

**CONSTRUCTIVIST APPROACH TO
DEVELOPMENT OF CRITERIA FOR SELECTION
OF CONTENTS FOR TEACHING ENGLISH IN
SECONDARY SCHOOL (CLASS IX-X)**

By
S.Tajammal Hussain Shah



**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
ISLAMABAD**

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ABSTRACT

Thesis Title: **Constructivist approach to development of criteria for selection of contents for teaching English in secondary school (Class IX-X)**

The study was conducted to investigate the opinion of the parents (Class IX & X students), English teachers, students of secondary classes and experts in curriculum field about the purpose of studying English and selection of contents accordingly. In addition the experts in curriculum field were also consulted on the procedures and processes used at present for selection of content. The focus was on four major areas i.e. social forces in society /community values and purposes, knowledge and its treatment, the nature of learning and the learner and human growth and development that are fundamental to any curriculum.

Content and construct reliability and validity of the questionnaires were ensured through pre-testing as well as by obtaining experts opinion. For data collection a sample of 1000 English teachers, 2000 students, 2000 parents and 50 curriculum experts from all the four provinces and the federal capital was selected by adopting multi-stage random sampling procedure. It was ensured that the sample represents the population from rural and urban areas, Urdu and English mediums and public and private schools for both male and female in the right proportion.

The key conclusions based on the descriptive and statistical evidences indicated that the people of Pakistan attach great importance to values and purposes related to religious teachings and want to promote these through schooling. It also revealed that the people are very keen to learn English as it is the language of knowledge and higher learning in all fields. The findings of the study indicated that in the present textbooks of English speaking is least emphasized as compared to other skills. The findings of the study also gave a fairly good idea of themes and sub-themes that the majority of population wants to include as content of English for classes IX–X. Based on statistical analysis of the data, criteria for selection of contents for teaching English in Secondary Schools has been developed and weightage suggested for each which have been validated by the Textbook Boards and Curriculum Bureaus in the country.

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ABBREVIATIONS USED

A	Agreed
AJK	Azad Jammu & Kashmir
BIG	Beyond the Information Given
CALL	Computer Assisted Language Learning
D	Disagree
DF	Degree of Freedom
EFL	English as Foreign Language
ESL	English as Second Language
HSSC	Higher Secondary School Certificate
ICT	Information Communication Technology
L1	1 st Language
L2	2 nd Language
NWFP	North West Frontier Province
R.W.L.S.	Reading, Writing, Listening Speaking
SA	Strongly Agreed
SD	Strongly Disagree
SSC	Secondary School Certificate
UD	Un-Decided

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(S. Tajammal Hussain Shah)

CHAPTER-1

INTRODUCTION

1.1 Background of the Study

The humanity has entered into the Knowledge Era which has put two challenges before the school i.e. to enable the students to learn the use of technology and communicate with others both inside and outside the country in written and spoken language properly. It is a fact that the progress made and being made in the areas of science and technology, commerce and industry, philosophy and religion, art and literature in one way or the other is due to language which records the results of all researches and explorations. Linguists and scientific researchers approach language in three dimensions. The first approach sees language as a human phenomenon; the second as societal phenomenon, and the last one sees language as a system or structure on its own. Chomsky (1957) says that language is seen as a unique human mental faculty with its own biologically determined structure and principles. It is the product of multiple determinants operating through a number of mediating processes. These determinants are cognitive skills that require humans to perceive the essential elements of speech, to recognize and remember the abstract rules, and to select the appropriate words and production rules to figure out linguistic knowledge in different areas of discourse. (Bandura, 1989). In the rapidly changing world we need to enable the students to learn language by constructing their own meaning so that they could use it independently in practical life. The major tool in the hands of man to interact with its social environment is a language. It is not only a vehicle for the expression of thoughts, perceptions, sentiments, and values characteristic of a community; it also represents a fundamental expression of social identity. The educationists while planning for the teaching of language to young students specifically

the second or foreign language must consider the social identity of both, the language and the taught.

1.1.1 Importance of English Language

By the end of the 20th century English had gained the status of sole language of higher learning in science, engineering and technology specifically in information technology and computers. As English is so widely spoken, it has often been referred to as a "global language", the *lingua franca* of the modern era. While English is not an official language in many countries, it is currently the language most often taught as a second language around the world. The global status of English has brought with it varied implications both for its development and its teaching. On the one hand, the number of non-native speakers exceeds the number of native speakers and thus the center of authority in the development of English is shifting from native speakers. Teaching English as a second language (ESL) or foreign language (EFL) therefore has changed tremendously over the past few decades because of its role as a language for global contact. Curricula, teaching methods, and teaching materials have been developed to meet the changing needs of the ESL/EFL population. The curricula of many ESL/EFL programmes, in countries like Pakistan needs to be revised keeping in view the latest learning theories specifically the constructivism.

Since ESL/EFL learners vary not only in terms of their purposes for learning English, but also in terms of individual differences in learning due to their educational, ethnic, and cultural diversities. In order to make ESL learning/teaching successful, therefore, educators must understand and respect individuals' diverse learning styles and make efforts to create optimal learning environments for learners.

Kinsella (1996) argues that students who have stronger verbal/analytical faculties may have easier access to the traditional teaching model—listening to lectures, reading textbooks, and completing written assignments. Lessons may be presented both visually and verbally and reinforced through various motivating language activities such as

reflective reading and writing. In this way, students can learn in ways that best suit their styles and develop their modality strengths (Kroonenberg 1995).

1.1.2 Constructivists Theory and Language Curriculum

Constructivism is all about how learning takes place. It is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction". The constructivists argue that knowledge and reality do not have an objective or absolute value or, at least, we have no way of knowing this reality. It is made up of the network of things and relationships that we rely on in our living, and on which, we believe, others rely on, too" (Glaserfeld, 1995) The knower interprets and constructs own meaning related to a phenomena based on his experiences and interactions with his/her environment. Rather than thinking of truth in terms of a match to reality, Von Glaserfeld further focuses on the notion of viability: "To the constructivist, concepts, models, theories, and so on are viable if they prove adequate in the contexts in which they were created". Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge acquisition rather than passively receiving information. Learners are the makers of meaning and knowledge but it requires skillful facilitation on the part of the teachers in the process of learning (Glaserfeld, 1995)

Curriculum planning lies at the heart of all educational planning. The curriculum process follows a logical order. The first step is to clarify the purpose. This includes setting the philosophy, goals, objectives, needs focusing, alignment of the curriculum, and delivery to the students that involves several steps. Once a philosophy has been set, the vision and mission for the curriculum need to be set. The principles that have emerged in curriculum development have developed more from practice than from logic. The works of Hilda Taba (1962), Robert S. Zais (1976) and Lawrance Stenhouse (1975) among others are worthy to refer. There are four main planning areas that have dominated the thinking of schools in the past. These though each one seems independent in itself, yet have a close relationship, for overall objectives of the society a balance need to be maintained between them. These are:

- (a) Social forces in society /Community values and purposes;
- (b) The treatment of knowledge and knowledge utilization;
- (c) Learning as a process: the nature of the learner and the nature of learning.
- (d) Human development and growth.

In curriculum development, usually asked questions are: What should be taught? Who should decide what is to be taught? Why do schools exist? What is the role of the teacher? What is the status of the student in learning? What is the school's attitude toward change? Answers to these questions come from the basic philosophy of the society for which one is going to develop the curriculum.

1.1.3 Selection of Content

Language is a most effective tool of communication either oral or written. Even for oral communication listening, speaking as well as viewing skills are essential apart from reading and writing. It can be said that all the four skills i.e. reading, writing, listening and speaking are to be taught to master a language. In the selection of curriculum content for teaching a language, the first thing to be kept in mind is for what purpose the society wants to teach the language to its students. In case of teaching a foreign language, degree of emphasis on the four skills (R. W. L and S) depends upon the purpose of teaching the language. If the purpose is oral communication, the emphasis will be on communicative / speaking and listening / comprehension skills. If the purpose is to understand the culture/values of the society of native speaker of that language then the emphasis will be on reading and writing as well. Once the purpose and intent of curriculum is clearly defined, the contents are selected accordingly.

1.1.4 Teaching of English in Pakistan

In Pakistan English is being taught as a compulsory subject from class-VI. However, efforts are being made to start its teaching as compulsory subject in all schools from class-I. The present curriculum for secondary classes provides for listening, speaking, reading and writing skills. The objectives of this curriculum generally indicate that after going through the curriculum the students will be able to learn and practice English pronunciation, understand social expression, communicate in simple situation, read and comprehend text with reasonable speed, translate English into Urdu and vice versa etc. Unfortunately the secondary school graduates from Public schools associated with the examining bodies in Pakistan and following the National Curriculum do not come up with the expectation and objectives laid down for the curriculum are not fully achieved. They have knowledge of the language and are usually good in grammar but fail to apply it in practical situations perhaps due to the reason that the objectives selected were either not in line with the needs of the society or were too ambitious or curriculum was not delivered appropriately. The assessment patterns adopted by the teachers during the course of studies whether formative or summative in present form also fail to assess the competencies of the learners as envisaged in the curriculum documents. Since textbooks in Pakistani schools are the only learning material, therefore, need for a research study to select content on the basis of above referred four planning areas is necessitated, so that the needs of teaching English for the students who leave the school after secondary school are met. The content should be selected in such a way that the students, for whom secondary school is a terminal stage, must be able to practice English in ordinary life situations i.e. communicate verbally as well as in writing. This should also cater to the needs of the students who join colleges/universities, master it and use it for academic and other purposes.

1.2 Statement of the Problem

Learning takes place through interaction of the learner with its environment. If the learner fails to relate what is presented to him/her in school, to practice it to solve daily life problems, his/her interest is lost and learning does not take place effectively. Constructivism guides us to select the most appropriate contents that facilitate the learning process. Moreover in Pakistan, there are no criteria based on some empirical evidence to select the contents that are interesting for the learners and fulfill the requirements of the society at large. In order to fill this gap the study was, therefore, conducted as “Constructivist approach to development of criteria for selection of contents for teaching English in secondary school (Class IX-X)”.

1.3 Significance of the Study

The goal of language teaching has been shifting from linguistic competence to communicative competence and the mode of teaching from single skill development to integrated skills training. The study would therefore significantly contribute for:-

1. Investigating strengths and weaknesses of existing English curriculum development process at Secondary level in Pakistan.
2. Providing guidelines for formulating recommendations for selection of content for teaching English in secondary schools in consonance with the societal/national aims and goals of language teaching.
3. Contributing in the development of curriculum in the subject of English, meeting both the immediate and long-term needs of the society.
4. Paving the path for further research in the field of curriculum especially in selection of content for teaching of languages.
5. Guiding the teachers for adopting appropriate teaching methods for teaching different skills of the language.
6. Helping the curriculum developers and textbook writers to revise their practices in selecting and delivering the content in classroom.

1.4 Objectives of the Study

The study had been planned with the following objectives:-

- i) Using constructivists approach to learning, investigate the interests of the students, of secondary classes (IX-X) the parents and teachers at this level for selection of contents for teaching English with reference to:-
 - a) Social forces in society /Community values and purposes;
 - b) The treatment of knowledge and (its) utilization;
 - c) Learning; the nature of the learner and learning;
 - d) Human growth and development.
- ii) Investigate the interest of students, parents and English teachers in various topics included in the present textbooks for class IX and X.
- iii) Review the current curriculum development processes specifically with reference to selection of contents for teaching English at secondary schools in the light of the experience of curriculum experts.
- iv) Formulate guidelines for the textbook writers for including content in English textbooks for secondary classes based on the criteria so developed.
- v) Based on the opinion of students, parents, English teachers and curriculum experts to prepare recommendations/develop criteria for selection of contents for teaching English, in secondary schools appropriate to interests of the learners and needs of the society at large.

1.5 Theoretical Framework of the Study

The study had been designed to investigate the opinion of the parents, students, and English teachers in the following areas to develop criteria for selection of contents for teaching English to Class IX and X only:-

- a) Social forces in society /Community values and purposes
- b) Knowledge its treatment and utilization
- c) Learning - the nature of the learner and learning and
- d) Human development and growth and delimited to develop criteria for selection of contents of English for Class IX and X only

Based on the constructivist approach ten questions for each of these four areas were included in the questionnaires for parents, students and the teachers. The questionnaires were pre-tested and validated by the experts before administration in the randomly selected districts and schools.

1.6 Hypotheses of the Study

PART-A.

This part deals with the main area of the study investigating the opinion and interest of parents, teachers and students of classes IX and X regarding contents for English. Ten hypotheses in each of the following four main areas of the study were formulated:-

- I) Social forces in society /Community values and purposes;
- II) Knowledge its treatment and utilization;
- III) Learning - the nature of the learner and learning;
- IV) Human development and growth.

PART-B.

This part deals with the opinion of curriculum experts in two major areas. Eleven hypotheses in each of the following two categories were formulated separately:-

- I) The process of curriculum development in Pakistan.
- II) Content for teaching English in Secondary School (class IX and X).

PART-A

Category – I Social Forces in Society /Community Values and Purposes

H₀.1 There is no significant difference in the preference of respondents (parents, teachers and students) about the various life styles (life style of developed countries, life style of developing countries, life style of Islam and life style of under developed nations).

H₀ 1.1. There is no significant difference in the preference of respondents (parents, teachers and students) both from Urdu and English mediums about the various life styles (life style of developed countries, life style of developing countries, life style of Islam and life style of under developed nations).

H₀.2. There is no significant difference in the preference of respondents (parents, teachers and students) about various purposes of learning English (follow culture of advanced countries, watch English movies, tell others about their own culture and religious values and to get latest knowledge in different fields).

H₀ 2.1. There is no significant difference in the preference of male and female respondents (parents, teachers and students) about various purpose of learning English (follow culture of advanced countries, which English movies tell others about their own culture and religious values and to get latest knowledge in different levels).

H₀ 2.2. There is no significant difference in the preference of respondents (parents, teachers and students) both from urban and rural areas about various purpose of learning English (follow culture of advanced countries, which English movies tell others about their own culture and religious values and to get latest knowledge in different levels).

H₀ 3. There is no significant difference in the preference of respondents (parents, teachers and students) about various greetings they use (Hello, Namastay, Assalam ale Kum, Hai and others).

H₀ 3.1. There is no significant difference in the preference of male and female respondents (parents, teachers and students) about various greetings they use (Hello, Namastay, Assalam ale Kum, Hai and others).

H₀ 4. There is no significant difference in the perception of respondents (parents, teachers and students) about a perfect person (One who has healthy body, is at high level of morality, has all comforts of life and has sufficient knowledge of the world around).

H₀ 4.1. There is no significant difference in the perception of respondents (parents, teachers and students) from urban and rural areas about a perfect person (One who has healthy body, is at high level of morality, has all comforts of life and has sufficient knowledge of the world around).

H₀ 4.2. There is no significant difference in the perception of respondents (parents, teachers and students) from Urdu and English mediums about a perfect person (One who has healthy body, is at high level of morality, has all comforts of life and has sufficient knowledge of the world around).

H₀.5. There is no significant difference in the preference of respondents (parents, teachers and students) about the type of person they like (One who is proud of wealth, proud of family and friends, proud of links with foreigners, proud of own society and culture and proud to serve others).

H₀ 5.1. There is no significant difference in the preference of respondents (parents, teachers and students) from urban and rural areas about the type of person they like (One who is proud of wealth, proud of family and friends, proud of links with foreigners, proud of own society and culture and proud to serve others).

H₀ 5.2. There is no significant difference in the preference of respondents (parents, teachers and students) from public and private sector schools about the type of person they like (One who is proud of wealth, proud of family and friends, proud of links with foreigners, proud of own society and culture and proud to serve others).

H₀.6. There is no significant difference in the preference of respondents (parents, teachers and students) about the type of material they like to study in English (stories of European and American scientists, stories of Muslim heroes, stories of justice and peace, stories of wars and bravery and stories of those who sacrificed for the mankind).

H₀ 6.1. There is no significant difference in the preference of male and female respondents (parents, teachers and students) about the type of material they like to study in English (stories of European and American scientists, stories of Muslim heroes, stories of justice and peace, stories of wars and bravery and stories of those who sacrificed for the mankind).

H₀.7. There is no significant difference in the preference of respondents (parents, teachers and students) about the purpose of learning English (to read books written in English, for better computer learning, to communicate with foreigners, to get higher education in country and to get good grades).

H₀ 7.1. There is no significant difference in the preference of respondents (parents, teachers and students) from urban and rural areas about the purpose of learning English (to read books written in English, for better computer learning, to communicate with foreigners, to get higher education in country and to get good grades).

H₀.8. There is no significant difference in the preference of respondents (parents, teachers and students) about the topics for reading essays (essays of historical events, essays on cultural events, essays of scientific objects, essays on scenes of natural beauty, essays on religious topics and essays on social customs of people).

H₀ 8.1. There is no significant difference in the preference of male and female respondents (parents, teachers and students) about the topics for reading essays (essays of historical events, essays on cultural events, essays of scientific objects, essays on scenes of natural beauty, essays on religious topics and essays on social customs of people).

H₀ 9. There is no significant difference in the preference of respondents (parents, teachers and students) about favourite topics for poems (romantic, nature and its objects, human culture and cultural events, patriotism and scientific objects).

H₀ 9.1. There is no significant difference in the preference of respondents (parents, teachers and students) from Urdu and English mediums about favourite topics for poems (romantic, nature and its objects, human culture and cultural events, patriotism and scientific objects).

H₀ 9.2. There is no significant difference in the preference of male and female respondents (parents, teachers and students) about favourite topics for poems (romantic, nature and its objects, human culture and cultural events, patriotism and scientific objects).

H₀.10. There is no significant difference in the perception of respondents (parents, teachers and students) about “what they consider good” (all that is liked by advanced countries, all that has been proved by science, all that is in Holy Quran and in teachings of Holy Prophet (SAW) and all that UNO says good).

H₀ 10.1. There is no significant difference in the perception of respondents (parents, teachers and students) from Urdu and English mediums about “what they consider good” (all that is liked by advanced countries, all that has been proved by science, all that is in Holy Quran and in teachings of Holy Prophet (SAW) and all that UNO says good).

H₀ 10.2. There is no significant difference in the perception of respondents (parents, teachers and students) both from urban and rural areas about “what they consider good” (all that is liked by advanced countries, all that has been proved by science, all that is in Holy Quran and in teachings of Holy Prophet (SAW) and all that UNO says good).

Category – II Knowledge, its Treatment and Utilization

H₀.1 There is no significant difference in the perception of the respondents (parents, teachers and students) about “real knowledge” (scientific knowledge, life experience of man, history of mankind, revealed knowledge like Holy Quran, sayings of elderly people and all these altogether).

H₀ 1.1. There is no significant difference in the perception of the respondents (parents, teachers and students) both from Urdu and English mediums about “real knowledge” (scientific knowledge, life experience of man, history of mankind, revealed knowledge like Holy Quran, sayings of elderly people and all these altogether).

H₀.2. There is no significant difference in the preference of the respondents (parents, teachers and students) about various means of getting real knowledge (by five senses, by personal experience, by study of revealed books, by study of history of mankind and all the earlier).

H₀ 2.1. There is no significant difference in the preference of the respondents (parents, teachers and students) from public and private sectors schools about various means of getting real knowledge (by five senses, by personal experience, by study of revealed books, by study of history of mankind and all the earlier).

H₀.3 There is no significant difference in the preference of respondents (parents, teachers and students) about the material they like to study in English (about numbers and calculation, about university and college life, about gardens and agriculture farms, about cities and countries, about business and industry and about human nature).

H₀ 3.1. There is no significant difference in the preference of respondents (parents, teachers and students) both urban and rural areas about the material they like to study in English (about numbers and calculation, about university and college life, about gardens and agriculture farms, about cities and countries, about business and industry and about human nature).

H₀.4. There is no significant difference in the preference for laying emphasis by the respondents (parents, teachers and students) about various aspects of literature for learning English (writing letters, writing stories, reading poems, reading short essays, practicing grammar and conversation with friends).

4.1. There is no significant difference in the preference for laying emphasis by the respondents (parents, teachers and students) from urban and rural areas about various aspects of literature for learning English (writing letters, writing stories, reading poems, reading short essays, practicing grammar and conversation with friends).

H₀.5. There is no significant difference in the preference of respondents (parents, teachers and students) for adding material in English textbook (poems, stories, essays, letters and applications, grammar, novel/fiction/drama and conversation in English).

H₀ 5.1. There is no significant difference in the preference of male and female respondents (parents, teachers and students) for adding material in English textbook (poems, stories, essays, letters and applications, grammar, novel/fiction/drama and conversation in English).

H₀.6. There is no significant difference in the preference of respondents (parents, teachers and students) about good English teacher (who gives information about textbook only, who lays emphasis on learning grammar, who talks about future life, who involves students in reading and writing English, who speaks English and wants the students to speak as well and who uses A.V.Aids like computer games for teaching English).

H₀ 6.1. There is no significant difference in the preference of respondents (parents, teachers and students) both from Urdu and English mediums about good English teacher (who gives information about textbook only, who lays emphasis on learning grammar, who talks about future life, who involves students in reading and writing English, who speaks English and wants the students to speak as well and who uses A.V.Aids like computer games for teaching English).

H₀.7. There is no significant difference in the preference of respondents (parents, teachers and students) about the types of letters they have already learnt (invitation letters to friends, letters to family elders, letters of condolences and letters to editors of newspapers).

H₀ 7.1. There is no significant difference in the preference of male and female respondents (parents, teachers and students) about the types of letters they have already learnt (invitation letters to friends, letters to family elders, letters of condolences and letters to editors of newspapers).

H₀.8. There is no significant difference in the preference of respondents (parents, teachers and students) about the material for reading they like the most in English (Eid-ul-Fiter/ Christmas, missiles, rose, Sabzi mandi (Fruit and vegetable market) and Muslim heroes like Jabar bin Hayyan).

H₀ 8.1. There is no significant difference in the preference of respondents (parents, teachers and students) from Urdu and English mediums about the material for reading they like the most in English (Eid-ul-Fiter/ Christmas, missiles, rose, Sabzi mandi (Fruit and vegetable market) and Muslim heroes like Jabar bin Hayyan).

H₀ 8.2. There is no significant difference in the preference of male and female respondents (parents, teachers and students) about the material for reading, they like the most in English (Eid-ul-Fiter/ Christmas, missiles, rose, Sabzi mandi (Fruit and vegetable market) and Muslim heroes like Jabar bin Hayyan).

H₀.9. There is no significant difference in the preference of respondents (parents, teachers and students) about favourite topics of discussion in English (population education, environmental pollution, village and city life comparison, health is wealth, animals and plants in Pakistan and traffic in cities).

H₀ 9.1. There is no significant difference in the preference of respondents (parents, teachers and students) both from urban and rural areas about favourite topics of discussion in English (population education, environmental pollution, village and city life comparison, health is wealth, animals and plants in Pakistan and traffic in cities).

H₀.10. There is no significant difference in the preference of the respondents (parents, teachers and students) about the material written in various contexts (social context like cleanliness, religious context, economic context, science and technological context, moral context and political context).

H₀ 10.1. There is no significant difference in the preference of respondents (parents, teachers and students) from urban and rural areas about the material written in various contexts (social context like cleanliness, religious context, economic context, science and technological context, moral context and political context).

Category-III Learning - the Nature of the Learner and Learning

H₀.1 There is no significant difference in the preference of the respondents (parents, teachers and students) about what is interesting for them within grammar (use of verb, noun and pronoun, articles, adjectives and adverbs and prepositions and conjunctions).

H₀.2 There is no significant difference in the preference of the respondents (parents, teachers and students) about the reason for their interest in learning English (read books in English, to go abroad for higher studies, to get good grades, it is helpful in getting job and because it is official language of Pakistan).

H₀ 2.1. There is no significant difference in the preference of respondents (parents, teachers and students) from urban and rural areas about the reason for their interest in learning English (read books in English, to go abroad for higher studies, to get good grades, it is helpful in getting job and because it is official language of Pakistan).

H₀.3 There is no significant difference in the preference of the respondents (parents, teachers and students) about what sounds them “good” within literature (poems, essays, long stories, short stories, article and drama).

H₀ 3.1. There is no significant difference in the preference of the male and the female respondents (parents, teachers and students) about what sounds them “good” within literature (poems, essays, long stories, short stories, article and drama).

H₀.4. There is no significant difference in the preference of the respondents (parents, teachers and students) about their favourite TV programmes (English movies, Indian songs, Pakistani drama and sports and quiz programmes).

H₀ 4.1. There is no significant difference in the preference of the respondents (parents, teachers and students) both from Urdu and English mediums about their

favourite TV programmes (English movies, Indian songs, Pakistani drama, and sports and quiz programmes).

H₀.5. There is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to various skills in terms of their interest about (listening English, speaking English, reading English, writing English, English grammar and English songs and games).

H₀ 5.1. There is no significant difference in the order of preference, the male and the female respondents (parents, teachers and students) assign to various skills in terms of their interest about (listening English, speaking English, reading English, writing English, English grammar and English songs and games).

H₀.6. There is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to various skills in terms of their importance about (English writing, English reading, English speaking, English listening, English grammar and English songs and games).

H₀ 6.1. There is no significant difference in the order of preference, the respondents (parents, teachers and students) from urban and rural areas assign to various skills in terms of their importance about (English writing, English reading, English speaking, English listening, English grammar and English songs and games).

H₀.7. There is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to various skills in terms of their enjoyment about (listening English audio tape, watching English video/CD-Rom, speaking English, reading English books, writing English and singing English songs).

H₀ 7.1. There is no significant difference in the order of preference, the respondents (parents, teachers and students) from Urdu and English mediums assign to various skills in terms of their enjoyment about (listening English audio tape, watching

English video/CD-Rom, speaking English, reading English books, writing English and singing English songs).

H₀.8. There is no significant difference in the preference of the respondents (parents, teachers and students) about what they think is more helpful in learning English in school (English games, English short stories, English poems, conversation in English and computer games).

H₀ 8.1. There is no significant difference in the preference of respondents (parents, teachers and students) both from public and private sector schools about what they think is more helpful in learning English in school (English games, English short stories, English poems, conversation in English and computer games).

H₀.9. There is no significant difference in the preference of respondents (parents, teachers and students) about the interesting topics of their existing English textbook for class IX.

H₀.10. There is no significant difference in the preference of respondents (parents, teachers and students) about the interesting topics of their existing English textbook for class X.

Category-IV Human Development and Growth

H₀.1 There is no significant difference in the preference of the respondents (parents, teachers and students) about the topics of dialogue between friends (Education system in Pakistan, marriage rituals, use of atomic energy in agriculture, a cricket match and use of internet).

H₀ 1.1. There is no significant difference in the preference of the respondents (parents, teachers and students) both urban and rural areas about the topics of dialogue between friends (Education system in Pakistan, marriage rituals, use of atomic energy in agriculture, a cricket match and use of internet).

H₀.2 There is no significant difference in the perception of the respondents (parents, teachers and students) about how we can develop our country and get respect (by following American life style, adopting values of British and European nations, getting latest knowledge like developed countries, following Islamic life style and getting knowledge in the light of teachings of Islam).

H₀ 2.1. There is no significant difference in the perception of the respondents (parents, teachers and students) both from Urdu and English mediums about how we can develop our country and get respect (by following American life style, adopting values of British and European nations, getting latest knowledge like developed countries, following Islamic life style and getting knowledge in the light of teachings of Islam).

H₀.3. There is no significant difference in the preference of the respondents (parents, teachers and students) about what they think is necessary to write good English (maximum vocabulary, grammar, piece writing, making summaries, punctuation and all the earlier).

H₀ 3.1. There is no significant difference in the preference of the respondents (parents, teachers and students) both form Urdu and English mediums about what they think is necessary to write good English (maximum vocabulary, grammar, pierce writing, making summaries, punctuation and all the earlier).

H₀.4. There is no significant difference in the preference of the respondents (parents, teachers and students) as to why they want to learn English (because it is important to get employment, it is only important language one faces in life, it is custodian of important world literature, it has record of important events of human history and it has record of scientific and technological inventions).

H₀ 4.1. There is no significant difference in the preference for laying emphasis by the respondents (parents, teachers and students) from urban and rural areas, as to why they want to learn English (because it is important to get employment, it is only important language one faces in life, it is custodian of important world literature, it has record of important events of human history and it has record of scientific and technological inventions).

H₀.5. There is no significant difference in the order of preference of the respondents (parents, teachers and students) about the situations for using English (while communicating with foreigners, living abroad, going abroad for higher studies, talking to foreigners in a domestic company, serving in a foreign company in Pakistan and doing job in different offices).

H₀ 5.1. There is no significant difference in the order of preference of the respondents (parents, teachers and students) from urban and rural areas about the situations for using English (while communicating with foreigners, while living abroad, while going abroad for higher studies, while talking to foreigners in a domestic company, while serving in a foreign company in Pakistan and while doing job in different offices).

H₀.6. There is no significant difference in the preference of the respondents (parents, teachers and students) for what they want to add content and time for learning English (listening English, reading English, conversation in English, writing English and for English grammar).

H₀ 6.1. There is no significant difference in the preference of the respondents (parents, teachers and students) both from Urdu and English mediums for what they want to add content and time for learning English (listening English, reading English, conversation in English, writing English and for English grammar).

H₀.7. There is no significant difference in the preference of the respondents (parents, teachers and students) about where they will use English in daily life (in schools, at home, in the office / on job, using internet and while getting further education).

H₀ 7.1. There is no significant difference in the preference of male and female respondents (parents, teachers and students) about where they will use English in daily life (in schools, at home, in the office / on job, using internet and while getting further education).

H₀.8. There is no significant difference in the preference of the respondents (parents, teachers and students) about the types of letters they want to write in English (letters for introducing their country to a foreigner, writing complaints to government offices, writing story of a cultural event to someone, writing description of a journey and introducing computer software to friends).

H₀ 8.1. There is no significant difference in the preference of the respondents (parents, teachers and students) from public and private sector schools about the types of letters they want to write in English (letters for introducing their country to a foreigner, writing complaints to government offices, writing story of a cultural event to someone, writing description of a journey and introducing computer software to friends).

H₀.9. There is no significant difference in the preference of the respondents (parents, teachers and students) about the interesting topics for writing essays in English (marriage party, railway journey, my country Pakistan, a day of Eid, computers and elections).

H₀ 9.1. There is no significant difference in the preference of the respondents (parents, teachers and students) both from urban and rural areas about the interesting topics for writing essays in English (marriage party, railway journey, my country Pakistan, a day of Eid, computers and elections).

H₀.10. There is no significant difference in the preference of the respondents (parents, teachers and students) about the topics for discussion with a foreigner (geographical location of Pakistan, Islamic identity of Pakistan, tourism spots in Pakistan, transport system in Pakistan, marriage parties in different parts of Pakistan and political system of Pakistan).

H₀ 10.1. There is no significant difference in the preference of the respondents (parents, teachers and students) both from public and private sector schools about the topics for discussion with a foreigner (geographical location of Pakistan, Islamic identity of Pakistan, tourism spots in Pakistan, transport system in Pakistan, marriage parties in different parts of Pakistan and political system of Pakistan).

H₀ 10.2. There is no significant difference in the preference of the male and the female respondents (parents, teachers and students) about the topics for discussion with a foreigner (geographical location of Pakistan, Islamic identity of Pakistan, tourism spots in Pakistan, transport system in Pakistan, marriage parties in different parts of Pakistan and political system of Pakistan).

PART-B Opinion of Curriculum Experts

Category – I The process of curriculum development/content selection for teaching English in secondary schools in Pakistan

H₀1. There is a significant difference in level of satisfaction of curriculum experts on the process of curriculum development in Pakistan.

H₀2. There is no significant difference in the opinion of curriculum experts on the translation of policy objectives into the curriculum objectives.

H₀3. There is no significant difference in the opinion of the curriculum experts about carrying out curriculum revision abruptly.

H₀ 4. There is no significant difference in the opinion of the curriculum experts about carrying out some research/evaluation of existing curriculum before its revision.

H₀ 5. There is no significant difference in the opinion of the curriculum experts about richness of existing curriculum of English (meeting epistemological, axiological and ontological needs of the society).

H₀ 6. There is no significant difference in the opinion of the curriculum experts about adopting any of the procedures (judgmental, consensual, analytical and experimental) for selection of contents for teaching English in secondary schools.

H₀ 7. There is a significant difference in the opinion of curriculum experts about following only one philosophy, while developing English curriculum for secondary classes.

H₀ 8. There is no significant difference in the opinion of curriculum experts about the three types of sources (empirical, philosophical and subject matter) for drawing objectives of the curriculum at secondary level.

H₀ 9. There is no significant difference in the opinion of the curriculum experts about the two principles (logical and psychological) for organizing contents of English at this level.

H₀ 10. There is no significant difference in the opinion of curriculum experts about maintaining both type of relationship (Vertical and horizontal) between the components of curriculum.

H₀ 11. There is no significant difference in the opinion of curriculum experts about catering of all the three domains (cognitive, affective and psychomotor) in existing curriculum of English.

Category- II Selection of contents for teaching English in secondary classes

H₀ 12. There is no significant difference in the opinion of curriculum experts about various life styles (life style of advanced countries and life style of Islam) that the curriculum of English promotes.

H₀ 13. There is no significant difference in the opinion of curriculum experts about promotion of various cultures and values (culture and values of English speaking countries and culture and values of their own society) through curriculum of English.

H₀ 14. There is no significant difference in the opinion of curriculum experts about promotion of various language skills (reading, writing, listening, speaking and reflecting) through curriculum of English at secondary level.

H₀ 15. There is no significant difference in the opinion of curriculum experts about richness of the content of English for achieving the given objectives.

H₀ 16. There is no significant difference in the opinion of curriculum experts about emphasis of the curriculum on various aspects (“Discussion in the class, in English”, “Writing letters and applications”, “Writing essays”, “Reading articles etc”, “Learning poems” and “Grammar”) included in content of English at this level.

H₀ 17. There is no significant difference in the opinion of curriculum experts about inclusion of various types of literature (“Essays on religious topics”, “Stories of Muslim heroes” and “Poems of natural beauty”) keeping in view the interest of learners.

H₀ 18. There is no significant difference in the opinion of curriculum experts about various criteria (significance, utility, interest and human growth/ development) used in selection of contents for teaching English in secondary schools.

H₀ 19. There is no significant difference in the opinion of curriculum experts about assigning proper weightage to the four basic skills (reading, writing, listening and speaking) while selecting content for English at secondary level.

H₀ 20. There is no significant difference in the opinion of curriculum experts about use of various methods (Direct method, Communicative Language teaching and Grammar Translation method) for teaching English at secondary schools.

H₀ 21. There is no significant difference in the opinion of curriculum experts about various types of content (short stories, letters and applications and essays) that help in learning English easily and with interest.

H₀ 22. There is no significant difference in the opinion of curriculum experts that contents of our secondary school English curriculum enables students to perform various functions (can use English in practical life successfully, can use only for passing examination or can use it for getting higher education) in practical life.

1.7 Procedures of the Study

The study being evaluative in nature was conducted as per descriptive design of research, which was survey study.

1.7.1 Development of Research Tools

For the collection of data questionnaire in the following categories were prepared.

1. Questionnaire for parents (.Annex - I (a & b).
2. Questionnaire for teachers (Annex - II (a & b).
3. Questionnaire for students (Annex - III (a & b).
4. Questionnaire for experts in curriculum development (Annex – IV)

1.7.2 Population for the Study

The following constituted the population of the study:-

- i) Parents of SSC students (Class IX and X).
- ii) English Teachers (Class IX and X).
- iii) Students of SSC (Class IX and X).
- iv) Curriculum experts working in the Curriculum Wing, Ministry of Education, Curriculum Bureaus and Textbook Boards in Provinces and AJK.

1.7.3 Sample for the Study

Multi-stage random and convenient sampling procedures were adopted for the selection of the sample for collection of data through questionnaires. The division of the sample was as follows:-

A. Sample of the Parents

Two thousand parents of Class IX – X students were randomly selected as sample of the study. The description of the sample was as follows:-

Province/Area	Urban		Rural		
	Male	Female	Male	Female	Total
Islamabad	30	30	30	30	120
Punjab	260	260	260	260	1040
N.W.F.P	70	70	70	70	280
Sindh	70	70	70	70	280
Balochistan	70	70	70	70	280
Total	500	500	500	500	2000

B. Sample of English Teachers

One thousand English teachers were randomly selected as sample of the study. The description of the sample was as follows:-

Province/Area	Urban		Rural		
	Male	Female	Male	Female	Total
Islamabad	15	15	15	15	60
Punjab	130	130	130	130	520
N.W.F.P	35	35	35	35	140
Sindh	35	35	35	35	140
Balochistan	35	35	35	35	140
Total	250	250	250	250	1000

C. Sample of the Students

Two thousand students of Class IX – X were randomly selected as sample of the study. The description of the sample was as follows:-

Province/Area	Urban		Rural		
	Male	Female	Male	Female	Total
Islamabad	30	30	30	30	120
Punjab	260	260	260	260	1040
N.W.F.P	70	70	70	70	280
Sindh	70	70	70	70	280
Balochistan	70	70	70	70	280
Total	500	500	500	500	2000

D. Sample of Curriculum Experts

Fifty curriculum experts from concerned federal and provincial departments were selected as sample of the study. The description of the sample was as follows:-

Name of department	Number of experts	
	Male	Female
Curriculum Wing, Ministry of Education Islamabad.	8	7
Curriculum Wing, Punjab Textbook Board, Lahore.	4	3
Bureau of Curriculum and Extension Services, Jamshoro, Sindh.	2	3
Bureau of Curriculum and Extension Services, Abbotabad, NWFP.	2	2
Bureau of Curriculum and Extension Services, Quetta, Balochistan.	2	2
National Book Foundation, Islamabad	2	2
Punjab Textbook Board, Lahore.	2	1
Sindh Textbook Board, Jamshoro, (Hyderabad).	1	1
NWFP Textbook Board, Peshawer.	1	1
Balochistan Textbook Board, Quetta.	1	1
Directorate of Curriculum and teacher Education, Muzaffarabad, AJK.	1	1
Total	26	24

1.8 Administration of Tools

The four questionnaires were administered through out the country using the method of multi-stage random sampling for collection of data as under:-

- a) All the four provincial capitals and the federal capital.
- b) One metropolitan district with small cities/towns and rural areas in each province selected randomly.
- c) One to two randomly selected medium size cities with towns and rural areas in each province.
- d) Experts of curriculum and textbook development associated with Federal Ministry of Education and Provincial Curriculum Bureaus and Textbook Boards.
- e) Both public and private sector schools were selected in the sample at the ratio of 3:1
- f) Both English and Urdu medium schools were selected in the sample at the ratio of 2:5
- g) 2-5 students were randomly selected from each selected school.
- h) In order to get independent opinion of parents, only those parents were included in the sample whose children were not selected.
- i) Conscious efforts were made to select equal number of male and female schools, male and female teachers and parents of male and female students for the purpose of collection of data.

1.8.1 Collection and Tabulation of Data

The data collected so was analyzed by using two way Chi Square statistics through SPSS software of the computers. Once the analysis was available the researcher interpreted the data to find out the clear opinion of the sample population to make generalizations and recommendations accordingly.

Summary

The purpose of this chapter was to provide an overview of this study. Here research objectives, statement of the problem, significance of the study and hypotheses have been delineated in order to address the problem by using constructivists approach for selecting content for teaching English in secondary school. Main study areas have been identified, sample for collection of data in four categories i.e. the parents, the teachers, the students and the curriculum and textbook experts in the field and research instrument have been described in addition to sampling procedure.

In the following chapter, the findings of literature review will be discussed with focus on constructivists learning approach and procedure for selection of content for teaching English as a second or foreign language. Relevant researches in this area and various aspects of teaching English in secondary schools will also be discussed.

CHAPTER-2

REVIEW OF RELATED LITERATURE

Education includes all those experiences and techniques/skills through which intelligence is developed, knowledge acquired and character formed. It is the work done by certain agencies and institutions, the home and the school, for the express purpose of educating the young learners. As a social science, education encompasses teaching and learning specific knowledge, beliefs, and skills that are required by a society to equip its young one with right living. What should be taught in the classroom and what are the questions that have been faced by the educationist of all times. Answers to these questions have been provided by the philosophers and educationists from time to time. Based on the needs of the society within the broad philosophical parameters, each society adopts a plan for educating its generations to achieve its aims, goals and objectives. The curriculum is therefore made to visualize the dream of the society and the licenced and practicing teachers in the field, apply a variety of methods and materials in order to deliver a curriculum comprehensively.

One among such philosophies and theories that have emerged as a practical one is Constructivism. As a philosophy, constructivism suggests that, while there is a real world out there, there is no meaning inherent in it which is not 100% true. Meanings are given through interaction with people and cultures. It is also an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. In educational circles "constructivism" is applied both to learning theory and to epistemology---both to how people learn, and to

the nature of knowledge (Bransford, J., Brown, A. L., & Cocking, R. R. 2000). Therefore, the questions like “what is constructivism, what does it have to tell us that is new and relevant, and how do we apply it to our work, have been discussed in this chapter.

2.1 Constructivism and Philosophy of Education

Whatever it may be the realm of pure philosophy, educational philosophy has come to mean how education can effectively be imparted in a society having its own culture and social norms and values. In other words, philosophy determines the goal of life and education tries to achieve that goal through its aims and curriculum. Briefly the philosophy of education is the study of the purpose, nature and ideal content of education. The enterprise of civil society depends on educating young people to become responsible, thoughtful and enterprising citizens, having deep understanding of ethical principles, moral values, political theory, aesthetics, and economics; not to mention an understanding of which children are, in themselves and in society. Progress of society in every practical field depends upon having capacities that schools have educated. But in any case it does not mean that out of school no learning takes place.

As a philosophy, constructivism has its roots in Kant's synthesis of rationalism and empiricism where it is noted that the subject has no direct access to external reality, and can only develop knowledge by using fundamental in-built cognitive principles ("categories") to organize experience. This was further elaborated by Jean Piaget, who developed a theory ("genetic epistemology") of the different cognitive stages through which a child passes while building up a model of the world. Philosophy has been defined in several ways but the essence of all definitions is that it is a branch of knowledge concerned with the quest for “Truth” or for “Good”. It is a practical enterprise inasmuch as it provides the knowledge that helps us to make wise decisions. Wise decision of course implies a desirable outcome that is, good or ought to be. During the course of time whatever is found real, useful, or true, is retained and whatever is not, ceases to exist but it does not mean that there is any hard and fast rules for it (Peyton, Joy - Crandall, JoAnn 2004).

According to William Van Til (1976) “our philosophy of education” influences, and to a larger extent, determines our educational decisions, choices, and alternatives. John Goodlad (1997) states “Philosophy becomes the criticism for determining the aims, means, and ends of curriculum. John Dewey contended, “Philosophy” may... be defined as the general theory of education. Briefly “education” may be called the dynamic side of philosophy and the function of philosophy can be conceived as either (1) the base or starting point in curriculum development or (2) an interdependent function with other functions in curriculum development (Barbra Jaworski, 2006).

Constructivism as a philosophy of learning is founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. The constructivist view involves two principles:

1. Knowledge is actively constructed by the learner, not passively received from the environment.
2. Coming to know is a process of adaptation based on and constantly modified by a learner's experience of the world.

Giambattista Vico (2007) claimed that clear understanding for a human being resulted from meaning that they have constructed for themselves (SEDL, 1995). Immanuel Kant according to Brooks & Brooks, (1999), contended that, based on sense information gathered before or during an event, humans reflect on the event and analyze what occurs. Both of these processes are unique to each individual's perceptions. Lev Vygotsky (1978) a believer in social constructivism claimed that higher levels of mental functioning originate in social processes. To him, social constructivism is more credible than radical constructivism because rather than focusing on independent individual knowledge building, social constructivism uses consensus as the criterion for truth (Heylighen, 1993). John Dewey (1938) explored the active relationship of an organism with its environment, introducing the notions of transaction, experience and reflection. Reflection ensures the continuity of action, with the development of knowledge occurring over time, making

inferences from current situations. Each act of an individual creates a new reality for that individual (Vanderstraeten & Biesta, 1998). As learners adapt to new information from their environment they attempt to make the most viable fit (Glaserfeld, 1995). When a way of thinking no longer fits our perceptions of the world, it needs to be changed to accommodate new understandings. Maturana and Varela (1980) reject the possibility of objective knowledge, since “all knowledge depends upon the structure of the knower” (Botella, 1994).

In the constructivist perspective, the individual through his / her interactions with his / her environment constructs knowledge. How we perceive knowledge and the process of coming to know provides the basis for educational practice. If we believe that learners passively receive information then priority in instruction will be on knowledge transmission. If, on the other hand, we believe that learners actively construct knowledge in their attempts to make sense of their world, then learning will likely emphasize the development of meaning and understanding.

2.1.1 Ideas Central to Learning and Knowledge Acquisition

Learning is an active process of knowledge construction in which learners build on prior knowledge and experience to shape meanings and construct new knowledge (Lambert & Walker, 1995). The following are the four ideas central to constructivism:-

- I. Learning is an active, not passive, process. Learners are involved in constructing knowledge for themselves; it isn't something that can be done to them.
- II. Knowledge is constructed, not transmitted. The human mind is not simply a vessel to be filled, but a construction project.
- III. Learning involves building on prior knowledge. In the same way that a building needs a foundation, new knowledge needs to be built on prior learning or else it lacks the support of other knowledge to give it context and meaning and make new connections (Ausubal, 1968).
- IV. Making meaning is a central idea. Learning must be relevant to the learner or they will not make any connections and therefore not construct any new

knowledge.

The constructivists ideas about knowledge acquisition lay a heavy responsibility of the shoulders of the curriculum experts and teachers to select content and activities as well as methods of instructions that takes into consideration the previous knowledge base of the learner at all levels and developmental stage so that learners interest in the learning process is enhanced and motivation increased to learn and absorb the new ideas.

Mahoney, M. J. (1999) has identified five major themes throughout the variety of constructivist theories.

- I. Human experience involves continuous active agency.
- II. Human activity focuses on organizing experience, making meaning, and creating order.
- III. This organization is fundamentally related to the self. This makes the body a fulcrum of experiencing, honours deep phenomenological sense of selfhood or personal identity.
- IV. Although the self is central, social interaction is important. "Persons exist and grow in living webs of relationships" and they cannot be understood "apart from their organic embeddedness in social and symbolic systems."
- V. Development is lifelong, as each person continues to construct new knowledge based on their own experiences. Order and disorder co-exist in lifelong quests for a dynamic balance that is never quite achieved.

Inspite this, what Mahoney (1999) has said it is not easy to agree it fully as complexity of the working of human brain can not be predicted. At times the child learns with out practically experiencing something and at times insipte an experience he/she does not understand it fully. However in many cases the experiences facilitate the learning process and promote and motivate for self learning at a greater pace.

