

**A COMPARATIVE STUDY OF SECONDARY SCHOOL CERTIFICATE
(SSC) AND GENERAL CERTIFICATE OF EDUCATION-ORDINARY
LEVEL (GCE O-LEVEL) ENGLISH LANGUAGE COURSE**



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ISLAMABAD, PAKISTAN**

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By

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A thesis submitted in fulfilling the partial
requirements for the degree of

Doctor of Philosophy

in

Education

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD, PAKISTAN
2011**

Dedicated

to

My parents, whose love, patience and

sacrifice proved to be an unfailing

source of inspiration

FORWARDING SHEET

The thesis entitled “A COMPARATIVE STUDY OF SECONDARY SCHOOL CERTIFICATE (SSC) AND GENERAL CERTIFICATE OF EDUCATION-ORDINARY LEVEL (GCE O-LEVEL) ENGLISH LANGUAGE COURSE” submitted by Muhammad Iqbal Naeem in partial fulfillment of the requirement of PhD degree in Education has been completed under my guidance and supervision. I am satisfied with the quality and originality of student’s research work.

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Bukhari)

Supervisor _____
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STATEMENT OF UNDERSTANDING

I, Muhammad Iqbal Naeem Reg. No. 01-SS/Ph.D (Edu)/03, student of PhD Education, International Islamic University Islamabad do hereby solemnly declare that the thesis entitled 'A COMPARATIVE STUDY OF SECONDARY SCHOOL CERTIFICATE (SSC) AND GENERAL CERTIFICATE OF EDUCATION-ORDINARY LEVEL (GCE O-LEVEL) ENGLISH LANGUAGE COURSE' submitted by me in partial fulfillment for the requirement of PhD degree is my original work, except where otherwise acknowledged in the text and has been submitted or published earlier and so will not be submitted in future for any degree from a University or an institution.

Dated: March 25, 2011

Signature _____
Muhammad Iqbal Naeem

APPROVAL SHEET

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ABSTRACT

The present research focuses on comparative study of the Secondary School Certificate (SSC) and the General Certificate of Education-Ordinary level (GCE-O level) English language course to trace out the problems and shortcomings of the curriculum objectives, teaching methods, contents and examination system. The objectives of the study were: (1) to analyze the objectives of teaching English of SSC and GCE O-level; (2) to compare the contents of the curricula of both the courses; (3) to critically review the teaching methodology of both the courses; (4) to undertake the comparison of the examination system of English course in both the programmes.

The population of the study comprised all the principals (heads of the schools), teachers and the students of SSC and GCE-O level in the Punjab province. The sample included the teachers teaching English to 10th class and the students studying in 10th class only. As many as 40 principals, 200 teachers and 400 students were selected from the SSC level. While 20 principals, 100 teachers and 200 students were selected from the GCE O-level. Questionnaires designed with a five-point rating scale and two-point rating scales were administered to the sample. The researcher also made a comparison of results and document analysis of O-level and SSC level English language course. The data collected were tabulated and analyzed by using, t-test and chi square.

The researcher concluded that the course objectives of learning English language in SSC and O-level were well-defined and clear and were relevant to the demands of the students. However, in the O-level, they met the international standards but in the SSC, they did not meet the international standard. The teachers teaching O-level students followed student-centered and language-centered

approaches that catered the interests and needs of the students. They ensured participation of the students in the learning process, whereas in SSC, the teachers used to follow teacher-centered approach. The Grammar Translation Methods (GTM) was used to teach English language at SSC level students while the Direct Teaching and Activity-based methods were used to teach O-level students. The examination system at SSC level was found promoting cramming and rote memorization whereas the O-level was found comparatively better in this respect as it focused on understanding of concepts, hence promoting creativity.

The main recommendations were that the SSC curriculum needs to be revised and modified according to the students' requirements e.g. integration of four skills (listening, reading, writing and speaking), use of technology and induction of the latest topics in the curriculum like human rights and environment etc. The English language teachers at SSC level may also motivate the students by using authentic material and by adopting pair work and group work in the classroom. The public schools may be equipped with libraries, language labs and audio-visual materials such as tape recorder, video-player, overhead projector, multi-media etc and such facilities may be properly used for improving the teaching learning process in the subject of English.

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ABBREVIATIONS

AEO	Assistant Education Officer
AIOU	Allama Iqbal Open University
BISE	Board of Intermediate and Secondary Education
CIE	Cambridge International Examinations
DM	Direct Method
EFL	English as a Foreign Language
EILE	Edexcel International London Examination
ELT	English Language Teaching
EST	Elementary School Teacher
GCE O-Level	General Certificate of Education Ordinary Level
GCSE	General Certificate of Secondary Education
GTM	Grammar Translation Method
HEC	Higher Education Commission
HSC	High School Certificate
HSSC	Higher Secondary School Certificate
IER	Institutes of Education and Research
ILO	International Labour Organization
L1	First Language (Urdu)
L2	Second Language (English)
NBCT	National Bureau of Curriculum and Textbook
SPELT	Society of Pakistan English Language Teachers
SSC	Secondary School Certificate
TEFL	Teaching of English as a Foreign Language
TTC	Teachers Training College
UCLES	University of Cambridge Local Examination syndicate
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund

CHAPTER 1

INTRODUCTION

Education is a nation building and globally inter-related activity that unlocks the door to modernization. It is imparted through formal, informal and non-formal ways. For this purpose, there is a need of interaction among the students, teachers and study material. Usually, educational system at the primary level follows the medium of instructions in the national language or mother tongue. In Pakistan, the students have to study English as a compulsory subject from K.G to graduation level due to the following reasons:

- i. English is a means of understanding the foreign and higher educational work.
- ii. English is an international language used in research, commerce, aviation, diplomacy and source of scientific and technological advancement.
- iii. English is a symbol of power and high social status (Rehman, 2003).

With the arrival of British in the sub-continent, English replaced the languages of learning and education such as Arabic, Persian and Sanskrit. A turning point in the socio-political history of the sub-continent was Lord Macaulay's decision in 1835 to favor English and bring an end to the Oriental and Anglican controversy. The need for English increased in 1854 when eligibility to government service was also restricted to those who had English education (Mansoor, 1993).

Quaid-i-Azam declared in the first All Pakistan Educational Conference that Urdu would be the national language, but he never ignored the importance of English. According to him: "As regard English, while the injurious effects of making an alien

language the medium of instruction has been widely recognized, it must, for some considerable time to come, retain its pride of place both in the share of our university education and as a means of international communication” (Govt. of Pakistan, 1947).

The Commission on National Education 1959 observed that English would continue because it was the only effective means of communication with the world and the most adequate source of information on the latest development in science and technology. Therefore, all educated persons in the country should have a sound knowledge of this language (Govt. of Pakistan, 1959).

The Constitution of Pakistan provides a specific framework for the introduction of Urdu as the national language, and English language may be used for official purpose until arrangements are made for its replacement by Urdu (Govt. of Pakistan, 1979).

According to the National Education Policy (1998-2010) teachers at intermediate level are subject specialists. Teachers and lecturers in this category are expected to have done their postgraduate work in the subject they teach. The same is not necessarily true of teachers for class IX and X, which means that students studying English are often taught by the teachers with no special training in these subjects (Govt. of Pakistan, 1998).

In Pakistan, there are two parallel systems functioning SSC and GCE O-level. Both the systems have their own controversial arguments to stand upon.

