forms, narrations, conjunctions, preposition, articles and reading comprehension.
BIBLIOGRAPHY


ENGLISH LANGUAGE ACHIEVEMENT TEST FOR SECONDARY CLASSES

Name ___________________________ 
Class ____________

School ____________________________ 
Date ______________

Time Allowed: 1 hour 
Note: attempt all questions

SECTION - A

VERB FORMS

Note: Encircle the correct option

1. He __________ brought up by his uncle. 
   (a) be (b) was (c) been

2. He __________ a horse dealer by profession 
   (a) is (b) was been (c) been

3. Hameed __________ to school daily 
   (a) go (b) goes (c) going

4. He has __________ a letter 
   (a) write (b) wrote (c) written

5. He will __________ his friend. 
   (a) help (b) helped (c) helping

6. By whom is this jug __________? 
   (a) break (b) broke (c) broken

7. You can __________ this problem 
   (a) solve (b) solving (c) solved

8. He said that his father __________ ill 
   (a) was (b) were (c)is been

9. They __________ to Lahore last year 
   (a) go (b) went (c) gone
10. The boys __________ hockey yesterday
   (a) had playing (b) had played (c) is playing
11. He did not __________ the letter to his father
   (a) write (b) wrote (c) written
12. I have __________ him a telegram yesterday
   (a) Send (b) sent (c) sending
13. Has the doctor __________ her eyes?
   (a) test (b) tested (c) testing
14. You have been __________ idle since long
   (a) sit (b) sat (c) sitting
15. I have been __________ in this house for last two years.
   (a) Live (b) living (c) lived
16. Have I been __________ from fever for two days?
   (a) suffer (b) suffered (c) suffering
17. You have not been __________ here since Monday
   (a) work (b) working (c) worked
18. I __________ brought a television set before my brother passed the B.A Examination
   (a) Has (b) had (c) had been
19. They __________ not reached Murree before the snow began to fall
   (a) has (b) have (c) had
20. Snow had been __________ since mid night
   (a) fall (b) falling (c) fill
21. Had I been __________ for the post man for long time.
   (a) wait (b) waited (c) waiting
22. Those boys had not been __________ for an hour
   (a) quarrelling (b) quarrel (c) quarreled
23. We __________ go to school tomorrow
   (a) have (b) shall (c) are
24. Shall I ________ this letter in the post office?
   (a) post (b) posted (c) posting

25. They will not ________ the kites in the afternoon
   (a) fly (b) flew (c) flown

26. The patient will be ________ with pain
   (a) cry (b) crying (c) cried

27. We ________ seeing everything with our own eyes
   (a) has (b) shall be (c) were

28. The procession will not be ________ through the main streets
   (a) pass (b) passed (c) passing

29. The sun will have ________ before we get up
   (a) rise (b) rose (c) risen

30. I ________ finished my work before leaving for Murree
   (a) am (b) shall have (c) would have

31. She will not have ________ her clothes before the taxi arrives
   (a) Change (b) Changed (c) Changing

32. I shall have not ________ the Holy Quran before you get up
   (a) read (b) reading (c) read

33. The farmer will have been ________ in his field for six hours
   (a) Work (b) Worked (c) Working

34. I ________ Working since morning
   (a) Shall have been (b) will have been (c) would have been

35. The cow ________ grazing in the field since morning
   (a) Will have been (b) shall have been (c) would have been

36. The beggar will have been ________ in the sun since long.
   (a) stand (b) stood (c) standing
SECTION - B

ACTIVE AND PASSIVE VOICE

Note: Encircle the correct option

37. Post the letter at once
   (a) The letter be posted by you at once
   (b) The letter is posted at once.
   (c) The letter has posted at once.
   (d) Let the letter be posted at once.

38. Have you ever seen a tiger?
   (a) Was a tiger ever seen by you?
   (b) Has a tiger ever seen by you?
   (c) Was a tiger ever be seen by you?
   (d) Will a tiger be ever seen by you?

39. They did not make a mistake.
   (a) A mistake is not made by them
   (b) A mistake was not made by them
   (c) A mistake is not make by them
   (d) A mistake will not be made by them

40. I shall give him my camera.
   (a) My camera is given by me to him.
   (b) He is given my camera by me.
   (c) He will be given my camera by me.
   (d) He will give my camera by me.