2.1.2 Constructivists' View about Curriculum

Constructivism as an approach to teaching and learning is based on the premise that cognition (learning) is the result of mental construction. During the process the learners do not passively acquire or absorb a new understanding. Instead, new information is actively assimilated into existing cognitive structure while simultaneously altering these structures. Therefore, what the individuals learn is always framed within the context of what they already know (Ausubal, 1878). Von Glasersfeld (1995) argues that: "From the constructivist perspective, learning is not a stimulus-response phenomenon. It requires self-regulation and building of the conceptual structures through reflection and abstraction" (p.14). Fosnot (1996) adds that "Rather than behaviours or skills as the goal of instruction, concept development and deep understanding are the foci" (p.10). For educators, the challenge is to be able to build a hypothetical model of the conceptual worlds of students since these worlds could be very different from what is intended by the educator (Von Glasersfeld, 1996).

Constructivism is not solely concerned with a detailed analysis of the way that knowledge is actually constructed, shared or re-produced; it is also concerned with the process of analogical and relational thinking and the way that knowledge is transformed to meet new situations (Mezirow, J. 2000).

The influence of constructivism on curriculum has been referred by a large majority of curriculum experts. While the theory is variably defined by experts like Dougiamas, (1998) and others, in general emphasizing the following principles of constructivism:-

- I. The learner is an active maker of meaning;
- II. Learning at its best is socially constructed, as learners interact with each other;
- III. Knowledge becomes generative as the learner applies it in the solving of contextualized and meaningful problems;
- IV. Learning at its best results in conceptual change or change in behaviour and

- V. Optimal learning involves metacognition, reflecting about one's learning throughout the entire process (Brooks, Jacqueline Grennon, and Martin G. Brooks. 1993).

During the process the concepts are formed gradually. Conceptual understanding is enhanced when the learner interacts or experiences a phenomenon in daily life related to the ideas introduced to him/her.

One of the key implications of constructivism for the curriculum is that the depth becomes much more important than the coverage. Depth here refers to “understanding” which is difficult to assess through formal examination used in Pakistan. However, if the students are to locate knowledge, acquire learning strategies, and apply that knowledge and those strategies in solving complex problems, then obviously in-depth units are required. The excessive requirements of standards, benchmarks, and frameworks, seem antithetical to the need for in-depth study based on constructivist principles. If we believe that knowledge consists of learning about the real world out there, then we endeavor more to understand that world, organize it in the most possible rational way, and, as teachers, present it to the learner. This view may still engage us in providing the learner with activities, with hands-on learning, with opportunities to experiment and manipulate the objects of the world, but the intention is always to make clear to the learner the structure of the world independent of the learner. We help the learners to understand the world but we don't ask them to construct their own world in line with what we have told them instead, they are at liberty to understand the world from their own prospect which is good as well as necessary to live independently. The teachers are to facilitate learners to understand the world through their own experiences and develop their understanding to live in.

Dougiamas (1998) describes these major types as faces of constructivism. Each of these types of constructivism is defined in literature and forms basis for consideration at the time of curriculum development.

a) Trivial Constructivism

The simplest idea in constructivism, root of all the other shades of constructivism described as trivial constructivism (Von Glasersfeld, 1990), or personal constructivism or cognitive constructivism. In this principle, Knowledge is actively constructed by the learner, not passively received from the environment.

b) Radical Constructivism

Radical constructivism adds a second principle to trivial constructivism (Von Glasersfeld, 1990): Coming to know is a process of dynamic adaptation towards viable interpretations of experience. The knower does not necessarily construct knowledge of a real world.

c) Social Constructivism

The social world of a learner includes the people that directly affect that person, including teachers, friends, students, administrators, and participants in all forms of activity. This takes into account the social nature of both the local processes in collaborative learning and in the discussion of wider social collaboration in a given subject.

d) Cultural Constructivism

Beyond the immediate social environment of a learning situation are the wider context of cultural influences, including custom, religion, biology, tools and language. For example, the format of books can affect learning, by promoting views about the organization, accessibility and status of the information they contain, thus provides a sound basis for development of curriculum for the society under reference.

e) Critical Constructivism

Critical constructivism looks at constructivism within a social and cultural environment, but adds a critical dimension aimed at reforming these environments in order to improve the success of constructivism applied as a referent hence adds another perspective for consideration by curriculum researcher.

2.2 Foundations of Curriculum

Taba, (1962) discussed the study of society, studies of learners, and studies of subject matter content as the three sources of data in curriculum planning. By the early 1960s Taba had further refined the study of society to mean, “Cultural demands... a reflection of the changing social milieu of the school.” These four major areas of concern for curriculum planners, known as the foundations or “bases” of planning, remain toady the basis of most analysis, design, implementation, and evaluation of school programs. According to Zais (1976) generally acknowledged foundations of curriculum are: -

2.2.1 Epistemology; the Nature of Knowledge

Epistemology attempts to answer the basic question: what distinguishes true (adequate) knowledge from false (inadequate) knowledge? Having a look at the history of epistemology, we can discern a clear trend, in spite of the confusion of many seemingly contradictory positions. An important theory developed is the *Kantian synthesis* of rationalism and empiricism. According to Kant, knowledge results from the organization of perceptual data on the basis of inborn cognitive structures, which he calls "categories". Categories include space, time, objects and causality. This epistemology does accept the subjectivity of basic concepts, like space and time, and the impossibility to reach purely objective representations of things-in-themselves. Yet the a priori categories are still static or given. According to pragmatic epistemology, knowledge consists of models that attempt to represent the environment in such a way as to maximally simplify problem-solving.

It is assumed that no model can ever hope to capture all relevant information, and even if such a complete model would exist, it would be too complicated to use in any practical way. Therefore we must accept the parallel existence of different models, even though they may seem contradict. A more radical point of departure is offered by constructivism. It assumes that all knowledge is built up from scratch by the subject of knowledge. There are no 'givens', neither objective empirical data or facts, nor inborn categories or cognitive structures. The idea of a correspondence or reflection of external reality is rejected. Because of this lacking connection between models and the things they represent, the danger with constructivism is that it may lead to relativism, to the idea that

any model constructed by a subject is as good as any other and that there is no way to distinguish adequate or 'true' knowledge from inadequate or 'false' knowledge.

We can distinguish two approaches trying to avoid such an 'absolute relativism'. The first may be called individual constructivism. It assumes that an individual attempts to reach coherence among the different pieces of knowledge. Constructions that are inconsistent with the bulk of other knowledge that the individual has will tend to be rejected. Constructions that succeed in integrating previously incoherent pieces of knowledge will be maintained. The second, to be called social constructivism, sees consensus between different subjects as the ultimate criterion to judge knowledge. 'Truth' or 'reality' will be accorded only to those constructions on which most people of a social group agree (Heylighen F. (1993).

2.2.1.1 Principles for Knowledge Construction

Jonassen (1994) summarizes the following principles that illustrate how knowledge construction can be facilitated:

- I. Provide multiple representations of reality;
- II. Represent the natural complexity of the real world;
- III. Focus on knowledge construction, not reproduction;
- IV. Present authentic tasks (contextualizing rather than abstracting instruction);
- V. Provide real-world, case-based learning environments, rather than pre-determined instructional sequences;
- VI. Foster reflective practice;
- VII. Enable context-and content dependent knowledge construction;
- VIII. Support collaborative construction of knowledge through social negotiation.

It is true that knowledge is acquired by the learners through interaction with real world outside and the teacher if could associate the social environment of the learner with the new ideas then successful and speedy acquisition takes place. This is a challenge for the teachers especially in the context of Pakistan; the teachers need to work hard to use

these principles in their everyday classroom instructions. The teacher can encourage collaborative learning and peer learning techniques by putting the learners with similar background, together. It will not be possible for the teachers to use all or most of the above principles in all classes all the times, therefore he/she should critically analyze the situation in the classroom and base his/her instruction by selecting an appropriate one.

There are two contrasting views of acquisition of knowledge. One is called objectivism and the other is called constructivism. Both have their own strengths and weaknesses as learning models. Objectivism in the history of epistemology is a view of knowledge construction and acquisition according to which objects have intrinsic meaning, and knowledge is a reflection of a correspondence reality. In this tradition, knowledge should represent a real world that is thought of as existing, separate and independent of the knower; and this knowledge should be considered true only if it correctly reflects the independent world. Objectivism holds that the purpose of the mind is to "mirror" the reality and its structure through thought processes that are analyzable and decomposable. The meaning that is produced by these thought processes are external to understand, and it is determined by the structure of the real world (Jonassen, D. 1991).

Objectivists believe in the existence of reliable knowledge about the world. As learners, the goal is to gain this knowledge and as educators, to transmit it. Objectivism further assumes that learners gain the same understanding from what is transmitted. Learning therefore consists of assimilating that objective reality. The role of education is helping students to learn about the real world. The goal of designers or teachers is to interpret events for them. Learners are told about the world and are expected to replicate its content and structure in their thinking.

Constructivists hold that knowledge is not transmitted unchanged from teacher to student; instead, learning is an active process of re-creating knowledge. Constructivists teach techniques that place emphasis on the role of learning activities in a good curriculum. In contrast to the objectivists, the constructivist view argues that knowledge and reality do not have an objective or absolute value or, at the least, that we have no way of knowing this

reality. Von Glasersfeld (1995) indicates in relation to the concept of reality: "It is made up of the network of things and relationships that we rely on in our living, and on which, we believe, others rely on, too" (p.7). The knower interprets and constructs a reality based on his experiences and interactions with his environment. Rather than thinking of truth in terms of a match to reality, Von Glasersfeld (1995) focuses instead on the notion of viability: "To the constructivist, concepts, models, theories, and so on are viable if they prove adequate in the contexts in which they were created".

Accordingly the function of the school would be focused on effective living, and that the knowledge is a key to successful life in a society. Spencer's thesis gave impetus to the idea that the aims and functions of education must be relevant to effective living in society rather than merely being designed to transmit the cultural heritage. So knowledge becomes a sound base for curriculum to be taught in schools.

2.2.2 Social Forces - Involvement of the Individual and Society

Zais (1976) and others have made numerous attempts throughout the years to identify societal needs or demands under the rubrics of social processes, social functions, life activities, and social institutions. Curriculum specialists who seek to delineate social processes or functions do so in order to identify individual needs that have social origins. The curriculum worker begins his or her search for educational objectives by gathering and analyzing data relevant to student needs and interests. Maslow's (1987) hierarchy of basic human needs gives an idea that physical, social, occupational, , psychological, recreational and self esteem are possible source of the curriculum in the total available culture and only organized subject matter i.e. the disciplines, not the needs and interests of learners or the values and problems of society---can be considered a source of curriculum items.

The needs of the person and the needs of society are fortunately, often in harmony. Students manifest not only their own particular needs but also the needs of young people

generally in a society. The curriculum planners must additionally look at the political, social, economic, educational, environmental, defense and health needs of society. The

levels of students' needs are categorized as human needs: -

- i. Needs, common to all human beings on the globe, for example, food, clothing, shelter, and good health.
- ii. Changing needs of country's youth to meet the requirements of society to compete in the rapidly changing world.

In education the role of the constructivism is important for two reasons. The first is to introduce new ideas or cultural tools where necessary and to provide the support and guidance for students to make sense of these for themselves. The other is to listen and diagnose the ways in which the instructional activities are being interpreted to inform further action. Glasserfeld, E. (1995) derives a set of theoretical underpinnings common to both and used as basis for the curriculum:

1. Knowledge as a whole is problematized, not just the learner's subjective knowledge, including knowledge for rational thinking and logic.
2. Methodological approaches are required to be much more circumspect and reflexive because there is no "royal road" to truth or near truth.
3. The focus of concern is not just the learner's cognitions, but also the learner's beliefs, and conceptions of knowledge.
4. The focus of concern with the teacher and in teacher education is not just with the teacher's knowledge of subject matter and diagnostic skills, but with the teacher's belief, conceptions and personal theories about subject matter, teaching and learning.
5. Although we can tentatively come to know the knowledge of others by interpreting their language and actions through our own conceptual constructs, the others have realities that are independent of ours. Indeed, it is the realities of others along with our own realities that we strive to understand, but we can never take any of these realities as fixed.
6. An awareness of the social construction of knowledge suggests a pedagogical emphasis on discussion, collaboration, negotiation, and shared meanings.

The curriculum experts while planning for a curriculum must keep in mind that the learner does not only learn what is presented to him/her in the school. Being a constructor of knowledge the learners continuously engage themselves in interaction with the environment. What a learner actually knows can not be judged all through his/her explicit actions. The curriculum planners should therefore explore for different techniques of assessment to know what the learner of a specific age group and from a specific cultural background knows and base their curriculum on that for enhanced learning.

2.2.3 Constructivism: A Learning Theory

Learning theories are the ideas which educators consider while designing a curriculum and applying them to instruction. In curriculum the theories determine what and how the learning material should be arranged and taught. Curriculum designers need to have their own personal educational philosophies and ideas about what constitutes education and learning. According to Sachse (2002) the outcome of student participation and involvement facilitates personal growth and enhanced learning.

Constructivism as a learning theory contends that knowledge is not merely transmitted from teacher to student, but it is actively constructed in the mind of the learners out of their experiences in the world. It mainly deals how learners build their understanding on a new experience in relation to their previous ones. The constructivism can be reduced to one sentence: "everything that is said is said by the learner (Maturana, 1998). Constructivists deal with how conceptions of reality come into being. Maturana (1998) and other constructivists hold the view that an external reality exists but negate that this external world can be perceived the way it really is. Von Glasersfeld (1995) partly bases his concept on the results of Jean Piaget's developmental psychology. In a class, which is run according to constructivist guidelines, the teacher does not act as a pure knowledge transmitter who only accepts true answer to his/her problem but as a coach or facilitator offering thought provoking suggestions for solving the tasks given. Students are expected to use their own experiences to solve a problem as a group using different ways and methods.

In addition, constructivism proposes that learners are more likely to create new

knowledge when they are actively involved in making some type of learning artifact upon which they can reflect and share with others. “Thus, constructivism involves two intertwined types of construction: the construction of knowledge in the context of building personally meaningful artifacts” (Kafai & Resnick, 1996, p. 1). Since the emphasis of constructivism is on thinking and understanding and not on rote memorization of isolated facts, students learn how to learn and thus can relate their learning to new situations in real life. Constructivism involves children in authentic real world learning experience that are based on their own questions, thus students feel a sense of ownership for the learning.

According to Howard Gardner’s (1991) view presented in his book “The Unschooled Mind”, the learners come to new situations with preconceived notions, as children develop, and long before they enter school, they begin to construct sets of ideas, expectations, and explanations about the world around them, giving strength to the constructivist’s view point. The constructivists believe that students construct at first then proceed further in acquisition of knowledge.

Constructivism requires teachers to continually diagnose students’ ideas and consider where they are in the process of conceptual change. Naïve conceptions must be explored through experience and discussion with opportunities to test ideas, even those that are false. Ideas change only when students face evidence from nature that their naïve conceptions don’t work but it is not a hard rule for change in ideas in all situations. At times it happens that inspite persuading the learners through examples, they stick to their own stand and do not change. In fact socio-cultural norms and family background play an important role in this process and the learners take time to discard any existing belief about a phenomena or a situation.

2.2.3.1 Basic Assumptions of Constructivist Theory

Elizabeth Murphy (1997) discusses a set of constructivists assumptions about learning that have a long developmental history, among these are:

- i. Humans construct a unique view of the world out of personal experience.
- ii. The process of construction is incremental, involving adding to, making

connections with, and modifying previously established constructs.

- iii. Constructs are normalized through interactions with other.
- iv. The process of normalization where other humans are involved constitutes teaching.
- v. Learning is interactive and occurs in a social context.
- vi. The mind is seen as an inner representation of an outer reality. Knowledge is residing in the mind, thus learning results from a personal interpretation of the world.
- vii. Thought is grounded in perception and bodily experience.
- viii. Meaning is internally constructed and is developed on the basis of experience. Meaning requires understanding wholes as well as parts.

Learning is the search for meaning. The curriculum planners should adopt a realistic approach and must realize that education is not to change the beliefs and values of the learners towards a certain phenomena. It is just to guide them to look at the things critically and to conclude at their own what suits them to live in a society. The teachers also need to accept the realities, the learners are bringing into the classroom, associate it with the new ideas and help them to construct their own knowledge suitable to the circumstances of the learner.

2.2.3.2 Principles of Constructivist Learning & Teaching

Constructivism is a theory of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. What are some guiding principles of constructivist thinking that we must keep in mind when we consider our role as educators? Prof. George E. Hein (1991) outlines a few ideas, all predicated on the belief that learning consists of individuals' constructed meanings and then indicate how they influence education:-

1. **Learning is an active process:** in this process the learner uses sensory input and

constructs meaning out of it. The more traditional formulation of this idea involves the terminology of the active learner (Dewey's term) stressing that the learner needs to do something; that learning is not the passive acceptance of knowledge which exists "out there" but that learning involves the learner's engaging with the world.

2. People learn to learn as they learn: learning consists both of constructing meaning and constructing systems of meaning. For example, if we learn the chronology of dates of a series of historical events, we are simultaneously learning the meaning of a chronology. Each meaning we construct makes us better able to give meaning to other sensations which can fit a similar pattern.

3. The crucial action of constructing meaning is mental: it happens in the mind. Physical actions, hands-on experience may be necessary for learning, especially for children, but it is not sufficient; we need to provide activities which engage the mind as well as the hands (Dewey called this reflective activity.)

4. Learning involves language: the language we use influences learning. On the empirical level researchers have noted that people talk to themselves as they learn. On a more general level there is a collection of arguments, presented most forcefully by Vigotsky (1986), that language and learning are inextricably intertwined. The desire to have material and programs in their own language was an important request by many members of various Native American communities.

5. Learning is a social activity: our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit. We are more likely to be successful in our efforts to educate if we recognize this principle rather than try to avoid it. Much of traditional education, as Dewey pointed out, is directed towards isolating the learner from all social interaction, and towards seeing education as a one-on-one relationship between the learner and the objective material to be learned. In contrast, progressive education (to continue to use Dewey's formulation) recognizes the social aspect of learning and uses conversation, interaction with others, and the application of knowledge

as an integral aspect of learning.

6. **Learning is contextual:** we do not learn isolated facts and theories in some abstract ethereal land of the mind separate from the rest of our lives: we learn in relationship to what else we know, what we believe, our prejudices and our fears. On reflection, it becomes clear that this point is actually a corollary of the idea that learning is active and social. We cannot divorce our learning from our lives.

7. **One needs knowledge to learn:** it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know, the more we can learn. Therefore any effort to teach must be connected to the state of the learner and must provide a path into the subject for the learner, based on that learner's previous knowledge.

8. **It takes time to learn: learning is not instantaneous.** For significant learning we need to revisit ideas, ponder them try them out, play with them and use them. This cannot happen in the 5-10 minutes usually spent in a gallery (and certainly not in the few seconds usually spent contemplating a single museum object.) If you reflect on anything you have learned, you soon realize that it is the product of repeated exposure and thought. Even, or especially, moments of profound insight, can be traced back to longer periods of preparation.

9. **Motivation is a key component in learning:** Not only is it the case that motivation helps learning, it is essential for learning. This idea of motivation as described here is broadly conceived to include an understanding of ways in which the knowledge can be used. Unless we know "the reasons why", we may not be very involved in using the knowledge that may be instilled in us even by the most severe and direct teaching.

This is true that experiential learning facilitates effective acquisition of knowledge; however, keeping in view the unique characteristics of human brain it can not be safely said that each learner passing through a similar experience will learn at the same level and speed. For some learners a glimpse of an event may suffice to reach some conclusion about

the presented situation while others may fail to do so. Moreover socio-cultural environments of the learners have a different effect on the learning of the individual though they are experiencing the same problem of situation. The teachers, therefore, need to consider a variety of aspects that effect learning while making any conclusion about learning and should be vigilant to the fact that learning does not take place mechanically and each learner passing through a similar experience will be learning at the same pace and understanding.

2.2.3.3 Constructivists' Learning and other Learning Theories

A constructivist approach, like other approaches implies many questions still unanswered. McMahon, (1997) points out a few of them:

1. Is constructing knowledge only associated with constructivism? No, it is probably false to assume that while choosing direct instruction, the learner is not constructing knowledge. It is most probable that learners always perceive instruction through their personal filters.
2. How about goal-setting? Who is to determine the goals to be attained? Can it be left completely to the learners themselves? What is the teacher's role in determining the guidelines? What is the role of the curriculum?
3. How about assessment? If learners are expected to define at least some of their own goals, how would they be assessed then? This would lead evaluation from norm-referenced assessment towards criterion-referenced assessment and process-oriented evaluation. It would also mean evaluating "how learners go about constructing knowledge" (Jonassen 1991, 29).
4. How about the link between constructivism and met linguistic knowledge? If it is like what Piaget said then what is difference between cognitive learning and constructivists learning.
5. Are constructivism and co-operative learning in opposition or do they

support each other? "All experiential learning approaches aim to offer something more human and relevant to student life than the traditional cognitive emphasis. Experiential approaches recognize educationally neglected sides of humanity like affective, cognitive, integrative and practical skills alongside cognitive abilities, and encourage people to take responsibility for their actions.

The cognitivists on the other hand believe "that behavior can only be properly understood by postulating internal "cognitive" (or "mentalistic") states such as percepts, attitudes, beliefs, goals, memories, images, plans, and the like" (Knapp & Robertson, 1986, p. 59) . They emphasize that an explanation of learning "must be framed in terms of internal mental representation, and processes (or rules) by which these representations are manipulated and transformed" (Still & Costall, 1987, p. 2).

Cognitivists view the learner as an active rather than a passive, however, they continue to hold the view that knowledge is given and is absolute, which is identical to the behaviouristic view (Wilhelmsen, Inge Åsmul, & Meistad, 1998). Cognitivism has contributed to our understanding of how to teach and test generic skills (higher order thinking skills of analysis, synthesis, and evaluation) at schools instead rote memorization, (Reigeluth and Moore, 1999).

For Piaget (1950) the development of human intellect proceeds through adaptation and organization. Adaptation is a process of assimilation and accommodation, where, on the one hand, external events are assimilated into thoughts and, on the other, new and unusual mental structures are accommodated into the mental environment. The process of organization refers to the structuring of the adapted mental material. The organization of the mind is accomplished through a series of increasingly complex and integrated ways, of which the simplest one is the schema, i.e., a mental representation of some action that can be performed on an object.

Behaviorism concentrates only on behaviors that are readily observable and

disregards mental actions. Behaviorists characterize learning as “nothing more than the acquisition of new behavior. They acknowledge the instinctive behavior of humans, but nevertheless believe that the most important determining factors of our behavior are learned (Mowrer, 2001). They view learning as a passive activity and consider knowledge as given and absolute (Marton & Booth, 1997).

Classical conditioning and operant conditioning are the processes by which behaviors are considered to be learned (Mowrer, 2001). Classical conditioning occurs when a natural reflex responds to a stimulus. Predictably, a certain stimulus will produce a specific response. On the other hand, operant conditioning takes place when a response to a stimulus is reinforced. By following a response to a stimulus with a reward or reinforcement, the response becomes more likely to be consistently repeated.

Skinner (1938) contended that the goal of behaviorism should be to discover and segregate the environmental factors that regulate behavior. In addition, he also stressed that it is necessary to understand the conditions surrounding the occurrence of a specific behavior so that the behavior can be predicted and controlled.

The eclectic theorists claim that one theory cannot describe the complicated phenomenon of learning. Dell (2003) defines learning as eclectic in nature and draws on several learning theories, taking part from each to make a meaningful whole. It has been developed from formal study of core learning theories of behaviorism, cognitivism, and constructivism. In addition, lesser-known theories such as developmental theory, neuroscience, brain-based learning, learning styles, multiple intelligences, and right brain/left brain thinking have also been explored for formulation of this theory. In spite of the fact the eclectic theory picks up certain good points from other prevalent theories yet it can not be concluded that this is all how learning takes place as learning being an internal brain process can not be restricted to certain rules and regulations fully. However certain efforts can be made to facilitate the learner for maximized learning.

Learning is more than the acquisition of knowledge. It is a quest for meaning.

Learning necessitates understanding "wholes" as well as "parts." "Parts" must be comprehended within the framework of "wholes." Key components of eclectic theory of learning stated by Dell (2003) are:-

- I. The process of learning is unique to the individual. Individuals perceive and process information in different ways. Each develops a method to discover solutions and resolve problems they encounter.
- II. The brain, the biological basis of learning, is a self-organizing system. Thinking alters the physical structure of the brain. Patterns of connection, which Dell refers to as "hooks", are strengthened as we use our brain, making each connection easier to create the next time. New learning "hooks" to old learning. Piaget calls this scaffolding.
- III. A state of confusion or disequilibrium indicates that learning is about to happen. Learners naturally attempt to resolve confusion. When confusion is resolved, learning has occurred.
- IV. Learning is a social process. Learning occurs through interaction within communities.
- V. Skills and knowledge must be applied. "Knowing" does not occur without "doing." We learn by doing. Learning occurs with the application of skills and knowledge in the creation of a product.
- VI. The process of reflection stimulates metacognition or "thinking about thinking." When learners can reflect and explain what they have learned, they will be more able to apply their learning to new situations.

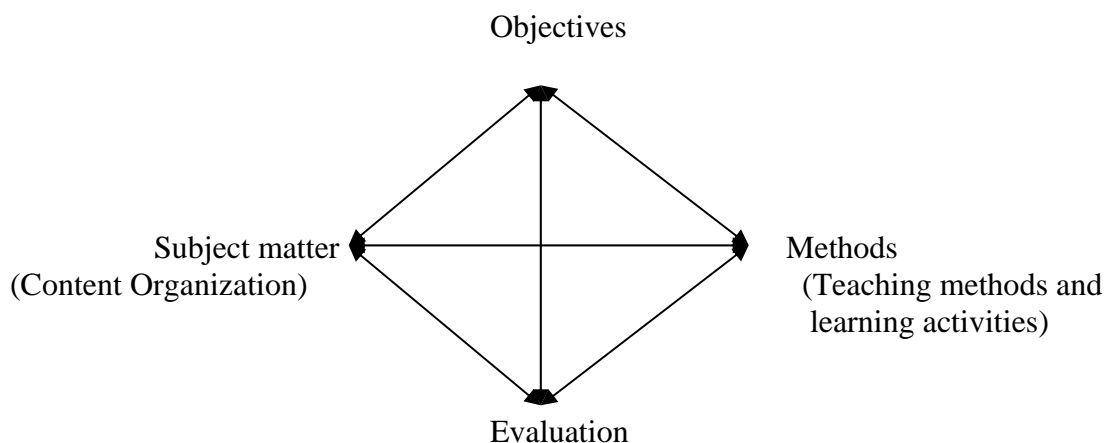
Having a look on these, it will not be correct to conclude that only by reflection, the learners are able to construct more knowledge. There are certain other techniques that have been used to facilitate the learning process.

2.3 Constructivism and Curriculum Development

Constructivists view curriculum development as a process of creation and testing of learning experiences and seek answer to questions such as discussed by Brooks (1987) include:

- I. Have the learning needs and characteristics of the participants been accurately analyzed?
- II. Were the problem statements, the instructional goals and the instructional objectives appropriate for the learning needs of the participants?
- III. To what extent are the teaching resources, instructional strategies and the participant learning experiences successful in effectively meeting the instructional goals and objectives of the target audience?
- IV. Is it possible to accurately assess participant learning with the proposed course of instruction?

The experts like Tyler (1949) have identified four elements of curriculum. These elements have a close interrelationship. Diagrammatic relationship has been given below:



A number of designs and approaches are available in literature that have been /are being used in the process of development of curriculum. Tyler (1949) has suggested four famous steps for making the decisions about curriculum development, which were refined

by Taba (1962) in her seven major steps of curriculum development as under:-

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determination of what to evaluate and means of doing it.

2.3.1 Curriculum Framework

The curriculum Framework essentially has four fundamental purposes. Ornstein and Hunkins (1998) explain these as under:

A. To establish the mission, goals, focuses, objectives, contents and methods of the processes of teaching and learning of the Program studies.

All study programs are based on the goals and the purpose of the subject area. In addition, the goals of each program are grounded on students' values and educational needs within the context of society. The goals are translated to the classroom through the curriculum. As part of the curriculum, specific contents are required by subject and are expressed in curriculum throughout the established program objectives. The content is framed within a particular focus that reflects teaching methods and the way students learn.

B. To guide the elaboration of investigations and the evaluation of the effectiveness of the curriculum and academic achievement.

The primary function of the school's curriculum is to help students learn. Student achievement occurs in three dimensions of human development: knowledge of skills,

attitudes and values. These areas of student knowledge are to be translated into academic achievement. For these reasons, the effectiveness of the curriculum can be assessed by measuring student academic achievement.

C. To guide the processes of teacher preparation and development of in-service training by subject.

The continuum of an education of excellence depends on teachers' currently in service and also on future teachers being prepared at colleges and universities in the various teacher preparation programs. It is imperative that teacher training programs are aligned with the professional profile required by the Department of Education concerned, in terms of content, teaching skills, knowledge, and transference of modern theories related to the teaching and learning processes in the classroom. So Curriculum Framework provides the necessary guides for the teacher preparation programs as well.

D. To guide the elaboration of the curriculum in its diverse levels (basic national guide of courses, courses – school unit and instructional)

The curriculum of the different programs of studies is structured into varying levels. It stems from the stipulated Standards, Curriculum Guides, Course Manuals, and instructional designs formulated by the teacher who determines what occurs in the classroom day by day. This Curriculum Framework establishes the criteria and theoretical and philosophical foundations that are the basis for curricular development at all levels. Personnel from different components of the educational system who work with the curriculum will find the principles that govern the different levels of the system.

2.3.2 Constructivism and Curriculum Framework

Curriculum Framework of each Program is the document that assembles the philosophical principles, foundations and focus of each study program, from Kindergarten to Twelfth grade. This document presents an integrated vision of the curriculum. It includes the vision, mission, goals, and areas of study by levels, organization, scope and sequence of

the content, including general recommendations of strategies, teaching methods and criteria for evaluation. It is a general document that serves as the reference frame for the curriculum design. It deliberates in general terms the curriculum principles offered at each level and it outlines the theoretical foundations, which support it.

The constructivism positions the student in the center of learning process and constructor of knowledge. Content is developed taking into consideration the student's psychological and physical development in terms of scope of concepts, amount and difficulty level. Evaluators and curriculum technicians in constructivism have been curriculum framework serve as a guide, enabling the teachers to direct their efforts in relation to the curriculum. Briefly, Curriculum Framework is a document in which parameters of references are given to those who are developers, evaluators, and technicians charged with developing and evaluating or adopting a curriculum aligned with the content of a subject. It may however be taken into consideration that education is for wholesome development of the learner hence the content selected must cover all aspects of human development i.e. physical, social, emotional, spiritual/moral, intellectual and aesthetic.

2.3.2.1 Concept Mapping Approach

The significant learning theory (Ausubel et al, 1978), which has been influencing the education enormously, follows a constructivist model of the human cognitive processes. In matter, the principle of assimilation describes how the student acquires concepts, and how his cognitive structure is organized. The fundamental premise of Ausubel is: "The significant learning happens when new information is acquired by a deliberate effort on the part of the apprentice in tying the new information with concepts or pre-existent relevant propositions in his/her cognitive structure (Ausubel et al., 1978). Ausubel (1978) proposes that the cognitive structure can be described as a series of organized concepts in a hierarchical way, which would represent the knowledge and a person's experiences then (Novak, 1977). In this context, the concepts would be defined as "registrations of events or objects" to which a "label or name" were associated (Ford, Cañas, Jones, Stahl, Novak, and Adams 1991). This is the origin of the representation of the knowledge through "Maps" of

concepts and their connections.

The Concept Maps, developed by John Novak (1977) are instruments used as a language for description and communication of concepts of the theory described by Ausubel previously. Such a structure involves from the including concepts to the least inclusive ones. They are used to aid the ordination and the nested sequencing of the teaching contents, in way to offer appropriate incentives to the student. The conceptual maps have been used a lot as an important teaching instrument, learning and evaluation in the area of the health, mainly for the nursing (Rooda, 1994; Irvine, 1995; Beitz, 1998; Weiss & Levison, 2000), but some authors have been suggesting that the conceptual maps are a powerful instrument in the development of a curriculum (Starr, 1990; Van Neste-Kenny et al, 1998; Harden, 2001; Prideaux, 2003).

The constructivists start their framework with the constructions of the concept maps. Similar to an outline or a flowchart, a concept map is a way of representing or organizing knowledge. However, a concept map goes beyond the typical outline in that concept maps show relationships between concepts, including bi-directional relationships. Usually, a concept map is divided into nodes and links. Nodes (often circles) represent various concepts; and links (lines) represent the relationships (propositions) between concepts (Lanzing, 1997).

2.3.2.2 Steps in Making a Concept Map

Beitz (1998) discusses the following steps in using concept mapping approach:-

- 1 Write down major terms or concepts about a topic.
- 2 Identify the most general, intermediate, and specific concepts.
- 3 Begin drawing the concept map:
 - i Concepts are circled;
 - ii Place the most general concepts at the top;
 - iii Place intermediate concepts below general concepts;
 - iv Put specific concepts on bottom.
- 4 Draw lines between related concepts.
- 5 Label the lines with "linking words" to indicate how the concepts are

related.

- 6 Revise the map.

Concept maps are effective tools for making the structure of knowledge explicit, and it is hoped that by using those in curriculum planning...the material will be more accessible and more easily integrated by students (Edmondson, 1993). This type of curriculum based on constructivist principles, is both problem-centered and student-centered. Using of concept maps also helps teachers to know what it is that they want students to be able to learn. Instead of asking, "what do I want to teach," the emphasis is on, "what do I want students to learn?" The following list of advantages in using concept maps for curriculum design has been composed from the work of Allen, Hoffman, Kompella, & Sticht (1993) . By constructing a concept map, one can see areas that appear trivial, and one may want to drop from the course. Ausubal (1978) and Novak (1977) discuss the following as the benefits of the concept mapping approach to the learner:-

- 1 One can discover the themes he/she wants to emphasize.
- 2 One can understand how students may see or organize knowledge differently, which will help them better relate to the students and to challenge their ways of thinking.
- 3 The mapping process can help one identify concepts that are key to more than one discipline, which helps, to move beyond traditional disciplinary boundaries.
- 4 Concept maps help one to select appropriate instructional materials. One can construct a map that incorporates teaching strategies as well as time and task allocations for various parts of the course.
- 5 One can visually explain the conceptual relationships used for his/her objectives in any course.
- 6 One can facilitate efforts to reconceptualize course content.
- 7 Rather than being a traditional course plan that assumes students will

integrate learning, concept maps depict the intentions of faculty; the integration, one expects to occur.

- 8 One can use concept maps to provide a basis for discussion among students and to summarize general course concepts.
- 9 Concept maps support a holistic style of learning.
- 10 Mapping concepts can increase one's ability to provide meaningfulness to students by integrating concepts.
- 11 Concept maps can increase one's potential to see multiple ways of constructing meaning for students.
- 12 Mapping the concepts can help one, develop courses that are well-integrated, logically sequenced, and have continuity.
- 13 Concept maps help "teachers design units of study that are meaningful, relevant, pedagogically sound, and interesting to students".
- 14 Concept maps help "the teacher to explain why a particular concept is worth knowing and how it relates to theoretical and practical understanding and application of knowledge.

To use this, however, the teachers need to be educated and equipped with necessary skills and develop an insight in the concept mapping approach. Without a skillful guidance on the part of the teacher the expectations outlined above can not be fulfilled.

2.3.2.3 Scaffolding and Constructivism

An important concept for social constructivists is that of scaffolding which is a process of guiding the learner from what is presently known to what is to be known. According to Vygotsky (1978) students' problem solving skills fall into three categories:

1. Skills which the student cannot perform
2. Skills which the student may be able to perform
3. Skills that the student can perform with help

Scaffolding allows students to perform tasks that would normally be slightly beyond their ability without assistance and guidance from the teacher. Appropriate teacher support can allow students to function at the cutting edge of their individual development. Scaffolding is therefore an important characteristic of constructivist learning and teaching.

In constructivists learning and teaching multiple perspectives, authentic activities, and real-world environments are some of the themes that are frequently associated with it. The following is the summary of the characteristics of constructivist learning and teaching presented in the literature by Wilson (1996) while discussing constructivist learning environment:-

- 1 Multiple perspectives and representations of concepts and content are presented and encouraged.
- 2 Goals and objectives are derived by the student or in negotiation with the teacher or system.
- 3 Teachers serve in the role of guides, monitors, coaches, tutors and facilitators.
- 4 Activities, opportunities, tools and environments are provided to encourage metacognition, self-analysis -regulation, -reflection & -awareness.
- 5 The student plays a central role in mediating and controlling learning.
- 6 Learning situations, environments, skills, content and tasks are relevant, realistic, authentic and represent the natural complexities of the 'real world'.
- 7 Primary sources of data are used in order to ensure authenticity and real-world complexity.
- 8 Knowledge construction and not reproduction is emphasized.
- 9 This construction takes place in individual contexts and through social negotiation, collaboration and experience.

- 10 The learner's previous knowledge constructions, beliefs and attitudes are considered in the knowledge construction process.
- 11 Problem-solving, higher-order thinking skills and deep understanding are emphasized.
- 12 Errors provide the opportunity for insight into students' previous knowledge constructions.
- 13 Exploration is a favoured approach in order to encourage students to seek knowledge independently and to manage the pursuit of their goals.
- 14 Learners are provided with the opportunity for apprenticeship learning in which there is an increasing complexity of tasks, skills and knowledge acquisition.
- 15 Knowledge complexity is reflected in an emphasis on conceptual interrelatedness and interdisciplinary learning.
- 16 Collaborative and cooperative learning are favoured in order to expose the learner to alternative viewpoints.
- 17 Scaffolding is facilitated to help students perform just beyond the limits of their ability.
- 18 Assessment is authentic and interwoven with teaching.

These characteristics overlap with other learning approaches as well. Constructivists have borrowed some like No. 1, 2, 7, 8, 12 and 17 from others. These do guide us as how learning can be facilitated and maximized. How collaborative learning takes place and what strategies can teacher adopt to advance the learning and knowledge acquiring. In a class of forty to fifty students each individual has his/her own way of learning, as having different backgrounds each individual has a separate and varied understanding of the life and its problems. Each individual learner may have different conceptual map to solve a problem or to handle a given situation. The teacher can put the learner with similar understanding together to discuss and synthesize their ideas to move forward in a coherent manner. Teachers' knowledge of the learners' situation and skills in handling a variety of concepts map under one roof is pre-requisite for the success.

2.3.2.4. Salient Features of Constructivist Curriculum Content

Some of the salient features of curriculum content identified by Cornbleth (1990) for the curriculum under the constructivists approach include:-

- i. Content is not specified beforehand, and must be constructed by the learners' own knowledge. This knowledge must be integrated across curriculum and relevant fields of expertise.
- ii. Content involves multi-sensory participation.
- iii. Learners are presented with a specific problem to solve. The learning should occur in realistic contexts.
- iv. Problem solving skills developed during the event is unique to each individual.
- v. Learning takes place through discovery, experience and modeling.
- vi. The learner is actively involved, in transaction with the learning material and has control of learning.
- vii. Problems are solved holistically.
- viii. The learner must set his/her own pace and must be intrinsically motivated.
- ix. Communication between learners is encouraged. Meaning is negotiated from multiple perspectives.
- x. The educator is an active leader and plays the role of facilitator.
- xi. The educator supports the learner to construct conceptual and functional schemas of the event.
- xii. Assessment forms part of the learning process. The learner is evaluated universally and the learner plays a larger role in judging their own progress.
- xiii. Failure means the learner needs help.

It is difficult to agree that the content selection and knowledge construction can be left on the learners totally. Practically, the contents are selected before hand and learners are motivated and facilitated to construct their own meaning in their individual context. Critical thinking, problem solving and decision making are encouraged through interpretation of the phenomena presented to them. All these activities are completed under the skilful guidance of the teacher.

2.3.2.5 Comparison of Traditional and Constructivist Classroom

In traditional education, the role of the teacher is seen as that of a transmitter of knowledge, in the constructivist classroom a teacher's role changes significantly. The role of the teacher in the constructivist classroom is to act as a "guide on the side" (Brooks, Jacqueline Grennon, and Martin G. Brooks. 1993). The teacher's job becomes to provide opportunities for learners to expand their knowledge in an active and engaged format. The teacher can not assume that all learners have the same background knowledge or experiences for building new knowledge.

Learners in the constructivist environment are active and not passive. They are encouraged to be independent thinkers and problem solvers. Learners are engaged in experiences that go beyond factual responses and provide opportunities to hypothesize, to analyze, to interpret, and to predict. Another essential component for learners is to communicate and collaborate with others allowing for reinforcement and elaboration of ideas and concepts. Students are encouraged to take initiative and take ownership for their own learning, thereby developing their own intellectual identity:-

1. In the constructivists' classroom:-

- i Students' ideas are respected.
- ii Independent thinking is encouraged.
- iii Students develop questions and identify issues, then gather and analyze information to create their own answers - in this way they become problem solvers.

2. The teacher asks open-ended questions:-

- i Wait time is allowed - it takes time to reflect and build on the ideas of others.
- ii Higher-level thinking is encouraged.

3. Students are challenged to reach beyond factual answers:-
 - i Students are encouraged to connect and summarize concepts by analyzing, predicting, justifying, and defending their ideas.
4. Dialogue with the teacher and with other students occurs.
 - i Discussion helps students to reflect on their ideas and either change or reinforce them.
 - ii Sharing their own ideas and listening to the ideas of others helps students construct their own knowledge.
 - iii The classroom environment must be comfortable and non-threatening to allow meaningful dialogue.
5. Opportunities are provided for students to test hypotheses.
 - i Discussion of concrete experiences is encouraged.
 - ii Students are engaged in experiences that challenge hypotheses and encourage discussion.
6. Students are involved in real-world situations from which they can generate abstract concepts.
 - i Students use raw data and primary sources.
 - ii Students have access to manipulative and interactive materials.

The table given overleaf highlights the difference between the traditional classroom and the constructivist classroom:-

Traditional Classroom	Constructivist Classroom
Students primarily work alone.	Students primarily work in groups.
Curriculum is presented part to whole, with emphasis on basic skills.	Curriculum is presented whole to part with emphasis on the big concept.
Strict adherence to a fixed curriculum is highly valued.	Pursuit of student questions is highly valued.
Curricular activities rely heavily on textbooks and workbooks of data and manipulative materials.	Curricular activities rely heavily on primary sources.
Students are viewed as "blank slates" onto which information is attached by the teacher.	Students are viewed as thinkers with emerging theories about the world. (Cognitive apprentices).
Teachers generally behave in a didactic manner, disseminating information to students.	Teachers generally behave in an interactive manner mediating the environment for students.
Teachers generally behave in an interactive manner mediating the environment for students.	Teachers seek the students' point of view in order to understand student learning for use in subsequent conceptions.
Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing.	Assessment of student learning is interwoven with teaching and occurs through teacher observation of students at work and through exhibitions and portfolios.

Source: Brooks and Brooks 1999

2.3.2.6 Guiding Principles of Learning in Constructivism

Constructivism as a learning theory also provides some guidance for successful learning on the part of both learner and the teachers. Honebein, Duffy and Fishman (1993) have discussed these, some of which include:-

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students actively interact, construct meaning and find solution to those.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on

primary concepts, not on isolated facts. It is easy to learn about parts first and then whole but in some cases the whole is presented first and then the learners are to find about the parts.

3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning. Contents are aligned vertically and horizontally to facilitate learning in a sequenced manner. This also helps in assessing the upward and downward as well as across the subject relationship

2.4 Selection of the Objectives of the Curriculum

Objectives are listed as topics, concepts, or generalizations and should specify the kind of behavior and the content or area in which the behavior is to operate. Educationists conclude that objectives of education are derived from the culture. Since the culture consists of the ideals, ideas, methods of thinking, skills, attitudes, institutions, and other man-made aspects of environment. Whatever ends the school attempts to achieve will be ends recognized as desirable in the cultural system to which the school belongs. The Criterion of Social Adequacy (be related in some degree to the social setting of the school), the Criterion of Basic Human Needs (the basic needs identified by Maslow (1987) are food, sex, shelter, protection, growth (training), hygiene, movement, and social recognition), the criterion of Democratic Ideal (in a free social environment children are prepared to play their role in a democratic society), the Criterion of Consistency (a society needing a greater degree of cultural integration, selects educational objectives having internal consistency in them otherwise it will lead to cultural disintegration) and the Criterion of Behaviouristic Interpretation (develop civic responsibility, it should be clearly defined with reference to concrete ways of behaving in actual situations) are commonly referred by the educationists to select objectives (Jonassen, D. 1991) .

In order to select objectives for the whole school programme or for a specific subject area, apart from the curriculum policy of the nation, the civil society organizations need to be consulted to accommodate the emerging needs. This will facilitate in selection of appropriate objectives and to arrange activities accordingly so that the overall goals are achieved at the maximum.

2.4.1 Constructivist's view of Aims, Goals and Objectives of Curriculum

Without having a set of objectives clearly in view, teachers and curriculum planners cannot make sound professional judgments. They cannot use their knowledge of the curriculum to make choices of content, materials, or procedures that will further students learning toward intended ends. Heylighen (1993) explains that social constructivism "sees consensus between different subjects as the ultimate criterion to judge knowledge". 'Truth' or 'reality' will be accorded only to those constructions on which most people of a social group agree" (p.2). So, while the differences between objectivism and constructivism can be clearly delineated, such is not the case for the differences between the varying perspectives on constructivism. Derry (1992) points out that constructivism has been claimed by "various epistemological camps" that do not consider each "theoretical comrades". Relying on the constructivists philosophy, the objectives of education are derived from social context and cultural environment of the learners where he interacts and constructs knowledge and gives meanings of his own to the things seen and conclusion drawn from the events/experiment made at his / her own.

The nature of curriculum objectives in fact is first and foremost a matter of understanding that is involved in the acquisition of knowledge. The social conditions and circumstances provide a base for the selection of curriculum objectives. Though knowledge is not decided by majority vote, yet acceptance of the ideas, values and beliefs in a society or community provide criteria for setting objectives of curriculum at various levels. This is how social constructivism guides in selection of objectives. It, however, depends upon the curriculum developers how do they assess the needs of society and select appropriate objectives to match those.

B.S. Bloom (1956) and his colleagues have produced two installments of a new celebrated classification of objectives. They divide the area into three domains: the cognitive, the affective, and the psychomotor. While developing curriculum, selecting contents and activities for fitting into the curriculum framework the experts must ensure that cognitive, affective and psychomotor needs of students are properly met.

