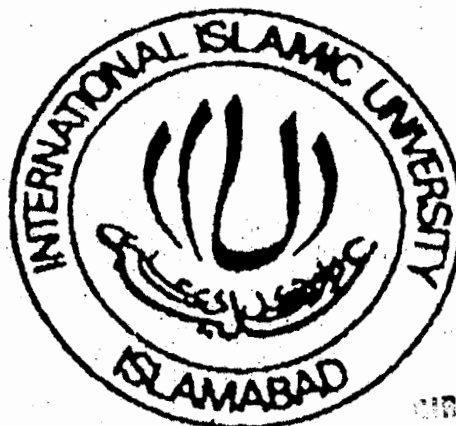


Developing Study Skills at Tertiary level
A Case Study of M.A English Classes at the IIUI

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Submitted By

Shazia Ashraf



To

The Department of English
International Islamic University, Islamabad

A Dissertation in Partial Fulfillment

For

The Award of Master's Degree

in

English Language and Literature

April 2001.

I certify that all material in this dissertation borrowed from other sources has been identified and that no material is included for which a degree has previously been conferred upon any body.

Signed: _____

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In the name of
“Allah”

The most Merciful,
The most Gracious

Dedicated

To my father, **Sardar Muhammad Ashraf Khan**
a continuous source of inspiration and
my mother whose love, affection and
sacrifices made this study possible.

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Introduction

a) Developing Study Skills at Tertiary level

b) The Main Significance of this Research

Every year, hundreds of young people in Pakistan enter institutes of highest learning such as Universities and tertiary level Technical Colleges to begin studies leading to a degree or diploma. They are a highly select group, selected on the basis of performance in examinations throughout their primary and secondary schooling and the ability they have shown in meeting satisfactorily the academic entrance requirements of the tertiary institutes to which they have been admitted. But unfortunately, in our country most of the students carry the bad habits of their childhood into their adult hood. When they go to the Universities, only a tiny minority of them can cope with their normal study requirements. Many students are inadequately prepared to meet the new demands made upon them by the requirements of learning and modes of instruction at the tertiary level. Such students, due to their inefficiency in study, suffer inability to do their assignments and take part in the class discussions which leads to the feeling of inferiority and hopelessness.

Most of the students bring handicaps with them to the tertiary education like inability to make and follow the timetable, absence of motivation, inability to use the library and location of information etc.

While considering these circumstances, I have attempted this paper to pinpoint the weaknesses, problems and habits which are prevailing among the students and then also give the remedial suggestions through which they can overcome their shortcomings. The findings of this paper may give rise to

further research in this area. This idea will be dealt with, in depth, at a later stage when the findings this research will be analysed and concluded.

C: Statement of the Problem

The problem under investigation is to explore the habits and ways of studying among the students. Now there is a need to introduce the students to a number of study skills which should be of practical help in coping with tertiary education. It aims to develop the students understanding of skills which will be of practical use to them at University level and which will assist students to meet the actual demands of obtaining a tertiary education.

D: Objectives of this Research

Main objectives of the present study are as under:-

1. To determine the study skills being used by the teachers and students at M.A level in English department, IIUI.
2. To determine the efficacy of study skills, through survey and questionnaires.
3. To draw conclusions based on these findings.

E: Methodology:

The views and opinions of the teachers and students were collected with the help of questionnaires. In this study, 50 questionnaires were filled in by the male and female students of International Islamic University at M.A level. A separate questionnaire was designed for teachers which was filled in by the teachers of the English department of the same University.

A part from the questionnaires, various interviews, discussions etc. on the issue were undertaken and personal observation/experience also brought into use.

F: Main Focus:

Main focus in the questionnaires was to determine the efficiency of study skills being used by the teachers and students of Islamic University.

The main difference between these questionnaires was that one is designed for learners in order to explore their study habits. The other is designed for teachers to find out their method of teaching and their method of correction.

G: Outlines of the Chapters:

Chapters 1 deals with the definitions, theories and types of study skills and main opinions in this area. Chapter 2 presents an overview of study skills in Pakistanis Universities with special focus on the MA English Programme in IIUI. In chapter 3, the field work and interpretation of results will be given. This will be followed by the Conclusions which suggests some effective ways to develop the right study habits and improve standards. Appendix I and II deal with the questionnaires and in the end, there is a bibliography of works consulted

It is hoped that the findings of my research will be helpful for the students and teachers in future.

Chapter 1

Study Skills

Chapter 1 Study Skills

Study skills are techniques that enhance comprehension and retention of information contained in printed material and thus help students cope successfully with reading assignments in content area classes. (Burnes, Roe and Ross, 1988, p. 349).

A study strategy is a learning plan based on students' personal learning needs, learning goals, and course expectations. Study remains an art. Study often relieves emotional tension and gives insight into the personal problems. Marshall and Rowland (1993) state that

Students' minds are like container to be filled
Education is to sharpen that tool which is the mind;
Knowledge is to be built up, block by block. (p. XIV)

Study is a means of gaining knowledge. It is an activity which involves comprehension and interpretation of ideas symbolized by the written or printed page. It is essential to the existence of over complex system of social arrangement. It makes possible man's capacity for "time binding", the ability to perceive himself in the historic process, and the fluid Universe around him.

Dewey Wood and Lowry (1975) define study skills as "those abilities which are basically an integrated part of the reading process, but which are primarily used when the reader is mastering content materials" (p. 199)

Study is a very complex process. It requires a high level of muscular co-ordination, sustained effort and concentration. The process of study involves a hierarchy of skills arranging from auditory and visual discrimination to such high-order mental activities as organizing ideas,

making generalizations, and drawing inferences. According to Maddox (1963) "A substantial body of knowledge exists on the best ways of studying" (p. 12).