41. Did he ring the bell?
   (a) Was the bell rung by him?
   (b) Is the bell rung by him?
   (c) Will the bell be rung by him?
   (d) Is the bell being rung by him/

42. We have won the match.
   (a) The match has been won by us
(b) The match was won by us
(c) The match will have won by us.
(d) The match is being won by us

43. **You will have killed a lion**
(a) A lion was killed by you
(b) A lion will have been killed by you
(c) A lion had been killed by you
(d) A lion will has been killed by you.

**SECTION – C**

DIRECT AND INDIRECT NARRATION

Note: Encircle the correct option

44. **Hamid said to Aslam,” Go away”**
(a) Hamid told Aslam that he should go away.
(b) Hamid advised Aslam to go away
(c) Hamid directed Aslam to go away
(d) Hamid ordered Aslam to go away

45. **He said to me,” What is your name”?**
(a) He asked me what your name is.
(b) He asked me what my name was
(c) He asked me that what my name was
(d) He asked me what my name is

46. **He said,” Aha! My father has come”**
(a) He Shouted with joy that father has come.
(b) He expressed with joy at the arrival of his father
(c) He exclaimed with joy that his father has come
(d) He exclaimed with joy that his father had come

47. **Everybody says,” God is one**
(a) Everybody says that God was one
(b) Everybody says that God is one
(c) Everybody says if God is one
(d) Everybody asks if God is one.

48. The girl said to her father,” How can I help you”? 
(a) The girl asked her father how he could help her 
(b) The girl asked father how she could help him.
(c) The told her father how she could him 
(d) The girl asked her father that how he can help her.

49. She said to me,” May you be happy”
(a) She wished that! may be happy
(b) She prayed that I could be happy
(c) She wished that you might be happy
(d) She wished that I might be happy

50. He said,” Alas! We are ruined”
(a) He declared that we were ruined 
(b) He exclaimed with joy that we were ruined.
(c) He exclaimed with a sight that we were ruined 
(d) He exclaimed with sorrow that were ruined.

SECTION – D

CONJUNCTIONS

Note: Fill in the blanks with following conjunctions

And, but, therefore, if, because. Still, however, so, although, otherwise

51. I give him a book ________ he gave nothing
52. Hamid ______ Rashid are fast friend
53. She is absent ________ she is ill
54. You will catch the train ________ you walk fast
55. I want a book ____ I am going to the bazaar
56. You father is not so old ____mine.
57. ________ he called, the servant did not com
58. We must be early; ________ we won’t get a set
59. It was _____ hot
60. The children are _____ up.

SECTION – E

PREPOSITIONS

Note: Encircle the correct option

61. Look _______ this picture
   (a) to (b) at (c) into
62. Amjad is _______ duty now
   (a) on (b) at (c) in
63. The moon shines ________ the sky
   (a) on (b) from (c) in
64. The rat ran _________ the hole
   (a) Into (b) in (c) At
65. The river sindh runs _____ Attack
   (a) into (b) from (c) by
66. This road leads _____ swat
   (a) of (b) to (c) at
67. She works _______ morning to evening
   (a) to (b) from (c) for
68. he died _______ Cholera
   (a) from (b) of (c) by
69. This mango is ________ you
   (a) for (b) to (c) by
70. The ears are to hear ________
   (a) for (b) from (c) with
71. He came _______ a year
   (a) After (b) on (c) with
72. We sit _____the tree.
   (a) in (b) under (c) After
SECTION – F

ARTICLES

Note: Fill in blanks with “A, an, the”

73. Tomorrow I will buy _____ new car
74. _____ Camel has _____ long neck
75. The teacher gave him ____ one rupee note
76. He looks as stupid as _____ owl
77. ______ sun is a big ball of fire.
78. Pakistan is ___ Islamic country

SECTION – G

SENTENCES ARRANGEMENT

Note: Arrange the following words into complete sentences

79. Are aching arms my

80. Need rest a I

81. Table heavy is the

82. Nearby house is their

83. Naveed a present Karim bought

117
SECTION – H

COMPREHENSION

Note: Read the following passages carefully and then encircle the correct answer of questions given at the end.