Cognition provides the connective tissue between stimuli and affective response. The relationship between cognition and affect then is further deepened by our personal conceptions of our needs. Beyond the fixed primary needs (essential to the maintenance of life), the secondary needs (essential to wholesome self-concept and a feeling of well-being) are influenced by our beliefs. Beliefs (values) and attitudes (predispositions by having in certain ways) are therefore manifestations of what we consider significant in life.

2.4.2 Selecting Content and Activities

Zais (1976) includes that facts, observations, data, perceptions, discernments, sensibilities, designs and solutions drawn from what the minds of men have comprehended from experience and those constructs of the mind that reorganize and rearrange these products of experience into lore, ideas, concepts, generalizations, principles, plans and solutions is all content . The content of education is all the previous acquisition of mankind cumulated in the form of literature, art, and science, in moral, social, and religious principles. The inheritance, however, contains elements that differ greatly in value, both as mental possessions and as means of culture; hence a selection is necessary, and this must be guided largely by the educational ideals.

2.4.2.1 Principles for Selection of Curriculum Content in Pakistan

Keeping in view the constitutional provisions of the Constitution of Pakistan, 1973, socio-cultural features of our country and Maintenance of Standards of Education Act, 1976, the following constitute the most important general principles for selecting the content of the curriculum in Pakistan.

- a. Promoting Islamic ideology and culture of Pakistan as a democratic society.

- b. Developing understanding necessary for the citizens of the global world.
- c. Promoting maximum personal development in societal context.
- d. Maintaining a balance among various goals for social, economic, moral, physical, intellectual and aesthetic development of the learners.
- e. Involving the pupil in the learning experiences through activities.
- f. Using effective learning experiences related to daily life problems.

While selecting curriculum contents normally, the stakeholders in the process of curriculum development i.e. parents and citizens, teachers and students, experts in the field and the leadership in industrial and social development sectors of the society are to be consulted. Parents and citizens can help in setting the kinds of outcomes desired from school experiences and may participate in the evaluation of behaviour in terms of the outcomes. The pupils can also help in the evaluation of the desired outcomes. The teacher is considered to be a key person in curriculum planning who is in picture of students' interests as well as societal needs. Professional educators and subject specialists can help in developing the course of study keeping in mind the nature of child development, the learning process and validity of the content.

2.4.2.2 Secondary School English in Pakistan

The national Scheme of Studies provides for teaching English as second language from class I. However due to non availability of the necessary infrastructure it could not be implemented across the country. In Islamabad Capital Territory it is taught from class I but in other parts it is taught mainly from Class VI. Efforts are being made to make it a compulsory subject for all the students in all schools from class I. At Secondary level it is a compulsory subject having weightage equal to Urdu language. One paper carrying 75 marks is included both in SSC Part-I and Part-II. A summary of the major objectives of

teaching English in all the four core skills at secondary level as per National Curriculum, 2002, being implemented at present are:-

a) Listening and Speaking Skills

- i) Listen and understand directions and expressions of hope, surprise happiness and unhappiness.
- ii) Draw attention of others to do something.
- iii) Initiate discussion on a given topic.
- iv) Describe places and people including physical personality traits.
- v) Listen to a text and relate cause and effect relationship.
- vi) Practice English pronunciation, intonation and stress pattern of the relevant speech forms
- vii) Take down a simple message involving a caller, recipient, address, condition and place etc.
- viii) Convey his/her needs and requirements by giving reasons.
- ix) Describe a place with reference to spatial relationships.
- x) Narrate a story after listening to an outline.

b) Reading Skills

- i) Skim and scan descriptive, narrative and instructional text.
- ii) Deduce meaning of words through context in presence of a teacher.
- iii) Read and understand headings of newspapers, relationship of cohesive devices and take notes from simple text.
- iv) Extract salient points to summarize the text or an idea etc.
- v) Recognize the common ways in which paras of varying text types are organized.
- vi) Infer the missing details in a text by concentrating on the implied information.
- vii) Develop and mind map from a text.
- viii) Read stories and poems for enjoyment and understanding.
- ix) Recognize and interpret lexical and cohesive devices such as synonyms/metaphors etc

c) Writing Skills

- i) Indicate the ability to use different layouts and formats of letters.
- ii) Write informal notes consisting of 10-12 sentences to friends.
- iii) Perceive grammatical cues through contextual situations and apply them.
- iv) Write a simple report on an event or incident.
- v) Translate simple sentences from English to Urdu and vice versa.
- vi) Summarize a given text/poem
- vii) Construct a paragraph by writing a topic, sentence and supporting details.
- viii) Write questions about a given topic to generate and gather ideas.
- ix) Make use of all punctuation marks.
- x) Jot down ideas through brain storming to produce ideas related to a given topic.

It is a fact that the curriculum is like a racecourse for the students who are sent to schools for wholesome development. While developing the curriculum outline and selecting content specially for teaching a second language the officials need to keep in mind the philosophy of the society towards the nature of individual and the nature of learning. In this regard, constructivists view is, that new knowledge is to be connected to students' previous knowledge. This requires to use concept, themes and to select appropriate students activities to enable them to use and internalize new information. A majority of educators who hold constructivists view agree that the students need guidance and a suitable environment to learn meaningfully and to apply the new knowledge in similar situations.

2.4.2.3 Content Analysis of Current Textbooks of English

A) Book-I: Class IX

S. No.	Themes / Concepts	Weightage
1	Religious / Moral	30%
2	Social and Cultural Life of Pakistan Society	5%
3	Nature & Geography	10%
4	Science and Industry	0%
5	Agriculture and Commerce	0%
6	Games and Sports	5%
7	Population & Environmental	10%
8	Plants and Animals of Pakistan	5%
9	Social Issues	5%
10	Miscellaneous	30%
Total		100%

B) Book-II Class –X

S. No	Themes / Concepts	Weightage
1	Religious / Moral	40%
2	Social and Cultural Life of Pakistan Society	10%
3	Nature & Geography	0%
4	Science and Industry	5%
5	Agriculture and Commerce	0%
6	Games and Sports	0%
7	Population & Environmental	5%
8	Heroism	5%
9	National and Social Issues	10%
10	Miscellaneous	25%
Total		100%

C) Weightage Assigned to Language Skills

S. No.	Skill	Weightage
1	Reading	35%
2	Writing	40%
3	Listening	0%
4	Speaking / Oral Communication	0%
5	Grammar	25%
Total		100%

2.4.2.4 Basic Components of Content

The problem of finding some rational basis for selecting curriculum content is especially crucial for several reasons. Which proposals are to be included in the curriculum or to be excluded from it emanates from a variety of sources, based on a variety of consideration. The explosion of knowledge has made the simplicity of school subjects quite difficult. As specialized knowledge increases, it is necessary to add more subjects to assign new priorities in the current offerings to make room for new knowledge and new concepts. Further, an improved educational technology presumably permits an expansion of what can be learned in a given period of time (Marker, 1982). Constructivists learning models place self learning at the centre for which use of technology across curriculum in an integrated manner is important. Following four general criteria have been used as basis for the selection of content in this study:-

a) Social Forces – Present and Future

1. What social or cultural factors contribute to the individual differences of learners? It means to identify various levels of differences to be dealt in curriculum.
2. How can the curriculum and / or teaching provide for these differences?
3. What values the learners want to retain or what do we wish to teach?
4. How to assist learners in their goals of social self-understanding and self-realization? How self learning or learning in groups can be associated with the learning at school for achieving the desired change in behaviour.
5. How teaching be planned and organized so that learners are assisted in confronting personal and social problems?
6. How can learners be helped to develop the problem solving skills needed to cope with individual as well as societal problems?
7. What are core skills for the development of the future plans in social context?

b) Knowledge and Cognition

1. Is the planned curriculum assist the learner in identifying key concepts, principles, and the structure of the content to be learned?
2. Does the curriculum provide for learning opportunities that are consistent with individual differences and are related to varying approaches to structuring knowledge (e.g. discovery learning, advance organizers, key concepts, etc.)?
3. Is the planned curriculum recognize that each learner's structure of knowledge is personally invented and constructed, and that the learner may need assistance in identifying the discrepancies between his or her personal constructs and those of organized knowledge?
4. Is the planned curriculum provide for multiple forms of literacy and a balance between, as well as integration of, the modes of the brain's two hemispheres?
5. Is the planned curriculum include interdisciplinary approaches, based on the needs of the learners and their unique personal-social problems?
6. Is the planned curriculum focus on the processes of knowing, including synthesis, wholeness, coherence, and interrelatedness?

How do people learn, which knowledge is considered more important and necessarily be acquired by the learners? What subjects or contents in a subject need to be selected to satisfy the needs of the individual as well as of the society as a whole? These and similar other questions are to be discussed and answered before a decision about the curriculum is made.

c) Learning

1. Does the curriculum or teaching plan include alternative approaches and alternative activities for learning?
2. Have the different learning theories been considered in planning alternative learning approaches and activities?

3. Has the significance of rewarded responses, transfer, generalization, advance organizers, self-concept, meaningfulness of the whole, personal meaning, imitation, identification, and socialization been considered in planning?
4. Has the significance of individual learning approaches and styles been considered in the planning?

Learning is a process of change in the behaviour which is achieved by introducing a variety of new experiences to the learner and associating it with his/her immediate environment. The motivation and interest level of the learner plays an important role in the success of this process. If curriculum responds to the needs and interests of the learners, learning will be successful. Meaningful learning and understanding will take place if the learners are engaged in the activities of their interest related to the issues they face in daily life.

d) Human Development

1. Is the planned curriculum provide for the developmental differences of the learners being taught?
2. Is the planned curriculum include provisions so that learning may start for each learner where he or she is?
3. Has the significance of developmental tasks, stages of growth toward a mature personality, and successive models of intelligence been considered in selecting the content?
4. Do the curriculum planners and teachers attempt to provide for earlier tasks inadequately achieved, and for their maintenance when successfully achieved?
5. Has the curriculum planning been adjusted to the biological, social, cultural, and intellectual changes that are occurring and that have occurred in recent years at each stage of human development with reference to the environment of the learner?

6. Is the curriculum planning and teaching allow for the inborn individuality and innate uniqueness of each learner?
7. Does the content selected prepare the learner to apply the knowledge in complex situations in ordinary life?

The utilization of the knowledge gained at school in solving the daily life problems raises the interest and motivation level of the learners. The contents, therefore, need to be related to the everyday life problems, the learner confronts with. The contents should be such that promotes critical thinking habits among the learners. Moreover the learner could see clearly the utility of the knowledge in practical life. In addition the knowledge gained should be of critical use of the learners for welfare of the society as a whole.

2.4.2.5 Characteristics of Good Criteria for Selecting Content

Aim of educating the youth is enabling them to contribute for sustained societal development. The individuals have to fully participate in various activities at different levels to achieve necessary skills to achieve it. What are the most appropriate curricula and suitable contents to serve the educative purpose of the society?. Due to varied and complex nature of the curriculum it is difficult to give comprehensive criteria for selection of curriculum content that covers all aspects of curriculum to the satisfaction of all the people. A number of efforts in this direction have been made. Eisner (1985) discusses some of the characteristics of good criteria which are summarized below:-

1. Valid in light of the ways in which knowledge and skills will be applied in and out-of-school experiences.
2. Feasible in terms of time, staff expertise, facilities available within and outside of the school.
3. *Community* expectations come up with expectations of the majority of public.
4. Optimal in terms of students' learning the content.
5. Capable of allowing students to develop their thinking skills and rational powers.

6. Capable of stimulating in students greater understanding of their own existence individually and as members of a group.
7. Capable of fostering in students openness to new experiences and tolerance for diversity.
8. Such that they will facilitate learning and motivate students to continue learning.
9. Capable of allowing students to address their needs.
10. Such that students can broaden their interests.
11. Such that they will foster the total development of students in cognitive, affective, psychomotor, social, spiritual and aesthetic domains

When we look at the content in the context of the situation in Pakistan, it gains great importance as only the content reaches in the hands of students and teachers in the form of textbook. Since the students have access only to one textbook, therefore, it is very important for the curriculum developers and authors of textbooks that they select content more carefully and appropriately which meets the given objectives of the individual and society.

2.4.2.6 Constructivists Approach for Content Selection

Constructivists believe that knowledge is constructed by the learner through his / her own interaction with the environment based on the concepts / information, learners already have. The content therefore, should cover the areas of knowledge that could facilitate learning. Some of the criteria explained by constructivists like Brooks (1987) and used generally for selection of content include: -

1. Selecting resources that will foster growth in factual knowledge, literary, aesthetic and cultural appreciation; moral and ethical values and which will aid in daily and future decision-making.
2. Providing adequate resources at appropriate levels for resource-based and student-centered learning and to meet personal and recreational reading needs of the students.

3. Resourcing new curriculum and interest areas of learners.
4. Ensuring that resources provide optimum value in terms of curriculum relevance, accuracy, authority, reliability and accessibility so that learning process is facilitated.
5. Selecting information resources according to the principles of intellectual freedom and provide students with access to information that represents diverse points of view.
6. Ensuring resources encompass a variety of media and information formats to suit varied learning purposes and styles, including:
 - i. Print resources e.g. books (reference, fiction non-fiction), periodicals, newspapers, pamphlets etc.
 - ii. Graphic resources eg. charts, posters, pictures, maps.
 - iii. Models, realia, kits.
 - iv. Audio-visual resources eg. video cassettes, audio cassettes, slides, film.
 - v. Electronic resources eg. computer software, multimedia, CD-ROM, DVD.
Online resources eg. Internet sites, databases, indexes.
7. Considering students with particular needs, taking into account race, ethnic group, culture, gender, socioeconomic group, physical and intellectual capacity.
8. Assisting staff in their teaching roles by providing resources and materials for professional development, particularly resources which;
 - i. Model best practice.
 - ii. Provide a variety of teaching strategies and teaching aids.
 - iii. Reflect current trends in curriculum development and assist in further professional development.
 - iv. Ensuring all resources regardless of format, demonstrate.

Through learning, the learners are to make sense of the world around by having an understanding of the various situations presented to them through school. It may however, be taken into account that learning is not a simple process rather quite complicated during which the learner may make mistakes. Here the role of teacher is to facilitate the learner through a variety of experiences and activities so that the learner could easily understand the given phenomenon and use it to solve their problems. Therefore the content should match the cognitive level of the learners so that they could easily understand the new ideas by relating it to their surroundings. The teacher and the curriculum should introduce a variety of activities that are interesting for the learners so that learning progresses appropriately

2.4.2.7 Criticism on Constructivists Learning

Kirschner et al (2006) describe worked examples as an instructional design solution for procedural learning. Clark, Nguyen, and Sweller (2006) describe this as a very effective, empirically validated method of teaching learners procedural skill acquisition. Evidence for learning by studying worked-examples, is known as the worked-example effect and has been found to be useful in many domains [e.g. music, chess, and athletics. (Atkinson, Derry, Renkl, & Wortham, 2000); concept mapping (Hilbert & Renkl, 2007); geometry (Tarmizi and Sweller, 1988); physics, mathematics, or programming (Gerjets, Scheiter, and Catrambone, 2004)].

Kirschner et al (2006) describe why they group a series of seemingly disparate learning theories (Discovery, Problem-Based, Experiential, and Inquiry-Based learning). The reasoning for this grouping is because each learning theory promotes the same constructivist teaching technique -- "learning by doing." While they argue "learning by doing" is useful for more knowledgeable learners, they argue this constructivist teaching technique is not useful for novices. Mayer (2004) states that it promotes behavioral activity too early in the learning process, when learners should be cognitively active.

Critics argue that the article creates a false dilemma between "guided" and "unguided" instruction without recognizing the continuum of guidance and structure possible within constructivist, problem-based learning, and other methods. Kirschner et al (2006) group a number of learning theories together (Discovery, Problem-Based, Experiential, and Inquiry-Based learning), disregarding the differences and actual amount of structure and scaffolding included in the theories. Highly scaffolded constructivist teaching methods like problem-based learning and inquiry learning are effective, and the evidence does not support Kirschner, Sweller, and Clark's conclusion. It seems that Kirschner et al (2006) has "overlooked" research favorable to problem-based learning. Meta-analysis shows benefits of constructivism for knowledge application over traditional curriculum.

In addition, Kirschner, Sweller, and Clark (2006) focus more on learning as memorization rather than learning as behavior change or action. For example, they criticized a project-based learning experiment for medical students because students did not perform as well on a written test as traditionally taught students. However, the medical students demonstrated better clinical skills. In fact the better clinical skills, regardless of written test performance of the students would be preferred.

2.4.2.8 Criteria for Selection of Content, available in Literature

The planned objectives are among the most significant criteria for developing and evaluating any curriculum plan and the basis for selection of experiences/contents to be included in the curriculum. While doing so the experts should give due weightage to individual differences, societal needs and aspirations, relevance, continuity, balance, flexibility, teacher competence/teaching methodology, and resources available. Understanding of social forces, human development, learning theories, and knowledge and its treatment are key areas for selection of contents. In the curriculum literature the different criteria for selection of contents, mentioned by scholars and educationists including Smith, Stanley and Shores (1957) are:-

- a) The content selected should be such that the learner can attain maximum self-sufficiency in the most economical manner. The criteria for this are: -
1. Economy in terms of teaching effort and educational resources, economy in terms of students' efforts, and finally economy in terms of the generalizeability of the subject matter.
 2. Significance refers to the essentialness of the content to be learned. Content is significant only to the degree to which it contributes to basic ideas, concepts, principles of particular learning abilities, skills, processes, and attitudes as well as significant to the relevant field of knowledge.
 3. Validity refers to the authenticity of the content selected and also to the congruence of the content in light of the objectives selected.
 4. Interest refers to the degree to which the content either caters to or fosters particular interests in students. It is a criterion that, if carefully considered, will address the motivation factor of content.
 5. Learnability refers to the appropriateness of the content in light of the particular students who are to experience the curriculum.
- b) Zais (1976), while discussing the criteria for content selection has added Utility (generally restricted to mean, usefulness in the performance of adult activities), Human Development, (it assumes that schools operate not merely as the reflectors of society but as an instrument for the intelligent direction of social change) apart from the Significance and Interest. Taba (1962) has also added Consistency with social realities, Balance of breadth and depth, provision for Wide- range of objectives in addition to what Schaffer (1970) and Zais (1976) have said.
- c) William H. Schubert (1986) also suggests, test of survival (the duration of time if content has endured the changes of decades and centuries) structure of the disciplines (each discipline has a deep, inherent structure and that curricular

content should be presented in a form that enables students to comprehend this structure), publisher decision (in view of his/her experiences, resources and technical problems) political pressure (leadership positions in schools are forced to cater to the demands and whims of partisan politics in some cases) and democratic action (the assumption that a society can live better together and make decisions more effectively through cooperative deliberation) in addition to the utility, significance and validity.

2.5 Procedure of Content Selection

Smith, Stanley and Shores (1957) have discussed following procedures for selection of curriculum contents for schools.

2.5.1 The Judgmental Procedure

The judgmental procedure is loosely defined and can be described only in broad outlines. If social perspective of curriculum worker is narrow, and his ideas and prejudices are like affected by democratic ideals and too closely identified with the interests of special social groups such as industrial managers, business organizations, labour unions, farm organizations, or academic groups, or if he is so occupied with the past that he cannot appreciate the present nor sees its potentialities for the future, the curriculum worker's judgment will hardly lead to the best selection of subject matter. The most "objective" selection of content by this procedure requires that the interests, knowledge, and ideals of curriculum worker rise above special social groups and embrace the common good.

Selection of subject matter by judgment requires the curriculum worker to raise and answer the questions like: (1) What social and educational objectives should be accepted? (2) What is the existing state of affairs in which these objectives are considered desirable and appropriate, and in which they must be realized? and (3) What subject matter best satisfies these objectives under the existing conditions?

2.5.2 The Experimental Procedure

The experimental procedure of content selection tries to determine by actual test whether or not subject matter satisfies a particular criterion. It answers such questions as: Is this subject matter interesting? Is this subject matter used by adults? All experimentation follows the same general pattern of scientific methods; (1) a hypothesis, that is, an idea to be tried out: (2) control of the conditions of the try-out: (3) an objective account of the results: and (4) checking the results against the hypothesis to find whether or not the hypothesis is true. The experimental procedure though scientific in nature is open to the objection that not all factors can be controlled; and its findings, therefore, are not entirely dependable. When the above requirements are translated into procedures of content selection, they take the following forms:

1. Tentative selection of subject matter in accordance with a criterion.
2. Hypothesis that the tentatively selected subject matter meets the conditions of the criterion (that it is interesting or useful).
3. Prescribed conditions of the try-out (description of children, teacher, classroom, methods of teaching materials to be used, and other factors affecting the experiment).
4. Objective techniques for determining the results (tests and other observations and records).
5. Checking the results against the hypothesis to find whether or not the subject matter satisfies the criterion.

2.5.3 The Analytical Procedure

The analytical procedure is one of the most widely known methods of content selection. It has been closely identified with the criterion of utility, although it has been used with other criteria as well. In general it consists of an analysis of the things people do in order to discover the subject matter functioning in these activities.

There are three forms of the analytical procedure, all following more or less the same pattern. First is activity analysis, in which the purpose is to discover the general kinds of activities engaged in by people of a given national group or region. The second, job analysis, is activity analysis applied to vocational operations. A third form of this procedure is simply the analysis to determine the generally useful knowledge and skills.

2.5.4 The Consensual Procedure

The consensual procedure is a way of collecting people's opinions about what they believe the curriculum should be. The results of the consensual procedure are expressed in terms of the number of persons, as per cent of persons, of a particular community or group who believe that such and such should be taught in the schools.

The selection of persons whose opinions are to be sought is the first step. Such persons are usually selected because they are (1) outstanding leaders in the fields of industry, business, agriculture, labour, and in the social life of the community, (2) experts and specialists such as physicians, engineers, teachers and artists etc, or (3) representatives of the population of a community or region (parents) and (4) the learner, to know his / her interests in the subject matter.

2.6 Organization of Content

In education experiences and activities /content are organized to reinforce learning. The organization of the content refers to its presentation to the learners in a way that the process of learning is facilitated. If the content is arranged in a way that learners easily relate it to their previous learning then new learning takes place speedily. Organization should reinforce and strengthen the learning process across curriculum. Some general considerations given to the organization of the content/educational experiences as variably discussed by Jonassen (1997) are:-

1. Horizontal or Vertical organization

- i. Horizontal deals with scope and integration: side-by-side arrangement of activities

- ii. Vertical deals with sequence and continuity: longitudinal placement of activities the notion of "spiral curriculum"

2. Integrate: Unified view of things. Solving problems in arithmetic as well as in other disciplines. {(Generally, educational experiences are arranged from easiest to hardest and from most general to more specific). (There is some evidence that this is not the best way to teach--that students are more likely to learn if specific skills or topics are introduced first.)}.

3. Scope: Breadth and depth of content.

4. Sequence: How do experiences ensure continuity?

5. Sequence principles:

- a. Simple to complex;
- b. Prerequisite learning (part to whole) whole to part (overview followed by specifics);
- c. Chronological learning (world-related);
- d. Content-related ;
- e. Learning-related;
- f. Learner-related;
- g. Utilization-related.

6 Continuity: Recurrence, repetition.

7 Integration: (linkages among subject-matters).

- i. Takes place "only" within learners;
- ii. Driving focus on "theme-based" schools.

8 Articulation: interrelation of aspects of curriculum

- i. (vertical or horizontal), including assessment

9 Balance in the content between:

- i. Child-centered and subject-centered curriculum;
- ii. Needs of individual Vs those of society ;
- iii. Needs of common education Vs specialized education;

- iv. Breadth and depth of content;
- v. Traditional vs. innovative content ;
- vi. Needs of unique range of pupils regarding learning styles;
- vii. Different teaching methods and educational experiences;
- viii. Work and play;
- ix. Community and school.

Vertical and horizontal articulation and scope and sequence issues in the organization of content need to be carefully addressed by the curriculum developers. Knowledge of the content in previous and next higher classes and across the curriculum subject at that specific level must be considered apart from the consideration about the developmental stage of the learner. There should be no overlapping and duplication of concepts and facts and figures unnecessarily on one hand and no important information related to the topic may be left unattended on the other.

2.7. Teaching of English as Second/Foreign Language (ESL/EFL) in Schools

According to the first defining statement in Webster's Third New International Dictionary, language is "audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs, "any means, vocal or other, of expressing or communicating feeling or thought. It is the fundamental means by which ideas, thoughts, feelings and emotions are communicated. Language is firstly a human phenomenon, but it plays a crucial role in making the society, and gives a status to individuals in their environments. A foreign language is a language not spoken by the indigenous people of a certain place. For example, English is a foreign language in Pakistan. It is also a language spoken in the native country of the person referred to, i.e. an English speaker living in Pakistan. A second language is a language learned after the first language or mother tongue, which is commonly spoken where the learner lives. The term is to be distinguished from foreign language, which is a language, learned in an area where that language is not spoken in society.

The language curriculum must recognize that language is a basic tool of thinking and learning in all cultures just as thinking is central to all modes of language use. An effective English language programme develops students speaking, listening, writing, reading and viewing knowledge, skills and strategies. It also fosters positive attitude about language, language learning, and the self as a language learner. Language instruction has five important components students, teacher, materials, teaching methods, and evaluation. In language curriculum since the end of 1970s, out of these five components there has been a movement to make learners rather than teachers the center of language learning. The curriculum goals therefore should be on learning strategies rather than the teaching.

2.7.1 ESL Curriculum Framework

Stephen Krashen's Second Language Acquisition Theory (web,2001) consists of a number of hypotheses concerning (a) the distinction between second language(L2) acquisition (subconscious) and second language learning (conscious); (b) the Monitor which is active in second language learning, yet not part of second language acquisition; (c) the Natural Order in which language rules are acquired in a predictable or "natural" way; (d) the Input hypothesis which stresses the importance that the learner comprehends target language input (through listening and reading) and that the input be slightly beyond the learner's current second language level. This caveat is necessary so that the learning situation is challenging enough to keep the second language learner interested and cognitively active. Lastly yet certainly not least is the Affective Filter hypothesis. The hypothesis emphasizes that successful second language learning environments must be free from stress and anxiety. It must be reassuring while respecting the second language learner's desire to learn and acquire the target language. Michael Long (1996) takes the Krashen's acquisition model one step further when he emphasizes the pivotal role of interaction and input in the second language acquisition process. According to Long, conversation and other forms of interactive communication is the key to success in acquiring linguistic rules in the target language.

Curriculum is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing goals to be attained, through

learning of criterion contents. Hutchinson and Waters (1987) say that at its simplest level a curriculum is a statement of what is to be learnt. It reflects both language and linguistic performance. This is a traditional interpretation of curriculum focusing on outcomes rather than process. On the other hand a syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden.1987) It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt. Approaches to develop an ESL curriculum are of two types:-

2.7.1.1 Product Oriented Curriculum

a) The Structural /Grammatical Approach

Historically, the most prevalent of curriculum type is perhaps the grammatical curriculum in which the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to his/her grammar collection. As such, the focus is on the outcomes or the product. One problem, facing the curriculum designer to use a grammatical order in sequencing input is that the ties connecting the structural items maybe rather feeble. A more fundamental criticism is that the grammatical curriculum focuses on only one aspect of language, namely grammar, whereas in truth there exist many more aspects of language which are neglected (Wilkins, D. 1972).

b) The Situational Approach

The limitations of structural approach (the grammar method) led to an alternative approach where the point of departure became situational needs rather than grammatical units. Here, the principal organizing characteristic is a list of situations which reflects the way language and behavior are used everyday outside the classroom. Thus, by linking structural theory to situations the learner is able to induce the meaning from a relevant context. One advantage of the situational approach is that motivation will be heightened since it is "learner- rather than subject-centered" (Wilkins.1976:16). However, a situational curriculum will be limited for students whose needs were not encompassed by the situations in the curriculum (Wilkins, D. 1972).

c) **The Notional/Functional Approach**

Wilkins' criticism of structural and situational approaches lies in the fact that they answer only 'how' or 'when' and 'where' of language (Brumfit and Johnson. 1979:84). Instead, he enquires, "what it is they communicate through language" Thus, the starting point for a curriculum is the communicative purpose and conceptual meaning of language i.e. notions and functions, as opposed to grammatical items and situational elements which remain but are relegated to a subsidiary role. In order to establish objectives, the needs of learners will have to be analyzed by various types of communication in which the learner has to confront. Consequently, needs analysis has an association with notional-functional curriculums.

2.7.1.2 Process-Oriented Curriculum

Process-Oriented Curricula, or the analytical approach, developed as a result of a sense of failure in product-oriented courses to enhance communicative language skills. In this approach, as mentioned by Yalden and Bosquet (!984) focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that she/he will undertake during the course.

a) **Procedural/Task-Based Approaches**

In this approach, the question concerning 'what' becomes subordinate to the question concerning 'how is answered'. The focus shifts from the linguistic element to the pedagogical, with an emphasis on learning or learner. Within such a framework the selection, ordering and grading of content is no longer wholly significant for the curriculum designer. While arranging the program around tasks such as information- and opinion-gap activities, it was hoped that the learner would perceive the language subconsciously whilst consciously concentrating on solving the meaning behind the tasks. There appears to be an indistinct boundary between this approach and that of language teaching methodology, and evaluating the merits of the former remain complicated (Wills, J. 1996).

A task-based approach assumes that speaking a language is a skill best perfected through practice and interaction, and uses tasks and activities to encourage learners to

apply the language communicatively in order to achieve a purpose. Tasks must be relevant to the real world language needs of the student.

b) **Learner-Led Curriculum Approaches**

The notion of basing an approach on how learners learn was proposed by Breen and Candlin (1984). Here the emphasis lies with the learner who, it is hoped, will be involved in the implementation of the curriculum design as far as that is practically possible. By being fully aware of the course they are studying, it is believed that their interest and motivation will increase, coupled with the positive effect of nurturing the skills required to learn. Critics have suggested that a learner-led curriculum seems radical and utopian in that it will be difficult to track as the direction of the curriculum will be largely the responsibility of the learners. Moreover, without the mainstay of a course book, a lack of aims may come about.

c) **The Proportional Approach**

The proportional curriculum basically attempts to develop an "overall competence". It consists of a number of elements with theme playing a linking role through the units. This theme is designated by the learners. It is expected initially that form will be of central value, but later, the focus will veer towards interaction components; the curriculum is designed to be dynamic, not static, with ample opportunity for feedback and flexibility. The shift to interaction can occur at any time and is not limited to a particular stratum of learner's ability. As Yalden (1983) observes, it is important for a curriculum to indicate explicitly what will be taught, "not what will be learned". This practical approach with its focus on flexibility and spiral method of language sequencing, leading to the recycling of language seems relevant for learners who lack exposure to the target language beyond the content.

A complete curriculum specification will include all five aspects: structure, function, situation, topic, and skills. The difference between curricula will lie in the priority given to each of these aspects.

2.7.2 **Criteria for Writing ESL Curriculum**

The criteria can be divided into two categories; first the teaching situation and second the intended learner group as discussed by Short (1993)

a) **Teaching situation:** What constraints are the curriculum developers working under that they cannot change? The environment in which actually the curriculum will be implemented is an important aspect, the curriculum developer must consider. These might include:

1. **Type of assessment**

Whether it is internal or external, this could have tremendous impact on curriculum decisions. What are the means being used to determine whether the objectives of a programme have been achieved or otherwise?

i) Resources/ staff available

Are there 50 children in a class with only a black/white board? Are there computers? Can students have access to a computer lab for independent use? Is Computer Assisted Language Learning (CALL) possible? Is the teacher competent to use latest technologically assisted learning – teaching aids? In the context of Pakistan the questions like appropriate classroom availability and teacher’s qualification relevant to L2 teaching also apply.

ii) Learner geography

How much exposure will students get outside of the class? Time period and/or intensive versus spread out of school. This impact on the amount of content one could cover and also the structure of the content, vocabulary to be used / given in the social context of the learner.

iii) Books

How the books are developed? Is a research-based system for textbook development available? If not what will be the arrangements for textbook development? Do we have experts in the field to develop textbooks covering all the topics, concepts, ideas and information given in the curriculum?

iv) Consultation

Consultation with the people involved in teaching i.e. the teachers and heads of departments must be ensured from the beginning so that they do not feel that the curriculum is being imposed on them and thus gives them a sense of ownership. Moreover their participation will give the curriculum an approach of experimental / grass root curriculum development.

b) Intended learner group

There is quite a lot of information one needs and decisions one can make about the intended learners. Since the focus has been shifted to learning from teaching therefore characteristics of intended learners must be kept in mind while developing ESL curriculum.

1. Learner's needs and interests

Based on learner profile (age, level, interests and reasons for learning) is a needs analysis required and conducted? This can range from a full-blown formal multiple-choice questionnaire and oral interview to an informal chat at the beginning of the course development where one asks the students what their needs are.

2. Strengths and weaknesses

Does the community as a group or the group as a group of learners have common problems, needs and aspirations? Do they have a different script and therefore find writing a problem? Are there sounds in English that they don't have in the L1? Are the learners' culture and society helpful in learning English as L 2? Are there structures in L1 that are helpful in acquisition of L2?

2.8 Second/Foreign Language Syllabus Design

To design a syllabus is to decide what will be taught and in what order. For this reason, the theory of language explicitly or implicitly underlying the language teaching method will play a major role in determining what syllabus is adopted. Theory of learning also plays an important part in determining the kind of syllabus used. The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language teaching syllabi and as to whether the differences are in syllabus or method. Several distinct types of language teaching syllabi exist, and these different types may be implemented in various teaching situations (Reilly, Tarey 1988).

2.8.1 ESL Syllabus Types

In making practical decisions about syllabus design, one must take into consideration all the possible factors that might affect the teach-ability of a particular syllabus. By starting with an examination of each syllabus type, tailoring the choice and integration of the different types according to local needs, one may find a principled and practical solution to the problem of appropriateness and effectiveness in syllabus design.

Some of the syllabuses used in other countries as mentioned by Widdowson (1981) and Yalden (1987) are:-

- i) The Structural Syllabus- basic units are the structures of the target language, e.g. tenses, declarative, interrogatives, and negatives.
- ii) The Functional-Notional Syllabus - meaning and communicative capacity is the cornerstone of language learning, e.g. the ability to apologize, or to request etc.
- iii) The Situational Syllabus - social situations are the basic motor of the Syllabus, e.g. in the shop, at the post office etc.
- iv) The Communicative approaches to the Syllabus are centered around communication (i.e. meaning, convention, appropriacy, interaction and structure).
- v) The Difficulty approaches to the Syllabus refers that easier things are taught first, more difficult things are taught later.
- vi) The Linear Syllabus - content is sequenced one item after another.
- vii) The Spiral Syllabus - the same item is returned repeatedly and treated in more depth on each occasion.
- viii) The Utility Approaches to the Syllabus - based around what is needed, useful, and urgent for learners e.g. should they learn how to hold a telephone conversation first, or should they concentrate on managing transactions when shopping.
- viii) The Synthesis Approaches to the Syllabus - using Wilkins' (1976) terminology, this is the gradual accumulation of different parts of language taught separately and finally re-synthesized.
- ix) The Analytical Approaches to the Syllabus- using Wilkins' (1976) terminology, this is the approximation of learners' own linguistic behaviour,

the language being presented in an unanalysed whole. (Allwright (1997) calls this *synthesis*).

Each of these approaches are used in various situations but which one is the most appropriate, is very critical to decide. In fact a balance is to be maintained between all these. For a country like Pakistan, Functional Notional Approach, the Situational Syllabus, the Difficulty Approach and the Utility Approach with spiral syllabus design can be used altogether (with balance) to produce better results. The curriculum developers should however, keep in mind that no single approach alone can help in developing ESL curriculum fulfilling the needs of the learners and demands of the society. A combination of more than one approach may help in selecting more appropriate content

2.8.2 Characteristics of ESL Content

Yalden (1987) and Chamot and O'Malley (1984) have discussed characteristics of ESL content. Some of these:

1. Offers the students' English language experiences based on challenging, meaningful and pertinent content, and use performance and assessment standards, based on the humanistic constructivist paradigm.
2. Prepares the students to reach their potential through the development of their abilities in the four strands of the English program: oral communication, written communication, reading comprehension, and literary appreciation. What ratio in terms of time for emphasis is to be maintained between these, depending upon the aim of human development before the syllabus designers? It needs to be investigated before decision about four strands is taken.
3. Empowers the students to become competent, knowledgeable, independent, reflective, and self-confident English language learners. When the learners become competent to learn how to learn, a process of lifelong learning starts. Such a learner enjoys creating own in-depth understanding of the new experiences.

4. Prepares the students to access, organize, and evaluate information obtained through technological or electronic media for the development of listening, reading and writing skills. In today's world use of ICT in education is very common as well as important for the learners to become self learners. Pakistan lacks this at all levels which need to be introduced keeping in view the necessary resources including and teachers.
5. Develops the students' critical and creative thinking through the process of English language learning.
6. Reinforces and models students' ethical and moral values, awareness, and cultural repertoire through exposure to a variety of literatures in English.
7. Encourages the students to become well informed and responsible citizens in a democratic society.
8. Provides opportunities for student participation in a variety of social and interactive scenarios, through developing excellent command of the English language, including fluent oral and written communication skills.
9. Provides Solid academic preparation in the field of teaching English as a second language in a multi-cultural environment.
10. Matches the students' cognitive learning abilities with regard to the L2 learning and acquisition process.
11. Develops among the students ability of critical thinking and enables them to convey the positive values of L1 and L2 in the context of society and culture.
12. Makes the students capable to work with peers, involving them in the teaching/learning process.

Further, Chamot and O'Malley (1984) are of the opinion that contents of English as Second Language include both as language to meet the linguistics demands and a tool for the transmission for cultural heritage i.e. literature. While selecting content for ESL for a country like Pakistan we should not forget that though we want our young

students to have a good command over communicative language skills yet it is a source for preserving and promoting cultural heritage of Pakistani society especially the social norms and moral values.

2.8.3 ESL Content Selection Criteria

ESL content selection criteria discussed by language experts including Young and Lee (1987) should generally meet the following: -

- i. Flexibility, to accommodate the variety of student's needs according to their capacity of learning and background and offers alternatives to traditional themes.
- ii. Deals with complexity of learning situations and adopts interdisciplinary approach to maintain student's interest. It also widens the knowledge (concepts; ideas; facts; divergences; principles; theories; technology, paradigms; laws) base of students.
- iii. Promotes positive values, attitudes and human virtues (ethics; dignity; solidarity; equality; integrity; self-control; responsibility; socialization; collaboration).
- iv. Develops Skills and competencies (Life skills; reflective thinking; critical and creative thinking; communication; study skills; research, adaptation; work; technology; integration; theorization, assessment). Encourages use of Technology (Computation; network; access; effective use of equipment; set of rules and regulations; educational application; configure; cybernetics; distance learning; integration; internet).
- v. Fulfills needs of students coming from diverse cultural background (Ethnicity; race; age and gender; origin; socio-economic status; type of family; schooling; migration; bilingualism). Also prepares the students to adjust in a variety of environments/ addresses the varied needs of a heterogeneous body of students.

- vi. Teaching materials and teachers are available. Accommodates various learning styles as well as individual needs of the students and promotes cooperative learning and addresses multiple intelligence needs.
- vii. Balance of skills Vs grammar and vocabulary (One needs to make sure, there is balance in the content, taking into consideration the strengths and weaknesses of the group and their aims of studying).
- viii. New language Vs practice opportunities (One should ensure a balance of input Vs revision. This should be about one-third to two third).
- ix. Outcomes (Make sure one knows and wants what one wants the learners to be able to do by the end of the course).
- x. Suitability of topics (Are some topics in the course book culturally inappropriate or just considered boring to the majority of students)

To sum, the goal of English Program is to develop communicative (both in written and spoken language) competence of the students in English and to prepare students to function effectively in their own social-cultural environment as well as at international level.

2.8.4 ESL Content for Cross-Curriculum Usage

In the rapidly changing world, the students graduating from Secondary School whether continuing or discontinuing further education must be equipped with variety of techniques to cope with complex socio-cultural and socio-economic problems in practical life. O' Malley and Valdez (1996), Oxford (1990) and Scaecella and Oxford (1992) are of the view that the ESL content should be diversified keeping in view the following: -

1. Enable students to develop and apply skills, knowledge and understanding of ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in English.
2. Content in English provides opportunities for students to develop work-related skills, knowledge and understanding and to develop values and attitudes about

work, employment and the workplace. These opportunities arise through their study of texts with workplace contexts, through developing skills in speaking and listening, in group activities and in acquiring, processing, assessing and communicating information.

3. Key competencies are generic competencies essential for effective participation in existing and emerging learning for future education, work and life in general. The ESL curriculum must provide a powerful context for the development of these competencies. The key competencies of collecting, analyzing and organizing information, communicating ideas and information, planning and organizing activities, problem-solving and working with others, and in teams reflect core processes of English and are explicit in the objectives, outcomes and content of the syllabus.
4. Literacy is the ability to communicate purposefully and appropriately with others in a wide variety of contexts, modes and mediums. Different contexts require general and specific skills, knowledge and understanding as students compose meaning for themselves and others. The development of students' literacy skills and understanding is the responsibility of all secondary school teachers as different subjects and learning areas make particular demands on students' literacy. The teaching of English, however, plays an especially important role. It develops the skills, knowledge and understanding for students to acquire process, question, challenge, reformulate and evaluate information in texts from a wide variety of sources (Ornstein and Hunkins, 1998).
5. Content should provide all students an equal opportunity to develop knowledge and understanding of indigenous history and culture. For example, in Australia, in learning English, the foreign students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality (Short, D. J. 1993).

6. Content involves knowledge and understanding of how their society operates. In their study of English, students consider how civic issues are represented in the public arena, the socially responsible construction and use of media.
7. Content acknowledges the difference in students' experience and diversity in their everyday life. This experience occurs in their personal life, in the local community and in the society at large. English provides opportunities to assist students to deal with personal, social and cultural difference and diversity in a positive and informed manner, showing awareness, understanding and acceptance (Cole and Wertsch, 1996).
8. Multicultural content assists the development of students' skills, knowledge and understanding applicable to the multicultural and multilingual nature of their society. In English students explore a diversity of cultures through studying literature, drama and film, cultural and intercultural perspectives and relationships, and the close connections between language, communication and culture.

English in Pakistani schools has been taught from class VI when children are in 10 + age group. Apart from studies conducted for determining the suitability of age for learning a new language, the daily life observations show that as early as possible we start teaching new language is better. Keeping in view the importance of English as a language of the globe, Government of Pakistan in new Scheme of Studies 2007 has introduced teaching of English from Class-I. Moreover teaching of Science and Mathematics in English at all levels has also been planned in this Scheme of Studies.

2.8.5 Central Concepts of Constructivism to ESL Teaching and Learning

Wilson & Cole (1991) provide a description of cognitive teaching models which "embody" constructivist concepts. From these descriptions, we can select some concepts central to constructivist design, teaching and learning:

- I. Embed learning in a rich authentic problem-solving environment;

- II. Provide for authentic versus academic contexts for learning;
- III. Provide for learner controllability;
- IV. Use errors as a mechanism to provide feedback on learners' understanding.

The problem solving approach puts the learners in problems practically which involves thinking skills, planning skills, organizing skills and interpreting skills. The teacher tactfully has to use the mistakes of the learners as feedback to them to improve their competencies. The language can be learnt more easily when the learner is introduced to practical problems from the local environment. The teachers need to be conscious of this fact and are competent to select appropriate situation for introducing to the learners. The four strands of language i.e oral and written communications listening and reading can be taught well by putting the learners into everyday life situations. Selection of a problematic situation requires vision and skill on the part of the teacher that makes the learner to construct their meaning and be able to use the new language for social and academic purposes. Ability acquired this way, goes long way in language learning.

2.8.6 Design of Constructivist Learning (ESL)

Constructivist approach acknowledges leaning in context (Duffy and Jonassen, 1991:8) and acquisition of new knowledge can only be achieved through meaningful activity. Learning is a continuous, life-long process resulting from acting in situations (Brown, 1989:33). Learners should identify, pursue and reflect on their own learning goals while solving the genuine problems they confront in the world. In this respect, the necessary constructivist conditions for learning are summarized as follows:

1. Embedded learning in complex, realistic and relevant environments. (Duffy, Jonassen 1991; Cunningham, 1991; Honebein 1996)
2. Provide for social negotiation (cooperative and socio-moral atmosphere) as an integral part of learning,. (Piaget 1973, Vygotsky 1978 and Bruner 1966, De Vries 2002)
3. Support multiple perspectives and the use of multiple modes of representation. (Duffy and Honebein 1996)

4. Encourage ownership in learning. (Duffy and Cunningham, 1996; Honebein 1996)
5. Provide adequate time for learners' investigation and in-depth engagement. (De Vries, 2002)
6. Nurture self awareness of the knowledge construction process. (Jonassen 2003, Duffy and Cunningham 1996)

It is true that knowledge is socially constructed yet each individual learner has its own innate ideas which at times overcome him/her and learning is slowed down. Here the teacher needs to be vigilant of such learners and should use multiple methods to motivate the learners to share their ideas in groups and come up with solutions to their problems. The central point in constructivist learning is to create an environment where the learners could relate the new information with what they already have known. As strong this relationship is, learning is as successful. The teacher also needs encourage the learners to share their ideas with peer or in groups so that if there are any mistakes that could be corrected and used for improving the proficiency in the language by providing feedback.

2.8.7 Strategies for Language Learning - Teaching

As mentioned earlier there has been a prominent shift within the field of language learning and teaching over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. Khun (1992) in these strategies included: -

a) **DIRECT STRATEGIES**

I. Memory	II. Cognitive	III. Compensation strategies
a. Creating mental linkages b. Applying images and sounds c. Reviewing well d. Employing action	a. Practicing b. Receiving and sending messages. c. Analysing and reasoning d. Creating structure for input and output	a. Guessing intelligently b. Overcoming limitations in speaking and writing

b) **INDIRECT STRATEGIES**

<p>I. Metacognitive Strategies</p> <p>a. Centering one's learning</p> <p>b. Arranging and planning one's learning</p> <p>c. Evaluating one's learning</p>	<p>II. Affective Strategies</p> <p>a. Lowering one's anxiety</p> <p>b. Encouraging oneself</p> <p>c. Taking one's emotional temperature</p>	<p>III. Social Strategies</p> <p>a. Asking questions</p> <p>b. Cooperating with others</p> <p>c. Emphathising with others</p>
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Both direct and indirect strategies include a number of steps initiated by the teacher and completed by the learner. Since each individual learns according to his/her own pace as well as style therefore, the teacher needs to select appropriate strategies for a group of learners' having similar learning style as it will not be possible to deal each learner in the class individually. Direct strategies does not refer to any action to be taken by the teacher himself rather these refer to the link of the strategy with the topic or the lesson as well as it directly relates to learner's situation. Similarly the indirect are those strategies which relate the topic of the lesson with learner's state of mind indirectly.