In the United Kingdom the education reforms in the truest sense were introduced after the Education Act 1902, in which local education authorities (LEAs) were authorized to provide secondary education of grammar or academic type. In

1944, the Education Act was enforced, which established the control of central government on LEAs and latter were bound to follow the national education policy. The fundamental principle of the Education Act 1944, which inspired the education system, was the idea of ‘Secondary Education for All’ (Graves, 1988).

In 1988, a major change took place in the British education system and the prevalent nomenclature of (GCSE) was replaced by the General Certificate of Education (GCE O-level) (Whitaker, 1999).

Since 1951, the GCE examinations are being conducted in the United Kingdom at two main levels: Ordinary Level (O-level) and the Advanced Level (A-level). In Pakistan these programmes are being offered since 1959. In the United Kingdom the GCE O-level examination are no more being held at all. However, international students outside the United Kingdom are still following the same scheme of studies for “O” and “A” level exams that are being conducted by the following examination boards:

- a) University of Cambridge Local Examination Syndicate (UCLES).
 - b) Edexcel International London Examinations (EILE)
 - c) University of Oxford Delegacy of Local Examinations (UODLE)
- (The British Council, 2002).

In Pakistan there are many institutions which offer GCE O-level to the students but the number of recognized institutions in the British Council is 180. The GCE O-level is a world recognized programme. Though the SSC and GGE O-level are running parallel, yet it is commonly assumed that they are creating discrimination between the persons qualifying from these two systems. The GCE O-level system of

education is for the elite class while the SSC level system of education is providing education to the common people. No significant research work appears to have been carried out to make the comparative analysis of the GCE O-level and the SSC education in Pakistan, with a special reference to English language. This study has, therefore, been designed to probe the issue at large.

1.1 STATEMENT OF THE PROBLEM

The researcher aimed to draw the comparison of English language course with respect to curriculum objectives, contents, teaching methods and examination system at SSC and GCE O-level in Pakistan.

1.2 OBJECTIVES OF THE STUDY

The major objectives of the study were:-

1. To analyze the objectives of teaching English of SSC and GCE O-level.
2. To compare the contents of the curricula of both the courses.
3. To critically review the teaching methodology of both the courses.
4. To undertake the comparison of the examination system of English course in both the programmes.

1.3 RESEARCH QUESTIONS

The following research questions would encompass the statement of the problem:

1. How far the objectives of English language learning are appropriate at SSC and GCE O- level?

2. How far content of both the courses are suitable for the students to learn English?
3. What teaching methods are being used to teach English language at SSC level and GCE O-level?
4. What are the similarities and differences in the examination system of both the programmes?

1.4 SIGNIFICANCE OF THE STUDY

The findings of the study would provide guideline to the curriculum planners, managers and experts in re-defining the objectives of the secondary school English language curriculum. It may facilitate the course developers to design the English language course according to the international standards. The educational planners and administrators may consider reallocation of funds for training of the English language teacher. Furthermore it would help teachers to teach English as a foreign language in an effective way. The future researchers may also use the findings of this study as a spring-board to investigate and improve the quality of English language course at HSSC and graduate level in Pakistan.

1.5 METHODOLOGY

The research was aimed to make a comparative study of the Secondary School Certificate (SSC) and the General Certificate of Education-Ordinary Level (GCE O-level) English language course in Pakistan. The brief procedure of the study was as under:

1.5.1 Population

The population of the study comprised 4,637 Principals, 4,840 English language teachers and 175,480 students of Punjab province (Govt. of Pakistan, 2007). There were 180 O-level registered Cambridge institutions, having 250 teachers and 4,280 students (The British Council, 2006).

1.5.2 Sample

Cluster sampling technique was adopted for selection of the sample for this study. Eight districts/divisional headquarters were purposively selected out of 35 districts as the selected districts/ divisional headquarters represent the whole population of the Punjab.

Randomly selected schools from each sample districts are given below:

SSC level schools	200
O-level schools	100
SSC level principals	40
O-level principals	20
SSC level teachers	200
O-level teachers	100
SSC level students	400
O-level students	200

1.5.3 Instruments

For this study the following instruments were used for the collection of data:

- i) Questionnaire for the principals of SSC and GCE O-level institutions (Annex I).
- ii) Questionnaire for the English language teachers of SSC and GCE O-level institutions (Annex II).

- ii) Questionnaire for the English language students of SSC and GCE O-level institutions (Annex III).
- iii) Document Analysis.

1.5.4 Collection of Data

The questionnaires were administered to collect the data. The researcher posted the questionnaires to 75 principals (male/female), 380 teachers (male/female) and 550 students (male/female) of SSC level. Similarly, the questionnaires were also posted to 35 principals (male/female), 150 teachers (male/female) and 350 students (male/female) of GCE O-level. The researcher analyzed the data after receiving the requisite responses from the respondents of the SSC level schools i.e. (40 principals, 200 teachers and 400 students) and the O-level schools (20 principals, 100 teachers and 200 students).

1.5.5 Data Analysis

After collection, the data were tabulated, analyzed and interpreted in the light of objectives of the study and the research questions by using the t-test and chi square for comparison of the both the courses and also relevant documents were analyzed.

1.5.6 Delimitation of Study

The study was delimited to the comparison of SSC level and GCE O-level English language course with special reference to curriculum objectives, contents, teaching methodology and the examination system in eight out of 35 districts of Punjab.

CHAPTER 2

REVIEW OF LITERATURE

2.1 LANGUAGE AND ITS LEARNING

The gift of gab is a special blessing of the creator to mankind. This quality distinguishes the human beings from animals as, according to Chomsky (1988), the learning of a language is an exclusive faculty of human beings and does not exist in any other species. Although animals like monkeys, dolphins and some others can communicate with one another through language yet they cannot use language as creatively as the human beings can do. They can communicate only in a fixed way by using certain specific signals.

According to Nunand (2003), language is the best taught when it is used to communicate messages, not when it is explicitly taught for conscious learning. Language acquisition can only take place when a message, which is being transmitted, is properly understood, and the focus is on what is being said rather than on the form of the message.

According to Rehman (2003), language is a cultural symbol that preserves and transmits culture to the coming generations and it is also a means of systematic communication by vocal symbols. "Language is a system of arbitrary, vocal symbols, which helps all people in a given culture to communicate". Language is a learned behavior. All normal children are born with the ability to make sounds but sounds take the shape of language and become meaningful only through constant hearing and

repeating them. The sounds may be taught first in isolation but must instantly be inserted in words and phrases etc.

Culture and language are so closely inter-connected and inter-dependent that their independent survival is almost impossible. Nunand also points out that features of a language are not inherited in a biological sense. Any hereditary difference in the structure of a larynx, mouth and lips does not influence the action, which makes up a language. A child learns to speak like other people who are around him.

According to Moeen (1992), the child uses noise and loudness with a rudimentary system of information before he learns specific words, uses utterances for a period and develops intonation akin to the intonation of his parents. Development of his intonation may go for ahead of other elements and units of the language.

The components of language are as under:

- a. Lexis
- b. Grammar
- c. Phonology
- d. Semantics

(a) Lexis

Lexis carries great significance in a language. It is just like the flesh of a living organism, and it gives richness and extensiveness to a language.

(b) Grammar

According to Michael (2005), Grammar gives structure and form to a language. It is just like a network of bones within the body of an organism. Combining

together Lexis and Grammar, they give birth to a language and almost all the languages have the following systems:

- a. Grammatical system
- b. Phonological system
- c. Lexical system

(c) Phonology

It is the system of sounds in a language. Any message conveyed by a language has to be first converted into words put together according to the grammatical rules and these words are then conveyed by sounds.