We read for two reasons for learning and for pleasure. If we have to learn something our reading requires more attention. If we are reading some thing for our enjoyment, it does not require that much of attention. We read story books, newspapers, magazines and novels for pleasure. We read text books for learning and increasing our knowledge. The textbooks are written for deep reading. The magazines, stories and novels are meant for light reading.

Reading for joy does not need the help of a teacher. Books meant for such reading are easy to understand. Silent reading is of great value in reading for enjoyment. You should ask your teacher to help you in choosing interesting books for silent reading. Such books are not limited to stories only. There are books on science, mathematics, geography, history and other subjects, written in such easy style that they can be enjoyed very much, but silent reading must be learnt. It means reading without any sound and without opening the lips.

QUESTIONS:

84. Which books are easy to understand?
   (a) Books which are read for knowledge is easy for understand.
   (b) Books which are read for pleasure are easy to understand
   (c) Books which are read to pass the examination are easy to understand

85. What is meant by “Silent Reading”?
   (a) It means reading with sounds and without opening lips
   (b) It means reading with sounds and with opening lips
   (c) It means reading without any sound and without opening lips

86. What is the importance of silent reading?
   (a) Silent reading is of great value in reading for enjoyment
(b) Silent reading is not very much important
(c) Silent reading is important for teacher

87. **What are the two different object of reading?**
   (a) we read books for learning and for pleasure
   (b) we read books for passing examination
   (c) we read books for enjoyment and pleasure

88. **What is meant by deep reading and light reading?**
   (a) Light reading means the books which read for knowledge. Deep reading means the reading for pleasure.
   (b) Light reading means the books which read for pleasure. Deep reading means the books which we read to learn and increase our knowledge.
   (c) Light reading means reading text books. Deep reading means reading novels and magazines.
APPENDIX-B

ITEM ANALYSES

Item No.1

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td>0</td>
</tr>
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</table>

Item Analyses shows that item No.1 has low level of difficulty and has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.2

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>70</td>
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<td>.35</td>
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Item Analyses shows that item No.2 has medium level of difficulty and has discrimination index of .35 hence Retained.

Item No.3

<table>
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<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination index</th>
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<tbody>
<tr>
<td>10</td>
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<td>.4</td>
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Item Analyses shows that item No.3 has medium level of difficulty and has discrimination index of .4 hence Retained.

Item No.4

<table>
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<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination index</th>
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<tbody>
<tr>
<td>20</td>
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<td>.25</td>
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Item Analyses shows that item No.4 has medium level of difficulty and has discrimination index of .25 hence Retained.
Item No.5

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Item Analyses shows that item No.5 has medium level of difficulty and has discrimination index of .2 hence Retained.

Item No.6

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<th>Discrimination index</th>
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<tbody>
<tr>
<td>20</td>
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<td>.35</td>
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Item Analyses shows that item No.6 has medium level of difficulty and has discrimination index of .35 hence Retained

Item No.7

<table>
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<th>Discrimination index</th>
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<tbody>
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</table>

Item Analyses shows that item No.7 has medium level of difficulty but has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.8

<table>
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<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
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<tbody>
<tr>
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<td>.25</td>
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Item Analyses shows that item No.8 has medium level of difficulty and has discrimination index of .25 hence Retained
Item No.9

<table>
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<th>% of Correct Responses of High Achievers</th>
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<td>0</td>
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Item Analyses shows that item No.9 has medium level of difficulty and has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.10

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<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
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<tbody>
<tr>
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Item Analyses shows that item No.10 has medium level of difficulty and has discrimination index of .4 hence Retained

Item No.11

<table>
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<th>% of Correct Responses of High Achievers</th>
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<td>.05</td>
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Item Analyses shows that item No.11 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.12

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Item Analyses shows that item No.12 has medium level of difficulty and has discrimination index of .3 hence Retained
### Item No.13

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<th>Discrimination index</th>
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<td>80</td>
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<td>.35</td>
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Item Analyses shows that item No.13 has medium level of difficulty and has discrimination index of .35 hence Retained