2.8.8 Problems and Issues in EFL/ESL

The issues and problems related to EFL/ESL that have been identified by the researchers including Jaya Kannan and Cynthia (2000) are as follows:

a) Students' characteristics - interests, relevance to their life, age, language competence

What knowledge base the students already have? In what age group do they belong to and what are their psychological needs and interests for sustainable life development. These needs also should come from their social environment. Since students in a school come from diverse social settings therefore it is difficult to agree upon common interests and wants to be included in curriculum and taught in schools.

b) Students needs, background

What are the language needs of the students coming from a specific background? In what situation and for what purpose they will use the language in their environment. To ascertain common ground for selection of contents for ESL teaching that serves the needs of the majority of students at the maximum in these conditions is a big challenge for curriculum developers.

c) Relevance to the context and world topicality

Since English is learnt for use in global context, therefore its relevance to international or world topicality is important. It is, the fact that content is derived from and is deeply bound up with social context and social need, whether in a more narrow sense of ‘social’ as a *concrete local setting* or in a wider sense of ‘social’ on a *world-scale*. Therefore to create a balance between local and global needs and uses is a question mark for curriculum experts.

d) Availability of teaching materials

Availability of teaching materials might be seen not so much as one of the criteria. A *post-selection* methodological problem of *how to teach* global needs based contents is of great concern for the educationists. Therefore the selection of content of ESL becomes a problem, where native English language speakers are not available.

e) Teacher’s knowledge

The criterion of *teachers knowledge* suggests that a ‘global’ foreign language teacher needs to possess some specialist expertise, which does not correspond with the argument of some promoters of global education that ‘teachers can explore issues with students as co-learners’ (Cates 2000: 242). On the contrary, the emergence of the category of *teacher’s knowledge* seems to point to a need for specialized teacher training.

f) Practicality

The criterion of *practicality*, meanwhile, seems to refer to the *actual outcome* of raising students' awareness of a particular global content. If reference is made to the four goals of global education outlined by Cates (2000) - knowledge, skills, attitudes and action - this criterion appears to correspond to the last of these goals (action aiming at promoting students' active involvement in the life of society).

g) Cross-curricular correspondence

The final criterion, cross-curricular correspondence, although mentioned in only one response, was still be singled out in a separate category due to the assumption that considering global contents from a cross-curricular perspective might have a lot of potential for the foreign language classroom and need to be addressed properly.

2.9 Application of Constructivist Approach to ESL

Second language acquisition research has shown that learners' attitudes, their motivation and the degree of their involvement in the learning process play a major role in and are extremely important for the learners' success in improving their second language skills (Brown, 2000; Lightbown & Spada, 1999; Ellis, 1994 and Krashen, 1984). Exposure to (i.e. input of) authentic, learner-centered communication in the target language have been identified as important factors for successful second language (L2) acquisition. Success in L2 learning seems to be achieved when the L2 learner demonstrates a positive attitude towards the first language and culture as well as the second language. Success is also achieved when the learner is highly motivated and involved in the learning process, focusing on meaning and communication within the group. Successful L2 learning occurs in a social context; free of threats and full of opportunities for L2 learners to practice using the language in meaningful situations.

From a constructivist view of teaching and learning and meaning are not imparted by the teacher to the students, but rather created collectively by learners and teachers.

Together, they might use a variety of approaches and methods as well as authentic materials that they may have created and written, in part, themselves. The learning and teaching is learner-centered and students learn how to learn. Some of these approaches reflect Paolo Freire's (1974) participatory approach and the whole language approach (This refers to doing all the activities in the class in L2 without using first language). Jack Richards ((2001) points out that constructivists emphasize that learning involves active construction and testing of one's own representation of the world and accommodation of it to one's personal conceptual framework. All learning is seen to involve relearning and reorganization of one's previous understanding and representation of knowledge. (Roberts 1998).

According to Lugo & Medina (2003) students should be taught from a contextualized approach and the content of study should reflect the student's environment and pertinent reality. Authentic language material is used, reflecting the L2 learners' values and interests, material that was developed and designed for these learners. The learners themselves have to increase interest and involvement as well as their linguistic level for learning second language. Cooperative and small group work is encouraged and learning is reinforced through constructive feedback from peers and the teacher. Communicative language teaching as well as project-based learning is emphasized and individual learner's strengths are used to assist others in their learning (Vygotsky, 1978).

2.9.1 Five “E” approaches to ESL Learning

Miami Museum of Science (2001) used five “E” approach to learning of the second language which refers to:-

Engage: In the stage “Engage”, the students first encounter and identify the instructional task. Here they make connections between past and present learning experiences, lay the organizational groundwork for the activities ahead and stimulate their involvement in the anticipation of these activities.

Explore: In the “Exploration” stage the students have the opportunity to get directly involved with phenomena and materials. Involving themselves in these activities they

develop a grounding of experience with the phenomenon. As they work together in teams, students build a base of common experience, which assists them in the process of sharing and communicating.

Explain: The third stage, “Explain”, is the point at which the learner begins to put the abstract experience through which she/he has gone into a communicable form. Communication occurs between peers, the facilitator, or within the learner himself. Working in groups, learners support each other's understanding as they articulate their observations, ideas, questions and hypotheses

Elaborate: In stage four, “Elaborate”, the students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them. Applications to real world events, such as where to plant flowers so that they receive sunlight most of the day, or how to prop up a beach umbrella for shade from the sun, are both extensions and applications of the concept that light travels in a straight path.

Evaluate: Evaluate, the fifth "E", is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. Evaluation and assessment can occur at all points of the instructional process.

Both five “E” and constructivists approaches overlap to each other to some extent. Connection with previous learning experiences of the learners with the new experience is necessary for meaningful learning. Constructivism facilitates the learning through creating an environment where the learner easily associates with previous leaning, instead five “E” approach empowers the learner to come forward and use abilities to acquire new understanding out of the new situation arising. Moreover the role of learner in constructivism is more active while teacher’s role in five “E” in comparison to constructivism is more critical.

2.9.2 Guidelines for Teachers to Implement Constructivists’ Ideas in Class

According to Brooks and Brooks (1999 revised edition) five principles to guide teachers in implementing constructivist ideas in classroom settings are:-

- 1 First, the teachers should pose problems of emerging relevance to students. (The phrase emerging relevance is used because the teacher may need to facilitate the students' perception of relevance.)
- 2 Second, the learning should be structured around primary concepts (what Brooks and Brooks call "the quest for essence") rather than disparate facts.
- 3 Third, the teachers should seek and value students' points of view.
- 4 Fourth, the curriculum should be adapted to address students' suppositions.
- 5 Fifth, the student learning should be assessed in the context of teaching. Meaning, assessment should be "authentic." As Wiggins and McTighe (1999) point out, if a concept is to be understood deeply by students, then the assessment should be as contextualized and project-oriented as the learning activities are.

In constructivism the learning environment is created in a way that learners are free to interact it within their social context. The teacher tactfully introduces problem to the students and facilitates them to come up with their own understanding to the situation and solution to the problem. The content therefore, must include some basic facts about the problem under discussion. The important factor that needs to be addressed is the assessment. Since learning takes place in contextual situation therefore the assessment of learning must consider this aspect so that authentic conclusions are drawn from the results. Here role of teacher is very important to give feedback to the students throughout the year after assessing their progress through a variety of assessment techniques. While giving feedback the teacher must encourage the learners to improve the learning and guide them as well.

2.9.3 Constructivists Learning Environment

Wilson (1996) defines constructivist learning environment: "a place where learners may work together and support each other as they use a variety of tools and information

resources in their guided pursuit of learning goals and problem-solving activities.” There is a difference between those environments in which teachers first present concepts followed by students working through their understandings and those environments where there is no presentation (or a delayed presentation) of concepts. Perkins calls the former BIG (beyond the information given) constructivism and the latter WIG (without the information given). Finally, constructivism apart from processes, resources, and orientations, introduces the dynamics that constitute a learning community. Learning communities are typically informal and learner directed. Students work collaboratively and take advantage of distributed expertise from the community to allow diversity, creativity, and flexibility in learning.

2.9.4 Procedures used by Teachers in Classroom under Constructivists Approach

Following procedures are suggested by Yager (1991) for use by the teacher in the classroom to facilitate the learning process:

1. Seek out and use student questions and ideas to guide lessons and whole instructional units.
2. Accept and encourage student initiation of ideas.
3. Promote student leadership, collaboration, location of information and taking actions as a result of the learning process.
4. Use student thinking, experiences and interests to drive lessons.
5. Encourage the use of alternative sources for information both from written materials and experts.
6. Encourage students to suggest causes for event and situations and encourage them to predict consequences.
7. Seek out student ideas before presenting teacher ideas or before studying ideas from textbooks or other sources.
8. Encourage students to challenge each other's conceptualizations and ideas.
9. Encourage adequate time for reflection and analysis; respect and use all ideas that students generate.

10. Encourage self-analysis, collection of real evidence to support ideas and reformulation of ideas in light of new knowledge.
11. Use student identification of problems with local interest and impact as organizers for the course.
12. Use local resources (human and material) as original sources of information that can be used in problem resolution.
13. Involve students in seeking information that can be applied in solving real-life problems.
14. Extend learning beyond the class period, classroom and the school.
15. Focus on the impact of science on each individual student.
16. Refrain from viewing science content as something that merely exists for students to master on tests.
17. Emphasize career awareness especially as related to science and technology.

In constructivism the teacher and learner collectively make efforts to construct knowledge and give meaning to new experience. Engagement of the learner by the teacher in the process demands mastery in use of variety of skills and methods. The teacher has to ensure that each learner speaks and shares his/her ideas with others in groups either small or large. The encouragement and motivation on the part of teacher are necessary to make the learner come up and share their ideas with others individually or in groups. Experiences and activities given to the learners must come from the environment of the learner. This is a challenging task for the teachers to make every individual actively participate in all the activities to enhance understanding of the situation and construct meaning out of it, suitable to his/her problem.

2.10 ESL Teaching Methods

A variety of teaching methods have been used by the teachers of a second language. Listed below are brief summaries of some of the more popular second language teaching methods of the last half century (Richards, J. and Rodgers, T (1986).

1) **The Direct Method**

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

2) **The Grammar-translation Method**

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

3) **The Audio-lingual Method**

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.

4) **The Structural Approach**

This method sees language as a complex of grammatical rules, which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary.

5) **Suggestopedia**

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

6) **Total Physical Response (TPR)**

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

7) **Communicative Language Teaching (CLT)**

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations he / she would be likely to find herself/himself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

8) **The Silent Way**

The aim of the teacher in this method is to say as little as possible in order to enable the learner to be in control of what he wants to say. No use is made of the mother tongue.

9) **Community Language Learning**

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue, which is translated by the teacher for repetition by the student.

10) **Immersion**

ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English.

11) **Task-based Language Learning**

The focus of the teaching is on the completion of a task, which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

12) **The Natural Approach**

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes.

Learning takes place by the students being exposed to language that is either comprehensible or made comprehensible to them.

13) **The Lexical Approach**

This approach is based on a computer analysis of language, which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words broadly in the order of their frequency, and great emphasis is placed on the authentic use of these words.

2.11 Intended ESL Outcomes at Secondary School

Following outcomes / objectives have been expected / planned as a result of a research project of the Commonwealth of Puerto Rico, Department of Education, Spain. It was found that at the end of an ESL programme at secondary level (classes IX-X) the students were able to: -

1. Comprehend the main idea of a verbal discourse. Ask and answer questions about at least any of the two (Time / distance, past actions and events, likes and dislikes, cost of things, health / weather).
2. Aware of similarities and differences.
 - i) Willing to express ideas and feelings orally.
 - ii) Show willingness to speak English with the teacher, classmates and others in the community.
3. Construct a complete sentence using correct punctuation.
 - i) Willing to share and communicate ideas in writing.
 - ii) Desire to organize ideas so as to communicate clearly.
4. Willing to edit and rewrite to improve.
 - i) Willing to appreciate suggestions and comments from teachers and classmates about a piece of writing.
 - ii) Maintain independent writing / Diary.
 - iii) Demonstrate confidence, independence and flexibility in the strategic use of reading skills, critical thinking, and the conventions of language for reading a range of simple to complex texts.

5. Identify facts that support an opinion - Recall sequence of events from a selected reading.
6. Willing to identify characters in the story and explain their role.
7. Use the language arts to comprehend, interpret and criticize imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, recognizing the social, historical and cultural features of the text.
8. Identify the causes for a character's actions.
 - i) Identify the problem and the solution in the plot of a story.
 - ii) Compare and contrast some settings, characters, events and ideas.
 - iii) Willing to analyze the story and support conclusions.
 - iv) Understand the challenge of living in a culturally diverse society.
 - v) Listen to and use language effectively to interact verbally/non-verbally in different academic and social environments, using different learning strategies and critical thinking skills.
 - vi) Listen to a short selection and identify details, main idea or sequence.
 - vii) Write narrative, expository, persuasive and descriptive text demonstrating command of Standard English, using research and organizational strategies and the stages of the writing process.
 - viii) Write an essay about a given topic including an introduction, body and a conclusion.

- ix) Demonstrate confidence, independence and flexibility in the strategic use of reading skills, critical thinking and the conventions of language for reading a range of simple to complex texts.
- x) Recognize figures of speech and organize the steps in a process.
- xi) Identify facts that support a conclusion and predict outcomes.

2.12 Review of Research Studies Conducted on Curriculum Development

The area of Curriculum development seems neglected in research in Pakistan. The data available at Higher Education Commission's website www.eprints.hec.gov.pk shows that only a few researches have been conducted on curriculum related problems. The works already done refer to curriculum development processes and practices at different level of education and suggest improvement. The researches indicate that while making decision, major stakeholders have not been consulted and taken into confidence. The result is that such a curriculum does not enjoy the confidence of the society and interest of the learners at that level. Management of curriculum change has also been a major issue. Development of stereotype textual materials and lack of training of teachers have been real hurdles in managing the change/implementing the new curriculum. Rote memorization of facts without having deep understanding has been a common feature of the curriculum in the past. Reasons for this have been that learners have never been taken into confidence w. r. t their interest. The teachers have also not been consulted for selecting contents even. The highlights (objectives and findings) of these studies are briefly mentioned here. Asif (2001) conducted the study with the following objectives:-

1. To pinpoint the need and importance of elementary education.
2. To discuss the curriculum development process.
3. To review the existing curriculum.
4. To propose a model curriculum for primary education.

He concluded that:-

1. Decisions are generally concentrated at highest level of echelons in the department and they do not take into consideration the real situation prevailing in schools before the introduction of curricula or any innovation. At the curriculum construction, awareness about change in curriculum amongst teachers and heads of institutions was not developed.
2. Non-involvement in decision-making and non-receiving of proper information well in time by teachers caused them to disown the decisions. Many of the decisions regarding preparation for implementation were taken when the curricula had already been introduced in schools.
3. Coordinated efforts were not made to prepare implementation programmes and to improve the situation in schools which could help teachers to implement the curricula at classroom level. Information about curriculum and instruction, innovations in techniques and methods, and the results of evaluation studies' or of seminars and workshops were not disseminated to the teachers who could have benefited from such knowledge in making the curriculum a success.
4. The curricula were constructed through judgmental-discretionary approach that did not mirror schools existing teaching community. Moreover, curriculum content and subject matter of the given subject was not an impediment to implement the curriculum at classroom level.
5. Supervisory functions and activities had not been performed in a manner that could ensure effective implementation of curricula at school level. The effects of examination system were highly adverse on teaching-learning process. Moreover, there was a serious shortage of adequately trained teachers as implementers of curriculum.
6. Non-availability of background reading materials about curriculum and instruction was an impediment to the adoption of curriculum by the teachers.

Ahsan (1999) conducted a study on Curriculum of Elementary education. He concluded that:-

85 percent of the experts agreed to the ideological component of the curriculum and 95 percent of experts agreed to “knowledge of the fundamental” beliefs of Islam.

75 percent agreed to the following a goals of Elementary Education.

- i) Knowledge of worships in Islam.
- ii) Principles of Human Relations in Islam.
- iii) Optimum Social Development.
- iv) Inculcation of the Value of Islamic Brotherhood.
- v) Proper Emotional Development.

3. 70 percent agreed to the language Component while 80 percent experts were in favour of Co-operative methods and Activity Centered methods. 90 percent were of the opinion that Instructional Strategy should provide for the effective use of A.V. Aids.
4. 75 percent opined that internal marking should consist of at least three rounds during an academic year. Moreover, 65 percent had the opinion that evaluation system should consist of both internal and external assessment.
5. 60 percent of the experts expressed that evaluation should also make use of observation technique and 85 percent were in favour that instructional strategy should ensure maximum student participation.
6. 75 percent of the experts agreed to the academic component consisting of Every day Science, Fundamentals of Mathematics, and Fundamentals of Social Studies.

Mirza (1987) Conducted the study with the following objectives:-

1. To study the process of implementation of curriculum.
2. To study the organizational Structure for the implementation of curricula in the province of Punjab.
3. To identify the factors that facilitate or hinder curriculum implementation at classroom level; and

4. To suggest ways and means for effective implementation of curriculum at school/classroom level.

Peter C. Honebein (1996) while conducting case studies on “Constructivist Learning Environment” concludes that there are seven pedagogical goals for constructivist learning. These are:-

1. Provide experience with the knowledge construction process. Students take primary responsibility for determining the topics or subtopics in a domain they pursue, the methods of how to learn, and the strategies or methods for solving problems.
2. Provide experience in and appreciation for multiple perspectives. Students must engage in activities that enable them to evaluate alternative solutions to problems as a means of testing and enriching their understanding.
3. Embed learning in realistic and relevant contexts. The curriculum designers must attempt to maintain the authentic context of the learning task. Educators must ground problems within the complexity that surrounds the students outside the classroom. Students must learn to impose order on the complexity as well as solve the core problem.
4. Encourage students’ ownership and voice in the learning process. This illustrates the student-centeredness of constructivist learning. Rather than the teacher determining what students will learn, students play a strong role in identifying their issues and directions, as well as their goals and objectives. The teacher acts as a consultant only.
5. Embed learning in social experience. Intellectual development is significantly influenced through social interactions. Thus, learning should reflect collaboration between both teachers and students, and students and students.
6. Encourage the use of multiple modes of representation. Oral and written communications are the two most common forms of transmitting knowledge in educational settings. Curricula should adopt additional media, such as video, computer, photographs, and sound, to provide richer experiences to enhance learning.

7. Encourage self-awareness of the knowledge construction process. A key outcome of constructivist learning is knowing how we know. It is the students' ability to explain why or how they solved a problem in a certain way; to analyze their construction of knowledge and processes.

These studies found that prior consultation with the civic society specifically with parents, teachers and the students is necessary for any reforms in curriculum. The difficulties in implementation have been mainly the irrelevance of the curriculum to the learners' local environment, which led to lack of interest of students in the learning. These studies therefore provide a justified base for a research study for selection of contents which has relevance to learner needs, takes care of the interests of learners as well as fulfills the expectations of the society at large in the age of knowledge era.

Summary

In this chapter an overview of the constructivism and constructivists learning approach, various characteristics of content and methods and procedures of content selection have been mentioned. A large number of studies discussing constructivists learning approach and appropriate content for teaching English in secondary school accordingly been highlighted. Characteristics of a good criteria for selection of content has been discussed so that at the end of the study a criteria for selection of content for teaching English in Class IX and X is suggested. The research design of the study will be discussed in the following chapter.

CHAPTER- 3

RESEARCH METHODOLOGY

There is sufficient evidence that all forms of knowledge are socially constructed and thus depends, at least to some degree, on consensual agreement for their veracity. This agreement is socially and culturally defined and our conception of quality relies on common understandings of context, tools and language to be judged as quality.

There are a few characteristics that define quality in research. First, quality research addresses real concerns of importance to one, one's colleagues and to a wider social context. Second, quality research focuses on solutions to an important problem. Third, quality research is systematic. By this, it means that quality research involves more than "hit and miss" and probes into a bewildering environment. Fourth, quality research is transparent. From the extreme replication imperatives of the science laboratory, to the thick descriptions of the ethnographic researchers, quality research attempts to make the process of research publicly available. Research also needs to be made visible in order to contribute to the human condition.

With this background concept about research this study was conducted to develop a criteria for selection of content for teaching English at secondary school level in Pakistan using constructivist approach which has greater social concern. In this country, there has been dissatisfaction at times over the content being taught in secondary schools in English as second language because of its unsuitability to social conditions and cultural norms of the society which forms a sound basis for curriculum development and content selection. Hence, the first endeavour was to collect relevant information from working English

teachers, students of secondary classes (IX and X), parents of the students of secondary classes and curriculum experts on the important aspect of the subject. As such the study was conducted on the pattern of descriptive research / survey to collect needs based data for teaching English as second language in schools in Pakistan.

The descriptive Research method was used in the literal sense of describing the prevalent situation of the Pakistani society. It was the accumulation of the database that was solely descriptive, does not necessarily seek or explain relationships, test hypotheses, make predictions or get at meanings and implications although research aimed at these. In this broader context the survey was used by the researcher, typically to gather data at a particular point with the intention of: -

- i) Describing the nature of existing conditions.
- ii) Identifying standards comparable with existing conditions.
- iii) Determining the relationships between specific concepts / events.

Information was gathered through data collection to yield new information, generate clearer questions / needs identification, with a focus on specific themes that identify the emerging trends of the society and the individual student. Special attention was paid to know what types of themes, the members of the society and school like to study in English subject both in prose and poetry.

3.1 Population

Curriculum experts, secondary school English teachers, students of class IX and X and parents of secondary classes (IX and X) in Pakistan constituted the population of this research study.

3.1.1 Curriculum Experts

Curriculum experts include the officers working in Curriculum Wing, Ministry of Education, Government of Pakistan, in four Provincial Curriculum Bureaus and Textbook Boards in the provinces who are engaged in the development of curriculum and its implementation / production of textbooks.

3.1.2 Teachers

The working English teachers, teaching to class IX and X both in public and private secondary schools in rural and urban areas of Pakistan, following the National Curriculum, whether male or female, Urdu or English medium were included in the population.

3.1.3 Students

The students, studying in classes IX and X (both male and female) in private and public sector schools located in urban and rural areas irrespective of medium of instruction were included in the population.

3.1.4 Parents

The parents whose children (male and female) were studying in class IX or X in any private or public sector school affiliated with examining boards in Pakistan, irrespective of location of school and medium of instruction were included in the population.

3.2 Sampling Procedure

The schools, which had been selected for the study, represent a cross-section of the schools as a whole located in the federal and provincial capital cities, metropolitan cities, small sized cities, towns and the villages. The schools selected are the representative of whole of the population. The method adopted in the sampling was the stratified multi-stage random sampling. It meets the criteria as said by Garrett (1997):

“A sample may be expressly chosen because, in the light of available evidence, it mirrors some large group with reference to a given characteristic”.

3.2.1 Sample Selection

The sample was selected by using multi-stage random sampling procedure. First districts, then schools and then respondents were selected. The schools were selected both

from male and female as well as co (co-education). Appropriate weightage in terms of number of schools with English and Urdu medium (good ones, average ones and below average ones), from the developed and under-developed areas running under public and private sector was assigned. Thus, the schools represent not only the schools of the urban areas, but also the rural areas. After having selected the schools in federal and provincial capitals by random sampling method, the schools in metropolitan cities, small sized cities, towns and villages were selected using the random sampling method. At first the districts were selected through random sampling and then schools in each selected district were selected through random sampling technique. Brief detail of the schools selected for the study in each province/ area and number of districts selected from each province, schools selected from each district, number of teachers, students and parents from each selected district is given below. It may be clarified here that in selection of parents it was ensured that no parent is included in the sample whose son or daughter had also been selected. This was to ensure get independent opinion both from parents and students. Selection of students and parents was random but the teacher being only one in the class was selected for the sample schools.

Briefly the sample includes students, of class IX-X, English teachers of Secondary schools and parents, of the students of class IX and X. Male and female respondents from rural and urban and English and Urdu medium schools have been selected in the right proportion. The sample of experts includes both male and female experts and represents all concerned institutions/departments at federal and provincial level. These are Curriculum Wing, Ministry of Education, Provincial Bureaus of Curriculum, Provincial Textbook Boards including AJK and National Book Foundation, Islamabad.

Table 1 Showing province wise and district wise number of schools, teachers, students and parents.

S.No	Name of province/ Area	Name of district	No. of schools selected	No of teachers selected	No of students selected	No of parents selected
1	Federal capital	Islamabad	60	60	120	120
Sub-total-I	Federal capital		60	60	120	120
2	Punjab	Lahore	70	115	230	230
3	Punjab	Rawalpindi	80	125	250	250
4	Punjab	Khushab	30	40	80	80
5	Punjab	Jhang	36	50	100	100
6	Punjab	Sargodha	41	65	130	130
7	Punjab	Vehari	20	30	60	60
8	Punjab	Bahawalpur	25	35	70	70
9	Punjab	Gujranwala	40	60	120	120
Sub-total-II	Punjab	-	342	520	1040	1040
10	Sindh	Karachi	33	48	96	96
11	Sindh	Hyderabad	21	31	62	62
12	Sindh	Khairpur	15	20	40	40
13	Sindh	Badin	15	20	40	40
14	Sindh	Nowabshah	13	21	42	42
Sub-total-III	Sindh		97	140	280	280
15	NWFP	Peshawar	26	41	82	82
16	NWFP	Kohat	22	33	66	66
17	NWFP	Hangu	15	21	42	42
18	NWFP	Abboattabad	19	29	58	58
19	NWFP	Swat	11	16	32	32
Sub-total-IV	NWFP		93	140	280	280
20	Balochistan	Quetta	30	57	120	120
21	Balochistan	Peshin	12	20	40	40
22	Balochistan	NasirAbad	11	15	30	30
23	Balochistan	Labela	10	15	30	30
24	Balochistan	Zhob	10	11	20	20
25	Balochistan	Kalat	10	11	20	20
26	Balochistan	Khuzdar	10	11	20	20
Sub-total-V	Balochistan		93	140	280	280
G.Total			685	1000	2000	2000

3.3 Research Methodology

The study was conducted by using descriptive research design. In order to conduct survey and to collect data a number of tools and techniques are available, most common are the questionnaires, interviews, checklists and various types of tests. For the purpose of this study questionnaires were used.

3.3.1 Development of Research Instruments: the Questionnaires

Questionnaire is an efficient research instrument as it requires less time, is less expensive, and permits collection of data from a much larger sample (Best and Kahn, 1992). It is quite suitable instrument for the collection of reliable and quantifiable information from all members of a sample. It is easy to fill out, keep respondent on subject, is relatively objective and fairly easy to be tabulated and analyzed (Van Dalen, 1973).

Questionnaire in three categories of respondents were therefore developed on the basis of related literature for content selection to collect data from the sample population for the study. Four questionnaires, one for curriculum experts / subject specialists and three others for secondary school English teachers, students of class IX and X and for the parents of secondary school students (class IX and X) were developed to collect their responses based on their experience, aspirations and expectations about learning and the use of English language in practical life so that criteria are prepared to select contents for teaching English as second language in secondary schools of Pakistan accordingly. Though the options given to the three categories of respondents are similar yet the stem of the questions for parents, teachers and students have been modified according to the role of respondents.

Questionnaire for curriculum experts was prepared at five-point scale while those for the teachers, students and parents by giving multiple options/choices for responding. This multiple choice questionnaire was developed and used successfully in National University for Education Cheongju, Republic of Korea in 2002 for selection of contents

for teaching English as a second language in middle and high schools in Korea. In the first part of the questionnaires for teachers, parents and students variables like gender of the respondent, location of the school in terms of big cities/small cities/towns/villages etc, class in which studying/teaching, medium of instruction in the school, age or experience of the respondent and administrative authority of the school i.e. federal government/provincial government of private have been included. The rest forty questions were divided into four major research areas each containing ten question:

- a) Social forces in society /Community values and purposes;
- b) The treatment of knowledge and knowledge utilization;
- c) Learning as a process: the nature of the learner and the nature of learning.
- d) Human growth and development

These questionnaires were to collect data for analyses of the situation and assess the needs of the society and its members for selection of contents for teaching English in secondary schools.

The questionnaire for experts had three parts. Part “A” for general information about academic and professional qualification and experience of the respondents in the fields of teaching, curriculum development, textbook development and evaluation/examination etc. as well as their opinion about the existing National Curriculum 2002 in English subject. Part “B” carried questions about various aspects of curriculum development in general while Part “C” carried questions about content taught under existing English curriculum and its selection. The objective of this questionnaire was to collect data on various aspects of curriculum development in Pakistan and then form a base for development of criteria for selection of contents for teaching English in secondary schools, using constructivist approach.

Efforts were made to avoid highbrow questions (current positive and interpretative) and leading questions (giving clue to some specific answer). Complex questions having long details like “Would you prefer a short non-award bearing course (3, 4 or 5 sessions)

with part-day release (e.g. Wednesday afternoons) and one evening per week attendance with financial reimbursement for travel” was totally avoided. Similarly negative, irritating questions and open-ended questions were also avoided in all the questionnaires. Conscious efforts were made that all the questions are clear, easy to understand and short.

3.3.2 Validation of the Questionnaires

The content validity of the questionnaires was determined on the basis of expert judgment. A panel of experts (Annex-V) was selected on the basis of relevant knowledge and experience. The research instrument was discussed personally with the two (at serial No 1 and 2) in Rawalpindi and Islamabad by the researcher. While the research instrument to the third expert was sent through mail at the Institute of Education and Research, University of the Punjab, Lahore for his judgment / comments. Based on the opinion of these three experts the minor amendments in the instrument were carried out and was adopted for the collection of data for the purpose of the study.

3.3.2.1 Translation of the Questionnaires in Urdu Language and its Authentication

The questionnaires were prepared in English language but since in majority of the schools located in big cities, the small cities/towns and villages the medium of instruction is Urdu, therefore the questionnaire were translated into Urdu. This was also necessary because the questionnaire was to be served to the parents whose large majority is not familiar with English at all. However the questionnaire for the teachers was mainly served in English though it was also translated into Urdu and served to the teachers where they preferred/demanded it. For validation of the Urdu translation of the questionnaire the supervisor sent it to National Language Authority in Islamabad (Annex-VI) and to two professors one each from Urdu and English departments in Allama Iqbal Open University for authentication (Annex-VII and VIII). Before printing the Urdu translation of the questionnaires, necessary corrections were carried out as advised by the experts of language to whom it was referred for authentication.

3.3.2.2 Pilot Testing

1. Content Validity

In order to determine content validity of the questionnaires, the questionnaires were pilot tested. For this purpose a small scale research study was conducted with the sample of twenty teachers, forty students and forty parents. The sample included schools from rural and urban settings equally representing male, female and public and private sectors. The researcher in person visited schools located in Islamabad and Rawalpindi districts. On collection of the questionnaires from the sample population it revealed that some of the options given in question No 14, 17, 21, 29 and 45 were not attended by any respondent. In view of it such options in consultation with the supervisor were deleted / changed and No of options was restricted to seven at the maximum. The question No 31, 32, 33 and 41 wherein the respondents were requested to indicate their priority towards various skills (reading, writing, listening, speaking, and grammar etc) and tools / aids of learning / teaching (games, audio and video tapes and computers etc), four students and two teachers did not indicate their opinion about all the given options. In case of the parents three out of forty attempted only one option in these questions and left the rest unattended. Also in question No 36 and 37 where they were asked to write down the names of lessons from the English textbook of their children (class IX or X) which they like the most, almost 20% left those blank. In order to get the opinion of the all three categories of the respondents, the stems of questions no 31, 32, 33 and 41 were changed in consultation with the supervisor by giving an instruction about how to respond this question. Similarly, in questions No 36 and 37 four to five options i.e. titles of the lessons from the English textbooks for class IX and X were given and the respondents were asked to choose two of them.

2. Construct Validity:

In order to evaluate construct validity of the research instruments the three questionnaires were referred to three experts (Annex-IX) for validation. Based on the advice of these experts slight changes in the stem of each question were made to address the parents, teachers and students separately.

3.3.2.3 Content Reliability of the Research Instrument

In consultation with the experts in the field the content reliability of the research instruments was checked through pre and post test with a mini sample. The comparison of the results showed that more than 90% respondents in the three categories responded with the same options both in pre and post tests which established that the instruments were eventually reliable. After being satisfied, the questionnaires were got printed. Results of the pre and post test are given below:-

Question / Options	Parents (1 st test) (40)	Parents (2 nd test) (40)	Teachers (1 st test) (20)	Teachers (2 nd test) (20)	Students (1 st test) (40)	Students (2 nd test) (40)
Question 1	Which of the following life styles would you/ your children/your students like to follow in life?					
Life style of developed countries like America	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
Life style of developing countries like India	0	0	0	0	1 (2.5%)	1 (2.5%)
Life style of under developed countries	1 (2.5%)	1 (2.5%)	0 (0.4%)	0 (0.4%)	1 (2.5%)	1 (2.5%)
Life style of Islam	38 (95.0%)	38 (95.0%)	19 (95.0%)	19 (95.0%)	38 (95.0%)	38 (95.0%)
Life style of under developing countries	0	0	0	0	0	0
Total (5 options)	40 (100 %)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 2	For what purpose do you learn teach English at school?					
To follow culture of advanced countries	0	0	0	0	0	0
To tell others about their own culture and society	24 (60.0)	24 (60.0)	15 (75.0%)	14 (70.0%)	19 (47.5%)	19 (47.5%)
To watch English movies	0	0	0	0	0	0
To get latest knowledge in different fields	16 (40.0%)	16 (40.0%)	5 (25.0%)	5 (25.0%)	21 (52.5%)	21 (52.5%)
Total (4 options)	40 (100%)	40 (100%)	20 (100.0%)	19 (95.0%)	40 (100%)	40 (100%)
Question 3	Which of the following greeting do you/ your children/your students like to use in daily life ?					
Hello	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
Namastey	0	0	0	0	0	0
Assalam ale kum	39 (97.5%)	39 (97.5%)	19 (95.0%)	19 (95.0%)	39 (97.5%)	39 (97.5%)
Hai	0	0	0	0	0	0
Total (4 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 4	Which of the following characteristics in your opinion make a person perfect?					
Healthy body	1 (2.5%)	0	2 (10.0%)	2 (10.0%)	1 (2.5%)	1 (2.5%)
High level of morality	17 (42.5%)	17 (42.5%)	12 (60.0%)	12 (60.0%)	19 (47.5%)	19 (47.5%)
Have all comforts of life	2 (5.0%)	2 (5.0%)	0	0	1 (2.5%)	1 (2.5%)
Sufficient knowledge of the world around	20 (50.0%)	20 (50.0%)	6 (30.0%)	6 (30.0%)	18 (45.0%)	18 (45.0%)
All of the above	0	0	0	0	1 (2.5%)	1 (2.5%)
Total (5 options)	40 (100%)	39 (97.5%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 5	Which of the following types of person do you/ your children/your students like?					
Who is proud of his wealth?	1 (2.5%)	1 (2.5%)	0	0	1 (2.5%)	1 (2.5%)
Who is proud of his family and friends?	2 (5.0%)	2 (5.0%)	2 (10.0%)	2 (10.0%)	3 (7.5%)	3 (7.5%)
Who is proud of his links with foreigners?	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	0	0
Who is proud of his own culture and society?	20 (50.0%)	20 (50.0%)	8 (40.0%)	8 (40.0%)	20 (50.0%)	20 (52.5%)
Who is proud to serve others?	15 (37.5%)	15 (37.5%)	9 (45.0%)	9 (45.0%)	16 (40.0%)	16 (37.5%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 6	Which of the following types of stories do you/ your children/your students like to study in English textbook?					
Stories of success of European and America scientists	0	0	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
Stories of Muslim heroes	6 (15.0%)	6 (15.0%)	3 (15.0%)	3 (15.0%)	8 (20.0%)	8 (20.0%)
Stories of justice and peace	8 (20.0%)	8 (20.0%)	6 (30.0%)	6 (30.0%)	8 (20.0%)	9 (22.5%)
Stories of wars and bravery	7 (17.5%)	7 (17.5%)	3 (15.0%)	3 (15.0%)	1 (2.5%)	1 (2.5%)
Stories of those who sacrificed for mankind	19 (47.5%)	19 (47.5%)	8 (40.0%)	8 (40.0%)	21 (52.5%)	21 (52.5%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	39 (97.5%)	40 (100%)

Question 7	Why do you/ your children/your students like to study English?					
To read books written in English	2 (5.0%)	2 (5.0%)	2 (10.0%)	2 (10.0%)	1 (2.5%)	1 (2.5%)
For better computer learning	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	3 (7.5%)	3 (7.5%)
To communicate with foreigners developed countries	4 (10.0%)	4 (10.0%)	3 (15.0%)	3 (15.0%)	4 (10.0%)	4 (10.0%)
For higher education in country	18 (45.0%)	18 (45.0%)	6 (30.0%)	6 (30.0%)	15 (37.5%)	15 (37.5%)
To get good grades	6 (15.0%)	6 (15.0%)	4 (20.0%)	4 (20.0%)	8 (20.0%)	8 (20.0%)
To go abroad for higher education	7 (17.5%)	7 (17.5%)	4 (20.0%)	4 (20.0%)	9 (22.5 %)	9 (22.5 %)
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 8	Essays on which of the following topics do you/ your children/your students like to read in English class?					
Essays on historical events	5 (12.5%)	5 (12.5%)	2 (10.0%)	2 (10.0%)	8 (20.0%)	8 (20.0%)
Essays on cultural events	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	3 (7.5%)	3 (7.5%)
Essays on scientific objects	5 (12.5%)	5 (12.5%)	4 (20.0%)	4 (20.0%)	5 (12.5%)	5 (12.5%)
Essays on scenes of natural beauty	12 (30.0%)	12 (30.0%)	6 (30.0%)	6 (30.0%)	9 (22.5%)	9 (22.5%)
Essays on religious topics	13 (32.5%)	13 (32.5%)	4 (20.0%)	4 (20.0%)	13 (32.5%)	12 (30.0%)
Essays on social customs of people	3 (7.5%)	3 (7.5%)	3 (15.0%)	3 (15.0%)	2 (5.0%)	3 (7.5%)
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 9	Poems of which of the following topics do you/ your children/your students like the most?					
Romantic	7 (17.5%)	7 (17.5%)	2 (10.0%)	2 (10.0%)	4 (10.0%)	4 (10.0%)
On nature and its objects	11 (27.5%)	11 (27.5%)	6 (30.0%)	6 (30.0%)	13 (32.5%)	13 (32.5%)
About human culture/cultural events	5 (12.5%)	5 (12.5%)	3 (15.0%)	3 (15.0%)	7 (17.5%)	7 (17.5%)
Patriotism	12 (30.0%)	12 (30.0%)	5 (25.0%)	6 (35.0%)	11 (27.5%)	11 (27.5%)
Scientific objects like aeroplane	5 (12.5%)	5 (12.5%)	3 (15.0%)	3 (15.0%)	5 (12.5%)	5 (12.5%)
Total (5 options)	40 (100%)	40 (100%)	19 (95.0%)	20 (100%)	40 (100%)	40 (100%)

Question 10	What do you/ your children/your students think is “good” and be followed in life?					
All that is liked by advance countries	1 (2.5%)	1 (2.5%)	0	0	0	0
All that has been proved by science	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
All that is in Holy Quran and teachings of Holy Prophet (SAWS)	37 (92.5%)	37 (92.5%)	19 (95.0%)	19 (95.0%)	39 (97.5%)	39 (97.5%)
All that is liked by the majority of world people	0	0	0	0	0	0
Total (4 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 11	Which of the following types of material do you/ your children/your students like to study in English class?					
About numbers and calculations	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
About university and college life	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	2 (5.0%)	2 (5.0%)
About gardens and agriculture farms	15 (37.5%)	16 (37.5%)	7 (35.0%)	7 (35.0%)	17 (42.5%)	17 (42.5%)
About cities and countries	2 (5.0%)	2 (5.0%)	2 (10.0%)	2 (10.0%)	3 (7.5%)	3 (7.5%)
About business and industry	12 (30.0%)	12 (30.0%)	6 (30.0%)	6 (30.0%)	9 (22.5%)	9 (22.5%)
About human nature	7 (17.5%)	7 (17.5%)	3 (15.0%)	3 (15.0%)	8 (20.0%)	8 (20.0%)
Total (6 options)	39 (97.5%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 12	Which of the following types of knowledge do you/ your children/your students think as real knowledge?					
Scientific knowledge	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
Life experience of man	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
History of mankind	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
Revealed knowledge like Holy Quran	33 (82.5%)	33 (82.5%)	15 (75.0%)	15 (75.0%)	34 (85.0%)	34 (85.0%)
Sayings of elderly people with practical experience	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	2 (5.0%)	2 (5.0%)
All of the above	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 13	Which of the following ways/means do you/ your children/your students think are most suitable to get real knowledge?					
Only by five senses	1 (2.5%)	1 (2.5%)	3 (15.0%)	3 (15.0%)	2 (5.0%)	2 (5.0%)
Only by personal experience	1 (2.52%)	1 (2.52%)	1 (5.0%)	1 (5.0%)	0	0
Only by revealed books	16 (40.0%)	16 (40.0%)	9 (45.0%)	9 (45.0%)	14 (35.0%)	14 (35.0%)
Only by history of mankind	5 (12.5%)	5 (12.5%)	1 (5.0%)	1 (5.0%)	8 (20.0%)	8 (20.0%)
All of the above	17 (45.2%)	17 (45.2%)	6 (30.0%)	6 (30.0%)	16 (40.0%)	16 (40.0%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 14	Which of the following do you/ your children/your students think should be emphasized while learning English in school?					
Writing letters in English	3 (7.5%)	3 (7.5%)	1 (5.0%)	1 (5.0%)	3 (7.5%)	3 (7.5%)
Writing stories in English	5 (12.5%)	5 (12.5%)	4 (20.0%)	4 (20.0%)	4 (10.0%)	4 (10.0%)
Reading poems in English	7 (17.5%)	7 (17.5%)	3 (15.0%)	3 (15.0%)	6 (15.0%)	6 (15.0%)
Reading short essays in English	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	4 (10.0%)	4 (10.0%)
Practicing English grammar	13 (32.5%)	13 (32.5%)	7 (35.0%)	7 (35.0%)	14 (35.0%)	14 (35.0%)
Conversation with friends in English	10 (25.0%)	10 (25.0%)	4 (20.0%)	4 (20.0%)	10 (25.0%)	10 (25.0%)
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 15	What should be added in English textbooks of classes IX and X?					
Poems	4 (10.0%)	4 (10.0%)	3 (15.0%)	3 (15.0%)	5 (12.5%)	5 (12.5%)
Stories	6 (15.0%)	6 (15.0%)	4 (20.0%)	4 (20.0%)	5 (12.5%)	5 (12.5%)
Essays	3 (7.5%)	3 (7.5%)	1 (5.0%)	1 (5.0%)	4 (10.0%)	4 (10.0%)
Letters and applications	7 (17.5%)	7 (17.5%)	2 (10.0%)	2 (10.0%)	5 (12.5%)	4 (10.0%)
Grammar	6 (15.0%)	6 (15.0%)	3 (15.0%)	3 (15.0%)	5 (12.5%)	5 (12.5%)
Novel/fiction/drama	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	3 (7.5%)	3 (7.5%)
Conversation in English	14 (35.0%)	14 (35.0%)	6 (30.0%)	6 (30.0%)	13 (32.5%)	13 (32.5%)
Total (7 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	39 (97.5%)
Question 16	Who is a good English teacher in your opinion?					
Who gives notes for examination	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	2 (5.0)	2 (5.0)
Who lays emphasis on grammar to learn English.	7 (17.5%)	7 (17.5%)	3 (15.0%)	3 (15.0%)	7 (17.5%)	7 (17.5%)
Who talks about future life.	6 (15.0%)	6 (15.0%)	4 (20.0%)	4 (20.0%)	6 (15.0%)	6 (15.0%)
Who involves students in reading and writing.	7 (17.5%)	7 (17.5%)	4 (20.3%)	4 (20.3%)	7 (17.5%)	7 (17.5%)
Who speaks English and wants students to speak as well.	18 (45.0%)	18 (45.0%)	8 (40.0%)	7 (35.0%)	18 (45.0%)	18 (45.0%)
Who uses computer games and charts for teaching English	1 (2.5%)	1 (2.5%)	0	1 (5.0%)	1 (2.5%)	1 (2.5%)
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 17	Which of the following types of letter you/your children/your students have learnt already?					
Letters to friends for invitation	14 (35.0%)	14 (35.0%)	9 (45.0%)	8 (40.0%)	14 (35.0%)	14 (35.0%)
Letters to family elders	22 (55.0%)	22 (55.0%)	10 (50.0%)	10 (50.0%)	21 (52.5%)	21 (52.5%)
Letters of condolences	3 (7.5%)	3 (7.5%)	0	1 (5.0%)	4 (10.0%)	4 (10.0%)
Letters to editors of newspapers	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
Total (4 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 18	Reading material on which of the following topics do you/your children/your students like to study the most?					
Eid –ul-Fiter / Christmas	12 (30.0%)	12 (30.0%)	5 (25.0%)	5 (25.0%)	12 (30.0%)	11 (27.5%)
Missiles	4 (10.0%)	4 (10.0%)	2 (10.0%)	2 (10.0%)	6 (15.0%)	6 (15.0%)
The Rose	6 (15.0%)	6 (15.0%)	3 (15.0%)	3 (15.0%)	6 (15.0%)	6 (15.0%)
Sabzi Mandi	6 (15.0%)	6 (15.0%)	4 (20.0%)	4 (20.0%)	6 (15.0%)	6 (15.0%)
Jabar bin Hayyan	12 (30.0%)	12 (30.0%)	6 (30.0%)	6 (30.0%)	10 (25.0%)	11 (27.5%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 19	Discussion on which of the following topic do you/your children/your students like in English class?					
Population Education	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	2 (5.0%)	2 (5.0%)
Environmental Education	9 (22.5%)	9 (22.5%)	3 (15.0%)	3 (15.0%)	8 (20.5%)	8 (20.5%)
Village-City life comparison	13 (32.5%)	13 (32.5%)	7 (35.0%)	7 (35.0%)	13 (32.5%)	13 (32.5%)
Health is wealth	4 (10.0%)	4 (10.0%)	2 (10.0%)	2 (10.0%)	4 (10.0%)	4 (10.0%)
Animals and plants in Pakistan	11 (27.5%)	11 (27.5%)	5 (25.0%)	5 (25.0%)	9 (22.5%)	9 (22.5%)
Traffic in cities	2 (5.0%)	2 (5.0%)	2 (10.0%)	2 (10.0%)	4 (10.0%)	4 (10.0%)
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 20	In your opinion which of the following is more necessary to write good English?					
Maximum vocabulary	14 (35.0%)	14 (35.0%)	6 (30.0%)	6 (30.0%)	14 (35.0%)	14 (35.0%)
Grammar	17 (42.5%)	17 (42.5%)	9 (45.0%)	9 (45.0%)	16 (40.0%)	16 (40.0%)
Perice writing	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	2 (5.0%)	2 (5.0%)
Making Summaries	4 (10.0%)	4 (10.0%)	2 (10.0%)	2 (10.0%)	4 (10.0%)	4 (10.0%)
Punctuation	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	2 (5.0%)	2 (5.0%)
All of the above	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	2 (5.0%)	2 (5.0%)
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 21	In "grammar" which of the following is interesting for you/your children/your students?					
Use of verb	25 (62.5%)	25 (62.5%)	11 (55.0%)	11 (55.0%)	23 (57.5%)	23 (57.5%)
Noun & pronoun	6 (15.0%)	6 (15.0%)	3 (15.0%)	3 (15.0%)	7 (17.5%)	7 (17.5%)
Articles	3 (7.5%)	3 (7.5%)	2 (10.0%)	2 (10.0%)	4 (10.0%)	4 (10.0%)
Adjective & Adverb	4 (10.0%)	4 (10.0%)	2 (10.0%)	2 (10.0%)	4 (10.0%)	4 (10.0%)
Preposition & conjunction	3 (7.5%)	2 (5.0%)	2 (10.0%)	2 (10.0%)	2 (5.0%)	2 (5.0%)
Total (5 options)	40 (100%)	39 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 22	Which of the following is interesting for you/your Children/your students?					
Essay	8 (20.0%)	8 (20.0%)	2 (10.0%)	2 (10.0%)	8 (20.0%)	8 (20.0%)
Long Stories	5 (12.0%)	5 (12.0%)	2 (10.0%)	2 (10.0%)	5 (10.0%)	5 (10.0%)
Short Stories	15 (37.5%)	15 (37.5%)	10 (50.0%)	10 (50.0%)	16 (40.0%)	17 (42.5%)
Article	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	2 (5.0%)	2 (5.0%)
Drama	1 (2.5%)	1 (2.5%)	0	0	0	0
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 23	Material on which of the following context do you/your children/your students like for writing?					
Social context like cleanliness of mohallah	7 (17.5%)	7 (17.5%)	4 (20.0%)	4 (20.0%)	6 (15.0%)	6 (15.0%)
Religious context like lesson learnt from Ramadan	12 (30.0%)	12 (30.0%)	4 (20.0%)	5 (25.0%)	12 (30.0%)	12 (30.0%)
Economic context like working of stock exchange	2 (5.0%)	2 (5.0%)	2 (10.0%)	2 (10.0%)	3 (7.5%)	3 (7.5%)
Science and technology context like microscope	5 (12.0%)	5 (12.0%)	3 (15.0%)	3 (15.0%)	5 (12.5%)	5 (12.5%)
Moral context like rights of neighbour	13 (32.5%)	13 (32.5%)	7 (35.0%)	6 (30.0%)	13 (32.5%)	13 (32.5%)
Political context like local elections in Pakistan	1 (2.5%)	1 (2.5%)	0	0	1 (2.5%)	1 (2.5%)
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 24	While watching TV which of the following pleases you/your children/your students like the most?					
Indian songs	0	0	0	0	1 (2.5)	1 (2.5)
Pakistani drama	10 (25.0%)	9 (22.5%)	7 (35.0%)	7 (35.0%)	9 (22.5%)	9 (22.5%)
Sports and quiz programmes	30 (75.0%)	31 (77.5%)	13 (65.0%)	13 (65.0%)	30 (75.0%)	30 (75.0%)
English movies	0	0	0	0	0	0
Total (4 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 25	Which of the following you/your children/your students like the most? (Assign 1,2,3....in order of merit to six given options)					
Reading	46 (19.2%)	46 (19.2%)	24 (20.0%)	24 (20.0%)	48 (20.0%)	48 (20.0%)
Speaking	44 (18.3%)	44 (18.3%)	22 (18.3%)	22 (18.3%)	40 (16.7%)	40 (16.7%)
Writing	34 (14.2%)	34 (14.2%)	16 (13.3%)	16 (13.3%)	38 (15.8%)	38 (15.8%)
Grammar	32 (13.3%)	33 (13.7%)	22 (18.3%)	22 (18.3%)	36 (15.0%)	36 (15.0%)
Listening	34 (14.2%)	35 (14.6%)	20 (18.3%)	20 (18.3%)	36 (15.0%)	36 (15.0%)
English songs and games	30 (12.5%)	30 (12.5%)	16 (13.3%)	16 (13.3%)	32 (13.3%)	32 (13.3%)
Total (6 options)	220 (91.7%)	222 (92.5%)	120 (100%)	120 (100%)	230 (95.5%)	230 (95.8%)
Question 26	Which of the following you/your children/your students consider most important? (Assign 1,2,3....in order of merit to six given options)					
English Speaking	48 (20.0%)	48 (20.0%)	26 (21.6%)	26 (21.6%)	49 (20.4%)	49 (20.4%)
English Grammar	42 (17.5%)	42 (17.5%)	20 (16.7%)	20 (16.7%)	44 (18.3%)	44 (18.3%)
Writing	40 (16.6%)	40 (16.6%)	19 (15.8%)	19 (15.8%)	38 (15.8%)	38 (15.8%)
English Reading	38 (15.8%)	38 (15.8%)	18 (15.0%)	18 (15.0%)	38 (15.8%)	38 (15.8%)
English English	36 (15.0%)	36 (15.0%)	18 (15.0%)	18 (15.0%)	34 (14.2%)	34 (14.2%)
Listening	30 (12.5%)	30 (12.5%)	15 (12.5%)	15 (12.5%)	32 (13.3%)	32 (13.3%)
English songs and games	234 (97.5%)	234 (97.5%)	116 (96.6%)	116 (96.6%)	235 (97.5%)	235 (97.5%)
Total (6 options)						
Question 27	Which of the following you/your children/your students enjoy the most? (Assign 1,2,3....in order of merit to six given options)					
English Speaking	50 (20.8%)	50 (20.8%)	28 (23.3%)	28 (23.3%)	49 (20.4%)	49 (20.4%)
Watching	44 (18.3%)	44 (18.3%)	21 (17.5%)	21 (17.5%)	45 (18.7%)	45 (18.7%)
English Video	40 (16.6%)	40 (16.6%)	19 (15.8%)	19 (15.8%)	40 (16.6%)	40 (16.6%)
Listening	37 (15.4%)	37 (15.4%)	17 (14.2%)	17 (14.2%)	37 (15.4%)	37 (15.4%)
English Audio Tape	35 (14.5%)	35 (14.5%)	16 (13.3%)	16 (13.3%)	34 (14.2%)	34 (14.2%)
Writing in English	30 (12.5%)	30 (12.5%)	15 (12.5%)	15 (12.5%)	31 (12.9%)	33 (13.7%)
English Books	236 (98.3%)	236 (98.3%)	116 (96.6%)	116 (96.6%)	236 (98.3%)	238 (99.1%)
English songs and games						
Total (6 options)						