It is a broader study of the major speech sounds and their organization in a particular language. Moreover, it deals with how English organizes elements of speech into an integrated system.

Accuracy, fluency, and intonation are the main purposes of phonology. Intonation is concerned with the pitch of the voice, the musical feature of the voice (Michael, 2005).

(d) Semantics

Semantics is the study of meanings in a language. And a language in itself is very sensitive to the situation. So it is rather difficult to reach at the exact meanings of words in a sentence. The aim of semantics is, to explain and clarify the nature of meaning (Shams, 2003).

2.2 LEARNING ENGLISH AS A SECOND LANGUAGE

According to French (2000), learning a second language is more important than learning a description of it. It involves imitating, practicing, memorizing,

listening, interpreting, reading, writing and speaking etc, Further stated that pupil's learning of the new language and teaching of a language should be based on word groups. It is the phrase-pattern and sentence pattern that are of primary importance. According to him, there are three basic principles: Word order is the first principle, word's structure is the second principle and inflexions or changes or a difference in the form of words is the third principle.

2.3 FOUR ENGLISH LANGUAGE LEARNING SKILLS

Harris (1969) narrated as, "Two linguistic activities, which are associated with both speech and writing, are encoding and a decoding processes. Speaking and writing themselves are the encoding processes whereby everyone communicates one's ideas, thoughts, or feelings in one or the other form. Listening and Reading are the parallel decoding processes by which everyone understands either spoken or a written message". According to Harris "language includes four skills, or complexes of skills: Listening, Speaking, Reading, and Writing. It is perhaps in this order that everyone originally learns one's native language".

2.3.1 Teaching of Listening Skill

Huckleberry and Strother (1966) while dealing stated that. The quality of a student's work will be correspondingly linked with his ability to listen. In a broader sense, listening is actually learning. While dealing with the subject of listening, a great care is taken to maintain distinction among its different kinds. There is, for example, casual listening, which takes place when the sound stimulus is pushed into the background of the senses where it receives little attention from the active intellect.

There is also captive listening that takes place when the audience is forced to listen whether willingly or unwillingly. These two kinds of listening are often associated with unmotivated listening, which, is the opposite of motivated listening.

It is observed that listening as a skill was not taught in the present educational system. Students learnt it themselves deliberately as they used to listen to their teachers in the class. The main reason of it is that it cannot be easily tested or our assessment has no place for it.

2.3.2 Teaching of Speaking Skill

Fries (1998) described that speech is the most important aim of language teaching and a means of communicating thought and feeling with voice and body to secure a desired response. A teacher should prepare himself to begin speech training of his students in the lower classes.

Teacher should select suitable speech content, arrange it logically, and should choose appropriate language at the time of delivery. Teachers should be prepared to have a rudimentary knowledge of the speech mechanism and its sounds. Teachers must know how to assist the children who are deficient in speech and he should use the speech arts to improve the speech of children in a pleasing and effective way.

It is observed that our examination system did not allow the testing of speaking, and listening. In Pakistani schools, the emphasis is on accuracy and the competence of the grammatical rules. That is why, students feel shy to speak English in the class.

2.3.3 Teaching of Reading Skill

John and Waseem (1987) stated that reading was an important skill for learning. They defined it in this way:

1. Reading is an ability to recognize the letters of the alphabet.
2. Reading is an ability to pronounce written symbols.
3. Reading is to make sense of the text.

It is observed that practice of Reading skill at school level was mostly in the form of reading aloud. But the modern approach towards reading is that reading aloud does nothing to promote Reading skill. Reading involves not only the recognition of letters and words in addition to speaking the written text but also to understand it.

2.3.4 Teaching of Writing Skill

Harris (1969) described that as the student's writing ability was tested through various methods, so the majority of teachers were in favor of the following components;

- a) Content
- b) Form
- c) Grammar
- d) Mechanics

Haq (1995) engaged a class of ten mixed ability students of a Secondary School to do activities based on control, guided and free writing. Their activities enhanced the development of writing skills in the learners. He observed that the

majority of teachers were themselves poor in the writing skill. Due to this reason, they could not become a model for their students. They did not know the modern techniques of teaching writing. They were also not aware of the modern methodology of writing that included guided, controlled and free writing.

2.3.4.1 Creative writing skill

Creative writing is inventive and imaginative which is away from technical and business writing. It includes individual's feelings, emotions and opinions about some particular topic. Creative writing can be in the form of a short story, an essay, a composition or a poem. Creative writing is a vast term which includes all kinds of writing, e.g. formal, informal, fiction, non fiction, traditional, literacy, professional, journalistic, academic and technical forms (Wilkinson, 1986).

2.4 SOME ASPECTS OF LANGUAGE LEARNING

2.4.1 Pronunciation

Aslam (2004) conducted a research in the area of teaching pronunciation and stated that contrastive study of the target language and native language can be useful in discriminating phonemes of the target language. But purely phonological analysis will not be enough. It should be matched with empirical studies, and for that purpose individuals may be trained in the ability to evaluate their pronunciations in order to prepare them to learn from self-instructional teaching devices.

2.4.2 Vocabulary

Vocabulary is no longer a neglected area of language learning and now recognized as a fundamental to the development of L2 proficiency (Valdman, 2004).

Stockwell (2001) reported that vocabulary may be concerned with various degrees of understanding of words, from mere recognition of a word to a deep understanding of several meanings of it. Teaching words in isolation is better than teaching them in context and inductive approach is better than a deductive one.

2.4.3 Preposition

According to Richards (1991), a preposition is the linkage of words to form predictions about things, people and events. Prepositions are the building block of communications and the first task in learning to communicate a language is how to create prepositions. Language is comprehensible to the degree that hearers are able to reconstruct preposition from the speaker's utterance.

2.4.4 Translation

According to Haq (1995), Translation and the use of mother tongue are desirable. When a pupil meets a new English word, he searches for its meaning in his own language and when he finds it, he is happy. But as soon as the word becomes perfectly familiar, there is no feeling of success in translating it and the translation is then given up. The teacher should try to minimize the strangeness of the words, phrases and sentences to the extent that there is no feeling of achievement in translation.

2.4.5 Library

According to Aslam (2004), each school has its library with different types of books. The teacher sometimes uses the books relevant to the students for further information about the topic. He suggests these books for study. The students go to the

library, take the relevant books and study the books in different ways (e.g. in group study or individual study etc.). This technique helps the teacher to impart the training to the students in various ways.

2.4.6 Innovative Programmes

Alexander (2005) observed that the innovative techniques excited the students and they actively took part in all the activities. There was a shift from the teacher-centered approach to student-centered approach. Students showed interest in the methods and various techniques employed by the researcher and as a result, students got fully involved in the lesson. The students practiced all the four skills along with learning grammatical rules and vocabulary. Group formation was more successful activity than pair work. The use of pictures, charts and authentic material was very impressive and students found it more entertaining to learn. Researcher also observed that in the beginning it was difficult to complete the lesson plan within the time limit. The lesson planning also had to suffer due to lack of A.V. aids. The students found it difficult to speak and comprehend English because of the poor language.

2.4.7 Language Laboratory

Brooks (1964) pointed out the importance of language laboratory. To him the language laboratory is an effective way of learning in terms of the repetition and over learning of the behavior patterns that are to become habitual. Tape recorders, Ear phones, Microphones and the positions, at which the students are to listen to a master voice to repeat what he hears and at times to record his responses for review and correction, are the essential components of language laboratory.