### Item No.14

<table>
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<th>Discrimination index</th>
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<tbody>
<tr>
<td>20</td>
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<td>.25</td>
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Item Analyses shows that item No.14 has medium level of difficulty and has discrimination index of .25 hence Retained

### Item No.15

<table>
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<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination index</th>
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<tbody>
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<td>.35</td>
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Item Analyses shows that item No.15 has medium level of difficulty and has discrimination index of .35 hence Retained

### Item No.16

<table>
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<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination index</th>
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<tbody>
<tr>
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Item Analyses shows that item No.16 has medium level of difficulty and has discrimination index of .3 hence Retained

### Item No.17

<table>
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<th>Difficulty Index</th>
<th>Discrimination index</th>
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Item Analyses shows that item No.17 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.
Item No. 18

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<td>.2</td>
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Item Analyses shows that item No.18 has medium level of difficulty and has discrimination index of .2 hence Retained

Item No. 19

<table>
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<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination Index</th>
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<tbody>
<tr>
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Item Analyses shows that item No.19 has medium level of difficulty and has discrimination index of .3 hence Retained

Item No. 20

<table>
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<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination Index</th>
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<tbody>
<tr>
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<td>.35</td>
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</tbody>
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Item Analyses shows that item No.20 has medium level of difficulty and has discrimination index of .35 hence Retained

Item No. 21

<table>
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<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination Index</th>
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<tbody>
<tr>
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<td>.35</td>
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Item Analyses shows that item No.21 has medium level of difficulty and has discrimination index of .35 hence Retained

Item No. 22

<table>
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<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination Index</th>
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<tbody>
<tr>
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Item Analyses shows that item No.22 has medium level of difficulty and has discrimination index of .2 hence Retained
**Item No.23**

<table>
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<th>Discrimination index</th>
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Item Analyses shows that item No.23 has medium level of difficulty and has discrimination index of .1 hence Retained.

**Item No.24**

<table>
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<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
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<tbody>
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<td>.2</td>
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Item Analyses shows that item No.24 has medium level of difficulty and has discrimination index of .2 hence Retained

**Item No.25**

<table>
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<th>Discrimination index</th>
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<tbody>
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Item Analyses shows that item No.25 has medium level of difficulty and has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

**Item No.26**

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<th>Discrimination index</th>
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<tbody>
<tr>
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Item Analyses shows that item No.26 has medium level of difficulty and has discrimination index of .35 hence Retained

**Item No.27**

<table>
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<tr>
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<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination index</th>
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<tbody>
<tr>
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<td>.35</td>
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</tbody>
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Item Analyses shows that item No.27 has medium level of difficulty and has discrimination index of .35 hence Retained
Item No.28

<table>
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<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination index</th>
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<tbody>
<tr>
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<td>.2</td>
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</tbody>
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Item Analyses shows that item No.28 has medium level of difficulty and has discrimination index of .2 hence Retained

Item No.29

<table>
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<th>% of Correct Responses of High Achievers</th>
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<th>Discrimination index</th>
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</thead>
<tbody>
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Item Analyses shows that item No.29 has medium level of difficulty and has discrimination index of .4 hence Retained

Item No.30

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<th>Discrimination index</th>
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Item Analyses shows that item No.30 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.31

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<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
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<tbody>
<tr>
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<td>.1</td>
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Item Analyses shows that item No.31 has medium level of difficulty and has discrimination index of .1 hence Retained

Item No.32

<table>
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<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
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Item Analyses shows that item No.32 has medium level of difficulty and has discrimination index of -0.2 which means that this item is a cheat item hence discarded.
**Item No.33**

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<th>Difficulty Index</th>
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</thead>
<tbody>
<tr>
<td>20</td>
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<td>55</td>
<td>.35</td>
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Item Analyses shows that item No.33 has medium level of difficulty and has discrimination index of .35 hence Retained

**Item No.34**

<table>
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<th>Difficulty Index</th>
<th>Discrimination Index</th>
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Item Analyses shows that item No.34 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

**Item No.35**

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Item Analyses shows that item No.35 has medium level of difficulty and has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

**Item No.36**

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<th>Discrimination Index</th>
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Item Analyses shows that item No.36 has medium level of difficulty and has discrimination index of .25 hence Retained