Question 28	Dialogue on which of the following topic do you/your children/your students like to listen in the class?					
Education system of Pakistan	2 (5.0%)	2 (5.0%)	2 (10.0%)	2 (10.0%)	5 (12.0%)	5 (12.0%)
Marriage rituals in Pakistan	5 (12.5%)	5 (12.5%)	3 (15.0%)	3 (15.0%)	6 (15.0%)	6 (15.0%)
Use of atomic energy in agriculture	12 (30.0%)	12 (30.0%)	6 (30.0%)	6 (30.0%)	13 (32.5%)	13 (32.5%)
A cricket match between India and Pakistan	17 (42.5%)	17 (42.5%)	10 (50.0%)	10 (50.0%)	14 (35.0%)	14 (35.0%)
Use of internet	2 (5.0%)	2 (5.0%)	3 (15.0%)	3 (15.0%)	2 (5.0%)	2 (5.0%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 29	How in your opinion we can develop our country and get respect in the community of nations?					
By following American life style.	1 (2.5%)	0	0	0	0	0
By adopting values of British and other nations of Europe	0	0	0	0	1 (2.5%)	1 (2.5%)
By getting latest knowledge like	0	1 (2.5%)	0	0	1 (2.5%)	1 (2.5%)
By adopting Islamic life style	20 (50.0%)	20 (50.0%)	11 (55.0%)	11 (55.0%)	20 (50.0%)	20 (50.0%)
By getting latest knowledge following the teachings of Islam	19 (47.5%)	20 (50.0%)	9 (45.8%)	9 (45.8%)	18 (45.0%)	18 (45.0%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 30	For which of the following reason are you / your children / your students are interested in learning English?					
To read books written in English	4 (10.0%)	4 (10.0%)	1 (5.0%)	1 (5.0%)	3 (7.5%)	3 (7.5%)
To go abroad for studying	8 (20.0%)	8 (20.0%)	4 (20.0%)	4 (20.0%)	8 (20.0%)	7 (17.5%)
To get good grades	5 (12.0%)	5 (12.0%)	2 (10.0%)	2 (10.0%)	2 (5.0%)	2 (5.0%)
English is helpful in getting job	10 (25.0%)	10 (25.0%)	6 (30.0%)	6 (30.0%)	12 (30.0%)	13 (32.5%)
Because it official language of Pakistan	13 (32.5%)	13 (32.5%)	7 (35.0%)	7 (35.0%)	15 (37.5%)	15 (37.5%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 31	For which of the following reason are you / your children / your students want to learn English more?					
It is important to get employment	16 (40.0%)	15 (37.5%)	7 (35.0%)	7 (35.0%)	17 (42.5%)	17 (42.5%)
Only important language one faces in life	16 (40.0%)	16 (40.0%)	7 (35.0%)	7 (35.0%)	14 (35.0%)	14 (35.0%)
Important pieces of world literature are in it	1 (2.5%)	1 (2.5%)	1 (5.0%)	0	2 (5.0%)	2 (5.0%)
It has record of important of events world history	1 (2.5%)	1 (2.5%)	1 (5.0%)	1 (5.0%)	1 (2.5%)	1 (2.5%)
Only important language one faces in life	6 (15.0%)	7 (17.5%)	4 (20.0%)	5 (25.0%)	6 (15.0%)	6 (15.0%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 32	In which of the following situations will you / your children / your students use knowledge of English in daily life? (Assign 1, 2, 3.....to the given six options)					
While doing job in different offices in Pakistan	50 (20.8%)	50 (20.8%)	24 (20.0%)	24 (20.0%)	51 (21.2%)	51 (21.2%)
While going abroad for higher studies	43 (17.9%)	43 (17.9%)	22 (18.3%)	22 (18.3%)	45 (18.7%)	45 (18.7%)
While serving in a foreign company in Pakistan	42 (17.5%)	42 (17.5%)	22 (18.3%)	22 (18.3%)	40 (16.7%)	41 (17.0%)
While talking with foreigners in a domestic company	40 (16.6%)	40 (16.6%)	20 (16.6%)	20 (16.6%)	38 (15.8%)	38 (15.8%)
Communicating with foreigners	34 (14.2%)	34 (14.2%)	17 (14.1%)	17 (14.1%)	35 (14.9%)	35 (14.9%)
While living in foreign countries	29 (12.1%)	29 (12.1%)	14 (11.6%)	14 (11.6%)	30 (12.5%)	30 (12.5%)
Total (6 options)	238 (99.1%)	238 (99.1%)	119 (99.1%)	119 (99.1%)	239 (99.6%)	240 (100%)
Question 33	Content and time for which of the following may be added for learning English at schools?					
For Listening English	0	0	1 (2.5%)	1 (2.5%)	0	0
For reading English	4 (10.0%)	4 (10.0%)	2 (10.0%)	2 (10.0%)	3 (7.5%)	3 (7.5%)
For conversation in English	20 (50.0%)	21 (52.5%)	11 (55.0%)	11 (55.0%)	22 (55.0%)	22 (55.0%)
For writing English	6 (15.0%)	6 (15.0%)	2 (5.0%)	2 (5.0%)	7 (17.5%)	7 (17.5%)
For English grammar	10 (25.0%)	9 (22.5%)	4 (10.0%)	4 (10.0%)	8 (20.0%)	8 (20.0%)
Total (4 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 34	In which of the following situations/places will you / your children / your students use knowledge of English in daily life?					
In school	5 (12.5%)	5 (12.5%)	3 (15.0%)	3 (15.0%)	4 (10.0%)	4 (10.0%)
At home	1 (2.2%)	1 (2.2%)	0	0	1 (2.5%)	0
In the office / on job	12 (30.0%)	12 (30.0%)	6 (30.0%)	6 (30.0%)	14 (35.0%)	14 (35.0%)
Internet	1 (2.5%)	1 (2.5%)	2 (10.0%)	2 (10.0%)	2 (5.0%)	3 (7.5%)
To get further education	21 (52.5%)	21 (52.5%)	9 (45.0%)	9 (45.0%)	19 (47.5%)	19 (47.5%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 35	Which of the following types of letters do you / your children / your students like to write?					
Introducing their country to a foreigner	9 (22.5%)	9 (22.5%)	4 (20.0%)	4 (20.0%)	10 (30.0%)	10 (30.0%)
Writing complaints to some Govt. offices	7 (17.5%)	7 (17.5%)	4 (20.0%)	4 (20.0%)	5 (12.5%)	5 (12.5%)
Writing story of a cultural events to someone	8 (20.0%)	8 (20.0%)	4 (20.0%)	4 (20.0%)	6 (15.0%)	6 (15.0%)
Writing description of journey to family	14 (35.0%)	14 (35.0%)	7 (35.0%)	7 (35.0%)	15 (37.5%)	15 (37.5%)
Introducing computer software to friends	3 (7.5%)	3 (7.5%)	1 (5.0%)	1 (5.0%)	4 (10.0%)	4 (10.0%)
Total (5 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)

Question 36	Which of the following topics is interesting for you / your children / your students to write an essay?					
Marriage party	2 (5.6%)	2 (5.6%)	2 (10.0%)	2 (10.0%)	2 (5.0%)	2 (5.0%)
Railway journey	7 (17.5%)	7 (17.5%)	3 (15.0%)	3 (15.0%)	8 (20.0%)	8 (20.0%)
My country Pakistan	17 (42.5%)	17 (42.5%)	9 (45.0%)	9 (45.0%)	18 (45.0%)	18 (45.0%)
A day of Eid	12 (30.0%)	12 (30.0%)	7 (35.0%)	7 (35.0%)	9 (22.5%)	9 (22.5%)
Computers	2 (5.0%)	2 (5.0%)	0	0	3 (7.5%)	3 (7.5%)
Elections	0	0	0	0	0	0
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 37	Which of the following topics do you / your children / your students like to discuss with a foreigner?					
Geographical location of Pakistan	12 (30.0%)	12 (30.0%)	6 (30.0%)	6 (30.0%)	11 (27.5%)	11 (27.5%)
Islamic identity of Pakistan	12 (30.0%)	12 (30.0%)	7 (35.0%)	7 (35.0%)	16 (40.0%)	16 (40.0%)
Tourism spots in Pakistan	10 (25.0%)	10 (25.0%)	4 (20.0%)	4 (20.0%)	9 (22.5%)	9 (22.5%)
Transport system in Pakistan	3 (7.5%)	3 (7.5%)	2 (10.0%)	2 (10.0%)	2 (5.0%)	2 (5.0%)
Marriage parties in different parts of Pakistan	2 (5.0%)	2 (5.0%)	1 (5.0%)	1 (5.0%)	2 (5.0%)	1 (2.5%)
Political system of Pakistan	1 (2.5%)	1 (2.5%)	0	0	0	0
Total (6 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	39 (100%)

Question 38	Dialogue on which of the following topics do you / your children / your students like to listen?					
Education system of Pakistan	3 (7.5%)	3 (7.5%)	2 (10.0%)	2 (10.0%)	2 (5.0%)	2 (5.0%)
Marriage rituals	17 (42.5%)	17 (42.5%)	10 (50.0%)	10 (50.0%)	21 (52.5%)	21 (52.5%)
Use of atomic energy in agriculture	15 (37.5%)	15 (37.5%)	5 (20.0%)	5 (20.0%)	13 (32.5%)	13 (32.5%)
A cricket match between two friends.	5 (12.5%)	5 (12.5%)	3 (15.0%)	3 (15.0%)	4 (10.0%)	4 (10.0%)
Total (4 options)	40 (100%)	40 (100%)	20 (100%)	20 (100%)	40 (100%)	40 (100%)
Question 39 and 40	Which topics of existing English textbook of class IX and X do you / your children / your students study with more interest as compared to others?					
Hazrat Muhammad (SAWS)	15	16	13	13	16	16
Hazrat Ali's Humanism	13	13	10	10	13	13
Bees	6	6	5	5	7	7
Traffic	6	6	5	5	4	4
Education						
Road Safety	5	5	4	4	4	4
Festival in Pakistan	6	6	4	4	3	3
A great leader; Quaid e Azam	5	5	5	5	3	4
Hazrat Ayesha (RA)	4	4	3	3	6	6
Khalid bin Waleed	4	4	4	4	5	5
Father's Advice	5	5	3	3	4	4
Wedding Ceremonies	4	4	4	4	3	3
Daffodils	4	4	3	3	4	4
Knowledge is light	4	4	2	2	3	3
Abu bin Adham	3	3	1	1	3	3
Wedding ceremonies	3	3	1	1	3	3
A little word	2	2	1	1	2	2
Simplicity	2	2	1	1	2	2

Following tables present the summary of the results of the pilot testing undertaken to judge and determine the content reliability of the research instrument.

a) Number of questions where total number of respondents differed from the other test with changing the total number of respondents in a question.

Total questions	Difference in responses		
	Parents	Teachers	Students
38	3 (7.5%)	1 (5.0%)	4 (10.0%)

b) Number of options where the number of respondents differed from the other test without affecting the total number of respondents in a question against the given options.

Total options	Difference in responses		
	Parents	Teachers	Students
200	14 (7.0%)	10 (5.0%)	15 (7.5%)

The results show that both in terms of questions and in case of options given in each case the contents of the instruments were more than 90% reliable both in case of questions and options hence were adopted for the data collection. The researcher also selected three experts of curriculum wing, Ministry of Education and one officer each from curriculum bureaus and textbook boards from the provinces for pilot testing of the expert questionnaire. The data from the experts in provinces was collected through mailing the instruments to them while the data from the experts in Islamabad was personally collected. The results showed that the contents of the research instrument are more than 95% reliable.

3.3.3 Period

The questionnaires prepared for the survey purpose were distributed and collected in the sample districts across the country. In schools of hot areas the questionnaire were administered between November 2005 and March 2006. The same in respect of winter

area schools were administered in the months of April –June 2006. In order to ensure the collection of data from the required number of the respondents, the Urdu version of the questionnaires was used/distributed among the respondents from Urdu medium schools. Since response from the parents' was slow therefore the researcher had to distribute 2500 questionnaire to get the response from the required number of 2000 parents. The response from the English teachers was quite encouraging and the response from required number of 1000 respondents was received out of 1150 questionnaires distributed. Since the students were usually given time to respond during the school hours or in a few cases the very next day therefore the response of 2000 students was received against 2170 respondents.

3.4 Data Collection

In educational research, there are two main sources of data; one comes from inner world of library and the other form outside world of living people. The researcher personally traveled through the target schools/areas of Islamabad, Rawalpindi, Lahore, Jhang, Muzaffargarh, Sargodha, Sahiwal, Karachi, Hyderabad (Jamshoro), Nowabshah, Peshawar, Swat, Abboattabad and Haripur to collect data from teachers, students and the parents as well as experts of textbook boards and curriculum bureaus. The researcher utilized the services of Education Department of NWFP for Kohat and Hangu and the same in case of Sindh and Punjab for the districts of Khairpur, Thatha and Khushab and Bhakkar respectively to collect data. Due to unavoidable circumstances the researcher could not travel to Balochistan and data was collected through mail and by engaging teachers from the districts included in the sample with the cooperation of Provincial Education Department of Balochistan, and Directorate of Federal Government Educational Institutions (Cantt and Garrison) Quetta .

3.4.1 Procedure for Analysis of Data

Through distribution of questionnaire opinion of 1000 English teachers including male and female working at High school (class IX and X) level form the sample population was obtained. Similarly the opinion of 2000 students and 2000 parents of class IX and X students, included in the sample was collected. Following central tasks in editing the data were completed before the data analysis: -

- a) Completeness: a check was made that there is an answer to every question. Missing answers were crosschecked before data analysis.
- b) Accuracy: as far as possible a check was made that all questions had been answered accurately. Accuracy for the questionnaires of teachers, students and parents was not a problem as the respondent had to tick any of the given options except in questions No 31, 32, 33 and 41 where the respondents had to show their order of preference in case of the given options.
- c) Uniformity: A check was made to ensure that uniformity had been maintained in interpreting all the questions.

All these steps were taken care of while processing data to ensure the authenticity of the processed data. SPSS computer programme was used for coding, processing and analyzing the data collected from the sample of parents, teachers, students and experts. Two way Chi - Square statistics were used to draw inferences and make generalizations.

$$x = \sum \frac{(fo - fe)^2}{fe}$$

Where : fo= frequency of observed or experimentally determined facts
fe= expected frequency of occurrence on hypothesis (Garrett. 1997)

If the obtained chi square value found greater than the critical value (table value) then the difference in the item was declared significant, otherwise not significant. On the basis of analysis of data the findings were drawn.

Summary

This chapter addressed the description of the research methodology and procedure used to determine the content and construct validity and reliability of the research instrument through pilot testing and expert opinion. It also described the detail of province wise district and number of schools, parents, teachers and students included in the sample and procedure for their selection. The statistics used for data analysis has also been mentioned here. The analysis of the data on the main study area will be presented in the next chapter.

CHAPTER – 4

ANALYSIS OF DATA

In this chapter the opinion of the sample population i.e. the parents of the students of class IX and X, English teachers, students of class IX-X, and experts in curriculum development in the subject of English language at Secondary level, collected through questionnaires has been analyzed to make conclusion. The data analyzed by using the statistical tools mentioned in chapter – 3 has been presented in tabular forms as under:-

PART – A

Analysis of opinion of respondents (parents, teachers and the students) on all questions giving a complete picture along with Male and Female, Rural and Urban, Urdu and English Mediums and Public and Private Sector schools in the following categories:-

Category-I Social Forces in Society /Community Values and Purposes; Table 1-10

Category-II Knowledge, its Treatment and Utilization; Table 1-10

Category-III Learning - Nature of the Learner and Learning; Table 1-10

Category-IV Human Development and Growth; Table 1-10

PART-B

Analysis of the opinion of experts in curriculum and textbook development from concerned federal and provincial institutions in the subject of English as under:-

Category-I

Opinion of the curriculum experts about the process of curriculum development and revision in Pakistan for development of the curriculum of English for Secondary Schools (classes IX –X); Table 1-11.

Category-II

Opinion of the curriculum experts about the topics for inclusion in the content for teaching English in Secondary School (classes IX –X); Table 11-22.

PART-A Analysis of opinion of parents, teachers and the students giving a complete picture along with analysis of the opinion of male and female, urban and rural, Urdu and English mediums and public and private sector respondents.

Category-I Social Forces in Society /Community Values and Purposes

Table No 1

Frequency difference in the preference of respondents (parents, teachers and students) about their favourite life style.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urdu (3470)	English (1530)	Chi- square value
Life style of developed countries like America	24 (1.2%)	29 (2.9%)	35 (1.8%)		49 (1.4%)	39 (2.5%)	
Life style of developing countries like India	0	1 (0.1%)	35 (1.8%)	75.030*	21 (0.6%)	15 (1.0%)	165.250*
Life style of under developed countries	16 (0.8%)	4 (0.4%)	35 (1.8%)		30 (0.8%)	25 (1.6%)	
Life style of Islam	1960 (98.0%)	966 (96.6%)	1895 (94.8%)		3370 (97.1%)	1451 (94.8%)	

df = 6

*Significant at 0.05 level

The above table indicates that the Chi square value (75.030) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about life styles” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about life styles” is retained. The figures in the table are indicative of the fact that the most favourite life style of the respondents is the life style of Islam. The table further reveals that there is a significant difference (Chi Square 165.250) between the opinion of Urdu and English medium respondents (teachers, parents and students) regarding their liking about the life style. Moreover, the table indicates that parents and Urdu medium respondents give more preference to life style of Islam as compared to teachers, students and English medium respondents.

Table No 2 (a)

Frequency difference on the preference of respondents (parents, teachers and students) about the purpose of learning / teaching English.

Options given	Parents (2000)	Teachers (1000)	Students (1985)	Chi-square value	Male 2518	Female 2467	Chi-square value
To tell others about the values of their own culture and society	1144 (57.2%)	600 (60.0%)	915 (46.1%)	71.650*	1395 (55.4%)	1264 (51.2%)	8.655*
To get latest knowledge in different fields	856 (42.8%)	400 (40.0%)	1070 (53.9%)		1123 (44.6%)	1203 (48.8%)	
	df = 6	*Significant at 0.05 level					

The above table indicates that the Chi square value (71.650) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the purpose of learning/teaching English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the purpose of learning/teaching English” is retained. The figures in the table are indicative of the fact that the most preferred purpose of the respondents (parents, teachers and students) for learning English is to tell others about the values of their society and culture. The table further reveals that there is a significant difference (Chi Square 8.655) between the opinion of male and female respondents (teachers, parents and students) regarding their purpose of learning English. Moreover, the table indicates that teachers and male respondents prefer the purpose “tell others about the values of their culture and society” while students and female respondents prefer to “get latest knowledge in different fields”.

Table No 2 (b)

Frequency difference on the preference of respondents (parents, teachers and students) about the purpose of learning / teaching English.

Options given	Parents (2000)	Teachers (1000)	Students (1985)	Chi- square value	Urban (2412)	Rural (2573)	Chi- square value
To tell others about their own culture and society	1144 (57.2%)	600 (60.0%)	915 (46.1%)	71.650*	1446 (60.0%)	1213 (47.1%)	82.042*
To get latest knowledge in different fields	856 (42.8%)	400 (40.0%)	1070 (53.9%)		966 (40.0%)	1360 (52.9%)	
df = 6		*Significant at 0.05 level					

The above table indicates that the Chi square value (71.650) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the purpose of learning/teaching English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the purpose of learning/teaching English” is retained. The figures in the table are indicative of the fact that the most preferred purpose of the respondents (parents, teachers and students) for learning English is to tell others about the values of their culture and society. The table further reveals that there is a significant difference (Chi Square 82.042) between the opinion of urban and rural respondents (teachers, parents and students) regarding their purpose of learning English. Moreover, the table indicates that teachers and urban respondents prefer the purpose “tell others about the values of their culture and society” while students and rural respondents prefer to “get latest knowledge in different fields”.

Table No 3

Frequency difference on the preference of respondents (parents, teachers and students) about various greetings they used to address others.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urdu (3470)	English (1530)	Chi-square value
Hello	72 (3.6%)	45 (4.5%)	61 (3.0%)		109 (3.1%)	69 (4.5%)	
Namastey	0	0	0	206.367*	0	0	156.260*
Assalam ale kum	1928 (96.4%)	945 (94.5%)	1896 (94.8%)		3347 (96.4%)	1422 (92.9%)	
Hai	0	10 (1.0%)	43 (2.2%)		14 (0.4%)	39 (2.5%)	
df = 6				*Significant at 0.05 level			

The above table indicates that the Chi square value (206.367) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about various greetings” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about various greetings” is retained. The figures in the table are indicative of the fact that the most preferred greetings of the respondents (parents, teachers and students) is “Assalam ale kum”. The table further reveals that there is a significant difference (Chi Square 156.26) between the opinion of Urdu and English medium respondents (teachers, parents and students) regarding their preferred greeting. Moreover, the table indicates that parents and Urdu medium respondents prefer “Assalam ale kum” more than other greetings.

Table No 4 (a)

Frequency difference in the perception of respondents (parents, teachers and students) about a perfect person.

Options given	Parents (2000)	Teachers (1000)	Students (1995)	Chi-square value	Urban (2422)	Rural (2573)	Chi-square value
Healthy body	24 (1.2%)	50 (5.0%)	5 (0.3%)		39 (1.6%)	40 (1.5%)	
High level of morality	1064 (53.2%)	550 (55.0%)	1005 (50.4%)		1295 (53.5%)	1324 (51.5%)	
Have all comforts of life	120 (6.0%)	0	45 (2.3%)	307.539*	95 (3.9%)	70 (2.7%)	77.632*
Sufficient knowledge of the world around	720 (36.0%)	350 (35.0%)	870 (43.6%)		901 (37.2%)	1039 (40.4%)	
All of the above	72 (3.6%)	50 (5.0%)	70 (3.5%)		92 (3.8%)	100 (3.9%)	
df = 10			*Significant at 0.05 level				

The above table indicates that the Chi square value (307.539) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the perception of respondents (parents, teachers and students) about a perfect person” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about a perfect person” is retained. The figures in the table are indicative of the fact that the most preferred person of the respondents (parents, teachers and students) is one who has “High level of morality”. The table further reveals that there is a significant difference (Chi Square 77.632) between the opinion of urban and rural respondents (teachers, parents and students) regarding their preferred person. Moreover, the table indicates that students and rural respondents prefer more than others to the person who has “Sufficient knowledge of the world”.

Table No 4 (b)

Frequency difference in the perception of respondents (parents, teachers and students) about a perfect person.

Options given	Parents (2000)	Teachers (1000)	Students (1995)	Chi-square value	Urdu (3465)	English (1530)	Chi-square value
Healthy body	24 (1.2%)	50 (5.0%)	5 (0.3%)		25 (0.7%)	54 (3.5%)	
High level of morality	1064 (53.2%)	550 (55.0%)	1005 (50.4%)		1773 (51.1%)	846 (55.3%)	
Have all comforts of life	120 (6.0%)	0	45 (2.3%)	307.539*	121 (3.5%)	44 (2.9%)	293.001*
Sufficient knowledge of the world around	720 (36.0%)	350 (35.0%)	870 (43.6%)		1474 (42.5%)	466 (30.4%)	
All of the above	72 (3.6%)	50 (5.0%)	70 (3.5%)		72 (2.0%)	120 (7.8%)	
df = 10				*Significant at 0.05 level			

The above table indicates that the Chi square value (307.539) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the perception of respondents (parents, teachers and students) about a perfect person” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about a perfect person” is retained. The figures in the table are indicative of the fact that the most preferred person of the respondents (parents, teachers and students) is one who has “High level of morality”. The table further reveals that there is a significant difference (Chi Square 293.001) between the opinion of Urdu and English medium respondents (teachers, parents and students) regarding their preferred person. Moreover, the table indicates that teachers and English medium respondents prefer more than others to “High level of morality” and students and Urdu medium respondents prefer more than other to “Sufficient knowledge of the world around”.

Table No 5 (a)

Frequency difference in the preference of respondents (parents, teachers and students) about the person they like the most.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urban (2427)	Rural (2573)	Chi-square value
Who is proud of his wealth	40 (2.0%)	0	35 (1.8%)		37 (1.5%)	38 (1.4%)	
Who is proud of his family and friends	112 (5.6%)	100 (10.0%)	95 (4.8%)		142 (5.8%)	165 (6.4%)	
Who is proud of his links with foreigners	96 (4.8%)	50 (5.0%)	15 (0.8%)	150.885*	66 (2.7%)	95 (3.7%)	184.053*
Who is proud of his own culture and society	1032 (51.6%)	400 (40.0%)	1005 (50.3%)		1212 (49.9%)	1225 (47.6%)	
Who is proud to serve others	720 (36.0%)	450 (45.0%)	850 (42.5%)		970 (40.0%)	1050 (40.8%)	
	df = 8		*Significant at 0.05 level				

The above table indicates that the Chi square value (150.885) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the person they like the most” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the person they like the most” is retained. The figures in the table are indicative of the fact that the most liked person of the respondents (parents, teachers and students) is one “who is proud of his/her own society and culture”. The table further reveals that there is a significant difference (Chi Square 184.053) between the opinion of urban and rural respondents (teachers, parents and students) regarding the most liked person. Moreover, the table indicates that students, parents and urban respondents prefer more to “who is proud of his/her own society and culture” than others. The students and teachers also prefer more than parents to “Who is proud to serve others”

Table No 5 (b)

Frequency difference in the preference of respondents (parents, teachers and students) about the person they like the most.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Public (3476)	Private (1524)	Chi-square value
Who is proud of his wealth	40 (2.0%)	0	35 (1.8%)		50 (1.4%)	25 (1.6%)	
Who is proud of his family and friends	112 (5.6%)	100 (10.0%)	95 (4.8%)		216 (6.2%)	91 (5.9%)	
Who is proud of his links with foreigners	96 (4.8%)	50 (5.0%)	15 (0.8%)	150.885*	62 (1.8%)	99 (6.5%)	131.323*
Who is proud of his own culture and society	1032 (51.6%)	400 (40.0%)	1005 (50.3%)		1835 (52.8%)	602 (36.5%)	
Who is proud to serve others	720 (36.0%)	450 (45.0%)	850 (42.5%)		1313 (37.8%)	707 (46.4%)	
	df = 10	*Significant at 0.05 level					

The above table indicates that the Chi square value (150.885) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the person they like the most” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the person they like the most” is retained. The figures in the table are indicative of the fact that the most liked person of the respondents (parents, teachers and students) is one “who is proud of his/her own society and culture”. The table further reveals that there is a significant difference (Chi Square 131.323) between the opinion of public and private sector respondents (teachers, parents and students) regarding the most liked person. Moreover, the table indicates that students and parents like the person “who is proud of his/her own society and culture” more than the teachers. In addition the table indicates that respondents from public sector like the person who is proud of culture and society while public sector likes the person who is proud to serve others.

Table No 6

Frequency difference in the preference of respondents (parents, teachers and students) about the types of stories they want to include in English textbooks.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Male 2532	Female 2468	Chi-square value
Stories of success of European and America scientists	0	50 (5.0%)	40 (2.0%)		47 (1.9%)	43 (1.7%)	
Stories of Muslim heroes	336 (16.8%)	150 (15.0%)	475 (23.8%)	392.168*	538 (21.2%)	423 (17.1%)	32.323*
Stories of justice and peace	472 (23.6%)	300 (30.0%)	480 (24.0%)		669 (26.4%)	583 (23.6%)	
Stories of wars and bravery	352 (17.6%)	100 (10.0%)	45 (2.3%)		260 (10.3%)	237 (9.6%)	
Stories of those who sacrificed for mankind	840 (42.0%)	400 (40.0%)	960 (48.0%)		1018 (40.2%)	1182 (47.9%)	
df = 8		*Significant at 0.05 level					

The above table indicates that the Chi square value (392.168) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the topics of stories they want to include in the textbooks” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the topics of stories they want to include in the textbooks” is retained. The figures in the table are indicative of the fact that the most preferred topic of stories for the respondents (parents, teachers and students) is the stories of those “who sacrificed for the mankind”. The table further reveals that there is a significant difference (Chi Square 32.323) between the opinion of male and female respondents (teachers, parents and students) regarding the most liked topics of stories. Moreover, the table indicates that preference of students and female respondents is more in favour of the topic “who sacrificed for the mankind” as compared to parents, teachers and male respondents.

Table No 7

Frequency difference in the preference of respondents (parents, teachers and students) on the reasons for studying English in schools.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urban (2427)	Rural (2573)	Chi- square value
To read books written in English	80 (4.0%)	100 (10.0%)	95 (4.8%)		130 (5.3%)	145 (5.6%)	
For better computer learning	118 (5.9%)	50 (5.0%)	160 (8.0%)		148 (6.0%)	180 (7.0%)	
To communicate with foreigners	312 (15.6%)	150 (15.0%)	205 (10.3%)	640.443*	342 (14.1%)	325 (12.6%)	42.047*
For higher education in country	888 (44.4%)	300 (30.0%)	725 (36.3%)		455 (18.7%)	494 (19.2%)	
To get good grades	288 (14.4%)	200 (20.0%)	380 (19.0%)				
To go abroad for higher education	314 (15.7%)	200 (20.0%)	435 (21.7%)				
	df = 10	*Significant at 0.05 level					

The above table indicates that the Chi square value (640.443) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the reasons for studying English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the reasons for studying English” is retained. The figures in the table are indicative of the fact that the most preferred reason of the respondents (parents, teachers and students) for learning English is “getting higher education in the country”. The table further reveals that there is a significant difference (Chi Square 42.047) between the opinion of urban and rural respondents (teachers, parents and students) regarding the most important reason. Moreover, the table indicates that preference of parents is more in favour of “getting higher education in the country” as compared to others.

Table No 8 (a)

Frequency difference in the preference of respondents (parents, teachers and students) on their favourite topics for reading essays in English.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Male 2532	Female 2468	Chi-square value
Essays on historical events	328 (16.4%)	100 (10.0%)	380 (19.0%)		331 (13.1%)	477 (19.3%)	
Essays on cultural events	128 (6.4%)	50 (5.0%)	160 (8.0%)		191 (7.5%)	147 (6.0%)	
Essays on scientific objects	240 (12.0%)	150 (15.0%)	270 (13.5%)	406.759*	400 (15.8%)	260 (10.5%)	68.545*
Essays on scenes of natural beauty	580 (29.0%)	250 (25.0%)	475 (23.8%)		650 (25.7%)	655 (26.5%)	
Essays on religious topics	620 (31.0%)	300 (30.0%)	555 (27.7%)		744 (29.2%)	731 (29.6%)	
Essays on social customs of people	104 (5.2%)	150 (15.0%)	160 (8.0%)		216 (8.5%)	198 (8.0%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (406.759) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about topics for reading essays” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about topics for reading essays” is retained. The figures in the table are indicative of the fact that the most preferred topic of the respondents (parents, teachers and students) for reading essays in English relates to religion. The table further reveals that there is a significant difference (Chi Square 68.545) between the opinion of male and female respondents (teachers, parents and students) regarding the most preferred topic for reading essays. Second preferred topic of respondents (parents, teachers and students) and male and female as well relates to beauty of nature.

Table No 8 (b)

Frequency difference between parents, teachers and students on their favourite topics for reading essays in English.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urban (2427)	Rural (2573)	Chi- square value
Essays on historical events	328 (16.4%)	100 (10.0%)	380 (19.0%)		378 (15.6%)	430 (16.7%)	
Essays on cultural events	128 (6.4%)	50 (5.0%)	160 (8.0%)		154 (6.3%)	184 (7.1%)	
Essays on scientific objects	240 (12.0%)	150 (15.0%)	270 (13.5%)	406.759*	315 (13.0%)	345 (13.4%)	312.500*
Essays on scenes of natural beauty	580 (29.0%)	250 (25.0%)	475 (23.8%)		640 (26.3%)	665 (25.8%)	
Essays on religious topics	620 (31.0%)	300 (30.0%)	555 (27.7%)		750 (30.9%)	725 (28.2%)	
Essays on social customs of people	104 (5.2%)	150 (15.0%)	160 (8.0%)		190 (7.8%)	224 (8.7%)	
	df = 10		*Significant at 0.05 level				

The above table indicates that the Chi square value (406.759) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about topics for reading essays” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about topics for reading essays” is retained. The figures in the table are indicative of the fact that the most preferred topic of the respondents (parents, teachers and students) for reading essays in English relate to religious topics. The table further reveals that there is a significant difference (Chi Square 312.500) between the opinion of urban and rural respondents (teachers, parents and students) regarding the most preferred topic for reading essays. Second preferred topic of both urban and rural respondents as well relates to beauty of nature.

Table No 9 (a)

Frequency difference in the preference of respondents (parents, teachers and students) about the topics of English poems, they like.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Male 2532	Female 2468	Chi-square value
Romantic	320 (16.0%)	100 (10.0%)	200 (10.0%)	237.911*	323 (12.8%)	297 (12.0%)	59.160*
On nature and its	560 (28.0%)	250 (25.0%)	520 (26.0%)		682 (26.9%)	648 (26.2%)	
About human cultural	288 (14.4%)	150 (15.0%)	355 (17.7%)		298 (11.8%)	495 (20.0%)	
Patriotism	584 (29.2%)	350 (35.0%)	640 (32.0%)		829 (32.7%)	745 (30.2%)	
Scientific objects	248 (12.4%)	150 (15.0%)	285 (14.3%)		400 (15.8%)	283 (11.5%)	
df = 8			*Significant at 0.05 level				

The above table indicates that the Chi square value (237.911) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the topics of poems in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the topics of poems in English” is retained. The figures in the table are indicative of the fact that the most preferred topic of the respondents (parents, teachers and students) for reading poems in English are “patriotism” and “nature and its objects”. The table further reveals that there is a significant difference (Chi Square 59.160) between the opinion of male and female respondents (teachers, parents and students) regarding the most preferred topic for reading poems. Moreover, the table indicates that students, teachers and male respondents prefer “patriotism” more than parents and the female respondents.

Table No 9 (b)

Frequency difference between parents, teachers and students on the topics of English poems liked by them.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urdu (3470)	English (1530)	Chi-square value
Romantic	320 (16.0%)	100 (10.0%)	200 (10.0%)		432 (12.4%)	188 (12.3%)	
On nature and its objects	560 (28.0%)	250 (25.0%)	520 (26.0%)	237.911*	912 (26.3%)	418 (27.3%)	31.540*
About human cultural events	288 (14.4%)	150 (15.0%)	355 (17.7%)		573 (16.5%)	220 (14.4%)	
Patriotism	584 (29.2%)	350 (35.0%)	640 (26.0%)		1055 (30.4%)	519 (33.9%)	
Scientific objects	248 (12.4%)	150 (15.0%)	285 (14.3%)		498 (14.3%)	185 (12.1%)	
	df = 8		*Significant at 0.05 level				

The above table indicates that the Chi square value (237.911) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the topics of poems in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the topics of poems in English” is retained. The figures in the table are indicative of the fact that the most preferred topic of the respondents (parents, teachers and students) for reading poems in English are “patriotism” and “nature and its objects”. The table further reveals that there is a significant difference (Chi Square 31.540) between the opinion of Urdu and English mediums respondents (teachers, parents and students) regarding the most preferred topic for reading poems. Moreover, the table indicates that students and teachers prefer poems on “patriotism” more than the parents.

Table No 10 (a)

Frequency difference on the perception of respondents (parents, teachers and students) about what they consider “good” that must be followed in life.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urban (2427)	Rural (2573)	Chi-square value
All that is liked by advanced countries	24 (1.2%)	0	5 (0.3%)		24 (0.9%)	5 (0.2%)	
All that has been proved by science	112 (5.6%)	50 (5.0%)	75 (3.8%)	161.401*	137 (5.6%)	100 (3.9%)	234.222*
All that is in Holy Qura’an and teachings of Holy	1864 (93.2%)	950 (95.0%)	1920 (96.0%)		2266 (93.4%)	2468 (95.9%)	
	df = 10		*Significant at 0.05 level				

The above table indicates that the Chi square value (161.401) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the topics of poems in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the topics of poems in English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) consider “Good” to “All that is in Holy Qura’an and teachings of the Holy Prophet”. The table further reveals that there is a significant difference (Chi Square 234.222) between the opinion of urban and rural respondents (teachers, parents and students). Moreover, the table indicates that students and respondents from rural areas are more in favour of the “All that is in Holy Qura’an and teachings of Holy Prophet” as compared to parents, teachers and urban respondents.

Table No 10 (b)

Frequency difference on the perception of respondents (parents, teachers and students) about what they consider “good” that must be followed in life.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urdu (3451)	English (1549)	Chi-square value
All that is liked by advanced countries	24 (1.2%)	0	5 (0.3%)		14 (0.4%)	15 (0.9%)	
All that has been proved by science	112 (5.6%)	50 (5.0%)	75 (3.8%)	161.401*	142 (4.1%)	95 (6.1%)	71.212*
All that is in Holy Quran and teachings of Holy Prophet (SAWS)	1864 (93.2%)	950 (95.0%)	1920 (96.0%)		3295 (95.4%)	1439 (92.9%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (161.401) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the topics of poems in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the topics of poems in English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) consider “Good” to “All that is in Holy Qura’an and teachings of the Holy Prophet”. The table further reveals that there is a significant difference (Chi Square 71.212) between the opinion of Urdu and English medium respondents (teachers, parents and students). Moreover, the table indicates that the students and Urdu medium respondents are more in favour of “All that is in Holy Qura’an and teachings of Holy Prophet” as compared to parents, teachers and English medium respondents.

Category – II Knowledge, its Treatment and Utilization

Table No 1

Frequency difference in the perception of respondents (parents, teachers and students) about the real knowledge that must be taught.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urdu (3470)	English (1530)	Chi-square value
Scientific knowledge	40 (2.0%)	50 (5.0%)	50 (2.5%)		80 (2.3%)	60 (3.9%)	
Life experience of man	48 (2.4%)	45 (4.5%)	35 (1.7%)		78 (2.2%)	50 (3.2%)	
History of mankind	90 (4.5%)	55 (5.5%)	60 (3.0%)		120 (3.4%)	85 (5.5%)	
Revealed knowledge like Holy Quran	1656 (82.8%)	770 (77.0%)	1710 (85.5%)	519.266*	2946 (84.9%)	1190 (77.7%)	49.921*
Sayings of elderly people with practical	104 (5.2%)	50 (5.0%)	90 (4.5%)		154 (4.4%)	90 (5.8%)	
All of the above	62 (3.1%)	30 (3.0%)	55 (2.7%)		92 (2.6%)	55 (3.6%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (519.266) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the perception of respondents (parents, teachers and students) about real knowledge that must be taught” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the perception of respondents about real knowledge that must be taught” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) consider real knowledge to “Revealed knowledge like Holy Quran”. The table further reveals that there is a significant difference (Chi Square 49.921) between the opinion of Urdu and English medium respondents (teachers, parents and students) regarding real knowledge. Moreover, the table indicates that the students, parents and Urdu medium respondents are more in favour of “Revealed knowledge like Holy Quran” as compared to teachers and English medium respondents.

Table No 2

Frequency difference in the preference of respondents (between parents, teachers and students) about the ways and means of acquiring real knowledge.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Public (3476)	Private (1524)	Chi-square value
Only by five senses	40 (2.0%)	100 (10.0%)	115 (5.9%)		187 (5.4%)	68 (4.4%)	
Only by personal experience	64 (3.2%)	50 (5.0%)	55 (0.5%)	874.580*	100 (2.8%)	69 (4.5%)	96.907*
Only by revealed books	832 (41.6%)	400 (40.0%)	810 (40.5%)		1384 (39.8%)	658 (43.2%)	
Only by history of mankind	264 (13.2%)	100 (10.0%)	335 (16.7%)		548 (15.7%)	151 (9.9%)	
All of the above	800 (40.0%)	350 (35.0%)	685 (34.2%)		1257 (36.1%)	578 (37.9%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (874.580) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the perception of respondents (parents, teachers and students) about ways and means of acquiring real knowledge” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the perception of respondents about ways and means of acquiring real knowledge” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer “revealed books”. as a major source of getting real knowledge. The table further reveals that there is a significant difference (Chi Square 96.907) between the opinion of public and private sector respondents (teachers, parents and students) regarding ways of getting real knowledge. Moreover, the table indicates that the private sector respondents are more in favour of “revealed books” as compared to the public sector respondents.