2.4.8 Intensive and Extensive Reading

Haq (1995) reported that the books for intensive reading were meant for the acquisition of language and complete mastery of the subject matter contained in them. The pupils were required to make a thorough and detailed study of the subject matter and to get a complete hold of the words and phrases that were used.

2.4.9 English Language Games

Bibi (1995) indicated that English language games had a positive effect on the academic achievement of the Secondary school's student and showed that these language games had significantly improved the writing ability as well as listening and comprehension of the students. It was also found out that the use of English language games had significantly improved the group work performance of the students. The result indicated that due to English language games, the students would use English structure effectively. The results also showed that there was no significant effect of English language games on the spoken ability of the students.

2.4.10 Grammar

According to Scott *et al.* (1978), the mastery on grammar is considered mastery over language. Grammar can be helpful in commenting on language. It can provide a terminology, which enables language to be discussed. Such discussion can be analyzed and some times resolves ambiguities. Grammar can help in describing and comparing styles and registers. It can also be used to elucidate meaning, especially in complicated prose and poetry.

2.5 METHODS AND APPROACHES OF TEACHING OF ENGLISH

According to Asher and James (1982), methods are the combination of techniques that are used in the teaching system, and are practiced by the teachers in the classroom whereas approaches are the language teaching philosophies that can be interpreted and applied in variety of different ways in the classroom. Different teaching methods demand different linguistic skills of the teacher. A teacher who lacks the language proficiency can not use any of the teaching methods with success. A mild-natured teacher can impart more to his students as compared to a hard rigid teacher.

2.5.1 The Substitution Method

Haq (1995) narrated that the Substitution Method aims at taking a structure or phrase and using it in a model sentence. Thus, the sentence is practiced again and again till it is well mastered. The structure is graded according to the abilities of the students. When pattern or structure is mastered; the problem of vocabulary building is accomplished.

The method is based upon the following principles:

- Sentence is the basic unit of language.
- The language should first be taught orally.
- Language should be built up step by step.

2.5.1.1 Advantages of the Substitution Method

- i. In substitution tables the linguistic material is arranged in a systematic way.

- ii. The learner learns a large number of sentences without memorizing the grammatical rules.
- iii. It is a natural way of learning a language.
- iv. This method corrects pronunciation.
- v. In this method much more opportunities are provided to the student for writing and reading.
- vi. The mother tongue is frequently used that helps to save time.
- vii. It improves the thinking power of the students.

2.5.1.2 Disadvantages of the Substitution Method

- i. It is impossible to explain the rules of grammar by this method.
- ii. By this method the pupils learn only isolated sentences.
- iii. It puts more emphasis on written work.
- iv. This method cannot be used to teach poetry and composition.
- v. Formation of linguistic habits is possible only after long time. There is a need of special teachers to teach by this method.

2.5.2 The Bilingual Method

According to Shafqat as cited in Naeem (2002), ‘Selection’, ‘Gradation’, ‘Presentation’ and ‘Repetition’ are the four cardinal principles of all the language teaching methodologies. The Bilingual Method is based upon the following principles:

- Controlled and systematic use of the mother tongue by the teacher.
- Early introduction of writing/reading during the course of language learning.

- Integration of 'writing', and 'speaking' skills.

2.5.2.1 Advantages of the Bilingual Method

- i. In this method the use of mother tongue is not recommended exactly like in the Grammar Translation Method. However, in this method mother tongue is:
 - a. Used to explain the meanings of new words or sentences etc.
 - b. Not used word for word translation.
 - c. Used during early stages only.
- ii. The unit of teaching is a sentence.
- iii. Emphasis is not laid on creating situations as in the Direct Method.
- iv. Rigorous practice is undertaken in sentences patterns.
- v. Translation is done by the teacher not by the students to explain the matter.
- vi. Practice is done without the help of mother language.
- vii. The use of mother tongue is gradually dropped.

2.5.3 The Play-Way Method

According to Jacques (2004), English being a foreign language is difficult to learn and the young students learn the best through play-way technique. However, the accuracy of spellings and pronunciations is a problem for the foreign students throughout the world. The teacher has to use the special techniques to remove the boredom that the drill and practice beget.

2.5.3.1 Some forms of the Play-Way Method

- Dramatic and Group activities
- Debates and declamation contests
- Projects
- Advertisements
- Mock Trials
- Mock Elections
- Panel Discussions
- Unit Method

2.5.3.2 Advantages of the Play-Way Method

- i. Students take interest in learning process.
- ii. Students comprehend the content quickly.
- iii. The students pick the lesson unconsciously.
- iv. The concept development is determined.

2.5.3.3 Disadvantages of the Play-Way Methods

- i. The students de-track from the actual lesson.
- ii. The students spend maximum time in playing.
- iii. The students are physically exhausted.

2.5.4 The Dr. West's Method

West (1955) observed that purposeful reading is more important than other skills. Silent reading is the most important technique to be learned by foreigners.

Reading is not only the most interesting but also the easiest aspect of a language to acquire it. Speaking and writing require an active knowledge of vocabulary, while reading requires only passive knowledge. Reading ability can be improved independently without the help of teacher. Teaching to read a foreign language is easier in this method. Even a lower grade teacher can do it.

2.5.4.1 Advantages of the Dr. West's Method

West (1955) claimed that the easiest way to acquire a language is reading. The ability, which can quite easily be improved in solitude without any help of a teacher, is, reading. The efficiency in reading improves speech and writing. As a result the student will acquire accuracy of language.

2.5.4.2 Disadvantages of the Dr. West's Method

Shaikh (1993) stated that reading is taught at the cost of speaking and writing skills in the Dr. West's method. The principle of having a balanced language programme has totally been defied and oral work is not stressed at all. The teaching of both speech and writing skills is much delayed in this method. The role of grammar has not been clearly specified.

2.5.5 The Reading Method

Murcia and Miclntosh (1979) pointed out the following features of the Reading Method:

1. The Objectives of this method in priority order are:
 - a. Reading ability
 - b. Current and historical knowledge about the country where the target language is spoken

2. Only the necessary grammar is taught.
3. Minimal attention is paid to the pronunciation.
4. From the beginning, reading is given the priority both in and out of the class.
5. Vocabulary is strictly controlled at the early stage of reading.
6. Vocabulary is expanded as far as possible.
7. Translation is used as an effective classroom tool.

2.5.5.1 Advantages of the Reading Method

Reading holds an important place in the foreign language programme. Both the teachers and the pupils feel satisfied after having been saved from the rigid conversation drills as required in the Direct Method. The time problem is solved and the problem of hiring native-speaker teacher is also overcome by using the reading method (Kenwerthy, 2000).

2.5.5.2 Disadvantages of the Reading Method

Speech is de-emphasized in reading method and it was relegated to the same position as allocated in the Grammar Translation Method. Oral work exercises are totally dropped from the language-teaching programme. Teaching of pronunciation loses its importance and both the teachers and students adopt a carefree attitude towards pronunciation (Kenwerthy, 2000).

2.5.6 The Grammar Translation Method

Nazir (2000) narrated as, “Translation is the best way to interpret foreign phraseology and in the process of interpretation the foreign phraseology is assimilated. The structure of a foreign language is best learnt when compared and contrasted with that of the mother language”.

2.5.6.1 Advantages of the Grammar Translation Method

According to Ishtiaq (2005), Grammar-translation is, of course, grammatically sequenced; the majority of texts attempt to proceed from what the author considers easy rules to more complex. Each lesson introduces certain rules and these rules dominate the lesson.