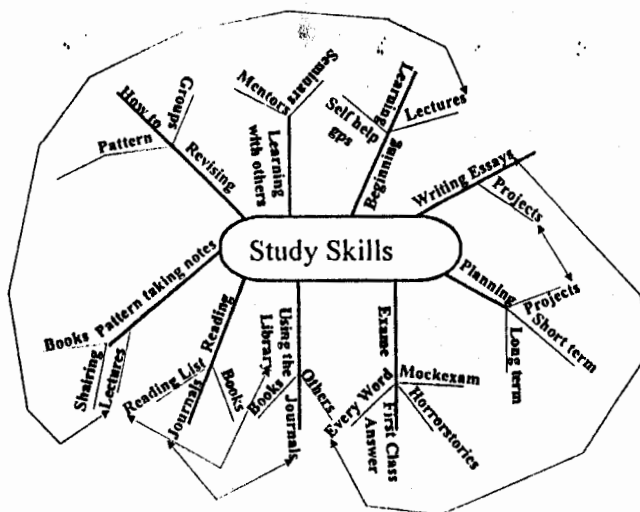
Students study by reading books and articles trying to extract ideas and organizing them for their own purpose. Students have to be selective in their reading because they just do not have time to read every text sentence by sentence. According to Francis Bacon as cited in Marshall and Rowland, 1993, p. 114.

Some books are to be tasted, other to be swallowed and some few to be chewed and digested; that is, some books are to be read only in parts but not curiously and some few to be read wholly and with diligence and attention.

Study involves skills, it involves thinking, but considered in its broader sense, it affects the entire personality.

1. Types of Study Skills

Fig.---Pattern Illustrating Study Skills



Adapted from Graham Gibbs, 1989, p. 96.

2. Motivation:

Motives are among the strongest influences on performance. Motivation of students is an essential prerequisite for an effective learning.

According to Alfieri as cited in Maddox (1963)

'Continuity of thought upon once single thing , and the suppression of ever source of distraction, multiply in an extraordinary way, the value of time'. (p.38)

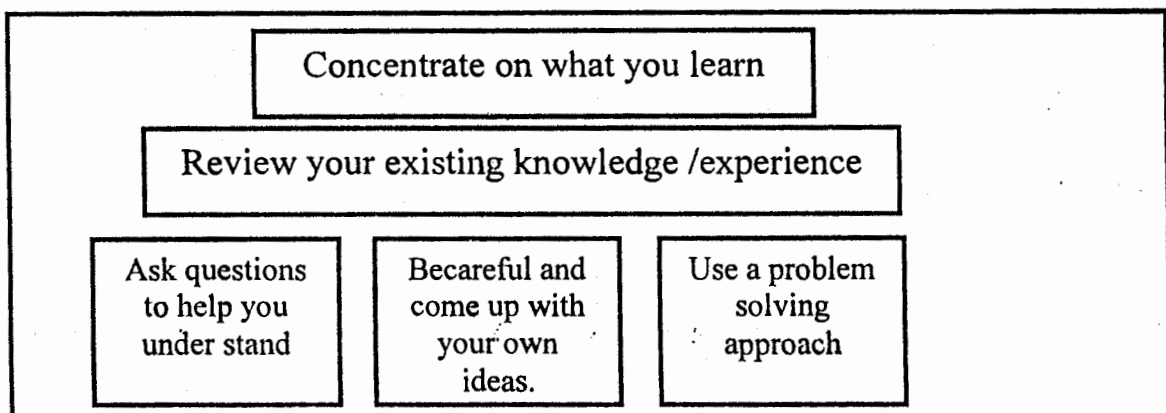
According to Maddox (1963) concentration involves the following steps:-

- Eliminating source of distraction from the physical environment.
- Finding out exactly the nature of errors and omissions of regularly obtainable information.
- Setting definite goals and 'deadlines', thinking of the future and length of the time perspectives. (p. 39).

3. Concentration

To concentrate means to focus attention clearly and completely on a Purpose (Yorkey, 1970, p. 2)

The following diagram of Freeman and Meed (1993, p. 22) shows how these skills and strategies can work together to help students to learn effectively.



3.1 Place of study

Any place that provides the best combination of the condition is described as a good place to work. (Deese, J; and Deese, Ellink, 1979, p. 18)

According to Marshall and Rowland (1993, p. 14) students should note the following steps:

- Books and references should be available to student which they need.
- Prevent eye-strain by preventing glare or uneven lighting on book or work surface.
- Try to use adequate direct and indirect light or an appropriate desk-light. (p. 14).

3.2 Time and Schedules

An essential factor in getting organized and succeeding in University is being able to, use time effectively. A flexible time schedule saves the time and effort and regularity is the basic requisite in setting a time schedule.

Rowntree (1988), defines time as “a very precious commodity for Students- more fleeting than most of them realize”. (p. 62).

Andersen, Katz, Durston, Poole and Horton (1969, p. 4) suggest that students should:

- Apportion time to each subject according to needs.
- Do Not concentrate on one subject at the expense of others.
- Intersperse study periods with recreation.
- Allow time to test learning at frequent intervals.

- Allow time at the end of each day for a review of the day's learning in each subject.
- Allot more time to difficult subjects.
- Program the time between lectures.

4. Note Taking

Efficient note-taking is a device which forces students to concentrate on the matter in hand, to identify and understand the chief points. Notes help to recall, to summarize information and to understand the material in the total context rather than as a separate series of lectures or chapters.

A Chinese proverb is quoted in Maddox (1963), as "The palest ink is better than the most retentive memory" (p. 95).

And according to Samuel Johnson as quoted in Marshall and Rowland (1963), "Books that you may carry to the fire and hold readily in your hand are the most useful after all" (p. 121).

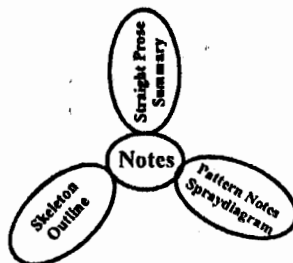
4.1 Ways of Storing Notes

1. Write down full details of authors, title and publication.
2. Use quotation marks to clearly indicate beginning and end of material which has been copied.
3. On each page of note, write the title or author and list the page number of the book in the margin of notes
4. Student should use their own words in taking notes.
5. Note should be made in such a form that the basic ideas of the text are not lost.

(Marshall and Rowland, 1993, p. 132)

5.2 Form of Notes

Dreek Rowntree (1988, p. 132), describes three form of notes.



5.3 Summarizing

In a summary, a pupil is expected to restate what the author has said in a more concise form. The Main idea of the selection should be preserved, but illustrative material and statements that merely elaborate upon the main idea should not be included.