Table No 3

Frequency difference in the preference of respondents (parents, teachers and students) about the material they like to be taught in English at schools.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urban (2427)	Rural (2573)	Chi-square value
About numbers and calculations	80 (4.0%)	50 (5.0%)	55 (2.8%)		100 (4.1%)	85 (3.3%)	
About university and college life	48 (2.4%)	45 (4.5%)	75 (3.8%)		78 (3.2%)	90 (3.4%)	
About gardens and agriculture farms	816 (40.8%)	355 (35.5%)	810 (40.5%)	410.886*	901 (37.1%)	1080 (42.0%)	232.559*
About cities and countries	120 (6.0%)	100 (10.0%)	175 (8.8%)		200 (8.2%)	195 (7.6%)	
About business and industry	592 (29.6%)	300 (30.0%)	475 (23.8%)		742 (30.5%)	625 (24.3%)	
About human nature	344 (17.2%)	150 (15.0%)	410 (20.5%)		406 (16.7%)	498 (19.3%)	
df = 10				*Significant at 0.05 level			

The above table indicates that the Chi square value (410.886) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the material they want to be taught in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the material they want to be taught in English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer to learn material about “gardens and agriculture farms” and about “business and industry”. The table further reveals that there is a significant difference (Chi Square 232.559) between the opinion of urban and rural respondents (teachers, parents and students). Moreover, the table indicates that the rural respondents are in favour of “gardens and agriculture farms” as compared to the urban. Similarly the urban respondents favour “business and industry” more than the rural respondents.

Table No 4**Frequency difference in the preference of respondents (parents, teachers and students) about “what should be emphasized while learning English”**

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urban (2427)	Rural (2573)	Chi-square value		
Writing letters in	150 (7.5%)	50 (5.0%)	170 (8.5%)	351.551*	180 (7.4%)	190 (7.3%)	58.039*		
Writing stories in	264 (13.2%)	200 (20.0%)	205 (10.3%)		334 (13.7%)	335 (13.0%)			
Reading poems in English	336 (16.8%)	150 (15.0%)	310 (15.5%)		396 (16.3%)	400 (15.5%)			
Reading short essays in English	112 (5.61%)	50 (5.0%)	200 (10.0%)		162 (6.6%)	200 (7.7%)			
Practicing English grammar	656 (32.8%)	350 (35.0%)	675 (33.7%)		826 (34.0%)	855 (33.2%)			
Conversations with friends in English	482 (24.1%)	200 (20.0%)	440 (22.0%)		529 (21.8%)	593 (23.0%)			
df = 10					*Significant at 0.05 level				

The above table indicates that the Chi square value (351.551) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about what should be emphasized while learning English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about what should be emphasized while learning English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) lay emphasis on “Practicing English grammar” for learning English. The table further reveals that there is a significant difference (Chi Square 58.039) between the opinion of urban and rural respondents (teachers, parents and students) regarding degree of emphasis on various things for learning English. Moreover, the table indicates that the teachers lay more emphasis on Grammar as compared to parents and the students. Second emphasis of all the respondents is on “Conversation in English”

Table No 5

Frequency difference in the preference of respondents (parents, teachers and students) about adding material in the English Textbooks at secondary level.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Male 2532	Female 2468	Chi-square value
Poems	232 (11.6%)	150 (15.0%)	245 (12.2%)	460.946*	325 (12.8%)	302 (12.2%)	111.01*
Stories	280 (14.0%)	200 (20.0%)	290 (14.5%)		375 (14.8%)	395 (16.0%)	
Essays	160 (8.0%)	50 (5.0%)	190 (9.5%)		159 (6.3%)	241 (9.7%)	
Letters and application	376 (18.8%)	100 (10.0%)	265 (13.3%)		426 (16.8%)	315 (12.8%)	
Grammar	288 (14.4%)	150 (15.0%)	255 (12.8%)		417 (16.5%)	276 (11.2%)	
Novel/fiction/drama	75 (3.7%)	50 (5.0%)	175 (8.7%)		115 (4.5%)	185 (7.5%)	
Conversation in English	589 (29.4%)	300 (30.0%)	580 (29.0%)		715 (28.2%)	754 (30.5%)	
df = 12					*Significant at 0.05 level		

The above table indicates that the Chi square value (460.946) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about adding material in the English Textbooks” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about adding material in the English Textbooks” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer “Conversation in English” to be added in textbooks for learning English. The table further reveals that there is a significant difference (Chi Square 111.01) between the opinion of male and female respondents (teachers, parents and students) regarding the material to be added in textbooks for learning English. Moreover, the table indicates that the teachers and female respondents lay more emphasis on Conversation in English as compared to male parents, students and male respondents.

Table No 6

Frequency difference in the preference of respondents (parents, teachers and students) about good English teacher.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urdu (3470)	English (1530)	Chi- square value
Who gives notes for examination.	72 (3.6%)	50 (5.0%)	110 (5.5%)		152 (4.3%)	80 (5.2%)	
Who lays emphasis on grammar.	368 (18.4%)	150 (15.0%)	370 (18.6%)		618 (17.8%)	270 (17.6%)	
Who talks about future life.	288 (14.4%)	200 (20.0%)	285 (14.3%)	487.911*	568 (16.3%)	205 (13.4%)	18.237*
Who involves students in reading and writing.	368 (18.4%)	200 (20.3%)	315 (15.7%)		578 (16.6%)	305 (19.9%)	
Who speaks English and wants students to speak.	880 (44.0%)	400 (40.0%)	870 (43.5%)		1504 (43.3%)	646 (42.3%)	
Who uses computer and AV Aids for teaching	24 (1.2%)	0	50 (2.5%)		50 (1.4%)	24 (1.5%)	
	df = 12	*Significant at 0.05 level					

The above table indicates that the Chi square value (487.911) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about good English teacher” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about good English teacher” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer the teacher “Who speaks English and wants students to speak”. The table further reveals that there is a significant difference (Chi Square 18.237) between the opinion of Urdu and English medium respondents (teachers, parents and students) regarding good English teacher. Moreover, the table indicates that students and parents give more weightage to the teacher who speaks English and wants the students to speak as well.

Table No 7

Frequency difference in the opinion of respondents (parents, teachers and students) about the types of letters they have already learnt.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value
Letters to friends for invitation	680 (34.0%)	400 (40.0%)	690 (34.5%)	114.757*
Letters to family elders	1096 (54.8%)	500 (50.0%)	1070 (53.5%)	
Letters of condolences	184 (9.2%)	76 (7.6%)	195 (9.8%)	
Letters to editors of newspapers	40 (2.0%)	24 (2.4%)	45 (2.5%)	
df = 8		*Significant at 0.05 level		

The above table indicates that the Chi square value (114.757) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the types of letters they have already learnt” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the types of letters they have already learnt” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) have mostly learnt the letters to family elders. The table further reveals that the teachers compared to parents and students are in favour of letters of invitations to friends while parents and students are more in favour of letter to family elders as compared to the teachers.

Table No 8 (a)

Frequency difference in the preference of respondents (parents, teachers and students) about reading material they like the most in English.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Male 2527	Female 2468	Chi-square value
Eid –ul-Fiter / Christmas	592 (29.6%)	300 (30.0%)	575 (28.8%)	208.422*	759 (30.0%)	708 (28.7%)	112.94*
Missiles	208 (10.4%)	100 (10.0%)	300 (15.0%)		278 (11.0%)	330 (13.3%)	
The Rose	304 (15.2%)	150 (15.0%)	290 (14.5%)		374 (14.8%)	370 (15.0%)	
Sabzi Mandi	328 (16.0%)	200 (20.0%)	300 (15.0%)		423 (16.7%)	405 (16.4%)	
Jabar bin Hayyan	568 (28.0%)	250 (25.0%)	530 (25.5%)		693 (27.4%)	655 (26.5%)	
	df = 10	*Significant at 0.05 level					

The above table indicates that the Chi square value (208.422) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about reading material they like the most in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about reading material they like the most in English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer the topics related to religion and Muslim heroes (scientists/educationists etc.). The table further reveals that there is a significant difference (Chi Square 112.94) between the opinion of male and female respondents (teachers, parents and students) about the reading material. Moreover, the table indicates that the teachers and male respondents are more in favour of topics related to religion as compared to parents and female respondents. Second most favourite topic of all respondents relates to Muslim heroes.

Table No 8 (b)

Frequency difference between parents, teachers and students on the reading material, they like the most in English at secondary school (Class IX&X).

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urdu (3470)	English (1525)	Chi-square value	
Eid –ul-Fiter / Missiles	592 (29.6%)	300 (30.0%)	575 (28.8%)	208.422*	1039 (29.9%)	428 (28.0%)	110.940*	
The Rose	208 (10.4%)	100 (10.0%)	300 (15.0%)		514 (14.8%)	206 (13.5%)		
Sabzi	304 (15.2%)	150 (15.0%)	290 (14.5%)		572 (16.4%)	230 (15.1%)		
Mandi	328 (16.0%)	200 (20.0%)	300 (15.0%)		943 (27.2%)	256 (16.8%)		
Jabar bin Hayyan	568 (28.0%)	250 (25.0%)	530 (25.5%)			405 (26.5%)		
	df = 10				*Significant at 0.05 level			

The above table indicates that the Chi square value (208.422) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about reading material they like the most in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about reading material they like the most in English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer the topics related to religion and Muslim heroes (scientists/educationists etc.). The table further reveals that there is a significant difference (Chi Square 110.940) between the opinion of Urdu and English medium respondents (teachers, parents and students) about the reading material. Moreover, the table indicates that the Urdu medium respondents are in favour of topics related to religion as compared to English medium while the English medium respondents are in favour of topics related to Muslim heroes as compared to Urdu medium.

Table No 9

Frequency difference in the preference of respondents (parents, teachers and students) about the topics for discussion in English.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urban (2427)	Rural (2573)	Chi- square value
Population Education	64 (3.2%)	20 (2.0%)	90 (4.5%)		54 (2.2%)	120 (4.8%)	
Environmental education	440 (22.0%)	180 (18.0%)	410 (20.5%)		540 (22.2%)	490 (19.0%)	
Village-City life	680 (34.0%)	350 (35.0%)	655 (32.7%)		810 (33.4%)	875 (34.0%)	
Health is wealth	192 (9.6%)	100 (10.0%)	210 (10.5%)	223.863*	252 (10.4%)	250 (9.7%)	17.562*
Animals and plants in Pakistan	560 (28.0%)	250 (25.0%)	475 (23.8%)		607 (25.0%)	678 (26.3%)	
Traffic in cities	64 (3.2%)	100 (10.0%)	160 (8.0%)		164 (6.7%)	160 (6.2%)	
df = 10				*Significant at 0.05 level			

The above table indicates that the Chi square value (223.863) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about topics for discussion in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about topics for discussion in English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer the topics related to “village and city life comparison” and “animals and plants of Pakistan” for discussion. The table further reveals that there is a significant difference (Chi Square 17.562) between the opinion of urban and rural respondents (teachers, parents and students) about the topics for discussion. Moreover, the table indicates that the parents are more in favour of “animals and plants of Pakistan” as compared to teachers and students. Rural respondents favour these topics more than the urban. Urban respondents on the other hand favour “Environmental education” more than the rural.

Table No 10

Frequency difference in the preference of respondents (parents, teachers and students) about various topics for writing material in English.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urban (2427)	Rural (2573)	Chi- square value
Social context like cleanliness of mohallah	344 (17.2%)	200 (20.0%)	290 (14.5%)		420 (17.3%)	414 (16.1%)	
Religious context like lessons learnt from Ramadan	632 (31.6%)	250 (25.0%)	630 (31.5%)		750 (30.9%)	762 (29.6%)	
Economic context like working of stock exchange	136 (6.8%)	100 (10.0%)	150 (7.5%)	118.021*	164 (6.7%)	222 (8.6%)	66.247*
Science and technology context like microscope	264 (13.2%)	150 (15.0%)	260 (13.0%)		338 (13.9%)	336 (13.1%)	
Moral context like rights of neighbourer	624 (31.2%)	300 (30.0%)	615 (30.8%)		743 (30.6%)	796 (30.9%)	
Political context like local elections in Pakistan	0	0	55 (2.8%)		12 (0.5%)	43 (1.7%)	

df = 10

*Significant at 0.05 level

The above table indicates that the Chi square value (118.021) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about various topics for writing material in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about various topics for writing material in English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer the topics with moral and religious context to other types of topics for writing material. The table further reveals that there is a significant difference (Chi Square 66.247) between the opinion of urban and rural respondents (teachers, parents and students) about various topics for writing material. Moreover, the teachers are more in favour of the topics on social context as compared to parents and students while parents and students prefer to the topics on religious context.

Category-III Learning - Nature of the Learner and Learning

Table No 1

Frequency difference in the preference of respondents (parents, teachers and students) on what they consider interesting within Grammar.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value
Use of verb	1272 (63.6%)	550 (55.0%)	1120 (56.0%)	604.552*
Noun & pronoun	312 (15.6%)	150 (15.0%)	360 (18.0%)	
Articles	96 (4.8%)	100 (10.0%)	200 (10.0%)	
Adjective & Adverb	192 (9.6%)	100 (10.0%)	200 (10.0%)	
Preposition & conjunction	128 (6.4%)	100 (10.0%)	120 (6.0%)	
df = 8				*Significant at 0.05 level

The above table indicates that the Chi square value (604.552) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about what they consider interesting within Grammar” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about what they consider interesting within Grammar” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) consider “use of verb” and “use of nouns and pronouns” important for writing good English. The table further reveals that the parents are more in favour of the use of verb as compared to the teachers and the students while the students are more in favour of nouns and pronouns as compared to parents and the teachers.

Table No 2

Frequency difference between parents, teachers and students on the reason for which they are interested in learning English at secondary school (classes IX&X).

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urban (2427)	Rural (2573)	Chi- square value
To read books written in English	216 (10.8%)	50 (5.0%)	135 (6.7%)		207 (8.5%)	194 (7.5%)	
To go abroad for studying	392 (19.6%)	200 (20.0%)	415 (20.7%)		480 (19.7%)	527 (20.4%)	
To get good grades	272 (13.6%)	100 (10.0%)	120 (6.0%)	237.384*	242 (9.9%)	250 (9.7%)	282.830*
English is helpful in getting job	496 (24.8%)	300 (30.0%)	585 (29.2%)		680 (28.0%)	701 (27.2%)	
Because it official language of Pakistan	624 (31.2%)	350 (35.0%)	745 (37.3%)		818 (33.7%)	901 (35.0%)	
	df = 10	*Significant at 0.05 level					

The above table indicates that the Chi square value (237.384) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the reasons for which they are interested in learning English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the reasons for which they are interested in learning English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer “because it is official language of Pakistan” and “helpful in getting job” as reasons for their interest in learning English. The table further reveals that there is a significant difference (Chi Square 282.830) between the opinion of urban and rural respondents (teachers, parents and students) about reasons for learning English. Moreover, the table indicates that the students, teachers and rural respondents are more in favour of “because it is official language of Pakistan” as compared to parents and urban respondents.

Table No 3

Frequency difference in the preference of respondents (parents, teachers and students) about what they like from among the various genera of literature.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Male 2532	Female 2468	Chi-square value
Poem	450 (22.5%)	250 (25.0%)	382 (19.1%)	257.017*	521 (20.6%)	561 (22.7%)	66.742*
Essay	408 (20.4%)	100 (10.0%)	380 (19.0%)		483 (19.1%)	405 (16.4%)	
Long Stories	240 (12.0%)	100 (10.0%)	243 (12.1%)		290 (11.4%)	293 (11.9%)	
Short Stories	744 (37.2%)	500 (50.0%)	870 (43.5%)		1057 (41.7%)	1057 (42.8%)	
Article	96 (4.8%)	50 (5.0%)	90 (4.5%)		121 (4.8%)	115 (4.6%)	
Drama	62 (3.1%)	0	35 (1.8%)		60 (2.4%)	37 (1.5%)	
df = 10					*Significant at 0.05 level		

The above table indicates that the Chi square value (257.017) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about what they like from among the various genera of literature” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about what they like from among the various genera of literature” is retained. The figures in the table are indicative of the fact that respondents (parents, teachers and students) prefer “short stories” as compared to other forms of literature. The table further reveals that there is a significant difference (Chi Square 66.742) in the preference of male and female respondents (teachers, parents and students) about various forms of literature. Moreover, the table indicates that the teachers are more in favour of “short stories” as compared to parents and students. However, the male and female respondents almost equally prefer to short stories.

Table No 4

Frequency difference in the preference of respondent (parents, teachers and students) about various television programmes.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urdu (3470)	English (1530)	Chi-square value
Indian songs	10 (0.5%)	12 (1.2%)	31 (1.5%)		38 (1.0%)	15 (0.9%)	
Pakistani drama	510 (25.5%)	350 (35.0%)	460 (23.0%)	280.923*	921 (26.5%)	399 (26.0%)	13.509*
Sports and quiz program	1480 (74.0%)	638 (63.8%)	1509 (75.4%)		2500 (72.0%)	1120 (73.2%)	
	df = 6	*Significant at 0.05 level					

The above table indicates that the Chi square value (280.923) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about various television programmes” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about various television programmes” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer the TV programmes related to sports and quiz. The table further reveals that there is a significant difference (Chi Square 13.509) between the opinion of Urdu and English medium respondents (teachers, parents and students) about various TV programmes. Moreover, the table indicates that the parents and students are more in favour of sports and quiz programmes as compared to the teachers, while opinion of Urdu and English medium respondents is almost similar.

Table No 5 (a)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Listening English” in terms of their interest.

Options given	Parents (1840)	Teachers (1000)	Students (1810)	Chi-square value	Male 2330	Female 2320	Chi-square value
1 st Preference	48 (2.6%)	26 (2.6%)	56 (3.1%)		61 (2.6%)	69 (2.9%)	
2 nd Preference	56 (3.0%)	34 (3.4%)	84 (4.6%)		80 (3.4%)	94 (4.0%)	
3 rd Preference	96 (5.2%)	60 (6.0%)	110 (6.1%)	1520.800*	126 (5.4%)	140 (6.0%)	131.140*
4 th Preference	370 (20.1%)	210 (21.0%)	405 (22.3%)		490 (21.0%)	495 (21.3%)	
5 th Preference	828 (45.0%)	435 (43.5%)	804 (44.4%)		1043 (44.8%)	1024 (44.1%)	
6 th Preference	442 (24.0%)	235 (23.5%)	351 (19.4%)		530 (22.7%)	498 (21.5%)	
	df = 10		*Significant at 0.05 level				

The above table indicates that the Chi square value (1520.800) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “Listening English” in terms of their interest” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “Listening English” in terms of their interest” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 5th preference to “Listening English”. The table further reveals that there is a significant difference (Chi Square 131.140) between the opinion of male and the female respondents (teachers, parents and students) about the preference of “Listening” as compared to other skills. Moreover, the table indicates that the teachers and students assign more preference to “Listening English” as compared to the parents.

Table No 5 (b)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Speaking English” in terms on interest.

Options given	Parents (2000)	Teachers (1000)	Students (1960)	Chi-square value	Male 2532	Female 2428	Chi-square value
1st Preference	408 (20.4%)	250 (25.0%)	455 (23.2%)	1187.500*	533 (21.0%)	580 (23.9%)	61.700*
2 nd Preference	744 (37.2%)	400 (40.0%)	840 (42.8%)		974 (38.5%)	1010 (41.6%)	
3 rd Preference	352 (17.6%)	150 (15.0%)	320 (16.3%)		477 (18.8%)	445 (18.3%)	
4 th Preference	360 (18.0%)	100 (10.0%)	240 (12.2%)		385 (15.2%)	315 (12.9%)	
5 th Preference	136 (6.8%)	100 (10.0%)	105 (5.3%)		163 (6.4%)	178 (7.3%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (1187.500) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about Speaking English in terms of their interest” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about Speaking English in terms of their interest” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 2nd preference to “Speaking English”. The table further reveals that there is a significant difference (Chi Square 61.700) between the opinion of male and the female respondents (teachers, parents and students) about the preference of “Speaking” as compared to other skills. Moreover, the table indicates that the teachers, students and female respondents assign more preference to “Speaking English” as compared to the parents male respondents.

Table No 5 (c)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Reading English” in terms of interest

Options given	Parents (2000)	Teachers (1000)	Students (1985)	Chi-square value	Male 2523	Female 2462	Chi-square value
1st Preference	984 (49.2%)	450 (45.0%)	990 (49.9%)		1209 (47.9%)	1215 (49.3%)	
2 nd Preference	488 (24.4%)	250 (25.0%)	470 (23.7%)	844.018*	613 (24.3%)	595 (24.1%)	115.110*
3 rd Preference	344 (17.2%)	150 (15.0%)	450 (22.6%)		450 (17.8%)	495 (20.1%)	
4 th Preference	120 (6.0%)	100 (10.0%)	65 (3.2%)		170 (6.7%)	115 (4.7%)	
5 th Preference	64 (3.2%)	50 (5.0%)	10 (0.5%)		81 (3.2%)	43 (1.7%)	

df = 8

*Significant at 0.05 level

The above table indicates that the Chi square value (844.018) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about Reading English in terms of their interest” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about Reading English in terms of their interest” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 1st preference to “Reading English”. The table further reveals that there is a significant difference (Chi Square 115.110) between the opinion of male and the female respondents (teachers, parents and students) about the preference of “Reading” as compared to other skills. Moreover, the table indicates that the parents, students and female respondents assign more preference to “Reading English” as compared to the teachers and male respondents.

Table No 5 (d)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Writing English” in terms of interest.

Options given	Parents (2000)	Teachers (1000)	Students (1995)	Chi-square value	Male 2530	Female 2465	Chi-square value
1 st Preference	376 (18.8%)	150 (15.0%)	270 (13.5%)		451 (17.8%)	345 (14.0%)	
2 nd Preference	396 (19.8%)	150 (15.0%)	350 (17.5%)		471 (18.6%)	425 (17.2%)	
3 rd Preference	820 (41.0%)	350 (35.0%)	960 (48.1%)	1184.450*	1000 (39.5%)	1130 (45.8%)	72.052*
4 th Preference	208 (10.4%)	200 (20.0%)	310 (15.5%)		308 (12.2%)	410 (16.6%)	
5 th Preference	136 (6.8%)	100 (10.0%)	105 (5.3%)		186 (7.3%)	155 (6.3%)	
6 th Preference	64 (3.2 %)	50 (5.0%)	0		114 (4.5%)	0	
df = 12		*Significant at 0.05 level					

The above table indicates that the Chi square value (1184.450) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about Writing English in terms of their interest” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about Writing English in terms of their interest” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 3rd preference to “Writing English”. The table further reveals that there is a significant difference (Chi Square 72.052) between the opinion of male and the female respondents (teachers, parents and students) about the preference of “Writing” as compared to other skills. Moreover, the table indicates that the parents, students and female respondents assign more preference to “Writing English” as compared to the teachers and male respondents.

Table No 5 (e)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Grammar” in terms of interest.

Options given	Parents (1976)	Teachers (1000)	Students (1995)	Chi-square value	Male 2503	Female 2468	Chi-square value
1st Preference	336 (17.0%)	100 (10.0%)	265 (13.3%)		386 (15.4%)	315 (12.7%)	
2 nd Preference	120 (6.1%)	50 (5.0%)	85 (4.3%)	969.126*	119 (4.7%)	136 (5.5%)	144.540*
3 rd Preference	176 (8.9%)	100 (10.0%)	155 (7.8%)		226 (9.0%)	205 (8.3%)	
4 th Preference	776 (39.2%)	500 (50.0%)	865 (43.3%)		1059 (42.3%)	1082 (43.8%)	
5 th Preference	272 (13.7%)	200 (20.0%)	320 (16.0%)		385 (15.4%)	407 (16.5%)	
6 th Preference	296 (15.0%)	50 (5.0%)	305 (15.3%)		328 (13.1%)	323 (13.1%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (969.126) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about Grammar in terms of their interest” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about Grammar in terms of their interest” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 4th preference to “Grammar”. The table further reveals that there is a significant difference (Chi Square 144.540) between the opinion of male and the female respondents (teachers, parents and students) about the preference of “Grammar” as compared to other skills. Moreover, the table indicates that the teachers, students and female respondents assign more preference to “Grammar” as compared to the parents and male respondents.

Table No 5 (f)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “English songs and games” in terms of interest.

Options given	Parents (1840)	Teachers (1000)	Students (1805)	Chi-square value	Male 2325	Female 2320	Chi-square value
1 st Preference	5 (0.2%)	18 (1.8%)	50 (2.7%)	584.471*	23 (1.0%)	50 (2.1%)	34.106*
2 nd Preference	40 (2.1%)	30 (3.0%)	75 (4.1%)		70 (3.0%)	75 (3.2%)	
3 rd Preference	27 (1.4%)	52 (5.2%)	90 (4.9%)		79 (3.4%)	90 (3.9%)	
4 th Preference	352 (19.1%)	150 (15.0%)	305 (16.9%)		402 (17.3%)	405 (17.4%)	
5 th Preference	424 (23.0%)	150 (15.0%)	350 (19.4%)		469 (20.1%)	455 (19.6%)	
6 th Preference	992 (53.9%)	600 (60.0%)	935 (51.8%)		1282 (55.5%)	1245 (53.6%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (584.471) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about English songs and games in terms of their interest” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about English songs and games in terms of their interest” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 6th preference to “English songs and games” in terms of their interest. The table further reveals that there is a significant difference (Chi Square 34.106) between the opinion of male and the female respondents (teachers, parents and students) about the preference of “English songs and games” as compared to other skills. Moreover, the table indicates that the parents, teachers and male respondents assign more preference to “English songs and games” as compared to the students and female respondents.

Table No 6 (a)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Writing English” in terms of importance.

Options given	Parents (1952)	Teachers (1000)	Students (1955)	Chi-square value	Urban (2355)	Rural (2552)	Chi-square value
1st Preference	152 (7.8%)	50 (5.0%)	35 (1.8%)		112 (4.7%)	125 (4.9%)	
2 nd Preference	504 (25.4%)	350 (35.0%)	435 (22.4%)		664 (28.2%)	625 (24.5%)	
3 rd Preference	1080 (55.3%)	500 (50.0%)	1130 (57.8%)	410.117*	1253 (53.2%)	1457 (57.1%)	72.798*
4 th Preference	176 (9.0%)	100 (10.0%)	285 (14.6%)		268 (11.4%)	293 (11.5%)	
5 th Preference	24 (1.2%)	0	60 (3.1%)		42 (1.7%)	42 (1.6%)	
6 th Preference	16 (0.8%)	0	10 (0.5%)		16 (0.6%)	10 (0.4%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (410.117) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “Writing English” in terms of its importance” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “Writing English” in terms of its importance” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 3rd preference to “Writing English”. The table further reveals that there is a significant difference (Chi Square 72.798) between the opinion of urban and rural respondents (teachers, parents and students) about the preference of “Writing English” as compared to other skills. Moreover, the table indicates that the parents, students and rural respondents assign more preference to “Writing English” as compared to the teachers and urban respondents.

Table No 6 (b)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Reading English” in terms of importance.

Options given	Parents (1976)	Teachers (1000)	Students (1955)	Chi-square value	Urban (2387)	Rural (2544)	Chi-square value
1st Preference	144 (7.3%)	0	85 (4.3%)		111 (4.7%)	118 (4.6%)	
2 nd Preference	144 (7.3%)	100 (10.0%)	180 (9.2%)		162 (6.8%)	262 (10.3%)	
3 rd Preference	144 (7.3%)	300 (30.0%)	155 (7.9%)	1267.650*	311 (13.0%)	338 (13.3%)	22.582*
4 th Preference	1256 (63.5%)	400 (40.0%)	880 (45.0%)		1056 (44.2%)	1085 (42.6%)	
5 th Preference	240 (12.1%)	200 (20.0%)	585 (29.9%)		680 (28.5%)	690 (27.1%)	
6 th Preference	48 (2.4%)	0	70 (3.5%)		67 (2.8%)	51 (2.0%)	
df = 10			*Significant at 0.05 level				

The above table indicates that the Chi square value (1267.650) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about Reading English in terms of its importance” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “Reading English” in terms of its importance” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 4th preference to “Reading English”. The table further reveals that there is a significant difference (Chi Square 22.582) between the opinion of urban and rural respondents (teachers, parents and students) about the preference of “Reading English” as compared to other skills. Moreover, the table indicates that the parents, students and urban respondents assign more preference to “Reading English” as compared to the teachers and rural respondents.

Table No 6 (c)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “English Speaking” in terms of its importance.

Options given	Parents (2000)	Teachers (1000)	Students (1960)	Chi-square value	Urban (2433)	Rural (2527)	Chi-square value
1 st Preference	1048 (52.4%)	500 (50.0%)	1460 (74.5%)		1403 (57.6%)	1605 (63.5%)	
2 nd Preference	664 (33.2%)	250 (25.0%)	240 (12.2%)	387.282*	595 (24.4%)	559 (22.2%)	120.120*
3 rd Preference	88 (4.4%)	100 (10.0%)	135 (6.9%)		184 (7.5%)	139 (5.5%)	
4 th Preference	144 (7.2%)	100 (10.0%)	65 (3.3%)		201 (8.2%)	108 (4.2%)	
5 th Preference	56 (2.8%)	50 (5.0%)	60 (3.1%)		50 (2.0%)	116 (4.5%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (387.282) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “English Speaking” in terms of its importance” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “English Speaking” in terms of its importance is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 1st preference to “English Speaking”. The table further reveals that there is a significant difference (Chi Square 120.120) between the opinion of urban and the rural respondents (teachers, parents and students) about the preference of “English Speaking” as compared to other skills. Moreover, the table indicates that the parents, students and rural respondents assign more preference to “English Speaking” as compared to the teachers and urban respondents.

Table No 6 (d)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “English Listening” in terms of its importance.

Options given	Parents (1928)	Teachers (1000)	Students (1845)	Chi-square value	Urban (2351)	Rural (2422)	Chi-square value
1st Preference	136 (7.0%)	0	45 (2.4%)		95 (4.0%)	86 (3.5%)	
2 nd Preference	104 (5.4%)	0	120 (6.5%)		104 (4.4%)	120 (4.9%)	
3 rd Preference	24 (1.2%)	0	55 (3.0%)	1481.630*	24 (1.0%)	55 (2.2%)	142.860*
4 th Preference	144 (7.5%)	250 (25.0%)	150 (8.1%)		258 (10.9%)	286 (11.8%)	
5 th Preference	1056 (54.8%)	600 (60.0%)	1125 (61.0%)		1356 (57.6%)	1425 (58.8%)	
6 th Preference	464 (24.0%)	150 (15.0%)	350 (19.0%)		514 (22.8%)	450 (18.5%)	
df = 10				*Significant at 0.05 level			

The above table indicates that the Chi square value (1481.630) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “English Listening” in terms of its importance” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “English Listening” in terms of its importance” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 5th preference to “English Listening”. The table further reveals that there is a significant difference (Chi Square 142.860) between the opinion of urban and the rural respondents (teachers, parents and students) about the preference of “English Listening” as compared to other skills. Moreover, the table indicates that teachers and students assign more preference to “English Listening” as compared to the parents while urban and rural respondents assign almost equal weightage to listening.

Table No 6 (e)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “English Grammar” in terms of its importance.

Options given	Parents (1984)	Teachers (1000)	Students (2000)	Chi-square value	Urban (2425)	Rural (2559)	Chi-square value
1st Preference	496 (25.0%)	200 (20.0%)	470 (23.5%)		576 (23.7%)	590 (23.0%)	
2 nd Preference	728 (36.7%)	450 (45.0%)	835 (41.8%)		978 (40.3%)	1035 (40.4%)	
3 rd Preference	368 (18.5%)	200 (20.0%)	335 (16.8%)	730.294*	457 (18.8%)	446 (17.4%)	68.911*
4 th Preference	144 (7.3%)	100 (10.0%)	160 (8.0%)		200 (8.2%)	204 (7.9%)	
5 th Preference	112 (5.6%)	50 (5.0%)	195 (9.8%)		162 (6.6%)	195 (7.6%)	
6 th Preference	136 (6.9%)	0	5 (0.3%)		52 (2.1%)	89 (3.5%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (730.294) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about in terms of its importance” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “English Grammar” in terms of its importance” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 2nd preference to “English Grammar”. The table further reveals that there is a significant difference (Chi Square 68.911) between the opinion of urban and the rural respondents (teachers, parents and students) about the preference of “English Grammar” as compared to other skills. Moreover, the table indicates that the teachers and students assign more preference to “English Grammar” as compared to the parents while urban and rural respondents assign almost equal importance to grammar.

Table No 6 (f)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “English songs and games” in terms of their importance.

Options given	Parents (1840)	Teachers (1000)	Students (1800)	Chi-square value	Urban (2247)	Rural (2393)	Chi-square value
1st Preference	24 (1.3%)	0	0	1150.650*	0	24 (1.0%)	96.228*
2 nd Preference	32 (1.7%)	50 (5.0%)	40 (2.2%)		82 (3.6%)	40 (1.6%)	
3 rd Preference	72 (3.9%)	0	150 (8.3%)		72 (3.2%)	150 (6.2%)	
4 th Preference	344 (18.7%)	150 (15.0%)	295 (16.4%)		401 (17.8%)	388 (16.2%)	
5 th Preference	360 (19.5%)	200 (20.0%)	405 (22.5%)		474 (21.1%)	491 (20.5%)	
6 th Preference	1008 (54.8%)	600 (60.0%)	910 (50.5%)		1218 (54.2%)	1300 (54.3%)	

df = 12

*Significant at 0.05 level

The above table indicates that the Chi square value (1150.650) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “English songs and games” in terms of their importance” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “English songs and games” in terms of their importance” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 6th preference to “English songs and games”. The table further reveals that there is a significant difference (Chi Square 96.228) between the opinion of urban and the rural respondents (teachers, parents and students) about the preference of “English songs and games” as compared to other skills. Moreover, the table indicates that the teachers and parents assign more preference to “English songs and games” as compared to the students while urban and rural respondents assign almost equal importance to it.

Table No 7 (a)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Listening English Audio Tape” in terms of enjoyment.

Options given	Parents (1912)	Teachers (1000)	Students (1825)	Chi-square value	Urdu (3307)	English (1430)	Chi-square value
1st Preference	216 (11.3%)	160 (16.0%)	230 (12.6%)		446 (13.4%)	160 (11.1%)	
2 nd Preference	484 (25.3%)	200 (20.0%)	465 (25.5%)		814 (24.6%)	335 (23.4%)	
3 rd Preference	844 (44.1%)	450 (45.0%)	790 (43.3%)	1683.910*	1389 (42.0%)	695 (48.6%)	30.212*
4 th Preference	160 (8.4%)	80 (8.4%)	145 (7.9%)		290 (8.7%)	95 (6.6%)	
5 th Preference	150 (7.8%)	60 (6.0%)	125 (6.8%)		230 (6.9%)	105 (7.3%)	
6 th Preference	58 (3.0%)	50 (5.0%)	70 (3.8%)		138 (4.1%)	40 (2.8%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (1683.910) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “Listening English Audio Tape” in terms of enjoyment” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “Listening English Audio Tape” in terms of enjoyment” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 3rd preference to “Listening English Audio Tape”. The table further reveals that there is a significant difference (Chi Square 30.212) between the opinion of Urdu and English medium respondents (teachers, parents and students) about the preference of “Listening English Audio Tape” as compared to other skills. Moreover, the table indicates that the teachers, parents and English medium respondents assign more preference to “Listening English Audio Tape” as compared to the students and Urdu medium respondents.

Table No 7 (b)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Watching English Video Tape” in terms of enjoyment.

Options given	Parents (1976)	Teachers (1000)	Students (1950)	Chi-square value	Urdu (3417)	English (1509)	Chi-square value
1st Preference	464 (23.5%)	250 (25.0%)	615 (31.5%)	2182.867*	864 (25.2%)	465 (30.8%)	137.180*
2 nd Preference	976 (49.4%)	450 (45.0%)	875 (44.9%)		1576 (46.1%)	725 (48.0%)	
3 rd Preference	176 (8.9%)	100 (10.0%)	205 (10.5%)		326 (9.5%)	155 (10.2%)	
4 th Preference	224 (11.3%)	100 (10.0%)	145 (7.4%)		374 (10.9%)	95 (6.2%)	
5 th Preference	136 (6.9%)	50 (5.0%)	60 (3.1%)		202 (5.9%)	44 (2.9%)	
6 th Preference	0	50 (5.0%)	50 (2.5%)		75 (2.2%)	25 (1.6%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (2182.867) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “Watching English Video Tape” in terms of enjoyment” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “Watching English Video Tape” in terms of enjoyment” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 2nd preference to “Watching English Video Tape”. The table further reveals that there is a significant difference (Chi Square 137.180) between the opinion of Urdu and English medium respondents (teachers, parents and students) about the preference of “Watching English Video Tape” as compared to other skills. Moreover, the table indicates that the parents and English medium respondents assign more preference to “Listening English Audio Tape” as compared to the teachers, students and Urdu medium respondents.

Table No 7 (c)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “English Speaking” in terms of enjoyment.

Options given	Parents (2000)	Teachers (1000)	Students (1995)	Chi-square value	Urdu (3465)	English (1530)	Chi-square value
1 st Preference	840 (42.0%)	450 (45.0%)	1195 (59.9%)		1745 (50.3%)	740 (48.3%)	
2 nd Preference	560 (28.0%)	350 (35.0%)	570 (28.6%)		1010 (29.1%)	470 (30.7%)	
3 rd Preference	488 (24.4%)	150 (15.0%)	175 (8.8%)	876.563*	548 (15.8%)	265 (17.3%)	121.560*
4 th Preference	88 (4.4%)	50 (5.0%)	50 (2.5%)		138 (3.4%)	50 (3.2%)	
5 th Preference	0	0	5 (0.3%)		0	5 (0.3%)	
6 th Preference	24 (1.2%)	0	0		24 (0.7%)	0	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (876.563) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “English Speaking” in terms of enjoyment” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “English Speaking” in terms of enjoyment” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 1st preference to “English Speaking”. The table further reveals that there is a significant difference (Chi Square 121.560) between the opinion of Urdu and English medium respondents (teachers, parents and students) about the preference of “English Speaking” as compared to other skills. Moreover, the table indicates that the teachers, students and Urdu medium respondents assign more preference to “English Speaking” as compared to the parents and English medium respondents.

Table No 7 (d)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Reading English Books” in terms of enjoyment.

Options given	Parents (2000)	Teachers (1000)	Students (1990)	Chi-square value	Urdu (3460)	English (1530)	Chi-square value
1st Preference	152 (7.6%)	100 (10.0%)	75 (3.8%)	559.822*	240 (6.9%)	87 (5.7%)	92.719*
2 nd Preference	88 (4.4%)	50 (5.0%)	145 (7.3%)		208 (6.0%)	75 (4.9%)	
3 rd Preference	392 (19.6%)	200 (20.0%)	370 (18.6%)		659 (19.0%)	303 (19.8%)	
4 th Preference	344 (17.2%)	150 (15.0%)	315 (15.8%)		604 (17.4%)	205 (13.9%)	
5 th Preference	720 (36.0%)	350 (35.0%)	780 (39.2%)		1220 (35.2%)	630 (41.1%)	
6 th Preference	304 (15.2%)	150 (10.0%)	305 (15.3%)		529 (15.2%)	230 (15.9%)	
df = 10				*Significant at 0.05 level			

The above table indicates that the Chi square value (559.822) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “Reading English Books” in terms of enjoyment” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “Reading English Books” in terms of enjoyment” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 5th preference to “Reading English Books”. The table further reveals that there is a significant difference (Chi Square 92.719) between the opinion of Urdu and English medium respondents (teachers, parents and students) about the preference of “Reading English Books” as compared to other skills. Moreover, the table indicates that the students and English medium respondents assign more preference to “Reading English Books” as compared to the teachers, parents and Urdu medium respondents.

Table No 7 (e)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Writing in English” in terms of enjoyment.

Options given	Parents (1952)	Teachers (1000)	Students (1995)	Chi-square value	Urdu (3437)	English (1510)	Chi-square value
1st Preference	144 (7.4%)	50 (5.0%)	55 (2.7%)		174 (5.0%)	75 (4.9%)	
2 nd Preference	24 (1.2%)	50 (5.0%)	100 (5.0%)		110 (3.2%)	64 (4.2%)	
3 rd Preference	416 (21.3%)	250 (25.0%)	385 (19.2%)	855.581*	730 (21.2%)	321 (21.2%)	156.740*
4 th Preference	832 (42.6%)	400 (40.0%)	835 (41.8%)		1477 (42.9%)	590 (39.0%)	
5 th Preference	416 (21.3%)	150 (15.0%)	450 (22.5%)		666 (19.3%)	350 (23.1%)	
6 th Preference	120 (6.1%)	100 (10.0%)	170 (8.5%)		280 (8.1%)	110 (7.3%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (855.581) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “Writing in English” in terms of enjoyment” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “Writing in English” in terms of enjoyment” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 4th preference to “Writing in English”. The table further reveals that there is a significant difference (Chi Square 156.740) between the opinion of Urdu and English medium respondents (teachers, parents and students) about the preference of “Writing in English” as compared to other skills. Moreover, the table indicates that the parents and Urdu medium respondents assign more preference to “Writing in English” as compared to the teachers, students and English medium respondents.

Table No 7 (f)

Frequency difference in the order of preference of the respondents (parents, teachers and students) they assign to “Singing English songs” in terms of enjoyment.

Options given	Parents (1840)	Teachers (1000)	Students (1805)	Chi-square value	Urdu (3236)	English (1409)	Chi-square value
1st Preference	24 (1.3%)	0	0	508.360*	24 (0.7%)	0	170.360*
2 nd Preference	80 (4.3%)	0	0		56 (1.7%)	24 (1.7%)	
3 rd Preference	24 (1.3%)	0	10 (0.6%)		27 (0.8%)	7 (0.5%)	
4 th Preference	296 (16.1%)	150 (15.0%)	335 (18.6%)		571 (17.6%)	210 (14.9%)	
5 th Preference	408 (22.2%)	200 (20.0%)	500 (27.7%)		750 (23.1%)	358 (25.4%)	
6 th Preference	1008 (54.8%)	650 (65.0%)	960 (53.2%)		1808 (55.8%)	810 (57.4%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (508.360) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference of the respondents (parents, teachers and students) about “Singing English songs” in terms of enjoyment” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference of the respondents (parents, teachers and students) about “Singing English songs” in terms of enjoyment” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 6th preference to “English songs and games”. The table further reveals that there is a significant difference (Chi Square 170.360) between the opinion of Urdu and English medium respondents (teachers, parents and students) about the preference of “English songs and games” as compared to other skills. Moreover, the table indicates that the teachers, parents and English medium respondents assign more preference to “English songs and games” as compared to the students and Urdu medium respondents.

Table No 8

Frequency difference in the preference of respondents (parents, teachers and students) about “What is more helpful in learning English”.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Public (3476)	Private (1524)	Chi-square value
English games	24 (1.2%)	0	35 (1.8%)		44 (1.2%)	15 (0.9%)	
English short stories	1024 (51.2%)	450 (45.0%)	925 (46.2%)		1630 (46.8%)	769 (50.4%)	
English poems	376 (18.8%)	200 (20.0%)	360 (18.0%)	312.350*	676 (19.4%)	260 (17.0%)	186.270*
Conversation in English	448 (22.4%)	350 (35.0%)	635 (31.7%)		998 (28.7%)	435 (28.5%)	
Computer games	128 (6.4%)	0	45 (2.3%)		128 (3.7%)	45 (2.9%)	
df = 8		*Significant at 0.05 level					

The above table indicates that the Chi square value (312.350) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of the respondents (parents, teachers and students) about “What is more helpful in learning English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of the respondents (parents, teachers and students) about “What is more helpful in learning English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) consider the “Short stories and then conversation in English” as more helpful in learning English. The table further reveals that there is a significant difference (Chi Square 186.270) between the opinion of public and private sectors respondents (teachers, parents and students) about “What is more helpful in learning English”. Moreover, the table indicates that the parents and private sector respondents are more in favour of “Short stories” as compared to teachers, students and public sector respondents.

Table No 9 and 10

Frequency difference between parents, teachers and students on their preference about the topics, interesting for them out of the existing textbooks of English for class IX and X.

Topic title	Parents	Teachers	Students	Total	Chi-square value
Hazrat Muhammad (SAWS)	932	764	897	2593	1704.100*
Hazrat Ali's Humanism	734	422	546	1702	
Bees	250	350	246	846	
Traffic Education	290	160	350	800	
Road Safety	200	200	205	605	
Festival in Pakistan	180	120	250	550	
A great leader; Quaid e Azam	145	130	160	435	
Hazrat Ayesha (RA)	120	75	110	305	
Khalid bin Waleed	110	80	107	297	
Father's Advice	65	50	78	193	
Wedding Ceremonies	65	35	78	178	
Daffodils	42	19	54	115	
Knowledge is light	40	17	38	95	
Abu bin Adham	33	14	40	87	
Wedding ceremonies	23	16	42	81	
A little word	25	10	24	59	
Simplicity	15	09	21	45	

*Significant at 0.05 level

The above table indicates that the Chi square value (1704.100) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the interesting topics from existing English textbooks for classes IX and X” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents (parents, teachers and students) about the interesting topics from existing English textbooks for classes IX and X is retained. The table further reveals that the most favourite topics of respondents from existing English textbooks relate to religious personalities (Hazrat Muhammad (SAWS) and Hazrat Ali's Humanism).

Category-IV Human Development and Growth

Table No 1

Frequency difference in the preference of respondents (parents, teachers and students) about the topics for “listening dialogue in English class”.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urban (2427)	Rural (2573)	Chi-square value
Education system of Pakistan	144 (7.2%)	100 (10.0%)	240 (12.0%)		238 (9.8%)	246 (9.5%)	
Marriage rituals in Pakistan	240 (12.0%)	150 (15.0%)	285 (14.3%)		322 (13.2%)	353 (13.7%)	
Use of atomic energy in agriculture	616 (30.8%)	300 (30.0%)	665 (33.3%)	272.361*	779 (32.1%)	802 (31.1%)	13.026*
A cricket match between India and Pakistan	856 (42.8%)	400 (40.0%)	710 (35.5%)		936 (38.6%)	1030 (40.0%)	
Use of Internet	144 (7.2%)	50 (5.0%)	100 (5.0%)		152 (6.2%)	142 (5.5%)	
df = 10				*Significant at 0.05 level			

The above table indicates that the Chi square value (272.361) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of the respondents (parents, teachers and students) about “topics for listening dialogue in English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of the respondents (parents, teachers and students) about “topics for listening dialogue in English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer the topics related to sports and then about use of atomic energy in agriculture. The table further reveals that there is a significant difference (Chi Square 13.026) between the opinion of urban and rural respondents (teachers, parents and students) about the topics for listening dialogue in English. Moreover, the table indicates that the parents, teachers and rural respondents are more in favour of dialogue on “Sports” as compared to students and urban respondents.