Larson (1986) narrated importance of grammar-translation method as, “In grammar-translation method, students are made to learn new words. Therefore, this method helps in improving vocabulary. Reading and writing are the two primary skills which are developed most so as to enable the student to read literature in the target language. Grammar is taught deductively and it makes a great use of student’s mother tongue”.

2.5.6.2 Disadvantages of the Grammar Translation Method

Ishtiaq (2005) narrated that it develops “reading” and “writing” with little attention to “Listening” and “Speaking” which are equally essential for the learning of a language. The teacher is the authority in the classroom. Students do as he says, so they learn only what he knows. Student memorizes vocabulary and grammar rules. Most of the interaction in the classroom is from the teacher to the student. The meaning of the target language is made clear by translating it into the student’s native language. But it is almost impossible to translate completely every word/phrase from one language to another language. The Grammar Translation Method fails to inculcate the communication skill in the students.

2.5.7 The Direct Method

According to Larson (1986), this method is based on the principle that the foreign word and its idea should be associated directly with each other without the intermediary link of the mother tongue. In other words meaning is to be connected directly with the target language without going through the process of translating into the students' mother tongue.

2.5.7.1 Advantages of the Direct Method

The native language is not used at all in the class while using the Direct Method. The student is given practice to speak the target language automatically. They are able to think in the target language. Grammar is taught inductively. In this method the students are taught to use the target language for the purpose of communication. It provides a lot of opportunities of teacher-student and student-student, interaction in the classroom (Larson, 1986).

2.5.7.2 Disadvantages of the Direct Method

Neilson (2003) stated that in this method oral communication is emphasized, and some other language skills like "Reading and Writing" remain less developed as compared to "Listening" and "Speaking". Because of the total ban on the use of mother tongue, many words and phrases, which can easily be explained and understood in mother-tongue, go unexplained. For example, truth, honesty, etc. can easily be explained in the mother tongue of a student. It requires a lot of models, pictures, charts and a host of other things to conduct teaching in the classroom. It requires rather smaller classes for its effective implementation, which is impossible in majority of our schools.

2.5.8 The Structural Approach

According to Finocchiaro and Brumfit (1983), the following are the main features of this approach:

- Speech is regarded as the basis of a language whereas the structure plays basic role in developing the speaking ability.
- Material is taught orally before its presentation in the written form.
- Contrary to the Grammar Translation Method recourse to meanings is considered unnecessary.
- New language points are introduced and practiced according to the situation.
- Language units are presented in terms of sentence patterns. The learner is more concerned with sentence building than analysis.
- Vocabulary and grammar items are carefully selected on the basis of frequency, usefulness and simplicity, and these are systematically graded on the basis of ease and simplicity.
- Grammar is taught inductively.
- Accuracy in both pronunciation and grammar is considered important.
- Errors are avoided at all costs.
- Automatic control of basic structures and sentence patterns is considered as fundamental and is achieved through oral work.
- Oral composition precedes the written composition.

2.5.8.1 Advantages of the Structural Approach

Neilson (2003) narrated that the structural approach makes the teacher's task clear and definite. The teachers are happy with the results. Though greater emphasis is

laid on speech, but the other language skills i.e. Reading and Writing are not ignored in this approach. The principles of selection and gradation make the teacher's job much easier. Quality textbooks using controlled vocabulary and structures are produced and this facilitates the teaching-learning process. This is the first approach which has been developed on the basis of research of some seasoned linguists and behavioral psychologists. Teachers and subject specialists have a great liking for this method and quite scientifically use it in the classroom.

2.5.8.2 Disadvantages of the Structural Approach

Teacher dominates in the class and the learner's role becomes extremely passive. The learner is required only to imitate and repeat. Pupil's thinking and creative faculties are curbed. Meaningless and mechanical repetitions are accepted as a sound procedure of habit-formation in the structural approach. Too much emphasis is laid on rote memorization without understanding what is being memorized. Over-learning causes boredom and monotony in the class (Ishtiaq, 2005).

2.5.9 The Situational Approach

According to Shaikh (1993), the following are the features of this approach:-

- Structures are accompanied by actions and are taught according to situation.
- Action always precedes expression.
- A series of actions known as action chain are used to present and practice new vocabulary and structures in situation.
- The teacher first presents actions.

- Then the pupils imitate his actions in chorus and then they further practice them in-groups and individually.
- Special textbooks are required for the successful implementation of this method.
- Units in the text generally start with a situational title.
- Numerous pictures, objects and wall charts are used to create situations for learning.
- Actions are simulated to illustrate the utterances; hence translation is generally not required.

2.5.9.1 Advantages of the Situational Approach

Sheikh as cited in Khan (2000) pointed out advantages of the structural approach and stated that action stimulates interest and generates enthusiasm among both the learners and the teachers in the situational approach. Actions make the practice meaningful and interesting. Students remain active throughout the class period. Actions interpret the new phraseology well. Actions bring the language into mind without any effort to comprehend or memorize it, even if no single word is understood at first.

2.5.9.2 Disadvantages of the Situational Approach

Finocehiaro *et al.* (1983) stated, while pointing out the disadvantages of the structural approach stated that, the students have no choice but to follow the theme or the situation. Learners are generally not told how a structure or an expression in a particular unit can be used in another situation. The utterances are all related to one social situation, which may mean boredom for many students. Situations cannot be graded. It is hard to control and grade vocabulary and structures within each situation

in this approach. This approach has serious limitations. It is difficult to deal with any situation beyond the scope of the classroom.

2.5.10: The Audio Lingual Approach

According to Finocehiaro *et al.* (1983), the Audio-Lingual approach is a reaction to the Reading approach. The teacher's role is central and active. It is a teacher-directed method and learners are viewed as organisms that can be directed by skilled training techniques to produce correct responses. Structure and form are more emphasized than meaning. Memorization of the structure-based dialogue is considered essential. There is not any or a little grammatical explanation. The vocabulary is strictly limited and learnt in the context. There is much use of tape recorder, language labs and visual aids. The cultural background of the target language is stressed by a limited use of mother tongue.

2.5.10.1 Advantages of the Audio Lingual Approach

Rivers (1981) while counting the advantages of audio-lingual approach stated that this method develops fluency in speaking the target language. Auditory memory is improved and the students can make fine auditory discriminations. The Structural patterns are systematically introduced and practiced. Reading and writing are not neglected. Students experience a sense of achievement in their preliminary studies and participate actively in all the classroom activities. Oral responses protect the shy and weak students against embarrassment. Individual differences in learning the potentials are taken care of, through individualized studies conducted in the language laboratories.

2.5.10.2 Disadvantages of the Audio Lingual Approach

Finocchiaro *et al.* (1983) pointed out some negative aspects of this method. They said that every thing is rigidly controlled and directed by the teacher, so much so, those learners are often prevented from saying what they want to say. The students are generally unable to use the memorized materials in the contexts other than the ones they have already learnt. Memorization and drills generally become mechanical and boring, exercises causing fatigue and distaste. Only innovative and resourceful teachers can handle this method successfully. This method has not proved to be effective with the adult learners who are allergic to drilling and miming. Gifted students do not benefit much from this method and get bored with meaningless repetition of structures and substitution drills. Grammar receives much less attention and grammatical patterns are presented in isolation.

2.5.11 The Communicative Approach

According to Richards and Rodgers (1986), the communicative approach aims at developing communicative competence and procedure for teaching of four skills that acknowledge the interdependence of language and communication. It doesn't lay any emphasis on acquisition of grammatical rules.