Students should see that while making summaries, trivial and redundant material should be deleted. Subordinate terms can be used to replace lists of similar items or actions, for example, “people” for “men and women”.

5.4 Lectures

Lectures are essentially a one way communication process. Lectures are the most common from the tertiary education. According to D. Rowntree, (1988) “lecture is a method for conveying the contexts of lecture’s note book into that of the student without passing through the minds of either party”. (p. 139)

Lectures impart information to a large number of people. They provide a common ground for formal discussion in a subject; and draw together the main ideas in a new research area.

5. Reading

(Reading in the largest means of acquiring knowledge in life. Reading is a process whereby one looks at and understands what has been written. It generates endless possibilities of communication. It is through reading that a student gets acquainted with ideas and information from different sources.

Cecil Mercer (1987), defines reading as “a visual auditory task that involves obtaining meaning from symbols” (letters and words, p. 371)

Reading is an interactive process between language and thought. A typical reading class involves the reading of a passage followed by comprehension, questions, vocabulary exercises and grammatical exercises.

Reading According to De Boer and Dallman (1970), is “an important means of introducing the child to the surrounding world. Through reading, reading child can view ever-widening horizons and explore ever –new areas in the world of things, people and events” (p. 7).

Christine Nuttall presents the aim of reading programme in a very compact way. ‘To enable students to read with out help unfamiliar authentic text, at appropriate speed, silently and with adequate understanding’.

It is a decoding process which involves many physical, intellectual and often emotional reactions. It entails the ability to recognise graphic symbols and their corresponding vocal sounds.

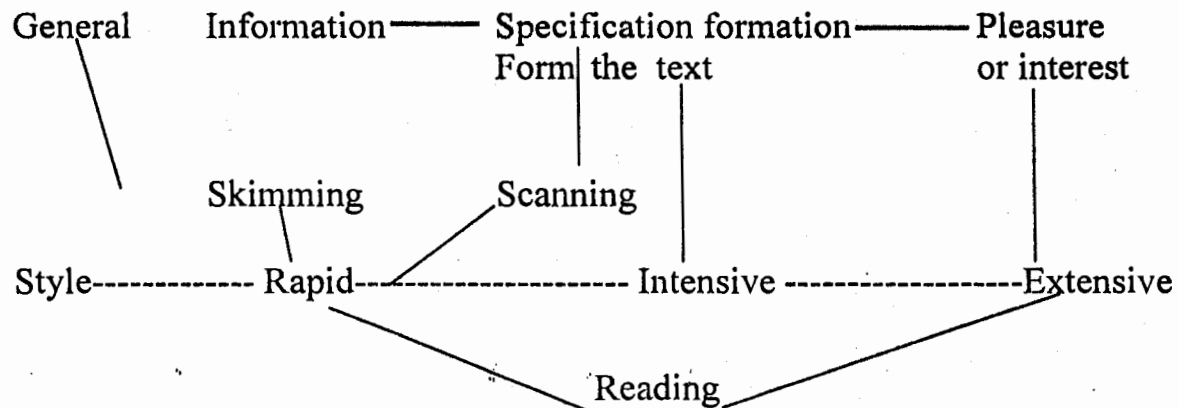
5.1 The Process of Reading

Reading is a process of obtaining meaning from written text. According to Steel as cited in Harry Maddox, (1963) "Reading is to mind, what exercise is to body (p.76). There are two broad levels in reading. First, there is a visual task in which brain receives signals from the eyes and marks on the page are identified. Secondly, there is a cognitive task, in which the visual information is given some meaning in the mind.

While reading a text the eyes moves from left to right in Jerks and pauses and this activity is known as Saccading. The points where the eyes stop are called fixations and pauses made at these points are known as fixation pause. Information is conveyed to the mind during the fixation pauses only. Regression is the backward movement of the eyes to re-read the text. The span of recognition designates a number of words that a reader can recognize and interpret during a single fixation.

5.2 Kinds of Reading

According to Rupley and Blair (1983), as cited in Cecil "the successful reading in the content areas requires the ability to adjust one's rate of reading to the type of material being read". (p. 399)



5.2: 1 Skimming

Skimming refers to the covering of a reading selection to get some of the main ideas and the general overview of material without attending to details.

- In skimming student should read the first paragraph line by line.
- Student should examine charts, maps etc. and read the last paragraph.

5.2: 2 Scanning

Scanning means to look over every part to locate a particular piece of information, following steps should be followed (Rupley and Blair, 1983, p. 399 as cited in Cecil), while doing the scanning of a text.

- Keep in mind the specific information to be found out.
- Decide which clues will help to find the required information.
- Move your eyes as quickly as possible down the page to find the clues.
- Read the section containing the clues to get the required information.

5.2: 3 Study Type reading

In study type reading the goal is totally comprehension, and reading is deliberate and purposeful.

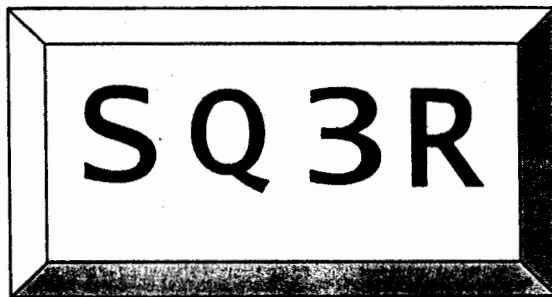
5.3 Use of Dictionary

Dictionaries are sequential in nature. Learning to use the dictionary to decode unknown words must include attention to the structure and meaning of a word as well as to its pronunciation. A dictionary is merely a record of how native speaker define, pronounce, spell or use the words of their language.

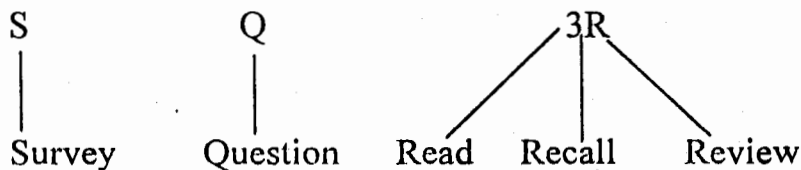
The following skills according to De Boer and Dullman (1970), are needed for the efficient use of dictionary at tertiary level. (P. 266)

- Ability to locate word quality.
- Ability to learn the pronunciation of a word.
- Ability to find the spelling of a word and following related abilities.
 - (i) Spelling (ii) Syllabication
 - (iii) Hyphenation (iv) Abbreviation
 - (v) Capitalization:
- Ability to use the parts of the dictionary preceding and following the main parts of the dictionary.