**Item No.37**

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<th>Discrimination Index</th>
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<tbody>
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<td>.4</td>
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</tbody>
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Item Analyses shows that item No.37 has medium level of difficulty and has discrimination index of .4 hence Retained
Item No.38

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<th>Difficulty Index</th>
<th>Discrimination index</th>
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Item Analyses shows that item No.38 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.39

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<th>Discrimination index</th>
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</thead>
<tbody>
<tr>
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<td>.35</td>
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Item Analyses shows that item No.39 has medium level of difficulty and has discrimination index of .35 hence Retained

Item No.40

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<th>Discrimination index</th>
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Item Analyses shows that item No.40 has medium level of difficulty and has discrimination index of .15 hence Retained

Item No.41

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<th>Discrimination index</th>
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<td>20</td>
<td>80</td>
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Item Analyses shows that item No.41 has medium level of difficulty and has discrimination index of .3 hence Retained

Item No.42

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>80</td>
<td>70</td>
<td>.1</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.42 has medium level of difficulty and has discrimination index of .1 hence Retained
<table>
<thead>
<tr>
<th>Item No.43</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Correct Responses of Low Achievers</td>
</tr>
<tr>
<td>50</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.42 has medium level of difficulty and has discrimination index of .1 hence Retained

<table>
<thead>
<tr>
<th>Item No.44</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Correct Responses of Low Achievers</td>
</tr>
<tr>
<td>40</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.44 has medium level of difficulty and has discrimination index of .25 hence Retained

<table>
<thead>
<tr>
<th>Item No.45</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Correct Responses of Low Achievers</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.45 has medium level of difficulty and has discrimination index of .1 hence Retained

<table>
<thead>
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<th>Item No.46</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Correct Responses of Low Achievers</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.46 has medium level of difficulty and has discrimination index of .35 hence Retained

<table>
<thead>
<tr>
<th>Item No.47</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Correct Responses of Low Achievers</td>
</tr>
<tr>
<td>50</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.47 has medium level of difficulty and has discrimination index of .15 hence Retained
**Item No.48**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>50</td>
<td>35</td>
<td>.15</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.48 has medium level of difficulty and has discrimination index of .15 hence Retained

**Item No.49**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>60</td>
<td>45</td>
<td>.15</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.49 has medium level of difficulty and has discrimination index of .15 hence Retained

**Item No.50**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>50</td>
<td>35</td>
<td>.15</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.50 has medium level of difficulty and has discrimination index of .15 hence Retained

**Item No.51**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>90</td>
<td>65</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.51 has medium level of difficulty and has discrimination index of .2 hence Retained

**Item No.52**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.52 has low level of difficulty and has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.
### Item No.53

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>90</td>
<td>65</td>
<td>.25</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.53 has medium level of difficulty and has discrimination index of .25 hence Retained

### Item No.54

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>70</td>
<td>50</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.54 has medium level of difficulty and has discrimination index of .2 hence Retained

### Item No.55

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>80</td>
<td>45</td>
<td>.35</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.55 has medium level of difficulty and has discrimination index of .35 hence Retained

### Item No.56

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>60</td>
<td>45</td>
<td>.15</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.56 has medium level of difficulty and has discrimination index of .15 hence Retained

### Item No.57

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>50</td>
<td>30</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.57 has medium level of difficulty and has discrimination index of .2 hence Retained
**Item No.58**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>50</td>
<td>40</td>
<td>.1</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.58 has medium level of difficulty and has discrimination index of .1 hence Retained.

**Item No.59**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>70</td>
<td>50</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.59 has medium level of difficulty and has discrimination index of .2 hence Retained.

**Item No.60**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>70</td>
<td>60</td>
<td>.1</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.60 has medium level of difficulty and has discrimination index of .1 hence Retained.

**Item No.61**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>90</td>
<td>65</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.61 has medium level of difficulty and has discrimination index of .2 hence Retained.