Table No 2

Frequency difference between parents, teachers and students on “How we can develop our country and get respect”.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urdu (3470)	English (1530)	Chi- square value
By following American life style.	16 (0.8%)	10 (0.5%)	24 (1.2%)		26 (0.7%)	24 (1.4%)	
By adopting values of British and other European nations	20 (1.0%)	8 (0.4%)	22 (1.1%)		28 (0.8%)	22 (1.4%)	
By getting latest knowledge.	32 (1.6%)	24 (2.4%)	30 (1.5%)	247.953 *	56 (1.6%)	30 (1.9%)	21.708*
By adopting Islamic life style.	964 (48.2%)	550 (55.0%)	980 (49.0%)		1754 (50.5%)	740 (48.4%)	
By getting latest knowledge following the teachings of Islam.	968 (48.4%)	408 (40.8%)	944 (47.2%)		1606 (46.2%)	714 (46.7%)	
	df = 8	*Significant at 0.05 level					

The above table indicates that the Chi square value (247.953) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about “How we can develop our country and get respect” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about “How we can develop our country and get respect” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer “adopting life style of Islam” and “getting latest knowledge by following the teachings of Islam” in order to develop the country and get respect. The table further reveals that there is a significant difference (Chi Square 21.708) between the opinion of Urdu and English medium respondents (teachers, parents and students) about how we can develop our country and get respect. Moreover, the table indicates that the teachers and Urdu medium respondents are more in favour of adopting life style of Islam as compared to parents, students and English medium respondents.

Table No 3

Frequency difference in the preference of respondents (parents, teachers and students) about “what they consider necessary for writing good English.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urdu (3470)	English (1530)	Chi-square value
Maximum vocabulary	700 (35.0%)	350 (30.0%)	693 (34.6%)		1217 (35.0%)	526 (34.4%)	
Grammar	790 (39.5%)	410 (41.0%)	800 (40.0%)		1391 (40.1%)	609 (39.8%)	
Précis writing	123 (6.1%)	50 (5.0%)	115 (5.7%)	920.863*	173 (4.9%)	115 (7.5%)	29.531*
Making Summaries	208 (10.4%)	100 (10.0%)	200 (10.0%)		353 (10.1%)	155 (10.1%)	
Punctuation	120 (6.0%)	60 (6.0%)	90 (4.5%)		200 (5.7%)	70 (4.5%)	
All of the above	59 (2.9%)	30 (3.0%)	102 (5.1%)		136 (4.6%)	55 (5.2%)	
	df = 10			*Significant at 0.05 level			

The above table indicates that the Chi square value (920.863) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about what they consider necessary for writing good English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about what they consider necessary for writing good English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) consider “Grammar” and “Maximum vocabulary” important for writing good English. The table further reveals that there is a significant difference (Chi Square 29.531) in the opinion of Urdu and English medium respondents (teachers, parents and students) about what is important for writing good English. Moreover, the table indicates that the parents are more in favour of “Maximum vocabulary” as compared to teachers and students and teachers consider “Grammar” more important as compared to parents and students. Weightage given by Urdu and English medium respondents is almost equal for both “Grammar” and “Maximum vocabulary”

Table No 4

Frequency difference between parents, teachers and students on the reason due to which they want to learn more English school (classes IX&X).

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Urban (2427)	Rural (2573)	Chi- square value
It is important to get employment.	788 (39.4%)	350 (35.0%)	880 (44.0%)		974 (40.1%)	1044 (40.6%)	
Only important language one faces in life.	796 (39.8%)	350 (35.0%)	675 (33.7%)		903 (37.2%)	918 (35.6%)	
Important pieces of world literature are in	48 (2.4%)	50 (5.0%)	80 (4.0%)	537.530*	88 (3.6%)	90 (3.5%)	25.246*
It has record of important events of world	40 (2.0%)	50 (5.0%)	75 (3.8%)		74 (3.0%)	91 (3.5%)	
It has record of important inventions of science and technology.	328 (16.4%)	200 (20.0%)	290 (14.5%)		388 (16.0%)	430 (16.7%)	
df = 8		*Significant at 0.05 level					

The above table indicates that the Chi square value (537.530) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about “why they want to learn more English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about “why they want to learn more English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer “It is important to get employment” and “Only important language one faces in life”. The table further reveals that there is a significant difference (Chi Square 25.246) between the opinion of urban and rural respondents (teachers, parents and students) about why they want to learn more English. Moreover, the table indicates that the students and parents are more in favour of “It is important to get employment” as compared to teachers while in case of “Only important language one faces in life” the parents, teachers and urban respondents favour it more than the students and rural respondents.

Table No 5 (a)

Frequency difference between parents, teachers and students in the order of preference they assign to “Communicating with foreigners” as purpose learning English at secondary school (classes IX&X).

Options given	Parents (1792)	Teachers (1000)	Students (1950)	Chi-square value	Urban (2293)	Rural (2449)	Chi-square value
1 st Preferenc	48 (2.7%)	0	45 (2.3%)	369.378*	28 (1.2%)	65 (2.7%)	100.790*
2 nd Preferenc	120 (6.7%)	100 (10.0%)	115 (5.9%)		166 (7.2%)	169 (6.9%)	
3 rd Preferenc	260 (14.5%)	200 (20.0%)	355 (18.2%)		405 (17.6%)	410 (16.7%)	
4 th Preferenc	560 (31.3%)	250 (25.0%)	595 (30.5%)		671 (29.3%)	734 (30.0%)	
5 th Preferenc	744 (41.5%)	450 (45.0%)	725 (37.2%)		963 (42.0%)	956 (39.0%)	
6 th Preferenc	60 (3.3%)	0	115 (5.9%)		60 (3.0%)	115 (5.7%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (369.378) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to “Communicating with foreigners” as purpose of learning English is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference, the respondents assign to “Communicating with foreigners” as purpose learning of English is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 5th preference to “Communicating with foreigners”. The table further reveals that there is a significant difference (Chi Square 100.790) between the opinion of urban and rural respondents (teachers, parents and students) about the order of preference they assign to “Communicating with foreigners” as compared to other purposes of learning English. Moreover, the table indicates that the parents, teachers and urban respondents assign more preference to “Communicating with foreigners” as compared to the students and rural respondents.

Table No 5 (b)

Frequency difference between parents, teachers and students in the order of preference they assign to “While living in foreign countries” as purpose for learning English at secondary school.

Options given	Parents (1768)	Teachers (1000)	Students (1885)	Chi-square value	Urban (2317)	Rural (2336)	Chi-square value
1st Preference	104 (5.9%)	0	50 (2.7%)	660.466*	61 (2.6%)	93 (4.0%)	16.175*
2 nd Preference	40 (2.3%)	0	105 (5.6%)		69 (3.0%)	76 (3.3%)	
3 rd Preference	24 (1.4%)	0	55 (2.9%)		43 (1.9%)	36 (1.5%)	
4 th Preference	140 (7.9%)	100 (10.0%)	135 (7.2%)		190 (8.2%)	185 (7.9%)	
5 th Preference	264 (14.9%)	200 (20.0%)	295 (15.6%)		374 (16.1%)	385 (16.4%)	
6 th Preference	1196 (67.6%)	700 (70.0%)	1245 (66.0%)		1580 (68.1%)	1561 (66.8%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (660.466) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to “While living in foreign countries” as purpose of learning English is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference, the respondents assign to “While living in foreign countries” as purpose of learning English is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 6th preference to “While living in foreign countries”. The table further reveals that there is a significant difference (Chi Square 16.175) between the opinion of urban and rural respondents (teachers, parents and students) about the order of preference they assign to “While living in foreign countries” as compared to other purposes of learning English. Moreover, the table indicates that the teachers and urban respondents assign more preference to “While living in foreign countries” as compared to the parents, students and rural respondents.

Table No 5 (c)

Frequency difference between parents, teachers and students on the order of preference they assign to “While going abroad for higher studies” as purpose for learning English at secondary school.

Options given	Parents (2000)	Teachers (1000)	Students (1995)	Chi-square value	Urban (2427)	Rural (2568)	Chi-square value
1st Preference	576 (28.8%)	250 (25.0%)	490 (24.5%)	946.342*	676 (27.8%)	640 (24.9%)	151.590*
2 nd Preference	1080 (54.0%)	500 (50.0%)	1105 (55.4%)		1330 (54.8%)	1355 (52.8%)	
3 rd Preference	200 (10.0%)	200 (20.0%)	150 (7.5%)		270 (11.1%)	280 (10.9%)	
4 th Preference	64 (3.2%)	50 (5.0%)	150 (7.5%)		71 (2.9%)	193 (7.5%)	
5 th Preference	48 (2.4%)	0	85 (4.3%)		48 (2.0%)	85 (3.3%)	
6 th Preference	32 (1.6%)	0	15 (0.8%)		32 (1.3%)	15 (0.6%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (946.342) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to “While going abroad for higher studies” as purpose learning English is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference, the respondents assign to “While going abroad for higher studies” as purpose learning English is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 2nd preference to “While going abroad for higher studies”. The table further reveals that there is a significant difference (Chi Square 151.590) between the opinion of urban and rural respondents (teachers, parents and students) about the order of preference they assign to “While going abroad for higher studies” as compared to other purposes of learning English. Moreover, the table indicates that the parents, students and urban respondents assign more preference to “While going abroad for higher studies” as compared to the teachers and rural respondents.

Table No 5 (d)

Frequency difference between parents, teachers and students in the order of preference they assign to “While talking with foreigners in a domestic company” as purpose for learning English at secondary school.

Options given	Parents (1960)	Teachers (1000)	Students (1920)	Chi-square value	Urban (2400)	Rural (2480)	Chi-square value
1st Preference	48 (2.4%)	50 (5.0%)	45 (2.3%)	771.655*	58 (2.4%)	85 (3.4%)	110.050*
2 nd Preference	150 (7.6%)	50 (5.0%)	60 (3.1%)		150 (6.2%)	110 (4.4%)	
3 rd Preference	176 (9.0%)	100 (15.0%)	145 (7.5%)		226 (9.4%)	195 (7.8%)	
4 th Preference	850 (43.4%)	500 (50.0%)	990 (51.6%)		1100 (45.8%)	1240 (50.0%)	
5 th Preference	648 (33.1%)	250 (25.0%)	570 (29.7%)		748 (31.1%)	720 (29.0%)	
6 th Preference	88 (4.5%)	50 (5.0%)	110 (5.7%)		118 (4.9%)	130 (5.2%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (771.655) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to “While talking with foreigners in a domestic company” as purpose learning English is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference, the respondents assign to “While talking with foreigners in a domestic company” as purpose learning English is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 4th preference to “While talking with foreigners in a domestic company”. The table further reveals that there is a significant difference (Chi Square 110.05) between the opinion of urban and rural respondents (teachers, parents and students) about the order of preference they assign to “While talking with foreigners in a domestic company” as compared to other purposes of learning English. Moreover, the table indicates that the teachers, students and rural respondents assign more preference to “While talking with foreigners in a domestic company” as compared to the parents and urban respondents.

Table No 5 (e)

Frequency difference between parents, teachers and students in the order of preference they assign to “While serving in a foreign company in Pakistan” as purpose for learning English at secondary school.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urban (2427)	Rural (2573)	Chi-square value
1st Preference	88 (4.4%)	0	25 (1.2%)	1520.040*	68 (2.8%)	45 (1.7%)	52.870*
2 nd Preference	336 (16.8%)	150 (15.0%)	265 (13.3%)		360 (14.8%)	391 (15.2%)	
3 rd Preference	1064 (53.2%)	550 (55.0%)	1110 (55.6%)		1317 (54.2%)	1407 (54.7%)	
4 th Preference	408 (20.4%)	200 (20.0%)	475 (23.8%)		528 (21.7%)	555 (21.6%)	
5 th Preference	88 (4.4%)	50 (5.0%)	70 (3.5%)		108 (4.4%)	100 (4.0%)	
6 th Preference	16 (0.8%)	50 (5.0%)	50 (2.5%)		46 (2.0%)	70 (2.7%)	

df = 10

*Significant at 0.05 level

The above table indicates that the Chi square value (1520.040) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to “While serving in a foreign company in Pakistan” as purpose learning English is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference, the respondents assign to “While serving in a foreign company in Pakistan” as purpose learning English is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 3rd preference to “While serving in a foreign company in Pakistan”. The table further reveals that there is a significant difference (Chi Square 52.870) between the opinion of urban and rural respondents (teachers, parents and students) about the order of preference, they assign to “While serving in a foreign company in Pakistan” as compared to other purposes of learning English. Moreover, the table indicates that the teachers and students assign more preference to “While serving in a foreign company in Pakistan” as compared to the parents.

Table No 5 (f)

Frequency difference between parents, teachers and students in the order of preference they assign to “While doing job in different offices in Pakistan” as purpose for learning English at secondary school.

Options given	Parents (2000)	Teachers (1000)	Students (1965)	Chi-square value	Urban (2392)	Rural (2573)	Chi-square value
1 st Preference	1232 (61.6%)	700 (70.0%)	1315 (66.9%)	1148.470*	1602 (66.9%)	1645 (63.9%)	31.440*
2 nd Preference	328 (16.4%)	200 (20.0%)	315 (16.0%)		398 (16.6%)	445 (17.3%)	
3 rd Preference	208 (10.4%)	50 (5.0%)	180 (9.1%)		188 (7.8%)	250 (9.7%)	
4 th Preference	48 (2.4%)	50 (5.0%)	80 (4.1%)		68 (2.8%)	110 (4.2%)	
5 th Preference	64 (3.2%)	0	45 (2.3%)		50 (2.1%)	59 (2.3%)	
6 th Preference	120 (6.0%)	0	30 (1.5%)		86 (3.5%)	64 (2.4%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (1148.470) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the order of preference, the respondents (parents, teachers and students) assign to “While doing job in different offices in Pakistan” as purpose of learning English is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the order of preference, the respondents assign to “While doing job in different offices in Pakistan” as purpose of learning English is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) assign 1st preference to “While doing job in different offices in Pakistan”. The table further reveals that there is a significant difference (Chi Square 31.440) between the opinion of urban and rural respondents (teachers, parents and students) about the order of preference, they assign to “While doing job in different offices in Pakistan” as compared to other purposes of learning English. Moreover, the table indicates that the teachers, students and urban respondents assign more preference to “While doing job in different offices in Pakistan” as compared to the parents and rural respondents.

Table No 6

Frequency difference between parents, teachers and students on the preference on increasing content and time for learning English at secondary school (classes IX&X).

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Urdu (3470)	English (1530)	Chi-square value
For listening English	8 (0.4%)	40 (4.0%)	15 (0.8%)	379.932*	48 (1.4%)	15 (0.9%)	63.307*
For reading English	200 (10.0%)	100 (10.0%)	125 (6.3%)		234 (6.7%)	191 (12.5%)	
For conversation in English	1020 (51.0%)	570 (57.0%)	1130 (56.5%)		1861 (53.6%)	759 (49.6%)	
For writing English	296 (14.8%)	150 (15.0%)	325 (16.2%)		554 (16.0%)	217 (14.2%)	
For English grammar	476 (23.8%)	240 (24.0%)	405 (20.2%)		773 (22.2%)	348 (22.7%)	
	df = 10	*Significant at 0.05 level					

The above table indicates that the Chi square value (379.932) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about increasing content and time for learning English” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about increasing content and time for learning English” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer “Conversation” for increasing content and time for learning English. The table further reveals that there is a significant difference (Chi Square 63.307) between the opinion of Urdu and English medium respondents (teachers, parents and students) about increasing content and time for “Conversation” as compared to other aspects of learning English. Moreover, the table indicates that the teachers, students and Urdu medium respondents are more in favour of “Conversation” as compared to the parents and English medium respondents.

Table No 7

Frequency difference between parents, teachers and students on their perception about the situation for using English in daily life.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Male 2532	Female 2468	Chi-square value
In school	272 (13.6%)	180 (18.0%)	235 (11.8%)	372.519*	362 (14.3%)	325 (13.2%)	51.082*
At home	24 (1.2%)	0	70 (3.5%)		44 (1.7%)	50 (2.0%)	
In the office / on Internet	592 (29.6%)	300 (30.0%)	590 (34.5%)		742 (29.3%)	740 (30.0%)	
	64 (3.2%)	60 (12.0%)	120 (6.0%)		126 (4.9%)	118 (4.7%)	
To get higher education	1048 (52.4%)	460 (46.0%)	985 (49.2%)		1258 (49.7%)	1235 (50.0%)	
df = 8		*Significant at 0.05 level					

The above table indicates that the Chi square value (372.519) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the perception of respondents (parents, teachers and students) about the situation for using English in daily life” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the perception of respondents (parents, teachers and students) about the situation for using English in daily life” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) perceive to use English mostly for “getting higher education”. The table further reveals that there is a significant difference (Chi Square 51.082) between the opinion of the male and the female respondents (teachers, parents and students) about the situations for using English in daily life. Moreover, the table indicates that the teachers and students are more in favour of the situation of “getting higher education” as compared to the parents while the male and the female assign almost equal weightage to it.

Table No 8

Frequency difference between parents, teachers and students on their preference about types of letters they want to learn in school.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Public (3476)	Private (1524)	Chi- square value
Introducing their country to a foreigner	464 (23.2%)	200 (20.0%)	555 (27.7%)		851 (24.4%)	368 (24.1%)	
Writing complaints to some Govt. offices	328 (16.4%)	140 (24.0%)	260 (13.0%)		505 (14.5%)	223 (14.6%)	
Writing story of a cultural events to someone	392 (19.6%)	220 (22.0%)	290 (14.5%)	335.438*	633 (18.2%)	269 (17.6%)	35.113*
Writing description of journey to family	680 (34.0%)	380 (38.0%)	710 (35.5%)		1215 (35.0%)	555 (36.4%)	
Introducing computer software to friends	136 (6.8%)	60 (6.0%)	185 (9.3%)		272 (7.8%)	109 (7.1%)	
	df = 8	*Significant at 0.05 level					

The above table indicates that the Chi square value (335.438) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the types of letters they want to learn in school” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents (parents, teachers and students) about the types of letters they want to learn in school” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer to learn descriptive types of letters. The table further reveals that there is a significant difference (Chi Square 35.113) between the opinion of the public and the private sector respondents (teachers, parents and students) about the types of letters they want to learn. Moreover, the table indicates that the teachers and private sector respondents are more in favour of descriptive types of letters as compared to the parents, students and public sector respondents.

Table No 9

Frequency difference between parents, teachers and students on their preference about interesting topics for writing essays.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi-square value	Male 2532	Female 2468	Chi-square value		
Marriage party	112 (5.6%)	90 (9.0%)	140 (7.0%)	158.352*	172 (6.8%)	170 (6.8%)	79.977*		
Railway journey	360 (18.0%)	170 (17.0%)	385 (19.3%)		465 (18.3%)	450 (18.2%)			
My country	832 (41.6%)	450 (45.0%)	850 (42.5%)		1057 (41.7%)	1075 (43.5%)			
A day of Eid	568 (28.4%)	290 (29.0%)	470 (23.5%)		688 (27.1%)	640 (25.9%)			
Computers	104 (5.1%)	0	150 (7.5%)		126 (4.9%)	128 (5.2%)			
Elections	24 (1.2%)	0	5 (0.3%)		24 (0.9%)	5 (0.2%)			
df = 10		*Significant at 0.05 level							

The above table indicates that the Chi square value (158.352) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about interesting topics for writing essays” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents (parents, teachers and students) about interesting topics for writing essays” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer to write essay on topics about Pakistan and related to religion. The table further reveals that there is a significant difference (Chi Square 79.977) between the opinion of the male and the female respondents (teachers, parents and students) about interesting topics for writing essays. Moreover, the table indicates that the teachers and the female respondents are more in favour of topics related to Pakistan as compared to the parents, students and the male respondents.

Table No 10 (a)

Frequency difference between parents, teachers and students on their preference about the topics for discussion with a foreigner.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Male 2532	Female 2468	Chi- square value
Geographical location of Pakistan	608 (30.4%)	290 (29.0%)	540 (27.0%)		748 (29.4%)	690 (27.9%)	
Islamic identity of Pakistan	592 (29.6%)	340 (34.0%)	815 (40.7%)		854 (33.7%)	893 (36.1%)	
Tourism spots in Pakistan	464 (23.2%)	240 (24.0%)	420 (21.0%)	178.305*	564 (22.2%)	560 (22.7%)	103.170*
Transport system of Pakistan	152 (7.6%)	90 (9.0%)	100 (5.0%)		172 (6.8%)	170 (6.9%)	
Marriage parties in different parts of Pakistan	128 (6.4%)	40 (4.0%)	115 (5.8%)		138 (5.4%)	145 (5.8%)	
Political system of Pakistan	56 (2.8%)	0	10 (0.5%)		56 (2.2%)	10 (0.4%)	
df = 10		*Significant at 0.05 level					

The above table indicates that the Chi square value (178.305) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the topics for discussion with a foreigner” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents about the topics for discussion with a foreigner” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer to discuss on the topics about Islamic identity of Pakistan and importance of its geographical location with a foreigner. The table further reveals that there is a significant difference (Chi Square 103.170) between the opinion of the male and the female respondents about the topics for discussion with a foreigner. Moreover, the table indicates that the teachers, students and the female respondents are more in favour of topics related to “Islamic identity of Pakistan” while parents are more in favour of “Geographical location of Pakistan”.

Table No 10 (b)

Frequency difference between parents, teachers and students on their perception of topics for discussion with a foreigner.

Options given	Parents (2000)	Teachers (1000)	Students (2000)	Chi- square value	Public (3476)	Private (1524)	Chi- square value
Geographical location of Pakistan	608 (30.4%)	290 (29.0%)	540 (27.0%)		1083 (31.2%)	355 (23.3%)	
Islamic identity of	592 (29.6%)	340 (34.0%)	815 (40.8%)		1151 (33.1%)	596 (39.1%)	
Tourism spots in Pakistan	464 (23.2%)	240 (24.0%)	420 (21.0%)		727 (20.9%)	397 (26.0%)	
Transport system of Pakistan	152 (7.6%)	90 (9.0%)	100 (5.0%)	178.305*	242 (6.9%)	100 (6.5%)	99.078*
Marriage parties in different parts of Pakistan	128 (6.4%)	40 (4.0%)	115 (5.8%)		217 (6.2%)	66 (4.3%)	
Political system of Pakistan	56 (2.8%)	0	10 (0.5%)		56 (1.6%)	10 (0.7%)	

*Significant at 0.05 level

The above table indicates that the Chi square value (178.305) is significant at 0.05 level therefore, the hypothesis that “there is no significant difference in the preference of respondents (parents, teachers and students) about the topics for discussion with a foreigner” is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the preference of respondents (parents, teachers and students) about the topics for discussion with a foreigner” is retained. The figures in the table are indicative of the fact that the respondents (parents, teachers and students) prefer to discuss on the topics about Islamic identity of Pakistan and importance of its geographical location with a foreigner. The table further reveals that there is a significant difference (Chi Square 99.078) between the opinion of the public and the private sector respondents (teachers, parents and students) about the topics for discussion with a foreigner. Moreover, the table indicates that the teachers, students and the private sector respondents are more in favour of topics related to “Islamic identity of Pakistan” while parents and public sector respondents are more in favour of “Geographical location of Pakistan”.

PART-B STATISTICAL ANALYSIS OF THE OPINION OF CURRICULUM EXPERTS

i) Experience of curriculum experts in teaching, curriculum development, textbook development and evaluation/examination.

Teaching		Curriculum Development		Textbook Development		Evaluation / Examination	
Class	No	Level	Years	Level	Years	Level	Years
1-8	08	1-8	05	1-8	06	1-8	20
SSC	20	SSC	04	SSC	08	SSC	18
HSSC	12	HSSC	02	HSSC	03	HSSC	12
Above HSSC	10	Nil	39	Above HSSC	33	Above HSSC	Nil

b) Professional qualification/degrees of curriculum experts

- a) B.Ed = 22
- b) M.Ed = 24
- c) Without Professional Qualification = 04

**Category–I The process of curriculum development/content selection
for teaching English in secondary schools in Pakistan**

Table No 1

Experts are satisfied with the process of curriculum development in Pakistan at present.

Number	Yes	NO	Chi-Square Value
50	18 36%	32 64%	3.920**

df = 1

*Significant at 0.05 level

** Not significant at 0.05 level

The above table indicates that the calculated value Chi square (3.920) is not significant at 0.05 level, therefore the hypothesis that there is a significant difference in the level of satisfaction of experts about the curriculum development process in Pakistan is rejected at 0.05 level of significance and an alternate hypothesis that “there is no significant difference in the level of satisfaction of experts about the curriculum development process in Pakistan is retained. Therefore, on the basis of percentage weightage indicated in the table it is concluded that the curriculum experts are not satisfied with the present curriculum development process in Pakistan.

Table No 2

The policy objectives of secondary education have been translated into curriculum objectives at this level.

Policy objectives have been translated into curriculum objectives	Yes	NO	Chi-Square value
N 50	33 66%	17 34%	5.120*

df = 1

*Significant at 0.05 level

** Not significant at 0.05 level

The above table indicates that the calculated value Chi square value (5.120) is significant at 0.05 level, therefore the hypothesis that there is no significant difference in the opinion of experts about translation of policy objectives into curriculum objectives is rejected at 0.05 level of significance and an alternate hypothesis that “there is a significant difference in the opinion of experts about the translation of policy objectives into curriculum is retained. Therefore, on the basis of percentage weightage indicated in the table it is concluded that the curriculum experts are satisfied with the translation of policy objectives into curriculum objectives at secondary school level.

Table No 3

Curriculum revision in Pakistan is carried out abruptly.

Curriculum revision in Pakistan is carried out abruptly	SD	D	UD	A	SA	Chi-Square value
N = 50	6 12%	7 14%	6 12%	19 38%	12 24%	12.60*

df = 4

*Significant at 0.05 level

**Not significant at 0.05 level

The above table indicates that the calculated Chi square value (12.60) is significant at 0.05 level therefore, the hypothesis that curriculum revision in Pakistan is not carried out abruptly is rejected at 0.05 level of significance and an alternate hypothesis that the curriculum revision in Pakistan is carried out abruptly is retained. Moreover, the percentage weightage indicated in the table is also in favour of the alternate hypothesis, it is thus, concluded that the experts agree that curriculum revision in Pakistan is carried out abruptly without following proper procedures for curriculum revision/ curriculum development cycle.

Table No 4

Before curriculum revision in Pakistan proper research to evaluate the previous curriculum is carried out.

Before curriculum revision proper research to evaluate the previous curriculum is carried out in Pakistan	SD	D	UD	A	SA	Chi-Square value
N = 50	17 34%	12 24%	9 18%	6 12%	6 12%	8.600**

df = 4

*Significant at 0.05 level

**Not significant at 0.05 level

The above table indicates that the calculated Chi square value (8.600) is not significant at 0.05 level therefore, the hypothesis that proper research/evaluation of previous curriculum is carried out before its revision is rejected at 0.05 level of significance and an alternate hypothesis that no proper research/evaluation of previous curriculum is carried out before its revision is retained. Moreover, the percentage weightage indicated in the table is also in favour of the alternate hypothesis, it is thus concluded that the experts agree that no research/evaluation of previous curriculum is carried out before its revision in Pakistan.

Table No 5

The curriculum of English for SSC is sufficiently rich to meet various needs of society (epistemological, ontological and axiological).

The epistemological needs of our society	SD	D	UD	A	SA	Chi-Square value
N = 50	5 10%	6 12%	7 14%	15 30%	17 34%	12.400*
The ontological needs of our society	SD	D	UD	A	SA	Chi-Square Value
N = 50	3 6%	3 6%	27 54%	14 28%	3 6%	45.200*
The axiological needs of our society	SD	D	UD	A	SA	Chi-Square Value
N = 50	13 26%	16 32%	10 20%	6 12%	5 10%	8.600**

df = 4

*Significant at 0.05 level

**Not significant at 0.05 level

The above table indicates that the calculated Chi square values (12.400 and 45.200 respectively) in cases of meeting “The epistemological needs of our society” and “The ontological needs of our society” by the English curriculum are significant at 0.05 level. However, the Chi square value (8.600) in case of axiological needs of society is not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the curriculum experts regarding meeting epistemological and ontological needs of the society in English curriculum while in case of axiological needs there is no significant difference. Therefore, on the basis of percentage weightage indicated in the table it is concluded that English curriculum in Pakistan meets epistemological and ontological needs of the society but fails to meet axiological needs of society.

Table No 6

The content of English curriculum for SSC and HSSC in Pakistan has been selected through different procedures (judgmental, experimental, analytical and consensual)

Judgmental procedure		SD	D	UD	A	SA	Chi-Square value
N	= 50	2 4%	3 6%	1 2%	8 16%	36 72%	87.400*
Experimental procedure		SD	D	UD	A	SA	Chi-Square value
N	= 50	15 30%	14 28%	8 16%	7 14%	6 12%	7.00**
Analytical procedure		SD	D	UD	A	SA	Chi-Square Value
N	= 50	16 32%	14 28%	8 16%	6 12%	6 12%	8.800**
Consensual procedure		SD	D	UD	A	SA	Chi-Square Value
N	= 50	14 28%	16 32%	9 18%	5 10%	6 12%	9.400**
df = 4		*Significant at 0.05 level			**Not significant at 0.05 level		

The above table indicates that the calculated Chi square values in the cases of experts' perception of curriculum as "Experimental procedure", "Analytical procedure", and "Consensual procedure" are not significant at 0.05 level. However, the Chi square value in the case of experts' perception about "Judgmental procedure" is significant at 0.05 level. This statistically means that there is no significant difference in the opinion of the experts about the use of these procedures for selection of content of English except "Judgmental procedure". Therefore, on the basis of percentage weightage indicated in the table, it is concluded that the experts are of the opinion that only judgmental procedure is used for selection of contents for teaching English at SSC level in Pakistan.

Table No 7

Only one philosophy is followed while developing curriculum of English for SSC and HSSC in Pakistan.

Only one philosophy is followed while developing curriculum of English	SD	D	UD	A	SA	Chi-Square value
N = 50	22 44%	19 38%	9 18%	0	0	5.560**

df = 4

*Significant at 0.05 level

**Not significant at 0.05 level

The above table indicates that the calculated Chi square value (5.560) is not significant at 0.05 level therefore, the hypothesis that only one philosophy is followed while developing curriculum of English for secondary classes is rejected at 0.05 level of significance and an alternate hypothesis that there is no significant difference in the opinion of curriculum experts regarding following only one philosophy while developing English curriculum for secondary classes is retained. Moreover, on the basis of percentage weightage indicated in the table it is concluded that in the opinion of curriculum experts no single philosophy is followed while developing curriculum of English at secondary level.

Table No 8

Aims goals and objectives of SSC English Curriculum are drawn from various sources (empirical sources, philosophical sources and subject matter sources).

Empirical sources	SD	D	UD	A	SA	Chi-Square value
N = 50	24 48%	18 36%	7 14%	0	0	7.840**
Philosophical sources	SD	D	UD	A	SA	Chi-Square value
N = 50	18 36%	22 44%	10 20%	0	0	4.480**
Subject matter sources	SD	D	UD	A	SA	Chi-Square value
N = 50	0	0	5 10%	13 26%	32 64%	23.080*
df = 4	*Significant at 0.05 level		**Not significant at 0.05 level			

The above table indicates that the calculated Chi square value (23.080) in case of “Subject matter” as source of curriculum aims, goals and objectives is significant at 0.05 level. However, the Chi square value (7.840 and 4.480) in cases of “Philosophical sources” and “Empirical sources” is not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the curriculum experts regarding “Subject matter” source while there is no significant difference in the opinion of the curriculum experts regarding “Philosophical” and “Empirical” sources as basis for aims, goals and objectives of English curriculum. Therefore, on the basis of percentage weightage indicated in the table it is concluded that the aims, goals and objectives of English curriculum at secondary level in Pakistan are derived from “Subject matter” source and not from empirical and philosophical sources.

Table No 9

The content of the curriculum of English for SSC have been arranged on logical and psychological principles:-

		SD	D	UD	A	SA	Chi-Square value
Logical principles							
N	= 50	7	10	3	15	15	
		14%	20%	6%	30%	30%	10.800*
Psychological principles							
N	= 50	15	23	12	0	0	
		30%	46%	24%			3.880**
df = 4		*Significant at 0.05 level		**Not significant at 0.05 level			

The above table indicates that the Chi square value (10.800) in case of logical principles is significant at 0.05 level. However, the Chi square value (3.880) in case of psychological principles is not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the curriculum experts regarding arrangement of content on “Logical principles” while in case of “psychological principles” there is no significant difference. Therefore, on the basis of percentage weightage indicated in the table it is concluded that contents of English at secondary school level in Pakistan is arranged on logical principles.

Table No 10

Relationship (vertical and horizontal) between components of curriculum at SSC level has been maintained in the content of existing curriculum.

Vertically		SD	D	UD	A	SA	Chi-Square value
N	= 50	15 30%	23 46%	12 24%	0	0	3.880**
Horizontally		SD	D	UD	A	SA	Chi-Square value
N	= 50	7 14%	10 20%	3 6%	15 30%	15 30%	10.800*

df = 4 *Significant at 0.05 level **Not significant at 0.05 level

The above table indicates that the Chi square value (3.880) in case of vertical relationship between components of curriculum at SSC is not significant at 0.05 level. However, the Chi square value (10.800) in case of horizontal relationship between the components of curriculum is significant at 0.05 level. This statistically means that there is no significant difference in the opinion of the curriculum experts regarding vertical relationship of components of curriculum while there is a significant difference in the opinion of experts about horizontal relationship. Therefore, on the basis of percentage weightage indicated in the table it is concluded, “Relationship between components of curriculum at SSC is maintained horizontally, not vertically.

Table No 11

Our curriculum of English for SSC develops all three domains (Cognitive, affective and psychomotor).

		SD	D	UD	A	SA	Chi-Square value
The Cognitive Domain							
N	= 50	0	1 2%	11 22%	21 42%	17 34%	18.160*
The Affective Domain							
N	= 50	19 38%	20 40%	11 22%	0	0	2.920**
The Psychomotor Domain							
N	= 50	17 34%	13 26%	7 14%	8 16%	5 10%	9.600**
df = 4		*Significant at 0.05 level		**Not significant at 0.05 level			

The above table indicates that the calculated Chi square value (18.160) in case “Cognitive domain” is significant at 0.05 level. However, the Chi square values (2.920 and 9.600) in cases of “Affective” and “Psychomotor” domains are not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the curriculum experts regarding development of cognitive domain while no significant difference is in the opinion of the curriculum experts regarding development of affective and psychomotor domains. Therefore, on the basis of percentage weightage indicated in the table it is concluded that except cognitive domain English curriculum does not develop affective and psychomotor domains of the students.

Category- II Selection of contents for teaching English in secondary classes

Table No 12

The life styles the curriculum of English for SSC in Pakistan aims at promoting (the life styles of advanced western countries and life style of Islam).

Life styles of advanced western countries	SD	D	UD	A	SA	Chi-Square value
N = 50	17 34%	25 50%	8 16%	0	0	8.680**
Life style of Islam	SD	D	UD	A	SA	Chi-Square value
N = 50	0	0	8 16%	11 22%	31 62%	81.760*
df = 4	*Significant at 0.05 level		**Not significant at 0.05 level			

The above table indicates that the calculated Chi square value (81.760) in case of “Life style of Islam” is significant at 0.05 level. However, the Chi square value (8.680) in case of “life styles of advanced western countries” is not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the curriculum experts regarding promotion of life style of Islam through English curriculum, while there is no significant difference in case of the life style of advanced western countries. Therefore, on the basis of percentage weightage indicated in the table, it is concluded that the curriculum of English at secondary level is developed with the aim of promoting life style of Islam among students and not the life style of advanced western countries.

Table No 13

The curriculum of English at secondary level helps in promoting culture and values of different societies (culture and values of English speaking countries and culture and values of their own society).

		SD	D	UD	A	SA	Chi-Square value
Culture and values of English speaking countries							
N	= 50	21 42%	21 42%	8 16%	0	0	6.760**
Culture and values of our own society		SDA	DA	UD	A	SA	Chi-Square value
N	= 50	0	0	6 12%	11 22%	33 66%	24.760*
df = 4	*Significant at 0.05 level		**Not significant at 0.05 level				

The above table indicates that the calculated Chi square value (24.760) in case of “Culture and values of their own society” is significant at 0.05 level. However, the Chi square value (6.760) in case of “Culture and values of English speaking countries“ is not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the curriculum experts regarding promotion of Culture and values of their own society through secondary school English curriculum while there is no significant difference in case of the promotion of culture and values of English speaking countries. Therefore, on the basis of percentage weightage indicated in the table it is concluded that the curriculum of English at secondary level is developed to promote culture and values of Pakistani society among the students and not the culture and values of English speaking countries.

Table No 14**Existing curriculum of English helps in the promotion of various language skills (Reading, Writing, Listening, Speaking and Reflecting) among the learners.**

Reading		SD	D	UD	A	SA	Chi-Square value
N	= 50	4	3	3	14	26	40.600*
		8%	6%	6%	28%	52%	
Writing		SD	D	UD	A	SA	Chi-Square value
N	= 50	3	4	2	8	33	45.400*
		6%	8%	4%	16%	66%	
Listening		SD	D	UD	A	SA	Chi-Square value
N	= 50	22	19	9	0	0	5.560**
		44%	38%	18%			
Speaking		SD	D	UD	A	SA	Chi-Square value
N	= 50	32	18	0	0	0	3.920**
		64%	36%				
Reflecting		SD	D	UD	A	SA	Chi-Square value
N	= 50	17	12	9	6	6	8.600**
		34%	24%	18%	12%	12%	

df = 4

*Significant at 0.05 level

**Not significant at 0.05 level

The above table indicates that the calculated Chi square values in the cases of experts' opinion about promotion of "Reading" (40.600) and "Writing" (45.400) skills through existing curriculum are significant at 0.05 level. However, the Chi square value in the cases of "Listening" (5.560), "Speaking" (3.920) and "Reflecting" (8.600) are not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the experts about the promotion of "Reading and Writing" skills through existing English curriculum for secondary classes while there is no significant difference in the opinion of the experts in cases of "Listening", "Speaking" and "Reflecting". Therefore, on the basis of percentage weightage indicated in the table it is concluded that the experts are of the opinion that existing English curriculum at secondary level promotes "Reading" and "Writing" skills and does not promote "Listening", "Speaking" and "Reflecting" skills among the students.

Table No 15

The content being taught at SSC English is sufficiently rich to achieve the given objectives.

The content being taught at SSC English is sufficiently rich to achieve the given objectives	SD	D	UD	A	SA	Chi-Square value
N = 50	0	0	7 14%	15 30%	28 56%	13.480*

df = 4

*Significant at 0.05 level

**Not significant at 0.05 level

The above table indicates that the calculated Chi square value (13.480) is significant at 0.05 level therefore the hypothesis that there is no significant difference in the opinion of experts about “richness of present content of English in achieving the objectives of teaching of English at SSC level” is rejected and an alternate hypothesis that there is a significant difference in the opinion of experts about “richness of present content of English in achieving the objectives of teaching of English at SSC level” is retained. Therefore, on the basis of percentage weightage indicated in the table it is concluded that according to the experts, the present content of English is sufficiently rich to achieve objectives of the teaching of English at SSC level.

Table No 16

Existing content of English lays emphasis on “Discussion in the class in English”, “Writing letters and applications”, “Writing essays”, “Reading articles etc”, “Learning poems” and “Grammar”.

Discussion in the class in English	SD	D	UD	A	SA	Chi-Square value
N = 50	15 30%	15 30%	8 16%	7 14%	5 10%	8.800**
Writing letters and applications	SD	D	UD	A	SA	Chi-Square value
N = 50	17 34%	12 24%	9 18%	6 12%	6 12%	8.600**
Writing essays	SD	D	UD	A	SA	Chi-Square value
N = 50	14 28%	16 32%	9 18%	5 10%	6 12%	9.400**
Reading articles etc	SD	D	UD	A	SA	Chi-Square value
N = 50	14 28%	16 32%	8 16%	5 10%	7 14%	9.00**
Learning poems	SD	D	UD	A	SA	Chi-Square value
N = 50	14 28%	16 32%	9 18%	5 10%	6 12%	9.400**
Grammar	SD	D	UD	A	SA	Chi-Square value
N = 50	3 6%	2 4%	0	7 14%	38 76%	70.480*

df = 4

*Significant at 0.05 level

**Not significant at 0.05 level

The above table indicates that the calculated Chi square values in cases of “Discussion in the class in English”, “Writing letters and applications”, “Writing essays”, “Reading articles etc”, “Learning poems” are not significant at 0.05 level. However, the Chi square value (70.480) in case of “Grammar” is significant at 0.05 level. This statistically means that there is no significant difference in the opinion of the curriculum experts regarding emphasis of existing curriculum English on “Discussion in the class in English”, “Writing letters and applications”, “Writing essays”, “Reading articles etc”, “Learning poems” at secondary level while the difference in case of “Grammar” is significant. Therefore, on the basis of percentage weightage indicated in the table, it is concluded that existing curriculum of English at secondary school emphasizes on “Grammar” more than other aspects.

Table No 17

Various types of contents (essays on religious topics, stories of Muslim heroes and poems of natural beauty) have been included due to the text due to interest of the learners.

Essays on religious topics	SD	D	UD	A	SA	Chi-Square value
N = 50	0	0	5 10%	16 32%	29 58%	17.320*
Stories of Muslim heroes	SD	D	UD	A	SA	Chi-Square value
N = 50	0	0	5 10%	18 36%	27 45%	16.680*
Poems of natural beauty.	SD	D	UD	A	SA	Chi-Square value
N = 50	0	0	8 16%	12 24%	30 60%	16.480*

df = 4 *Significant at 0.05 level **Not significant at 0.05 level

The above table indicates that the calculated Chi square values (17.320, 16.680 and 16.480) in all the three cases i.e. “Essays on religious topics”, “Stories of Muslim heroes” and “Poems of natural beauty” are significant at 0.05 level. This statistically means that there is significant difference in the opinion of the curriculum experts regarding the topics of essays, stories and poems included in the curriculum of secondary school English. Therefore, the hypothesis that there is no significant difference in the opinion of experts about inclusion of a variety of items (essays on religious topics, stories on Muslim heroes and poems on natural beauty) is rejected at 0.05 level of significance and on the basis of percentage weightage indicated in the table it is concluded that the topics related to religion, Muslim heroes and natural beauty for teaching essays, stories and poems at SSC level English are included in the text due to interest of the learners.

Table No 18

Present content of English for SSC has been selected keeping in view various criteria of content selection (Utility, Significance, Interest and Human development and growth)

Utility	SD	D	UD	A	SA	Chi-Square value
N = 50	17 34%	13 26%	7 14%	8 16%	5 10%	9.600**
Significance	SD	D	UD	A	SA	Chi-Square value
N = 50	0	0	5 10%	14 28%	31 62%	20.120*
Interest	SD	D	UD	A	SA	Chi-Square value
N = 50	21 42%	21 42%	8 16%	0	0	6.760**
Human development	SD	D	UD	A	SA	Chi-Square value
N = 50	36 72%	14 28%	0	0	0	9.680**
df = 4	*Significant at 0.05 level		**Not significant at 0.05 level			

The above table indicates that the calculated Chi square value (20.120) in case of criterion of “Significance” is significant at 0.05 level. However, the Chi square value in cases of criteria of “Utility”, “Interest“ and “Human development” is not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the curriculum experts about the criterion of “significance” for selection of content of English for secondary classes but there is no significant difference in the opinion of experts about other three criteria. Therefore, on the basis of percentage weightage indicated in the table it is concluded that except the criterion of “Significance” other three criteria i.e. “Utility”, “Interest” and “Human development” are not appropriately considered while selecting content for teaching English in secondary schools.

Table No 19

Proper weightage is given to various language skills (reading, writing, listening and speaking) while selecting content of English for SSC.

Reading		SD	D	UD	A	SA	Chi-Square value
N	= 50	0	1 2%	11 22%	21 42%	17 34%	18.160*
Writing		SD	D	UD	A	SA	Chi-Square value
N	= 50	7 14%	10 20%	3 6%	15 30%	15 30%	10.800*
Listening		SD	D	UD	A	SA	Chi-Square value
N	= 50	21 42%	19 38%	8 16%	2 4%	0	6.860**
Speaking		SD	D	UD	A	SA	Chi-Square value
N	= 50	17 34%	25 50%	8 16%	0	0	8.680**

df = 4 *Significant at 0.05 level **Not significant at 0.05 level

The above table indicates that the Chi square values (18.160 and 10.800) in cases of reading and writing skills are significant at 0.05 level. However, the Chi square values (6.860 and 8.680) in cases of listening and speaking skills are not significant at 0.05 level. This statistically means that there is a difference in the opinion of the curriculum experts regarding weightage given to reading and writing skills in curriculum while there is no difference in the opinion of experts regarding weightage assigned to listening and speaking skills. Therefore, on the basis of percentage weightage indicated in the table it is concluded that in the opinion of experts reading and writing” skills are given appropriate emphasis in curriculum while listening and speaking skills lack emphasis.

Table No 20**The methods of teaching English at SSC level suggested in the curriculum are:-**

Direct Method	SD	D	UD	A	SA	Chi-Square value
N = 50	17 34%	13 26%	7 14%	8 16%	5 10%	9.600**
Communicative Language Teaching (CLT)	SD	D	UD	A	SA	Chi-Square value
N = 50	24 48%	18 36%	7 14%	0	0	7.840**
Grammar-Translation Method	SD	D	UD	A	SA	Chi-Square value
N = 50	1 2%	5 10%	8 16%	20 40%	16 32%	24.600*

df = 4 *Significant at 0.05 level **Not significant at 0.05 level

The above table indicates that the Chi square value (24.600) in case of Grammar-Translation Method is significant at 0.05 level. However, the Chi square values (9.600 and 7.840) in cases of “Direct Method” and “Communicative Language Teaching” (CLT) are not significant at 0.05 level. This statistically means that there is significant difference in the opinion of the curriculum experts regarding use of Grammar-Translation Method for teaching English while there is no significant difference in the opinion of experts about the use of Direct and Communicative Language Teaching (CLT) methods. Therefore, on the basis of percentage weightage indicated in the table it is concluded that Grammar – Translation Method is used in teaching English in secondary schools in Pakistan at the maximum and others are ignored.