6. Studying from the text: The SQ3R Method



This stands for the initial letters of the five steps in studying a text and can be represented as follows.



According to this formula students should

- Get the general drift of what they are to study by carrying out a preliminary survey of the text.
- Ask Themselves questions that they expect to have answered by the time they have finished reading the text.
- Read the text .
- Try to recall the main points.
- Go back and review the text to check how well they have picked out the main points.

7: Examinations

Written Examinations are accepted means of measuring a student's learning in a particular field of study. Students need to have retained when they have read in order to do well on the tests/examination?

Students should prepare themselves in the followings ways. Student should

- Make themselves thoroughly familiar with set textbooks.
- Use lectures as guide posts to the major aspects of study upon which he can develop that study programmes.
- Check the accuracy of lecture notes.
- Review their work constantly throughout the year.
- Use corrections on assignments and essay to pinpoint weaknesses.
- Allow time for occasional review of the past work.
- Refer to their timetable and his self-evaluation sheets regularly.

Various explanations of study skills have been given in the current chap for the lack of success of students changing from secondary to tertiary education. There are handicaps which some students bring to the tertiary

education. Many students are inadequately prepared to meet the new demands made upon them by the requirements of learning and modes of instruction at tertiary level.

Next Chapter reflects the understanding of the requirements of study, students strength and weaknesses and also an overall view of international Islamic University and study habits of students of M.A English at IIUI.

Chapter 2
Main Problems
and
Shortcomings
normally found
in Pakistani
Universities.

Chapter 2: Main Problems and Shortcomings normally found in Pakistani Universities :

Generally, in our universities good study skills are absent in students. For most of the people study is boring, laborious and undesirable due to the bad study habits. The problem of the establishment of bad study habits is rooted in our earliest schooling. Every year, young people enter institutes of tertiary level, but cannot cope with their normal study requirements.

In Pakistan, most of the students are forced by their parents and teachers to learn, so that they can pass the examinations. In this case, the goal that is set for the students is merely to pass the textual exams and the real spirit of achievement is lost. The main emphasis is given on making the students learn rather than helping them to learn.

In addition to this attitude of the teacher towards students has widened the gap between the students and teachers. That is why students find their study boring and labourious. Student is criticised and snubbed in his mistakes in such a way that he never dares to consult his teachers.

In our country, the examination centers have become more or less commercial sites, where not only the paper setter and subexaminers are involved in selling their question to students but also, the superintendents, invigilators, peons and clerks consider examination duties as their season of profit. In these conditions, students attention is focus on the passing of exams by fair and foul means.

In Pakistan, teaching has been separated from learning, the teacher does not add more to his subject. Preparation and planning is a back bone to teaching. Some of the best lessons are unprepared talks, when the teacher drops his notes. He is bound to satisfy young scholars by new example and it makes students hate classrooms and turns away from valuable field of knowledge.

Unfortunately, in the overcrowded classes of our country, teachers assign very little work to the classes. They do not take pains to correct the work. The physical assignment for the class, teaching material such as library, audio visual aids, chalk, blackboard becomes unwidely and no individual attention can be paid to students.

Most of the students carry the bad habits of their childhood into adulthood. When they enter into a university, they are unable to cope, with their requirements. Most of the special skills as reading note-taking locating information, setting examinations and writing essay are neglected with almost complete freedom at university, the major problems of students is that they donot know, how to make the best possible use of time. Students donot have to confirm to a rigorous timetable or schedule of activities and consequently much of their time is wasted.

Generally, the handwriting of most students appears to be very poor, illegible, untidy and jumbled up. Because of this reason, the best of students are unable to score the desired effect in their written work since it is not easily deciphered. Students have not been properly drilled during the initial

stage of language learning to comprehend and assimilate any written materials fully and to enable them to reproduce the given idea properly in their own words. Moreover, the vocabulary of word power of most students is never up to mark. They are always at a loss to find the right word to fit their writings or to convey their ideas. Students do not exhibit willingness to attempt any written work. They find it an uphill task because they are well aware of their inability and inefficiency to express themselves. They feel intimidated by the language, and in retaliation find means to escape from written work.

It seems that every learning disorder as well as every problem of our students shows some association with studying difficulties.

D: The IIUI An Introduction

The International Islamic University Islamabad is a unique institution of higher learning, which integrates the two parallel streams of religious and secular education system prevailing in the Muslim World. It provides an education systems based on Universal Islamic principals capable of responding to present day needs and requirements. The Islamic University was established in 1980 and reconstituted as the International University under Ordinance No (1985) as subsequently incorporated into the Constitution of Pakistan.

Over the years, the University has established itself as a center of excellence in Islamic Sciences, Economics, English and Law. The university has a diverse and rich international community of students and teachers representing many cultures and nations. A non sectarian, non-political and cordial atmosphere is maintained on campus and the focus has remained on

acquisition of knowledge, research training and promoting Islamic behaviour.

The university is located around the domineering Faisal Mosque, which is a symbol of International Islamic brotherhood and unity. It was designed by a famous Turkish architect and is donated to the University by the late Saudi King, Shaheed King Faisal bin Abdul Aziz.

The MA English program at IIUI.

The faculty of English offers academic programmes leading to B.A (Hons) degree in English and M.A English program. The M.A students are required to write a dissertation after successful completion of course work. This program is offered mainly to prepare teachers at colleges/school level.

The emphasis is, therefore on grammar, reading and composition. Elements of linguistics are also included. Courses have been introduced on the teaching methodology of English in school or colleges. The modern literary criticism, linguistics, comparative literature, English language teaching and stylistics study have been introduced.

The international Islamic University lays special emphasis on the teaching of languages. English has been adopted as medium of instruction and all students are required to master the two languages, which are also important for international communication.