**Item No.62**

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>60</td>
<td>60</td>
<td>.0</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.62 has medium level of difficulty but has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

132
Item No.63

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>70</td>
<td>50</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.63 has medium level of difficulty and has discrimination index of .2 hence Retained

Item No.64

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>90</td>
<td>85</td>
<td>.05</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.64 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.65

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>30</td>
<td>30</td>
<td>0</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.65 has medium level of difficulty but has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.66

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>100</td>
<td>65</td>
<td>.35</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.66 has medium level of difficulty and has discrimination index of .35 hence Retained

Item No.67

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>80</td>
<td>65</td>
<td>.15</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.67 has medium level of difficulty and has discrimination index of .15 hence Retained
Item No.68

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20</td>
<td>15</td>
<td>.05</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.68 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.69

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>80</td>
<td>70</td>
<td>.1</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.69 has medium level of difficulty and has discrimination index of .1 hence Retained

Item No.70

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>60</td>
<td>60</td>
<td>.0</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.70 has medium level of difficulty but has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.71

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>80</td>
<td>80</td>
<td>.0</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.71 has medium level of difficulty but has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.
Item No.72

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>80</td>
<td>66</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.72 has medium level of difficulty and has discrimination index of .2 hence Retained

Item No.73

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
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<tbody>
<tr>
<td>80</td>
<td>100</td>
<td>90</td>
<td>.05</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.73 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.74

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>100</td>
<td>75</td>
<td>.25</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.74 has medium level of difficulty and has discrimination index of .25 hence Retained

Item No.75

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
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<tbody>
<tr>
<td>50</td>
<td>60</td>
<td>55</td>
<td>.05</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.75 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No.76

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>100</td>
<td>75</td>
<td>.25</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.76 has medium level of difficulty and has discrimination index of .25 hence Retained
### Item No.77

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>90</td>
<td>85</td>
<td>.05</td>
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</tbody>
</table>

Item Analyses shows that item No.77 has medium level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.

### Item No.78

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>70</td>
<td>60</td>
<td>.1</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.78 has medium level of difficulty and has discrimination index of .1 hence Retained

### Item No.79

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>100</td>
<td>80</td>
<td>.1</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.79 has medium level of difficulty and has discrimination index of .1 hence Retained

### Item No.80

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>100</td>
<td>80</td>
<td>.1</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.80 has medium level of difficulty and has discrimination index of .1 hence Retained

### Item No.81

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>90</td>
<td>65</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.81 has medium level of difficulty and has discrimination index of .2 hence Retained
Item No. 82

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>70</td>
<td>50</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No. 82 has medium level of difficulty and has discrimination index of .2 hence Retained

Item No. 83

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>5</td>
<td>.0</td>
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</table>

Item Analyses shows that item No. 83 has medium level of difficulty but has no discrimination index which means that this item does not distinguish between low achievers and High achievers hence discarded.

Item No. 84

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>90</td>
<td>50</td>
<td>.4</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No. 84 has medium level of difficulty and has discrimination index of .4 hence Retained

Item No. 85

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>100</td>
<td>80</td>
<td>.2</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No. 85 has medium level of difficulty and has discrimination index of .2 hence Retained

Item No. 86

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>80</td>
<td>70</td>
<td>.1</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No. 86 has medium level of difficulty and has discrimination index of .1 hence Retained
Item No.87

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>90</td>
<td>65</td>
<td>.25</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.87 has medium level of difficulty and has discrimination index of .25 hence Retained

Item No.88

<table>
<thead>
<tr>
<th>% of Correct Responses of Low Achievers</th>
<th>% of Correct Responses of High Achievers</th>
<th>Difficulty Index</th>
<th>Discrimination index</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>80</td>
<td>50</td>
<td>.3</td>
</tr>
</tbody>
</table>

Item Analyses shows that item No.88 has medium level of difficulty and has discrimination index of .3 hence Retained
# APPENDIX-C

## ITEM ANALYSES

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Item No.36 has medium level of difficulty and has discrimination index of 0.5 hence Retained.

Item No.37 has medium level of difficulty and has discrimination index of 0.5 hence Retained.

Item No.38 has medium level of difficulty and has discrimination index of 0.5 hence Retained.

Item No.39 has medium level of difficulty and has discrimination index of 0.2 hence Retained.

Item No.40 has medium level of difficulty and has discrimination index of 0.1 hence Retained.

Item No.41 has medium level of difficulty and has discrimination index of 0.4 hence Retained.