According to Hajjaj (1985), the communicative approach is concerned with situations, which culturally and intellectually bring the learners to use target language in the process of learning. This approach is concerned with activities, which create realistic situations for the language work. It is a student-centered approach and students learn language behavior. Its teaching techniques are flexible enough to attain this objective.

2.5.11.1 Advantages of the Communicative Approach

The communicative approach sets realistic tasks in which full-class or individualized instruction may be utilized. It creates situation for the use of, real world language in a variety of socio-cultural situations in which features of pronunciation, vocabulary, grammar and culture are selected, and graded according to their priority in actual communication. It lays stress on using grammatically and semantically appropriate language in particular situations (Finocchiaro *et al.*, 2002).

2.5.11.2 Disadvantages of the Communicative Approach

Hajjaj (1985) narrated disadvantages of the communicative approach as, “The communicative approach assumes the availability of a competent language teacher, having excellent command of language both standard and colloquial. Though desirable, it is however difficult to find such teachers. The communicative approach leads to producing learners with a native-speaker’s communicative competence. Theoretically it is desirable, but practically it is almost impossible, particularly in the present set up of the developing countries of the world. The communicative approach lays emphasis on using language in real situations. Such real situations can hardly be found in a traditional classroom atmosphere. This approach assumes that a learner who already has an advanced knowledge of the lexical and grammatical systems of a language can himself go a long way towards inferring the communicative functions of utterances to which the systems are applied.

2.5.12: The Natural Approach

Krashen and Terrell (1983) stated four principles of the Natural approach. The first is comprehension precedes production; e.g. Listening (or reading) comprehension precedes Speaking (or writing) abilities. The second is the production which is

allowed to emerge in stages. In the Natural Approach the students are not forced to speak before they are ready. In addition, speech errors, which do not interfere with communication, are not corrected. The correction of errors may help learning and the acquired competence comes from comprehensible input. The third general principle of the Natural Approach is that the contents contain communicative objectives. The topic helps in focusing the classroom activity and the syntax. The last principle focuses on creativity, appropriate environment in classroom.

2.5.12.1 Advantages of the Natural Approach

Advantages of the Natural Approach as, “Learning takes place in a low-anxiety level. Learners do not face any stress and tension in natural approach. Learners are not required to say anything until they are ready to speak but they are required to respond physically to the teacher’s command and questions. The teacher provides comprehensible language and simple response opportunities. There is a gradual progression in the level of questions and answers. Charts and pictures are used as focal points for questions and meaningful communication. The natural approach lays emphasis on all the four skills simultaneously with emphasis on communicative aspects. Both inductive and the deductive strategies are used while teaching this approach” (Krashan *et al*, 1983).

2.5.12.2 Disadvantages of Natural Approach

Krashan *et al*. (1983) stated the disadvantages of natural approach as, In Natural Approach, the teacher’s role is so crucial and his load is so heavy that only few teachers would be able to discharge their responsibilities efficiently. The approach doesn’t emphasize the need for materials, which are collected from various sources. The approach requires native-speaker teachers and they should also know the native

language of the learners in order to understand them especially in the early stages of language acquisition.

2.5.13 The Lexical Approach

It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes. These chunks become the raw data by which learners perceive different patterns of language traditionally known as grammar.

The lexical approach concentrates on developing learner's proficiency in lexis, and word combinations. This method holds lexis and not the grammar as the basis of language and the mastery of grammar is not considered as a pre-requisite for effective communication (Asher, 1982).

2.6 PROBLEMS OF ENGLISH LANGUAGE TEACHERS AND THEIR CAUSES

2.6.1 Lack of Fluency in English

Wilkins (1978) stated that it should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in speaking the language cannot succeed in giving his pupils a command of spoken English.

2.6.2 Lack of Audio-Visual aids

Ashfaq (1998) concluded that charts, maps and graphs were not utilized fully by the Secondary School Teachers. The heads of the institutions and teachers both were of the opinion that supplementary books were being utilized but these books were insufficient. Majority of respondents negated the availability of radio, T.V,

V.C.R, and computer in schools. Funds are not being provided adequately for purchase of A.V. aids. Teachers are incompetent in using A.V. aids. Effectiveness in using A.V. aids in teaching-learning process was confirmed by all the respondents. Teachers were not competent enough to prepare A.V. aids themselves.

2.6.3 Lack of Specialized Teachers

Bahlol (1998) observed that every graduate is considered fit for language teaching regardless of the fact whether he has as an aptitude for language teaching or not. To teach a language demands some typical attitude from the teacher. In government schools, Secondary School Teachers have neither the training nor the professional competency for the teaching of English subject.

Malik (1996) analyzed that the majority of teachers in government schools had the qualification of M.A., M.Ed., or B.A., B.Ed. Though their level of general education was high as compared to their post but proficiency in English was not ensured by their qualification. This lack of proficiency was a major factor in deteriorating standards of English in the country. Data collected showed that 77% teachers were untrained, a limited number of teachers (23%) had received training and of these only, a few had received training in teaching English. In government schools pre-service training in language teaching was not a requirement for the teachers and untrained teachers were inadequately equipped to teach English language. The fundamental approach for the teacher in the classroom was teacher-centered approach; where teachers used to stay or in some cases sit on the chair in front of the class. There was hardly any interaction between the students and teacher. There was no student-student communication.

2.6.4 Faulty Methods of Teaching English

Nangia (2002) observed that in Pakistani schools, teachers are still using the old faulty “Translation-cum-Grammar” method of teaching. The new approaches, structural and situational are not popular among English teachers. Due to use of G.T.M method, the ability of verbal expression in English is ignored in the language teaching lessons. Oral work is totally ignored and the students do not have any opportunity to hear or speak the language. The teachers dictate compositions, the textbook is translated and the entire emphasis is on passing the examination.

2.6.5 Defective Evaluation Procedure

English Language is the major issue of the educational system in Pakistan. Evaluation depends on subjective questions and it is difficult to evaluate the achievement of the child in English. The prevalent evaluation system is limited to measure knowledge but not the skills (Nangia, 2002).

2.6.6 Unproductive Supervision

The supervisory staff is far from latest training to maintain and improve teaching standards in English. Most of them are totally unaware of the new structural syllabus in English. And still more are those who themselves had received training in the hey-day of Grammar Translation Method (Naeem, 2002).

2.6.7 Unsuitable Textbook

As indicated in a report, Govt. of Pakistan (1998), inadequacy of text books is due to strict control over text books’ prices, non-provision of incentives to the textbook boards and poor writing skills of textbooks.

2.6.8 Economic Problems

Zehra (1997) pointed out that the economic problems and lack of facilities had contributed a lot to the adversity in the process of teaching/learning of English language. Due to lack of funds, schools are without audio-visual aids and proper furniture. Long desks and benches are the most commonly used furniture in government schools. Due to financial problems, the induction of fresh teachers is far the less than it is actually needed. In this situation teachers do not find themselves able to do their job properly.

2.6.9 Teacher

DOV (1986) reported that teacher's qualification, teaching experience and his improved classroom behavior had a quite positive impact on students' learning. Similarly, International Development Research Center (IDRC) sponsored and organized a research studies in Latin America, Sub-Saharan Africa, the Arab Middle East and North Africa, India, Thailand, Malaysia and Philippines. These studies indicated that by creating better professional attitudes and relationship, teachers training produces a positive effect on pupil's achievement.