Course Structure

Following courses are taught at MA level.

1. Literary forms and movements
2. Middle English
3. Shakespeare
4. Fiction (1700-1900)

5. Literary Criticism I
6. Arabic Language I
7. Islamic Studies
8. Poetry (1550 – 1800)
9. Drama (1550 – 1800)
10. Literary Criticism – II (1800 – 1900)
11. Islam and Modern Western Thought –I
12. Literature and society –I
13. Arabic Language –II
14. Islamic Studies
15. Poetry (1798 – 1832)
16. Modern Drama
17. Modern Fiction
18. The English Language Teaching.
19. Stylistics
20. Arabic Language II
21. History of Arabic Literature in subcontinent.
22. Poetry
23. Linguistics
24. Literature and Society II
25. American literature
26. Dissertation

The objectives of the English program at MA level is to educate, train and develop Scholars well-versed in various branches of English to provide intellectual base and guidance.

Chapter 3
Field Work
and
Analysis

Chapter 3

Fieldwork and Analysis

Description of findings in the questionnaires and observation

The subjects of the study were 50 boys and girls of M.A English of International Islamic University. The questionnaire was designed to elicit information from the students to determine.

- ◆ Their study habits.
- ◆ Whether they adopted correct study habits.
- ◆ Whether teachers teaching them at the tertiary level employed any study skills/methodologies to prepare their lectures and impart lesson effectively.
- ◆ Whether teachers played any role in helping them develop good study habits.

Results of Student's Questionnaire (Appendix –1)

The following are the detailed results of the statistical analysis of students, questionnaires and personal observation.

1. Motivation

Q.	Do you find your classes
i)	Useful
ii)	Interesting
iii)	Boring

The result of the survey indicates that 36 out of 50 (72%) students find their classes useful. It suggests that while they are not motivated enough

to find classes and work interesting, they consider them useful to supplement their overall preparations. Perhaps, they are also demotivated by the lack of sparkle in lectures delivered, or levels of teaching etc.

2. Skimming:

Skimming or reading at great speed for the gist is not only time saving-device, but also helps in sifting the relevant from the irrelevant. To plod carefully through each and every word of the text when the aim is to get the general drift or abstract the main idea only is to waste precious time.

- Q. Do you read the lesson**
- i. Word for word**
 - ii. Read the first and last line of the paragraph only.**
 - iii. Immediately go through the whole lesson to get the gist of the paragraph?**

For this question, 38 (76%) students answered that they read the text word for word. It suggests the unfamiliarity of skimming techniques among the students.

3. Telegraphic Reading

- Q. While reading a text, do you read**
- (i) Each and every word?**
 - (ii) Skip some words like “and” “for” “it” “then” etc?**
 - (iii) Skip some entire passages or chapters?**

Telegraph reading is helpful as it increases the speed and makes reading less laborious. However, the results of this research are not hopeful in this regard. This is indicated by the fact that (76%) students replied that they do not use telegraphic reading as they read word for word. It means that the students are not being coached different skills and techniques of reading.

4. Time and Schedule

**Q. Do you have a plan of work for each day?
Do you stick to it?**

Time is a very precious commodity. 41 (82%) students replied that they do not stick to the timetable. They replied that they sometimes plan work. It suggests that students do not confirm to a rigorous timetable or schedule of activities, and consequently much of their time is wasted.

5. Outside Reading

Q. Do you think reading is required outside the class?
i. Reading class assignment just once is sufficient.
ii. Committed to review, after you have read for clarity.
iii. No need to read or review outside the class.

39 (78%) students respond that they were committed to review after they have read for clarity. The result is very satisfactory, because reading is very necessary outside the class. Extra reading is vitally important.

6: Concentration

- Q. What is your approximate concentration period for any lesson?**
- i. 15 minutes or less.**
 - ii. 30 minutes or less.**
 - iii. 40 minutes or less.**

32 (64%) students replied that their concentration period for any lesson was 30 minutes or less. The result is quite normal and satisfactory.

7. Note: Taking and Summarization

- Q. Do you take notes?**
- i. Sometimes**
 - ii. Always**
 - iii. Never**

35 (70%) students respond that they sometimes take notes. It means that life time skill of note taking is not encouraged by the teachers during the lesson or that the students are counting on other sources e.g. guide notes, published/printed materials etc. instead of class work for the sake of passing exams. They are not concerned with actually gaining knowledge.

8. Gap between students and teachers

The teacher is a pivot around which the whole system of education resolves. Students find their work labourious and boring, if there is a gap between teacher and students. In this case, they do not dare to consult their

teacher. They tend to consult other class fellows, for the completion of their notes.

- Q. What do you do, when you find large gaps or incomplete ideas in your notes?**
- i. Consult a teacher**
 - ii. Consult some other class fellow**
 - iii. Consult study notes, reference book, guides.**

For this question, 41 (82%) students replied that they consulted some other class fellows for incomplete ideas in their notes, rather than go to a teacher. It shows the gap between teachers and students.

9. Dictionary

- Q. How do you find the meaning of difficult words?**
- i. From the dictionary.**
 - ii. Teacher explains it.**
 - iii. Deduce from the context.**

Students are guided to comprehend the writer's implications through different comprehension strategies. It is indicated by the result that 42 (84%) students find the meanings of difficult words from the dictionary. This is also a satisfactory process, to some extent, if carried out regularly.

10. Duration for consulting a Dictionary

- Q. How often do you consult a dictionary**
- i. Daily**
 - ii. Twice a week**
 - iii. Thrice a week**
 - iv. Fortnightly**
 - v. Once a month**
 - vi. Less often**

For this question, 62% students respond that they consulted a dictionary daily. Only 6% students answered that they consult a dictionary less than once a month.

11. Problems in understanding

- Q. If you have a problem in understanding something, while learning English, you.**
- i. Immediately ask the teacher for help?**
 - ii. Only seek help just before exam?**
 - iii. Just forget about it?**

For this question (76%) students revealed that when they have problem in understanding something, they only seek help just before the exam and they do not usually consult the teacher for their problems in study.

12. Writing Techniques

Writing is a vehicle which gives substance to the oral word, abstract thoughts and feelings and help to convey them in all spheres of life. Writing

is an attempt to reproduce spoken language, and is a graphic representation of sounds.