Item No.42 has medium level of difficulty and has discrimination index of 0.4 hence Retained.

Item No.43 has medium level of difficulty and has discrimination index of 0.3 hence Retained.

Item No.44 has medium level of difficulty and has discrimination index of -0.1 which means that this item is a cheat item hence discarded.

Item No.45 has low level of difficulty and has no discrimination index which means that this item does not distinguish between low achievers and high achievers hence discarded.

Item No.46 has medium level of difficulty and has discrimination index of 0.2 hence Retained.

Item No.47 has medium level of difficulty and has discrimination index of 0.3 hence Retained.

Item No.48 has medium level of difficulty and has discrimination index of 0.3 hence Retained.

Item No.49 has medium level of difficulty and has discrimination index of 0.1 hence Retained.
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Item No.88 has low level of difficulty and has discrimination index of .05 which means that this item does not distinguish between low achievers and High achievers hence discarded.
ENGLISH LANGUAGE ACHIEVEMENT TEST FOR SECONDARY CLASSES

Name ___________________________ Class ________

School ___________________________ Date___________

Time Allowed: 1 hour

Note: attempt all questions

SECTION - A

VERB FORMS

Note: Encircle the correct option

1. He _________ a horse dealer by profession
   (b) is (b) was been (c) been

2. Hameed _________ to school daily
   (a) go (b) goes (c) going

3. He has _________ a letter
   (b) write (b) wrote (c) written

4. He will _________ his friend.
   (b) help (b) helped (c) helping

5. By whom is this jug _________?
   (b) break (b) broke (c) broken

6. The boys _________ hockey yesterday
   (b) had playing (b) had played (c) is playing

7. I have _________ him a telegram yesterday
   (a) Send (b) sent (c) sending

8. You have been _________ idle since long
   (b) sit (b) sat (c) sitting
9. I have been ________ in this house for last two years.
   (a) Live (b) living (c) lived

10. Have I been __________ from fever for two days?
    (b) suffer (b) suffered (c) suffering

11. I ________ brought a television set before my brother passed the B.A
    Examination
    (a) Has (b) had (c) had been

12. They __________ not reached Murree before the snow began to fall
    (b) has (b) have (c) had

13. Snow had been ________ since mid night
    (b) fall (b) falling (c) fill

14. Had I been ________ for the post man for long time.
    (b) wait (b) waited (c) waiting

15. Those boys had not been __________ for an hour
    (b) quarrelling (b) quarrel (c) quarreled

16. We ________ go to school tomorrow
    (b) have (b) shall (c) are

17. Shall I ________ this letter in the post office?
    (b) post (b) posted (c) posting

18. The patient will be __________ with pain
    (b) cry (b) crying (c) cried

19. The procession will not be ________ through the main streets
    (b) pass (b) passed (c) passing

20. The sun will have ________ before we get up
    (b) rise (b) rose (c) risen

21. She will not have ________ her clothes before the taxi arrives
    (b) Change (b) Changed (c) Changing

22. The farmer will have been ________ in his field for six hours
    (b) Work (b) Worked (c) Working

23. The beggar will have been ________ in the sun since long.
(b) stand (b) stood (c) standing

SECTION - B

ACTIVE AND PASSIVE VOICE

Note: Encircle the correct option

24. Post the letter at once
   (e) The letter be posted by you at once
   (f) The letter is posted at once.
   (g) The letter has posted at once.
   (h) Let the letter be posted at once.

25. They did not make a mistake.
   (e) A mistake is not made by them
   (f) A mistake was not made by them
   (g) A mistake is not make by them
   (h) A mistake will not be made by them

26. I shall give him my camera.
   (a) My camera is given by me to him.
   (b) He is given my camera by me.
   (c) He will be given my camera by me.
   (d) He will give my camera by me.

27. Did he ring the bell?
   (e) Was the bell rung by him?
   (f) Is the bell rung by him?
   (g) Will the bell be rung by him?
   (h) Is the bell being rung by him?

28. We have won the match.
   (e) The match has been won by us
   (f) The match was won by us
   (g) The match will have won by us.
The match is being won by us

29. You will have killed a lion
   (e) A lion was killed by you
   (f) A lion will have been killed by you
   (g) A lion had been killed by you
   (h) A lion will has been killed by you.