2.6.10 Syllabus

Malik (1996) observed that in school, teachers were given a fixed syllabus. Most of the teachers were not satisfied with the given syllabus. But they were bound to follow it. In fact, some constraints like the examination system did not allow the teacher to ignore or by-pass the given syllabus. Teachers and students were completely aware of what they had to deliver or grasp for passing the examination and any deviation or change from the given line, in their opinion, was no more than a futile

effort. In the government schools, all the classes were over-crowded and the very small time was allotted to the teaching of English. The teachers tried to cover the syllabus in the given period of time. Teachers did not have any professional training to handle the situation. Due to lack of teaching aids, teachers did not try to do something new other than the prescribed syllabus. Textbooks were uninspiring which held the nerves of both the teachers and the students. Lack of a clear-cut language policy, the syllabus designing especially at the middle and secondary level was quite adversely affected. Consequently the level of the prescribed syllabus was below than the required standard.

2.6.11 Material

At school level teachers did not use any authentic material during teaching. Teachers and the students prepare themselves to fulfill the demands of their textbooks materials. Now it is the teacher who has to decide how sensibly and enthusiastically he/she has to exploits that material. It's also up to the teacher to decide which material is useful and which is not (Lado, 2005).

2.6.12 Un-equal distribution of Periods

Shirani (1995) analyzed that the time duration of English language class was equal to the period fixed for the teaching of theoretical subjects, like sociology political science etc. As a result, the practical skills of the language viz. Speaking and Listening had almost been discarded due to the constraints of period allocation in our English language classes.

2.6.13 Over Crowded Classes

Khan (2000) concluded that teachers could not check the students' homework daily due to over crowded classes. Some teachers did not create flexible environment

in the class. They were fond of inflicting corporal punishment on the students. Many teachers were reluctant to teach English subject. There was a heavy load of periods on teachers, so the teachers, could not teach satisfactorily. Every trained graduate is called upon to teach English, irrespective of the fact whether he possesses an aptitude for the subject or not.

2.7 CONCEPTS OF CURRICULUM

The interpretation of the term “curriculum” has been different in different eras. Some popular interpretations are reproduced below:

While Smith, Stanley and Shores (1957) defines the curriculum as “curriculum is a succession of latent experiences developed in school discipline in group exploring and acting.”

Saylor and Alexander (1954) viewed the curriculum as the “sum total of school efforts to influence the learning, whether in the classroom, on the play ground or out of school”.

Taba (1962) indicated that “a curriculum is the description of aims and objectives of a certain selection or structure of contents. It also implies certain patterns of learning or teaching which are either the demands of set objectives or that of the content structure. It also includes an evaluation system to analysis the outcomes. The curriculum is, after all, a means of preparing the young people to play their productive role in the society.

Most of the experts tend to view the curricular phenomena from one of the following three perspectives i.e. curriculum as object, curriculum as interaction, or curriculum as intent. Educationists, having each of these perspectives, perceived the word curriculum differently (Schiro, 1980).

2.8 DEVELOPMENT OF CURRICULUM AT SECONDARY LEVEL

Curriculum planning is an on-going and growing process and must therefore adjust changes in pupil's knowledge (Saylor *et al.*, 1954).

Many countries have realized the need for improvement of English language; the latest reforms in English language curriculum represent a new movement in English language education. They are totally different from the previous revisions. They aim at the fundamental reorientation of English language curriculum with all its constituent parts in new conceptual framework.

2.9 CURRICULUM DEVELOPMENT IN PAKISTAN

According to Jumani (1999), in Pakistan the curriculum is prepared at national level according to Act No. X of 1976. It is an act to make provision of federal supervision of curriculum textbooks and maintenance of standards of education (published on 3rd April 1976 in the Gazette of Pakistan, Registered No S.1033/ 7646.

The curriculum of English subject, at secondary school is being taught with the help of textbooks written in accordance with curriculum, prescribed by National Curriculum Committee. The revision of curriculum started at all levels in Pakistan in late sixties. From class I to X, local experts developed the English curriculum while insight and guidelines were also taken from the curriculum developed mainly in foreign countries.

The curriculum development is an on-going process and a part of activities of the Curriculum Wing of the Ministry of Education. Any cost incurred on reviewing the schemes of studies, curriculum and textbooks is met from the regular budget. The expenditure on publications of textbooks is the responsibility of the private publishers and Textbook Boards (Govt. of Pakistan, 2000).

In Pakistan the curriculum revision was carried out on ad-hoc basis and was never based on research, experimentation and evaluation. During the five years plans and in education policies it was intended to build up necessary research facilities. Institutes of education and research, training colleges, TTCs, BISEs and text book boards have played their role in this regard (Rehman, 2004).

The core policy in relation to curriculum and textbooks is aimed at qualitative improvement of education. Curriculum development is seen as the hub of the educational process and the nature and quality of education is largely determined by the curriculum content. The curriculum wing has the responsibility of revising all the curricula and textbooks for the classes from KG to 12 including non-degree programmes. It also advises the government in the formulation and implementation of national policies with respect to curriculum development and textbook production (Govt. of Pakistan, 1996).

2.10 CURRICULUM DEVELOPMENT PROCESS IN PAKISTAN

2.10.1 Bureau of Curriculum and Text Book

The existing Curriculum Wing is in fact a developed form of the National Bureau of Curriculum and Textbooks. The main function of this organization is to create, among other things the need for integration, and coordination of the work of the provinces and setting standards of education. To ensure that the contents of the Curriculum in schools, college, and universities of all the provinces are of a uniform standard, the Curriculum Wing has been entrusted with the following major functions:

- To assist and advise the Government on the formulation and implementation of national policies and programs of curriculum development, teacher education and evaluation.
- To coordinate the activities of the Provincial Bureau's/Centers.
- To conduct research on different aspects of curriculum.
- To provide guidance and resource material to Text Book Boards and authors in writing the Text Books.
- To maintain liaison with educational institutions and authorities in Pakistan, as well as with the international agencies such as UNESCO, IBE, UNICEF, ILO.

2.10.2 Structure of Curriculum Committees

The committees are constituted by obtaining nominations of suitable persons from Boards of Intermediate and Secondary Education. The Provincial Education Department, the Textbook Boards and other research organizations, such as the Institute of Education and Research, Lahore, Peshawar, D.I. Khan etc to ensure the involvement of experts in the process of curriculum development. The committees at Provincial and Federal level have the representation of the following:-

a) Provincial

1. Representative of Provincial Curriculum Centre
2. Teachers
3. Supervisors
4. Educational Administrators
5. Subject Specialist/experts from schools colleges or Universities
6. Representative of Textbook Boards

7. Representative of the Board of Intermediate & Secondary Education

b) Federal

1. Representative of Curriculum Wing

2. Foreign Experts/Consultant from UNESCO

3. Community Leaders and Parents (Govt. of Pakistan, 1986)

The Curriculum Wing of the Federal Ministry of Education works in close Collaboration with the Curriculum Centers of the Provinces.

All the projects of curriculum development are identified jointly by the Federal Curriculum Wing and the Provincial Centers. Earlier the Provincial centers were under the guidance of the Curriculum Wing, but now, only, expert advisory services and financial support is provided by the Curriculum wing.

Assistance of the Boards of Intermediate and Secondary Education or the Institute of Education and Research is also taken in specific areas.

c) Provincial Curriculum Centers

The following is the list of Provincial Curriculum Centers and Research Organizations that work in close collaboration with National Bureau of Curriculum.

1. Curriculum Research and Development Centre, Lahore.

2. Bureau of Curriculum and Extension Wing Jamshoro Sindh.

3. Bureau of Curriculum Development and Extension Centre Quetta.

4. Bureau of Curriculum Development and Extension Services Abbotabad, N.W.F.P. (Govt. of Pakistan as cited in Rehman, 2004).