41 (82%) students answered that they find some difficulty in writing. It suggest they are not trained to cope with their rusting skills.

13. Techniques of Examination

- Q. If an examination is taken unexpectedly, do you**
- i. Fail?**
 - ii. Get a low passing mark?**
 - iii. Pass with good marks?**

For these question 39(78%) students replied that if an examination is taken unexpectedly, then they get a low mark. It means they are not fully prepared and also that are unaware with the revision techniques.

Result of the Teacher's Questionnaire (Appendix 2)

1. Qualification and Training

Teachers are the builders of the nation. The nation has entrusted them with serious responsibilities. To discharge their responsibilities, they must not only posses a sound academic background but also be properly trained in their professional.

The teacher's at IIUI are qualified and trained as is shown by the result 10 (66.6%) teachers responded that they have done various courses. They are highly qualified. Most of the teachers have done the languages courses which are adequate for English language teaching.

2. Preparation and Planning

Preparation and planning is the backbone of teaching. An English teacher should very wisely draw up a scheme of work and then stick to it. He must understand the subject and the most complex levels of it must be clear to him. All the original sources of the subject should be consulted in order to convey the upper ranges and inner depth of the subject matter to the student's; limited material stirs very few minds.

- Q. Do you make any preparation before going to class?**
- Q. Most of the teachers are organized and skilled and can hold a lesson without any prior planning. What is your opinion?**
- i. They should prepare lessons in any case.**
 - ii. It is alright to hold lessons without preparation.**
 - iii. There is no need for a skilled teacher to prepare lesson.**

For this question, 12 out of 15 (80%) teachers responded that they prepare lesson before going to class. For question no (4) 86% teachers replied that teacher should prepare lesson in any case. It means that pre-reading, post reading and in reading, methods which are quite valuable are strictly followed by our teachers.

1. Reading Aloud

- Q. How do you explain the text?**
- i. You read aloud and explain the text to the students.**
 - ii. You read aloud but donot explain the text to the students.**
 - iii. You make the students to read aloud.**

Reading aloud distracts learner's attention from the real problem. Consequently, they can neither develop, nor are they able to cope with it themselves as interested readers.

This is indicated by the result as 93.3% teachers responded that they read aloud and explain the text.

6. Introduction

Q. Do you give brief introduction first?

Q. Do you ask the questions about the title of the text by providing a clue of some words from the text?

By giving passages that contain some of these clues and drawing attention to their function is conveying the meaning, the teacher enables the students to locate them on their own for a better understanding of the text.

For question No.6 93.3% teachers replied that they give brief introduction. First 9 (60%) teachers replied that they provide a clue of some words about the text and it prepares them for what they are going read.

7. Class Organization

Individualised work cannot be done while all the students are working in chorus, and where the teacher has not set up any system for dividing them into group.

Do you use communicative interaction in the class?

i. Pair work

ii. Group work

iii. Active and Passive Listening

60% teachers replied for this question that they donot make groups or pairs. Our visit to the classroom, it was observed that the teacher while teaching reading plodded through the text in a manner that students were silent and passive listeners and were not given any opportunity to find out their way through the mysteries of the text.

8. Allocation of Time:

Q. Are you satisfied with the time allotted to the teaching of English Language?

For this question 70% teachers are not satisfied with the time. In the opinion of the majority of the teachers, the allotted time for teaching of English Language was not enough. They said that course could not be finish with in the duration.

10. Correction of Students work

Q. Which technique is used for the correction of students' assignment.

- i. Learners correct their own work**
- ii. Learners correct other work**
- iii. Teachers correct learners work.**

13 (86.6%) Teachers replied that they themselves correct the work because they could not trust the students.

Q. Which of the following do you consider very important for reading

- i. Introducing the text**
- ii. Providing a reason for the text**
- iii. Breaking up the text**
- iv. Breaking with new language**
- v. Asking questions.**

66.6% teachers replied that they consider it important to introduce the text before students begin to read it.

11. Average Size

Q. What is the average size of the class you teach?

- i. 0-25**
- ii. 30-45**
- iii. 50-65**

Large classes and time constraints are great impediments in teaching of lesson effectively. This is proved by the fact that 66.69% teachers answered that minimum number of students in each class is 30-45.

12. Reading Techniques

Q. One of the problem that many foreign language learners have is that they read too slowly in a foreign language. How do to tackle this problem?

- i. Teaching different reading styles lead to improvements.**
- ii. Speed can be improved by student's own efforts and practice.**

Special reading styles and techniques are not being taught to the students. This is indicated by the fact that 73.3% teachers replied that they do not think that teaching different reading styles leads to improvement.

13. Tests for improvement:

- Q. What is your opinion about the various tests help to determine different reading levels of students.**
- i. Test are essential to determine improvement in reading.**
 - ii. Test have limited utility in determining improvement.**
 - iii. Tests are useless.**

For this question 100% teachers agreed that tests are essential to determine improvement in reading.

14. Writing techniques:

- Q. Do you use re-writing as a**
- i. tool for improvement**
 - ii. A support for other training.**
 - iii. A punishment.**

80% teachers consider the writing a tool for improvement.

15. Guided Writing

- Q. Which teaching methodology do you use while teaching writing?**
- i. Controlled writing**
 - ii. Free writing**
 - iii. Guided writing**

In the guided writing, teacher provides situation and help the students to prepare the written work may differ in the use of language through the context and basic organization, most of the teachers as 66.09% were in the habit of uses the guided writing technique which is very satisfactory.