Table No 21

What helps the students more in learning English in a better way (short stories, essays or the letters/applications?)

Short stories		SD	D	UD	A	SA	Chi-Square value
N	= 50	1	5	7	21	16	24.600*
		2%	10%	14%	42%	32%	
Letters/applications		SD	D	UD	A	SA	Chi-Square value
N	= 50	23	19	8	0	0	7.840**
		46%	38%	16%			
Essays		SD	D	UD	A	SA	Chi-Square value
N	= 50	18	22	10	0	0	4.480**
		36%	44%	20%			
df = 4		*Significant at 0.05 level			**Not significant at 0.05 level		

The above table indicates that the Chi square value (24.600) in case of “Short stories” is significant at 0.05 level. However, the Chi square values (7.840 and 4.480) in cases of “Letters/applications” and “Essays” are not significant at 0.05 level. This statistically means that there is a significant difference in the opinion of the curriculum experts regarding the role of “Short stories” in learning English by the students in secondary school while there is no significant difference in the opinion of experts about the role of “Letters/applications” and “Essays”. Therefore, on the basis of percentage weightage indicated in the table it is concluded that the experts are of the opinion that “Short stories” help more to the students in learning English at secondary school as compared to “Letters/applications” and “Essays”

Table No 22

The contents of our Secondary school English curriculum enables the students to: use English in practical life successfully, only for passing examination or use it for getting higher education.

Use English in practical/ordinary life situations successfully	SDA	DA	UD	A	SA	Chi-Square value
N = 50	21	21	8	0	0	6.760**
	42%	42%	16%			
Enables the students to use English for getting higher education.	SD	D	UD	A	SA	Chi-Square value
N = 50	7	10	3	15	15	10.800*
	14%	20%	6%	30%	30%	
Use it only for passing examination	SD	D	UD	A	SA	Chi-Square value
N = 50	0	0	7	15	28	13.480*
			14%	30%	56%	

df = 4 *Significant at 0.05 level **Not significant at 0.05 level

The above table indicates that the Chi square value (6.760) in case “Using English in practical life successfully” is not significant at 0.05 level. However, the Chi square values (10.800 and 13.480) in cases of “Getting higher education” and “Using it for passing examination successfully” is significant at 0.05 level. This statistically means that there is no significant difference in the opinion of the curriculum experts regarding using English in practical life, while there is a significant difference in the opinion of experts regarding the use of English by the students for passing examination and getting higher education. Therefore, on the basis of percentage weightage indicated in the table it is concluded that our English curriculum at secondary level does not prepare the students for using English in practical life situation but for passing examinations and getting further education.

Summary

In this chapter analysis of the data of the main study has been presented in two parts. The first part deals with the opinion of parents, teachers and students in four main study areas while the second part deals with the opinion of experts on curriculum procedures and content for teaching English in class IX and X. The following chapter will deal with discussions, recommendations, findings and suggestions for further studies.

CHAPTER – 5

DISCUSSIONS / CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussions

During the research study the opinion of the sample population in four categories i.e. the parents of secondary schools students, English teachers of classes IX and X, the students of classes IX and X and the experts in curriculum development at secondary level was obtained through questionnaires. The data collected has been analyzed in chapter 4. Based on the analysis, discussions on the four categories comprising the theoretical framework of the study for purpose of the development of criteria for selection of content were generated. The part-I will deal with the opinion of parents, teachers and students while part-II will deal with the opinion of the experts in the curriculum field.

PART – I Social Forces in Society / Community Values and Purposes

1. The respondents were given four options about various life styles to know their favourite life style. 96.4% of the respondents indicated that Islamic way of living is their favourite life style. 1.7% liked the American style of living, 1.1% opted for other developed nations and only 0.8% showed preference for those of developing countries like India. The opinion of the respondents was further analyzed by dividing them in Urdu and English mediums and observed that more than 96.0% indicated their preference for life style of Islam. This showed that the majority of the people of Pakistan irrespective of their medium, significantly favoured life style of Islam. (Objective i (a), Table No 1; Hypothesis No 1-1.1, Category-I).

2. In order to indicate the purpose of learning English at school the options given to the respondents to indicate their opinion included, to follow the life style of developed countries like UK and USA, to watch English movies, to tell others about their own culture and society and to get latest knowledge in different fields. Opinion of the respondents 100% is distributed between two options i.e. to tell others about their own culture and society (around 55.0%) and to get latest knowledge in different fields (around 45.0%). The opinion of the respondents was further analyzed by dividing them in male / female and urban / rural categories and was observed that the response was significantly in favour of the above two options. (Objective i (a); Table No 2 (a) and 2 (b); Hypothesis No 2-2.2; Category-I).

3. Regarding various greetings used in our society, the respondents were asked to indicate their preference about Hello, Namastey, Assalam ale kum, Hai or any other. Around 95.0 % respondents indicated that they prefer to use Assalam ale kum in their daily life. The opinion of the respondents was further analyzed by dividing them in Urdu and English medium categories to know whether there exists any difference in the preference of respondents to this effect. The results indicated that the people of Pakistan significantly use Assalam ale kum in their daily life to address others. The result is supportive to the results at para 1 above. (Objective i (a); Table No 3; Hypothesis No 3-3.1; Category-I).

4. In order to know the perception of the respondents towards a perfect person they were given six options i.e. healthy body, high level of morality, have all comforts of life, sufficient knowledge of the world around, costly dress and all of the above. Opinion of significant majority of the population (over 90.0%) is distributed between two options i.e. high level of morality and sufficient knowledge of the world around. The opinion of the respondents was further analyzed by dividing them in urban / rural and Urdu / English medium categories to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality and medium indicated almost the same results. (Objective i (a); Table No 4 (a) and 4 (b); Hypothesis No 4-4.2; Category-I)

5. On a question about the personality/character, the people of Pakistan like the respondents were given five options i.e. who is proud of his wealth, who is proud of his family and friends, who is proud of his links with foreigners, who is proud of his own culture and society and who is proud to serve others. Opinion of the respondents (around 89.0%) is distributed between two options i.e. the persons who are proud of their own culture and religious values (over 46.0%) and those who are proud to serve others (over 43.0%). The opinion of the respondents was further analyzed by dividing them in urban / rural and public / private sector categories to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality and governing authority of schools indicated almost the same results. (Objective i (a); Table No 5 (a) and 5 (b); Hypothesis No 5-5.2; Category-I)

6. On the topics for the stories to be included in the English textbook, the respondents were given five options i.e. stories of success of European and America scientists, stories of Muslim heroes, stories of justice and peace, stories of wars and bravery and stories of those who sacrificed for mankind. Opinion of the majority (over 90.0%) of the respondents is divided among the stories of those who served and sacrificed for the mankind, stories on the topics of peace and justice and the stories of the Muslim heroes. The opinion of the respondents was further analyzed by dividing them in male / female category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender indicated almost the same results. (Objective i (a); Table No 6; Hypothesis No 6-6.1; Category-I)

7. In order to know the reasons for studying English at secondary schools the respondents were given six options i.e. to read books written in English, for better computer learning, to communicate with foreigners, for higher education in country, to get good grades and to go abroad for higher education. Opinion of the majority (over 70.0%) of the respondents is divided in three options i.e. for higher education in country, to get good grades and to go abroad for higher education. The opinion of the respondents was further analyzed by dividing them in urban / rural category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality indicated almost the same results. (Objective i (a); Table No 7; Hypothesis No 7-7.1; Category-I)

8. In order to know the preference of the respondents on the topics for reading essays, the respondents were given six options i.e. essays on historical events, essays on cultural events, essays on scientific objects, essays on scenes of natural beauty, essays on religious topics and essays on social customs of people. Opinion of the majority (around 70.0%) of the respondents is divided in three options i.e. essays on topics related to religion, essays on scenes of nature and its beauty and essays on historical events. The opinion of the respondents was further analyzed by dividing them in urban / rural and male/female categories to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality and gender indicated almost the same results. (Objective i (a); Table No 8; Hypothesis No 8-8.1; Category-I)

9. On the question about favourite topics for poems, the respondents were given five options to indicate their preference i.e. romantic, nature and its objects, human culture / cultural events, patriotism and scientific objects. Opinion of the majority (around 70.0%) of the respondents is divided in three options i.e. themes related to patriotism, nature and its objects and human culture and cultural events. The opinion of the respondents was further analyzed by dividing them in male/female and Urdu / English medium categories to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender and medium indicated almost the same results. (Objective i (a); Table No 9; Hypothesis No 9-9.2; Category-I)

10. In order to know what the respondents consider as “Good” they were given five options i.e. all that is liked by advanced countries, all that has been proved by science, all that UNO says good, all that is liked by the majority of the world people and all that is in Holy Qura’an and teachings of Holy Prophet (SAWS). A very clear majority (around 94.0%) of the respondents categorically opted for “all that is in the Holy Quran and teachings of the Holy Prophet”. The opinion of the respondents was further analyzed by dividing them in urban / rural and male/female categories to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality and medium indicated almost the same results. (Objective i (a); Table No 10 (a) and 10 (b); Hypothesis No 10-10.2; Category-I)

Category – II Knowledge - its treatment and utilization

1. In order to know the perception of “real knowledge” the respondents were given six options i.e. scientific knowledge, life experience of man, history of mankind, revealed knowledge like Holy Quran, sayings of elderly people with practical experience and all of the above. As per opinion of the majority (around 80.0%) of the respondents they consider “revealed knowledge like the Holy Quran” as real knowledge. The opinion of the respondents was further analyzed by dividing them in Urdu / English medium category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their medium indicated almost the same results. (Objective i (b); Table No 1; Hypothesis No 1-1.1; Category-II)

2. On the question, what are the ways and means of getting real knowledge the respondents were given five options i.e. only by five senses, only by personal experience, only by revealed books, only by history of mankind and all of the above. As per opinion of the majority (around 40.0%) of the respondents they consider “revealed books” as a source of getting real knowledge. Over 30% respondents consider all the given options as a source of getting real knowledge. The data shows that the revealed books are single sources, the respondents consider for getting real knowledge. The opinion of the respondents was further analyzed by dividing them in public / private category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their governing body of schools indicated almost the same results. (Objective i (b); Table No 2; Hypothesis No 2-2.1; Category-II)

3. In order to know the preference of the respondents about the material they want to be taught in secondary school English, they were given six options about various types of materials i.e. about numbers and calculations, about university and college life, about gardens and agriculture farms, about cities and countries, about business and industry and about human nature. As per opinion of the majority (over 80.0%) of the respondents they consider material about “gardens and agriculture farms”, “business and industry” and “human nature” important to be considered for teaching English at this level. The opinion of the respondents was further analyzed by dividing them in urban / rural category to know

whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality of schools indicated almost the same results. (Objective i (b); Table No 3; Hypothesis No 3-3.1; Category-II)

4. In order to know the preference of the respondents about various aspects for laying emphasis while teaching English in secondary school, they were given six options to indicate their interest i.e. writing letters in English, writing fictions in English, reading poems in English, reading short essays in English, practicing English grammar and conversation with friends in English. As per opinion of the majority (over 50.0%) of the respondents considers “conversation” and “grammar” are important for laying emphasis while teaching English at this level. Rest 50% opinion is divided among the remaining four options. The opinion of the respondents was further analyzed by dividing them in urban / rural category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality of schools indicated almost the same results. (Objective i (b); Table No 4; Hypothesis No 4-4.1; Category-II)

5. In order to know the preference of the respondents about various types of material to be included in the textbook of English for secondary school, they were given seven options to indicate their interest i.e. poems, writing stories in English, fictions, essays, letters and application, grammar and conversation in English. Opinion of the respondents is divided among all the seven options. However, the majority in terms of single option considers conversation more important to be added in the text. This result is supportive to that mentioned in the preceding para. The opinion of the respondents was further analyzed by dividing them in male / female category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender indicated almost the same results. (Objective i (b); Table No 5; Hypothesis No 5-5.1; Category-II)

6. In order to know the preference of the respondents about good English teacher at secondary level, they were given six options to indicate their interest i.e. who gives notes for examination, who lays emphasis on grammar, who talks about future life, who involves

students in reading and writing, who speaks English and wants students to speak and who uses computer and AV Aids for teaching English. Opinion of the majority (around 75%) of respondents is divided among three options dominantly in favour of conversation. This result is supportive to that mentioned in the preceding para 4 and 5. The opinion of the respondents was further analyzed by dividing them in Urdu / English medium category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender indicated almost the same results. (Objective i (b); Table No 6; Hypothesis No 6-6.1; Category-II)

7. In order to know the nature of letters the students of secondary level can write, the respondents were given four options i.e. letters to friends for invitation, letters to family elders, letters of condolences and letters to editors of newspapers. The opinion indicated by the respondents' shows that majority (around 90.0%) could write letters to friends for invitation and to family elders on different occasions. This result guides that some other types of letters be taught at secondary level and be part of curriculum/syllabus. (Objective i (b); Table No 7; Hypothesis No 7-7.1; Category-II)

8. On the question, the topics for reading material most liked in secondary school English, the respondents were given five options to indicate their preferences i.e. Eid-ul-Fiter / Christmas, missiles, the Rose, Sabzi Mandi and Jabar bin Hayyan. The opinion is divided into the five options while the most preferred topics (around 50.0%) relate to religion i.e. Eid / Christmas and to Muslim heroes like Jabir bin Hayyan. Rest 50.0% is divided among the remaining three options. The results are supportive to those mentioned at para 1 and 2 under category-I. The opinion of the respondents was further analyzed by dividing them in male / female and Urdu / English medium categories to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender and medium indicated almost the same results. (Objective i (b); Table No 8 (a) and 8 (b); Hypothesis No 8-8.2; Category-II)

9. In order to know the preference of the respondents about the topics for discussion in English class at secondary level, the respondents were given six options i.e. population education, environmental education, village-city life comparison, health is wealth, animals

and plants in Pakistan and traffic in cities. Majority of the opinion (more than 70.0%) is divided among village-city life comparison, animals and plants in Pakistan and environmental education. The rest about 30% is divided among the remaining three options. The opinion of the respondents was further analyzed by dividing them in urban / rural category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality indicated almost the same results. (Objective i (b); Table No 9; Hypothesis No 9-9.1; Category-II)

10. On the question about the topics for writing English, the respondents were given six options to indicate their preference i.e. the topics on social context like cleanliness of mohallah, religious context like lessons learnt from Ramadan, economic context like working of stock exchange, science and technology context like microscope, moral context like rights of neighbourer and political context like local elections in Pakistan. The opinion of majority (about 60.0%) of respondents is divided between two options i.e. topics related to religious and moral contexts. The results are supportive to those mentioned at para 1 and 2 under category – I. The opinion of the respondents was further analyzed by dividing them in urban / rural category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality indicated almost the same results. (Objective i (b); Table No 10; Hypothesis No 10-10.1; Category-II).

Category-III Learning - the nature of the learner and learning

1. In order to know the interest of the respondents within grammar, they were given five options to indicate their preference i.e. use of verb, noun & pronoun, articles, adjective & adverb and preposition & conjunction. Majority (around 58.0%) of the respondents prefer to learn the use of verb. The rest is divided among the remaining three options. The results indicated that the respondents attach high priority to learn the use of verb while learning grammar. (Objective i (c); Table No 1; Hypothesis No 1; Category-III)

2. In order to know the reasons for which the respondents are interested in learning English in secondary schools, they were given five options i.e. to read books written in English, to go abroad for studying, to get good grades, English is helpful in getting job and because it is official language of Pakistan. The opinion of the majority (around 85.0%) of respondents is divided among three options i.e. because of official language, to get good grades and to go abroad for further studies. The results are indicative that the respondents are learning English for practical as well as academic purposes. The opinion of the respondents was further analyzed by dividing them in urban / rural category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality indicated almost the same results. (Objective i (c); Table No 2; Hypothesis No 2-2.1; Category-III)

3. In order to know the preference of the respondents about what they want to learn more within various genera of literature, they were given six options i.e. poems, long stories, short stories, essays, articles and drama. The opinion of the majority (around 80.0%) of the respondents is divided among three options i.e. short stories, poems and essays. Within this distributed opinion majority of about 40% is interested in short stories. The opinion of the respondents was further analyzed by dividing them in male / female category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender indicated almost the same results. (Objective i (c); Table No 3; Hypothesis No 3-3.1; Category-III).

4. In order to know the preference and interest of the respondents about various TV programmes, they were given four options i.e. English movies, Indian songs, Pakistani drama and sports and quiz programmes. The majority (around 70.0%) preferred to sports and quiz programmes while second preference they indicated (about 20.0%) is about Pakistani drama. On the other hand none of the respondents opted for English movies. The opinion of the respondents was further analyzed by dividing them in Urdu / English medium category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their medium indicated almost the same results. (Objective i (c); Table No 4; Hypothesis No 4-4.1; Category-III)

5. In order to know the preference of the respondents about various language skills, they were asked to assign each skill i.e. Listening, Speaking, Reading, Writing, Grammar and English songs and games a number in order of its interest for them. The opinion is divided among all the six options. As a whole the respondents assign following order to these skills while comparing these with each other:-

S.No	Skill	% weightage	Order
1	Reading	48.6%	1
2	Speaking	40.0%	2
3	Writing	42.7%	3
4	Grammar	43.1%	4
5	Listening	44.4%	5
6	English songs and games	54.4%	6

The opinion of the respondents was further analyzed by dividing them in male / female category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender indicated almost the same results. (Objective i (c); Table No 5a,5b, 5c,5d, 5e, 5f; Hypothesis No 5-5.1; Category-III).

6. In order to know the preference of the respondents about various language skills, they were asked to assign a number to each skill i.e. Listening, Speaking, Reading, Writing, Grammar and English songs and games in order of its importance for them. The opinion is divided among all the six options. As a whole the respondents assign following order to these skills while comparing these with each other:-

S.No	Skill	% weightage	Order
1	Speaking	60.6 %	1
2	Grammar	38.4%	2
3	Writing	55.2%	3
4	Reading	51.4 %	4
5	Listening	58.2 %	5
6	English songs and games	54.3%	6

The opinion of the respondents was further analyzed by dividing them in urban / rural category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality indicated almost the same results. The results are supportive to those mentioned in the preceding para (Objective i (c); Table No 6a, 6b, 6c, 6d, 6e, 6f; Hypothesis No 6-6.1; Category-III)

7. In order to know the preference of the respondents about various language skills, they were asked to assign a number to each skill i.e. Listening, Speaking, Reading, Writing, Grammar and English songs and games in order of its enjoyment for them. The opinion is divided among all the six options. As a whole the respondents assign following order to these skills while comparing these with each other:-

S. No	Skill	% weightage	Order
1	Watching English video tape	49.7%	1
2	Speaking	46.7%	2
3	Listening English audio tape	44.0%	3
4	Writing	40.8%	4
5	Reading	37.0%	5
6	Singing English songs	56.4%	6

The opinion of the respondents was further analyzed by dividing them in Urdu / English medium category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their medium indicated almost the same results. The results are supportive to those mentioned in the preceding para 5 and 6 (Objective i (c); Table No 7a, 7b, 7c, 7d, 7e, 7f Hypothesis No 7-7.1; Category-III).

8. In order to investigate the opinion of the respondents about what they think is more helpful in learning English at schools, they were given five options i.e. English games, English short stories, English poems, conversation in English and computer games. The opinion of majority (over 90.0%) of respondents is divided among three options i.e. short stories, conversation and poems out of which first priority has been assigned to short stories. The result is supportive to those at preceding para 3 of category III. The opinion of the respondents was further analyzed by dividing them in public / private category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of the governing body of their schools indicated almost the same results.(Objective i (c); Table No 8; Hypothesis No 8-8.1; Category-III).

9. In order to know the most interesting topics of existing English textbooks of classes IX and X, the respondents were given five options (titles of lessons from existing textbooks) in each case to indicate 2/3 topics of their choice. The majority of the respondents indicated that their most preferred topics are those which relate to religion i.e. Hazrat Muhammad (SAWS), Hazrat Ali's Humanism and poems like "Bees". The results are supportive to those mentioned at para 1 category -I and para 10 of category-II above (Objective i (c) and iii; Table No 9; Hypothesis No 9-10; Category-III).

Category-IV Human Development and Growth

1. On a question about interesting topics for listening dialogue in English class at school, the respondents were given five options to indicate their preference i.e. Education system of Pakistan, marriage rituals in Pakistan, use of atomic energy in agriculture, a cricket match between India and Pakistan and use of internet. The opinion is distributed mainly (around 70.0%) among two i.e. a cricket match between Pakistan and India and the use of atomic energy in agriculture. The result is supportive to the result mentioned at para 4 of category-III. The opinion of the respondents was further analyzed by dividing them in urban / rural category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality indicated almost the same results. (Objective i(d); Table No 1; Hypothesis No 1-1.1; Category-IV).

2. On a question how we can develop our country and get respect, the respondents were given five options to indicate their preference i.e. by following American life style, by adopting values of British and other European nations, by getting latest knowledge, by adopting Islamic life style and by getting latest knowledge following the teachings of Islam. Opinion is mainly (over 90.0%) is divided between two options i.e. by adopting Islamic way of life and by getting latest knowledge following the teachings of Islam. The result is supportive to those mentioned at para 1, 2 and 4 of category-I. The opinion of the respondents was further analyzed by dividing them in Urdu / English medium category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their medium indicated almost the same results. (Objective i (d); Table No 2; Hypothesis No 2-2.1; Category-IV).

3. On a question to know the opinion of the respondents about how one can write good English, they were given five options to indicate their preference i.e. maximum vocabulary, grammar, précis writing, making summaries, punctuation and all of the above. Mainly (over 70.0%) the opinion is divided among two options i.e. grammar and maximum vocabulary. The opinion of the respondents was further analyzed by dividing them in Urdu / English medium category to know whether there exists any difference in the preference of

respondents to this effect. The respondents irrespective of their medium indicated almost the same results. (Objective i (d); Table No 3; Hypothesis No 3-3.1; Category-IV).

4. In order to know why the respondents are interested in learning English, they were given six options to indicate their preference i.e. it is important to get employment, only important language one faces in life, important pieces of world literature are in it, it has record of important events of world history, it has record of important inventions of science and technology and it is official language of Pakistan. The opinion of the majority (over 70.0%) of the respondents is divided between two options i.e. it is important to get employment and only important language one faces in life. The opinion of the respondents was further analyzed by dividing them in urban / rural category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their locality indicated almost the same results. (Objective i (d); Table No 4; Hypothesis No 4-4.1; Category-IV).

5. In order to know the preference of the respondents about various situations for using English in practical life, the respondents were given six options i.e. communicating with foreigners, while living in foreign countries, while going abroad for higher studies, while talking with foreigners in a domestic company, while serving in a foreign company in Pakistan and while doing job in different offices in Pakistan a number in order of its enjoyment for them. The opinion is divided among all the six options. As a whole the respondents assign following order to these situations while comparing these with each other:-

S.No	Skill	% weightage	Order
1	communicating with foreigners	40.5%	5
2	living in foreign countries	67.3%,	6
3	going abroad for higher studies	53.8%,	2
4	talking with foreigners in a domestic company	48.0%	4
5	serving in a foreign company in Pakistan	54.5%	3
6	doing job in different offices in Pakistan	65.4%.	1

The opinion of the respondents was further analyzed by dividing them in Urdu / English medium category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their medium indicated almost the same results. (Objective i (d); Table No 5a, 5b, 5c, 5d, 5e, 5f; Hypothesis No 5-5.1; Category-III).

6. On a question that time and content for which skills should be added, the respondents were given five options i.e. listening, reading, writing, conversation and grammar. Majority (over 70.0%) of the opinion is divided in two opinions i.e. conversation and grammar. The opinion of the respondents was further analyzed by dividing them in Urdu / English medium category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their medium indicated almost the same results.(Objective i (d);Table No 6; Hypothesis No 6-6.1;Category-IV).

7. In order to know the preference of the respondents in respect of using English in daily life, they were given four options i.e. in school, at home, in the office/on the job and for higher education. The majority (around 80.0%) of the respondents thinks that they will use English language in getting further education. The result supports the results mentioned at para 5 above as well as para 8 of Category-III. The opinion of the respondents was further analyzed by dividing them in male / female category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender indicated almost the same results. (Objective i (d); Table No 7; Hypothesis No 7-7.1; Category-IV)

8. In order to know the preference of the respondents about the nature of letters they want to learn in English class in secondary schools, they were given five options to indicate their preference i.e. introducing their country to a foreigner, writing complaints to some Govt. offices, writing story of a cultural events to someone, writing description of journey to family and introducing computer software to friends. The opinion of the majority (over 60.0%) of the respondents is divided between two options i.e. writing description of journey to family and introducing their country to a foreigner. The opinion of the respondents was further analyzed by dividing them in public / private sector category to know whether there exists any difference

in the preference of respondents to this effect. The respondents irrespective of the governing body of their schools indicated almost the same results. (Objective i (d); Table No 8; Hypothesis No 8-8.1; Category-IV)

9. In order to know the topics the respondents consider interesting essays in English, the respondents were given six options to indicate their preference i.e. marriage party, railway journey, my country Pakistan, a day of Eid, computers and elections. The majority opinion (over 70.0%) is divided between two options i.e. my country Pakistan and a day of Eid. The result is supportive to the results mentioned at para 8 above. The opinion of the respondents was further analyzed by dividing them in male / female sector category to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender indicated almost the same results. (Objective i (d); Table No 9; Hypothesis No 9-9.1; Category-IV)

10. In order to know the topics the respondents consider interesting for discussion with a foreigner, they were given six options to indicate their preference i.e. geographical location of Pakistan, Islamic identity of Pakistan, tourism spots in Pakistan, transport system of Pakistan, marriage parties in different parts of Pakistan and political system of Pakistan. The opinion is mainly (over 60.0%) divided among two options i.e. Islamic identity of Pakistan and geographical location of Pakistan. The opinion of the respondents was further analyzed by dividing them in male / female and public / private sector categories to know whether there exists any difference in the preference of respondents to this effect. The respondents irrespective of their gender and governing body of schools indicated almost the same results. (Objective i (d); Table No 10; Hypothesis No 10-10.2; Category-IV)

PART – II Opinion of Curriculum Experts

1. The curriculum experts are not satisfied with the process of curriculum development and revision (table-1). The experts were of the opinion that curriculum revision is carried out abruptly (table- 3). The revision exercise of curriculum is not the result of any evaluation of existing curriculum or based on any empirical research (table– 4). The curriculum development in Pakistan is the responsibility of the Ministry of Education under parliament Act No X of 1976 dated April 3, 1976. The Curriculum Wing of the Ministry of Education is the sole authority to prepare or cause to prepare the national curriculum, scheme of studies and maintain the standard of education in the country under the said act. Unfortunately so far standard procedures and rules under the Act have not been prepared/approved to carry out the curriculum revision/development exercise in a systematic way. The Curriculum Wing also faces the shortage of professional staff that could undertake the evaluation or research activities on regular basis as per internationally accepted and implemented cycle of curriculum revision. According to the New Scheme of Studies 2006, there are 114 subjects for classes I-XII for which curriculum is to be prepared / revised and implemented. There are only 12 professional officers for this responsibility. In order to make up the deficiency of the professional staff a National Curriculum Council has been established with four professionals which is not only an ad - hoc arrangement but also is insufficient staff and lacks experience in curriculum development. However, the National Curriculum Council has revised the curriculum in 23 subjects during 2006-07 without completing the academic cycle of curriculum development due to shortage of manpower and time constraints.(Objective ii; Table No 1, 3 and 4; Hypothesis No 1, 3 and 4-10.4; Category-I; Part - II)
2. The curriculum experts were asked to indicate whether the policy objectives have been translated into curriculum objectives or not. The experts showed their satisfaction over this translation. It means that the policy objective of making the Pakistani youth moderate citizens of the society and a useful member of the world community at large having urge for knowledge can be achieved if the curriculum is implemented in letter and spirit. (Objective ii; Table No 2; Hypothesis No 2; Category-I of Part - II)

3. The existing curriculum at secondary school in the opinion of curriculum experts meets epistemological and ontological needs of Pakistani society, it however lacks in axiology. It means we are enriching the young students with knowledge and information but not making them a good human being and they lack citizenship training. (Objective ii; Table No 5; Hypothesis No 5; Category-I of Part - II)
4. On a question about which of the procedures for selection of content is followed while developing/revising a curriculum, the experts were asked to indicate their opinion with reference to Judgmental, Experimental, Analytical and Consensual procedures. The opinion of the experts is in favour of Judgmental procedure only. The result shows that in Pakistan contents are selected on the basis of experts' judgment and the contents are neither tested nor professionally analyzed or selected through development of any consensus. Since curriculum development cycle is not completed and there is no proper evaluation or research about existing curricula and curriculum is abruptly revised therefore, there is no room for practicing other three procedures. (Objective ii; Table No 6; Hypothesis No 6; Category-I of Part - II)
5. The experts' opinion was obtained on the question of following only one philosophy of life for developing curriculum for the nation to follow. The experts did not agree to it, which means that no single philosophy out of prominent philosophies is followed. The curriculum in Pakistan is therefore developed through an eclectic approach by taking good things from various philosophies through judgmental procedure. Though no curriculum can be based on only one philosophy completely yet each curriculum has a dominant touch of some philosophy, which in our case lacks. (Objective ii; Table No 7; Hypothesis No 7; Category-I of Part - II)
6. The experts were asked to indicate their opinion about the various sources i.e. empirical, philosophical and subject matter from which aims, goals and objectives of secondary school English curriculum are derived. According to the expert opinion aims, goals and objectives of secondary school English curriculum are derived from subject matter sources only. It means that the curriculum developers need to widen the base for selection of aims, goals and objectives of curriculum giving due weightage to empirical and philosophical sources as well. (Objective ii; Table No 8; Hypothesis No 8; Category-I of Part - II)

7. The experts were asked to indicate their opinion whether contents of English at secondary level are arranged on logical and psychological principles or other wise. The experts were of the opinion that logical principles are followed while arranging the contents and psychological principles are ignored. This means that the contents of English at secondary level need attention of the experts, authors of textbooks and reviewers of the textbook to ensure that the contents are arranged also keeping in view the psychological principles as well so that the content are made more interesting for the students of secondary classes. (Objective ii; Table No 9; Hypothesis No 9; Category-I of Part - II).

8. On the question that whether the relationship both vertical and horizontal is maintained between various components/elements of the curriculum, the experts were of the opinion that horizontal relationship is very much maintained while vertical relationships is ignored. It means that the curriculum developers need to address this issue in intra and inter subject/grade level in order to maximize the learning of the children. (Objective ii; Table No 10; Hypothesis No 10; Category-I of Part - II).

9. On a question that the English curriculum of secondary level equally develops cognitive, affective and psychomotor domains, the experts were of the opinion that it is only good for cognitive domain. It means that the curriculum does not help in developing wholesome personality of the learners. The students have information/knowledge but they lack in its application in practical life situations to solve their daily life problems. The learners also lack in values and are unable to deliver for the welfare of the society as a whole. This is something serious and needs immediate attention of the policy makers as well as the curriculum developers. (Objective ii; Table No 11; Hypothesis No 11; Category-I of Part - II).

10. On the questions that the contents of English help in promoting the life style of the English speaking world or the life style of Islam and also promotes the culture and values of the western societies or of their own society, the experts were of the opinion that it does promotes life style of Islam and culture and values of Pakistani society. Since the culture and value system of Pakistani society is based on the teachings of Islam the most accepted life style of the people of Pakistan as mentioned in para -1 of category-I of part-I above therefore, in this context the curriculum of English and its contents meet the requirements

/expectations of the society at large. (Objective iv; Table No 12 and 13; Hypothesis No 12 and 13; Category-II of Part - II).

11. On a question that whether the curriculum of English helps in promoting the skills of reading, writing, listening, speaking and reflecting in the students at this level, the experts were of the opinion that it does help in promoting the skills of reading and writing but fails to develop listening, speaking and reflecting skills. It shows that the curriculum does prepare the students to meet their academic needs but does not prepare them for practical life. Secondary school is terminal stage for majority of the graduates at this level who join practical life therefore; the curriculum must prepare them for this situation that at present lacks. (Objective iv; Table No 14; Hypothesis No 14; Category-II of Part - II).

12. On the question whether present content is rich enough to meet the objectives of secondary level, the experts' opinion was positive towards this. The result is supportive to the result mentioned at para-2 of category –I of Part –II above. (Objective iv; Table No 15; Hypothesis No 15; Category-II of Part – II).

13. On a question about emphasis of the curriculum, the experts were given six options to indicate their opinion i.e. discussions in class, writing letters and applications, writing essays, reading articles, learning poems and grammar. The experts were of the opinion that the curriculum significantly emphasizes on grammar and others aspects get less attention. This is a matter of concern for the curriculum developers in the subject that our curriculum must lay equal emphasis on all the aspects of second language learning. (Objective iv; Table No 16; Hypothesis No 16; Category-II of Part – II).

14. On a question about inclusion of essays on religious topics, stories of Muslim heroes and poems on natural beauty, the experts were of the opinion that these topics are in the content keeping in view the interest of the learners. The result is supportive to those mentioned at para -9 of category –I, part-I (Objective iv; Table No 17; Hypothesis No 17; Category-II of Part – II).

15. On a question about which of the criteria i.e. utility, interest, significance and human development is followed while selecting content for teaching English at secondary level,

the experts are of the opinion that except the criterion of significance no other criterion is followed. This is a matter of grave concern for the policy makers and curriculum developers that out of four worldwide accepted and used criteria only one is followed and rest are ignored. (Objective iv; Table No 18; Hypothesis No 18; Category-II of Part – II).

16. On a question about assigning proper weightage to all basic language skills i.e. reading, writing, listening and speaking, the experts were of the opinion that reading and writing skills are assigned due weightage in the curriculum while the other two skills are neglected. This is because of our assessment pattern, which measures only reading and writing skills. In our examination system there is no place or weightage for listening and speaking skills therefore, the teachers also ignore these skills and the students when join the practical life feel difficulty in listening and speaking particularly. The results are supportive to those mentioned at para-10 of category-II of Part-II above. (Objective iv; Table No 19; Hypothesis No 19; Category-II of Part – II).

17. On a question about methods of teaching English at secondary level, the experts were given three options i.e. Direct Method, Communicative language Teaching (CLT) methods and the Grammar-Translation method to indicate their opinion. The experts are of the opinion that only Grammar –Translation method is used and contents included in the curriculum are taught only by this method while other two methods are not used. Since speaking and listening are the most neglected skills therefore, grammar –translation method is most suitable as it suits the pattern of assessment at present. The result is supportive to those mentioned at preceding para-15. (Objective iv; Table No 20; Hypothesis No 20; Category-II of Part – II).

18. On a question that what helps the learners more in learning English, the experts were given three options to indicate their choice i.e. short stories, letters and applications and essays. The experts are of the opinion that short stories help the learners more as compared to other two options. It means the curriculum experts are of the view that short stories should be given more weightage in the content of English at secondary level. (Objective iv; Table No 21; Hypothesis No 21; Category-II of Part – II).

19. On a question that our English curriculum for secondary level prepares the learners to perform various functions in life, the experts were given three options to indicate their opinion i.e. to use English in practical/ordinary life situations successfully, enables the students to use English for getting higher education and to use it only for passing examination. The experts were of the opinion that it prepares the learners only to pass examination. The result is supportive to those relate to methods of teaching at preceding paras-12, 15 and 16 according to which the curriculum and assessment patters encourage reading and writing skills and listening and speaking skills are ignored. (Objective iv; Table No 22; Hypothesis No 22; Category-II of Part – II).

5.2 Findings of the Study

In brief, the study found that:-

1. The people of Pakistan are in favour of including English in school curriculum and are of the view that communication skills at present are being given less emphasis as compared to reading and writing skills hence weightage to communication skills be given equal to other skills.
2. People like contents related to religious and social aspects of their lives hence it should be made an essential part of the content of English subject at secondary level so that the learners are able to present true picture of Islam and to defend the Islamic identity of the country more confidently. Ahsan (1999) had also concluded that majority of the people of Pakistan want to include their ideology and fundamental beliefs in elementary education as well.
3. With the help of constructivist approach the experts in curriculum field can select appropriate content for teaching English in schools that would facilitate the learning of English language through active involvement of the learners.
4. Contents for inclusion in English out of the problems related to daily life of the learners/topics identified in the criteria may be selected. Honebein (1996) supports that learners may be involved in selection of topics for inclusion in the curriculum.
5. There is a need for National Curriculum Framework to streamline the curriculum development process and avoid abrupt changes. The curriculum developed without investigating interest level of the people specifically of the students, parents and teachers faces implementation problems as it does not satisfy the needs of a large portion of the population. Asif (2001) had also reached similar conclusion.

6. The national curriculum being taught in schools at present in the subject of English includes both language and literature. The result is that some of the major aspects/skills of language like communication are not given appropriate weightage. People want more emphasis to be laid on language part with equal emphasis on all basic skills.
7. Apart from the objective of getting employment by learning English quite a big majority of the people wants to learn English for pursuing further studies in various fields related to development of the country.
8. The schools lack better infrastructure and teaching faculties for improving the standard of English at secondary level.

Summary

This chapter focused on the analysis of inductive data in previous chapter, findings, discussion and suggestions for future research in the area of the curriculum. Criteria for selection of the content for teaching English in secondary school has been developed in the chapters wherein weightage for different types of contents and language skills has also been proposed.

5.3 Recommendations

On the basis of facts and figures as a result of the analysis of data of the study reflected in the above discussion, following recommendations are made for selection of contents for teaching English in secondary schools (classes IX-X).

1. 96.4% of respondents favoured /opted for “Islamic life style” as compared to others and 94.6% people considered that teachings of the Qur’an and the Holy Prophet being good be followed in life. Islamic greetings, culture and society, and social values of the people of different parts of the country are preferred themes for respondents. Moreover, majority of respondents considered a person perfect who wants to get sufficient knowledge of the world around and has high level of morality and is ready to serve others and sacrifice for the cause of humanity. Apart from the teachings of Islam, people also consider latest knowledge of science and technology essential to develop the country hence all these themes be made a part of content.
2. The important reason for learning English in schools for the majority of respondents was academic i.e. getting higher education in country or abroad and for getting good grades in subsequent exams. Therefore, new vocabulary related to different subjects and latest developments in various branches of knowledge be added and emphasized while teaching of various language skills. Grammar as at present also needs to be emphasized in view of the nature of the examinations at present. For writing good English knowledge of Grammar is essential.
3. Opinion on topics for reading poems was divided however, the majority favoured the nature and its objects and patriotism therefore, poems with themes from natural objects like streams/ rivers, mountains/ valleys and those promoting sense of patriotism and love for the people as well as for the country be included in the content of English.

4. The majority of the respondents preferred the material on the topics related to agriculture. This is because the majority of population is in rural areas and mainly engaged in agriculture one way or the other. In addition topics related to business, industry, animals and plants of Pakistan are of interest for the respondents therefore, topics related to all these in the local environment of the learners may be added in the content.
5. The majority of the respondents favoured conversation and they wanted to add more content for it while teaching English. Further, the majority likes the teacher who speaks English and encourages the students to speak as well. Therefore, conversation in English be given more time and content for it be added and teachers be trained accordingly. Moreover, the majority of the respondents knew only two types of letter i.e. invitation to friends and to family elders. Therefore, other types of letters such as business letters, official letters / pen friendship etc. and others be included in the content of English at secondary level.
6. Since sports and quiz programmes were favorite TV programmes of the respondents therefore; material related to such events for promoting oral communication skills be added in the content. Moreover the majority of the respondents preferred to dialogue in English on topics related to picnic spots of Pakistan etc. The dialogue being an effective tool for promoting speaking skill among the students should be added in the content on the topics of students' interest and be practiced in the classroom under the supervision and guidance of the teacher. Briefly, communicative language should be emphasized and a considerable weightage in terms of content be given to enhancing speaking skill of the students.
7. In order of interest, the majority of the respondents assigned 1st preference to "Reading" 2nd preference to "Speaking" 3rd to "Writing" 4th to "Grammar" 5th to "Listening" 6th to "Songs and games". In order of importance, the majority

of the respondents assigned 1st preference to “Speaking English”, 2nd to “Grammar”, 3rd to “Writing English“, 4th to “Reading English”, 5th to “Listening English” and 6th to “ Songs and Games”. In order of enjoyment, the majority of the respondents assigned 1st preference to “Watching Video” 2nd to “Speaking English” 3rd to “Listening Radio Tape” 4th to “Writing English” 5th to “Reading English” and 6th to “Singing English Songs” Allocation of time and content to various skills be therefore, adjusted keeping in view the interest, importance and enjoyment of these skill accordingly.

8. Since majority of the respondents thought that by following the teachings of Islam and by getting latest knowledge we can develop our country and get respect therefore, topics encouraging for acquiring latest knowledge by following the teaching of Islam should be included in the content.
9. Majority of the respondents was interested in learning English, because it is official language of the country and helps in getting employment. Since Secondary level is a terminal stage for a very majority of the students therefore, vocabulary appropriate to the needs of practical life in the local environment should be introduced through English content.
10. Since majority of the respondents liked topics for writing letters, which were descriptive in nature such as description of a journey or introducing their country to foreigners, such type of exercises therefore, should be included in the content of English to provide practice in such types of letters.
11. Since majority of the respondents was interested in writing essays on the topics related to Pakistan such as Islamic Identify of Pakistan and its importance due to its geographical location, therefore, content related to these feature of the country should be added in English.
12. The process of curriculum development and revision need to be made clearer allowing sufficient time for evaluation of the existing curriculum. A National Curriculum Framework need to be prepared and followed.

5.4 Recommended Criteria for Selection of Content

Based on the opinion of the respondents, analyzed in the chapter IV and discussions / conclusions drawn accordingly in chapter V, the proposed criteria were sent to the following concerned departments for validation:-

- a. Curriculum Wing, Ministry of Education, Government of Pakistan, Islamabad
- b. Bureau of Curriculum and Extension Centre, Government of Sindh, Jamshoro
- c. Punjab Textbook Board, Lahore
- d. Balochistan Textbook Board, Quetta
- e. NWFP Textbook Board, Peshawar

The validation reports are at appendix X, XI, XII, XIII, XIV.

Finally recommended criteria for selection of contents are as under:-

- a) Content that reflects religion based socio-cultural values and norms be selected appropriately.
- b) Stories of the Muslim and national heroes having themes of love and sacrifice for the cause of humanity be selected.
- c) Essays and short stories on topics related to natural beauty within the environment of the students using vocabulary of common as well as academic use be selected
- d) Language that promotes communication skills (both oral and writing) in order to solve daily life problems be used in the various types of contents.
- e) Content having vocabulary that is used in discussion on various aspects of religious knowledge and teaching be selected.
- f) Content laying equal emphasis on all aspects of language teaching (all the four basic language skills) including grammar be selected.

- g) Since the population of Pakistan considers the revealed knowledge and teachings of the Holy Prophet (SAW) important, therefore content on topics related to religious teachings should be taught in a way that these broaden the horizon of the students in global perspective.
- h) Content promoting interest in further learning and acquisition of knowledge related to latest scientific developments in the world with appropriate language be selected.
- i) Content on the topics related to cultural varieties of all parts of the country as well as on important issues like environment, traffic, agriculture and industry, rural-urban disparities and patriotism etc should be selected.
- j) Content generating discussion on important issues like Islamic identity of the country and its geographical location should be selected and learners be provided and opportunity to speak.
- k) Content must contain the language, vocabulary and skills that are commonly used in the office environment as majority of the learners wants to learn the language for getting employment.

5.4.1 Suggested Weightage for various aspects of Language and themes and sub-themes for the content

Keeping in view the opinion of the stakeholders and the objectives emerged from the discussion, and above criteria following weightage to various topics for inclusion in the content is suggested:-

- a. Order of preference / weightage, in terms of allocation of time to various skills.

Skills	Listening	Speaking	Writing	Grammar	Reading
Weightage	15%	20%	25%	20%	20%

b. Weightage within Grammar.

Skills	Usage of Verb	Nouns / Pronouns	Articles / Preposition	Adverb / Adjectives	New vocabulary
Weightage	50%	15%	13%	12%	10%

c. Weightage in terms of types of prose: poetry (Reading) 80: 20

Skills	Short story	Poems	Letters / Applications	Essay	Article	Long story
Weightage	40%	20%	11%	10%	10%	9%

d. Weightage of topics for reading material.

Skills	Religious and Moral Context	Agri-culture & industry	Social life/ Culture	Nature	Sc. & Tech.	History	Others
Weightage	20%	20%	15%	15%	10%	8%	12%

e. Weightage in terms of types of prose: poetry (Writing)

Skills	Stories	Essays	Letters/ Applications	Poems	Articles
Weightage	50%	25%	15%	5%	5%

f. Topics for Writing materials.

Skills	Religious and Moral Content	Social Context	Economic context	Science & Technology	Others
Weightage	25%	25%	15%	10%	25%

g. Topics for Letters and Applications.

Skills	Descriptive	Official /business	Social life events	Others
Weightage	30%	30%	25%	15%

h. Topics for Essays (Writing).

Skills	Religious and social events	Patriotism	Nature and its beauty	Economic / Agriculture	Others
Weightage	25%	20%	20%	20%	15%

i. Topics for poems

Skills	Scenes of natural beauty	Human values	Social Context	Patriotism	Scientific objects	Others
Weightage	20%	20%	20%	15%	15%	10%

j. Topics for listening

Skills	Pakistani reference	Religious and moral reference	Social problems	Sports and quiz reference	Others
Weightage	25%	25%	20%	15%	15%

k. Topics for discussion / speaking / dialogue

Skills	Pakistan and its location	Religion and social values	Social and economic conditions	Environment	Problems of Pakistan	Sports and games	Others
Weightage	25%	20%	15%	15%	10%	10%	5%

5.5 Suggestions for Future Studies

Constructivists approach has been used in developing the criteria. The respondents have shown their interest and preference in all aspects of learning/teaching English language. The respondents were aware that English though is not their first language or the mother tongue yet it is an important language and be learnt in schools by selecting appropriate contents to solve their daily life problems. The weightage proposed in the criteria is based on the needs and interest of the respondents' i.e. the society at large for learning English. Following are areas for further investigation using constructivists learning approach:-

1. Constructivists approach in the effective delivery of the national curriculum of English 2006.
2. Constructivist approach for development of curriculum for a student centered classroom.
3. Selection of activities for effective teaching of English in the light of constructivist learning approach.
4. Contents for English textbook for secondary school using the constructivist criteria for content selection.
5. Methods of assessment and evaluation for a constructivists learning environment.

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