SECTION – C

DIRECT AND INDIRECT NARRATION

Note: Encircle the correct option

30. He said,” Aha! My father has come”
   (e) He Shouted with joy that father has come.
   (f) He expressed with joy at the arrival of his father
   (g) He exclaimed with joy that his father has come
   (h) He exclaimed with joy that his father had come

31. Everybody says,” God is one”
   (e) Everybody says that God was one
   (f) Everybody says that God is one
   (g) Everybody says if God is one
   (h) Everybody asks if God is one.

32. The girl said to her father,” How can I help you”?
   (e) The girl asked her father how he could help her
   (f) The girl asked her father how she could help him.
   (g) The told her father how she could him
   (h) The girl asked her father that how he can help her.

33. She said to me,” May you be happy”
   (e) She wished that! may be happy
(f) She prayed that I could be happy
(g) She wished that you might be happy
(h) She wished that I might be happy

SECTION – D

CONJUNCTIONS

Note: Fill in the blanks with following conjunctions

And, but, therefore, if, because. Still, however, so, although, otherwise

34. I give him a book _______ he gave nothing.
35. She is absent _______ she is ill.
36. You will catch the train _______ you walk fast.
37. I want a book _____ I am going to the bazaar.
38. _______ he called, the servant did not come.
39. We must be early; _______ we won’t get a seat.
40. It was _____ hot.
41. The children are _____ up.

SECTION – E

PREPOSITIONS

Note: Encircle the correct option

42. Look _______ this picture.
   (b) to (b) at (c) into
43. The moon shines _______ the sky.
   (b) on (b) from (c) in
44. This road leads _____ swat.
   (b) of (b) to (c) at
45. She works _______ morning to evening.
   (b) to (b) from (c) for
46. This mango is _______ you.
(b) for (b) to (c) by

47. We sit ____ the tree.
(b) in (b) under (c) After

SECTION – F

ARTICLES

Note: Fill in blanks with “A, an, the”

48. Tomorrow I will buy _____ new car
49. _____ Camel has _____ long neck
50. He looks as stupid as _____ owl
51. Pakistan is ___ Islamic country

SECTION – G

SENTENCES ARRANGEMENT

Note: Arrange the following words into complete sentences.

52. Are aching arms my
__________________________.

53. Need rest a I
__________________________.

54. Table heavy is the
__________________________.

55. Nearby house is their
__________________________.
COMPREHENSION

Note: Read the following passages carefully and then encircle the correct answer of questions given at the end.

We read for two reasons for learning and for pleasure. If we have to learn something our reading requires more attention. If we are reading some thing for our enjoyment, it does not require that much of attention. We read story books, newspapers, magazines and novels for pleasure. We read text books for learning and increasing our knowledge. The textbooks are written for deep reading. The magazines, stories and novels are meant for light reading.

Reading for joy does not need the help of a teacher. Books meant for such reading are easy to understand. Silent reading is of great value in reading for enjoyment. You should ask your teacher to help you in choosing interesting books for silent reading. Such books are not limited to stories only. There are books on science, mathematics, geography, history and other subjects, written in such easy style that they can be enjoyed very much, but silent reading must be learnt. It means reading without any sound and without opening the lips.

QUESTIONS:

56. Which books are easy to understand?
   (d) Books which are read for knowledge is easy for understand.
   (e) Books which are read for pleasure are easy to understand
   (f) Books which are read to pass the examination are easy to understand

57. What is meant by “Silent Reading”?
   (d) It means reading with sounds and without opening lips
   (e) It means reading with sounds and with opening lips
   (f) It means reading without any sound and without opening lips

58. What is the importance of silent reading?
   (d) Silent reading is of great value in reading for enjoyment
   (e) Silent reading is not very much important
Silent reading is important for teachers.

59. What are the two different objects of reading?
   (d) we read books for learning and for pleasure
   (e) we read books for passing examination
   (f) we read books for enjoyment and pleasure

60. What is meant by deep reading and light reading?
   (d) Light reading means the books which read for knowledge. Deep reading means the reading for pleasure.
   (e) Light reading means the books which read for pleasure. Deep reading means the books which we read to learn and increase our knowledge.