C. Analysis of Data

On the basis of the questionnaires filled by the students and teachers, as well as personal observation, discussions, interviews etc. the detailed comparative analysis of factual data may be made as follows.

i. Firstly, there are some very interesting results in the answers or responses to questionnaires, both by students and teachers. Primarily there seems to be a very large gap between the two responses i.e. students' and teachers' pointing to a failure in communication. The students have pointed out many problems that they face. The classes are mostly deemed as "Useful" not interesting. They have problems in reading, as well as in writing, as they are not adequately equipped with the proper study skills and techniques, and they are not very concerned with note-taking during lectures, nor do they consult teachers for study/comprehension problems. On the other hand the teachers make regular lecture preparation and studies, make efforts to introduce and explain topics and in most cases, even read out the texts aloud in class, so that students may comprehend something of what has been prescribed in various M.A courses. The teachers' main complaints are that no proper study skills are being taught to students, nor are they equipped with these beforehand, when they join the M.A English program in the IIUI, due to which the actual process of imparting advanced level English teaching, in various disciplines, becomes difficult.

ii. The responses of the teachers seem to be more uniform, which seem to be confirmed by their interviews and discussions, that they put into practice the study skills in order to prepare lectures for their classes. Although it is not necessary that their lecturing standards are an equal level, they still try to convey and communicate as much of their prescribed text and their meanings, criticisms etc, as possible. The teachers are however, not entirely satisfied with the time available for lessons, which they consider less. In the case of English language/linguistic courses, this problems was felt more acutely. Moreover the teachers had general complained as to the inadequacy of the students' study skills in particular in reading assimilation and expressive writing.

iii. By contrast, the responses of the students present many obvious hurdles and problems, especially in terms of (a) organization of study skills and time, (b) Overall commitment to acquisition of knowledge and (c) Communication problems with their teachers and instructors. By and large, it seems that MA English students in the IIUI are primarily concerned with the obtaining of degree/qualification, rather than seriously studying lecturer or language for this purpose, they have developed exam qualification methods, involving minimal study skills/techniques, depending more on availability of others or outside notes, even the few serious students who want to learn something in this program, are restrained due to their lack of understanding of study skills. They have nor between taught, at any stage of their academic careers, how to properly undertake reading, note taking or writing and they no concept of regular timetables and schedules of study either. The fact that they do not approach their teachers readily with problems in respective courses also reveal that they (a) are not familiar with the communication of their short coming (b) or, possible, are not so

concerned with communicating there, so long as they can proceed to gradually pass all their courses and are finally able to complete their degree requirements.

iv. In a general comparison, the MA English students at the IIUI are not too different from students in similar programs in other Pakistani Universities. In all cases, students are mostly concerned with passing exams, to learning, or acquiring proper study skills at the advanced, tertiary level, and all types of notes and guides are available in the market to promote this attitude. At the same time, it is difficult to compare the teaching standards of the MA English, IIUI, with other faculties in Pakistani Universities as comparative data of study skills and habits of other teachers is not available. However, the IIUI English teachers do try to study and prepare lectures, in spite of different limitations and obstacles. In terms of qualifications, they are equal to, if not better than teacher in other institutes involved on similar program and their classes are considered at least useful by students, even if they cannot gain more out of them. The overall indication seems that there is a failure of the education system in our society to produce academic commitment in students.

Conclusion

Conclusion

This study was conducted in order to determine the efficiency levels of study skills and attitudes in MA students especially with reference to the English program at the International Islamic University, Islamabad. While evaluating the study skills of students, the skills of teachers were also considered as a natural correlation exists between these two, and very frequently, the skills acquired by one group are dependent on the teaching imparted by the other.

Since the focus of the study was the MA English program at the IIUI, this university and its English department, both students and teachers, were extensively questioned and their skills analysed. On the basis of questionnaires and general research, some analytic findings were reported in the previous chapter. In summary, the findings were.

- a. That the teachers of MA English, IIUI, generally put into practice their theoretical knowledge about study skills, and try to prepare lessons beforehand in a lesson plans etc, and given their limitations, attempt to impart maximum information and knowledge to their students;
- b. That the students of MA English, IIUI, are seriously deficient in study skills and do not seem to be very keen to improve on these, either, so long as they can pass their examinations with regularity and are successful in obtaining degrees, eventually.

While it is not possible , due to resource constraints, to make a similar survey of other MA English departments in Pakistani universities, in order to make a broader comparison, we may on the basis of data available with Ministry of Education, Government of Pakistan, as well as U.G.C reports, other publications etc, make the following, basic comparisons:

- i. That the students of MA English, IIUI, are like most other university/tertiary level students in other Pakistani universities, concerned with obtaining degrees primarily to get jobs
- ii. That under such a set-up, where economic factors create a non-academic culture, there is little chance that acquisition of authentic study skills for scholarly/research purposes will flourish. Rather, the "utility" of a degree is in direct proportion to its job-securing potential, more than any concern for seeking knowledge.
- iii. That, at the same time, the importance of providing adequate study skills to students from an early age cannot be denied, and must be taken into account on national policy level, if we are to make any proper progress, as a developing country, in different areas.

Of course, these are very general principles and in order to rectify the present situation, major changes would be required in the long-term, in various national priorities and sectors, at various levels. Above all, we would need to make attitudinal changes in some negative, materialistic characteristics that have become deeply entrenched. For example, we must realize that material considerations are not the only aim for higher studies; and that we should give a proper place to research and academic excellence in our planning, like many centuries which have successfully developed themselves. However, how can we do that? Is it possible for a developing country, with basic livelihood issues at stake, to indulge in advanced research or development of study skills when families and individuals need to have practical, earning opportunities & status? It is a very complex question and a very difficult one to answer. Perhaps, some serious thought will be given to such matters by experts and policy makers at a higher level.

In the Short-term, the MA English program at the IIUI may, however, improve its own standards and academic performance of students. Some possible Recommendations in this regard are follows:

- i. Some type of course, or basic workshops, in study skills should be introduced for MA English students, at least on experimental basis. This course should be compulsory and have credit (s) weightage. Some type of “refresher” course for English teachers could also be introduced.
- ii. There must be realistic reassessment of grading marking systems and criteria for the MA English, IIUI. Indeed, The grading structure of the entire Islamic University needs to be improved and brought into line with national standards. At Present, the system of grading under the semester system as instituted by the IIUI is in need of rationalization.
- iii. The problem of teachers-pupil/student relationship is an important factor. There seems to be same lack of communication between IIUI English teachers and students, as already pointed out in the previous chapter, on the basis of data analysis. In spite of all the teachers preparations, efforts etc., (a) students them too much, beyond a point; (b) they seem to be consistently reluctant to approach teachers with problems of comprehension and so on; and (c) they fail to provide satisfactory oral the students lack of study skills and commitment have a major rule but the teacher pupil relationship in class and supervisory context has also to be reviewed. Possibly, any positive “Feedback” or change in this regard, will have a good result on the academic performance of students.

In the final analysis, this study indicates the further need studying the various dimensions of the problem of study skills at tertiary level, not only the MA English program IUI, but in other universities too. It would like to suggest that some sort of comprehensive, rational-level potential for Pakistan lies in our future ability to produce properly equipped, trained students and researches.

APPENDIX – I

QUESTIONNAIRE FOR STUDENTS

Please try to respond to all the question as accurately and diligently as possible.

Name:

Class:

Q.1 How do you find your classes?

- (i) Interesting.
- (ii) Useful.
- (iii) Boring.

Q.2 Do you read the lesson?

- (i) Word for word.
- (ii) Read the first and last line of the paragraph.
- (iii) Immediately go through the whole lesson to get the gist of the paragraph.

Q.3 While reading a novel, do you read?

- (i) Each and every word.
- (ii) Skip some words like “and”, “for it” “then” etc.
- (iii) Skip entire passages or chapter.

Q.4 Do you have a plan of work for each day?

Do you stick to it.

- (i) Always.
- (ii) Never
- (iii) Some times.

Q.5 Do you think reading is required Outside the class.

- (i) Reading class assignment just once is sufficient.
- (ii) Committed to reviewing after you have read for clarity.
- (iii) No need to review or read outside the class.

- Q.6. What is your approximate concentration period for any lesson.
- (i) 15 minutes or less.
 - (ii) 30 minutes or less.
 - (iii) 40 minutes or less.
- Q.7 In reading class do you take your notes or do you Summarize after reading each passage.
- (i) Sometimes.
 - (ii) Always.
 - (iii) Never
- Q.8 What do you do when you find large gapes or incomplete ideas in your notes?
- (i). Consult a teacher.
 - (ii). Consult a notes reference
 - (iii). Consult some other class fellow.
- Q.9. How do you find the meaning of difficult words?
- (i) From the dictionary.
 - (ii) Teacher explains it.
 - (iii) Deduce from the context.
- Q.10. How often do you consult a dictionary?
- (i) Daily
 - (ii) Twice a week.
 - (iii) Thrice a week.
 - (iv) Fortnightly.
 - (v) Once a month.
- Q.11 When you have a problem in understanding something while learning English you.

- (i) Immediately ask the teacher for help.
- (ii) Only seek help just before exam.
- (iii) Just forget about it.

Q.12 If you have to express yourself in writing, you find it.

- (i) Very easy.
- (ii) With some difficulty.
- (iii) With great difficulty.

Q.13 If an examination is taken unexpectedly, do you?

- (i) Fail
- (ii) Get a low mark.
- (iii) Pass.

APPENDIX – II

QUESTIONNAIRE FOR TEACHERS

Please try to response to all the questions as accurately and diligently as possible.

Name:

Age:

Qualification:

Q.1 Which class do you teach?

Q.2 Do you make any preparation before going to class?

Q.3 Most of the teachers are very skilled and organized in their field and can hold a lesson in a class without any prior planning. What is your opinion?

(i) They should prepare lesson in any case?

(ii) It is alright to hold lessons without preparation?

(iii) There is no need for skilled teachers to prepare lesson?

Q.4 How do you teach the text to the students?

(i) You read aloud and explain the text to the students?

(ii) You read aloud but donot explain the text to the students?

(iii) You make the students to read the text aloud?

Q.5 Do you ask questions about the title of the text by providing a clue of some words from the text?

Q.6 Do you give brief introduction first?

Q.7 Do you use communicative interaction in the class?

(i) Pair work.

(ii) Group

(iii) Active listening

Passive listening

- Q.8 Are you satisfied with the time allotted to the teaching of English language?
- Q.9 which technique is used for the correction of students assignment?
- (i) Learners correct their own work.
 - (ii) Learners correct their other work.
 - (iii) Teacher corrects learners work.
- Q.10 Which of the following points, do you consider very important before the students begin to read the text?
- (i) Providing a reason for reading.
 - (ii) Introducing the text.
 - (iii) Breaking up the text.
 - (iv) Dealing with new language.
 - (v) Asking questions.
- Q.11 What is the average size of the students you teach?
- (i) 0-25.
 - (ii) 30-45.
 - (iii) 50-65.
- Q.12 One of the problem that many foreign language learners have is that they read too slowly in foreign language? How do you take this problems?
- (i) Teaching different reading styles leads to improvement.
 - (ii) Speed can be improved by students own efforts, and practice.
- Q.13 What is your opinion about the various tests help to determine different reading levels of the students?
- (i) Tests are essential to determine improvement in reading levels.
 - (ii) Tests have limited utility in determing improvements.
 - (iii) Tests are useless.

Q.14 Do you use re-writing as

- (i) A tool for improvement.
- (ii) A support for other training.
- (iii) A punishment.

Q.15 Which teaching methodology do you use, while teaching writing?

- (i) Controlled writing.
- (ii) Free writing.
- (ii) Guided writing.

APPENDIX – III

Objectives of the University

The broad aims and objectives of the International Islamic University are:

1. To take practical steps for ideological, moral, intellectual, economics and technological development ideas, principles in accordance with the norms of Islam and to take necessary steps for developing practical solutions of contemporary problems.
2. To encourage and promote education training and research in Islamic learning, social natural and others branches of knowledge.
3. To reconstruct human thought in all its forms on the foundation of Islam.
4. To develop Islamic character and personality among the students, teachers and supporting staff in the University.

The University carries out these aims through high quality courses to internationally recognized students of excellence at both undergraduate and post-graduate level. The University feels an obligation towards Muslims communities outside Pakistan.

It is convinced that by building up an Islamic character and by providing necessary Islamic knowledge, the university can create a new youthful leadership for these communities and in this way can play a processing role in this process at the global level. The university is also concerned with developing an applied approach in the study of Islamic decipline. It encourages the teachers to take up projects which may help them develop viable Islamic solution for contemporary economic, social, political and normal and educational problems. The international character of this University is also reflected in its academic programs, selection of subjects and courses offered in the University and its teaching staff.

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