2.10.3 Mechanism for Curriculum Development in Pakistan

Whenever, the development or revision of a curriculum in a country is required, the Curriculum Wing, Ministry of Education Islamabad sends proposals to the provincial curriculum centers. These centers develop or revise the curriculum according to the framework provided by the Curriculum Wing. These curricula committees usually comprise on the subject specialists and the persons equipped with pedagogical skills. In the Curriculum Wing, the draft curriculum on each subject received from the provincial centers is put up to the concerned National Review Committee. The curriculum finalized by the committee is then put up to the Federal Education Secretary for approval. The approved curriculum is sent to the provincial textbook boards for production of textbooks. Various steps involved in curriculum development are listed below (Govt. of Pakistan, 1986).

- Curriculum Wing requests the provincial centers to prepare draft curriculum for each subject in various classes up to class XII.
- Provincial centers call the committee of experts, teachers, and the subject specialists on each subject.
- Provincial committees prepare curriculum.
- The draft is sent to the Curriculum Wing.
- Curriculum Wing circulates the draft to the selected teachers; subject specialists in schools, colleges, and other agencies concerned and invite their comments which are reviewed in Curriculum Wing.

- National Committee of Curriculum scrutinizes the drafts in the light of the comments and submits recommendations to the Ministry of Education.
- Secretary Education accords necessary approval.
- Curriculum schemes duly approved are passed on to the textbooks Boards for preparation of textbooks.

Curriculum Wing works in close collaboration with the textbook boards, the curriculum centers, the education departments, the Boards of intermediate and Secondary Education (BISEs) and other research organizations such as the Institutes of Education and Research (IERS) in the provinces (Malik as cited in Rehman, 2004).

2.11 MAIN EDUCATION SYSTEMS IN PAKISTAN

According to Umbreen (2008), the educational system of Pakistan is among the least-developed in the world. The system was based on the British colonial educational system, which lasted until 1947. In the same year, Pakistan got independence as a result of the partition of the Indian subcontinent into the states of India and Pakistan. The colonial system was elitist; it was meant to educate a small portion of the population to run the government. Despite changes since independence, the Pakistani educational system has retained its colonial elitist character, a factor preventing the eradication of illiteracy.

In Pakistan there are three levels of educational systems; elementary, secondary and tertiary levels. At the secondary level, there are two parallel systems of education i.e. Pakistani education system (Secondary School Certificate SSC) and British education system (General Certificate of education Ordinary Level GCE O level). At higher secondary level, there are also two parallel systems of education; one

is HSSC (Higher Secondary School Certificate) and the other is A-level (Advanced level) respectively.

These two main education systems can be termed as follows;

Local educational system

British educational system

Each of these systems can be distinguished by their syllabuses, facilities, reward system of staff and the financial status of the students they serve.

2.11.1 Local Educational System

There are five further levels in educational system in Pakistan. The pre-university education consists of four levels: the Primary level (grade one to five), the Middle level (grades six to eight), the High level (grade nine and ten, culminating in matriculation), and the Intermediate level (grade eleven and twelve, leading to a diploma in arts or science). There is also a university level which leads to the graduate and the postgraduate degrees.

The Pakistani educational system is highly centralized. The Federal Ministry of Education facilitates all the institutions involved in academic and technical education up to the intermediate level. At graduate and postgraduate level degree awarding higher education institutions, coordinate instructions and conduct examinations.

This educational system has spread its roots across Pakistan. The educational system at the Higher Secondary Level consists of the 12 years education encompassing, the primary level, the middle, the secondary and the higher secondary level. Examination system in Pakistan has been deteriorating, because of the poor

education policies and lack of attention by the Government. This is the annual assessment based educational system in which the students are educated throughout the year and are promoted to the next level after getting through the annual examination. This system was totally owned by the Government till 1970's but after that there were different private schools that followed the same in educational system (Rahim, 2000).

2.11.2 Secondary Education in Pakistan

In determining the effectiveness of a national system of education, secondary education is universally recognized as a fundamental stage.

The cycle of higher secondary education is completed in four years. The required age for admission in 9th grade (1st grade at secondary level) is 13 years and plus. Through transitionally middle school (comprising grades VI to VIII) is a part of secondary and higher secondary education, but in principle, secondary education is considered to consist of grades IX and XII. Education polices introduced from time to time urge that grade XI and XII, presently known as higher secondary education, should ultimately be merged in the secondary stage through middle stage which is considered from grades VI-VIII. However, all the middle schools in Pakistan arrange schooling for grades I-VIII. Higher secondary schools impart instructions from VI to XII grades. Originally, the idea was conceived to arrange instructions for class IX to XII in order to introduce 3-tier education system in the country. The medium of instruction is the national language with the exception of public schools where English has been opted as medium of instruction.

2.11.2.1 Training of Secondary School Teachers

The institutions preparing secondary school teachers are known as colleges of Education. Advanced training and professional growing by awarding M.A. Education/ M.Ed. is the task of the institutes of Education and Research (IER) or the Department of Education (Abbasi 1995).

As per Govt. policy a teacher can be appointed if he attains B.A. degree with second division and having any of the professional qualification i.e. C.T., B.Ed., M.Ed. and M.A. Education.

There are two types of programmes being offered for the training of Secondary School Teachers.

(a) B.S. (Education) Pre-service training

The B.S. (Education), known as concurrent programme where prospective teachers are admitted after passing higher secondary school certificate or intermediate (Rehman, 1990).

(b) B.Ed. (Pre-service training)

The other program is B.Ed. where the prospective teachers are admitted after attaining first Degree. The programme consists of five professional courses of equal weight-age, two special method courses comprising content and methodology of equal weight-age, one research-based individual project and practical teaching (Shahid 1999).

Such type of programmes are being held at Govt. College of Elementary Teachers Training at mostly Districts levels however B.Ed. courses are also being conducted at AIOU Islamabad or other HEC recognized Universities in Pakistan.

2.11.2.2 Training through Distance Education

The Allama Iqbal Open University Islamabad has introduced a Bachelor of Education Degree Programme through distance education. This programme consists of two major components of theory and practice. In addition to assignments and final examination, the students are required to teach at least two lessons from their areas of specialization (Abbasi, 1995).

2.11.2.3 In-Service Training

In-service training is designed to promote the continuous development of the teacher after he enters the teaching profession by providing a planned and systematic instruction within an educational setting. The need for further study is directly related to the ability of a teacher to perform his teaching task. The more the nature of his role changes, the more frequently the teacher must receive in-service education (Farooq, 1990).

In present set up in Pakistan the In-Service Trainings namely EST teachers training, PST training, and Science Mathematics trainings are being conducted with the coordination of CEDA and Canada to update the previsions and newly inducted teachers.

2.11.3 British Educational System

British O and A level Educational System started in Pakistan in 1959. In Pakistan; several examinations offered by different examination Boards of United Kingdom are available. It is important to note that all UK Boards are recognized internationally. The choice of board may depend on the subjects taken up by the students according to their individual interests. It may also depend on the geographical

location of the schools conducting examinations under any particular board (Guruge, 1981).

2.11.4 British O-Level Education

The education in UK is considered to be a standard for the students of fifteen/sixteen years of age. The O-level provides a foundation for further study or employment. It provides a wide range of subjects covering the whole curriculum. Within the subject areas which are generally available, there is often a choice of several subjects and a student has that theory to choose any number of subjects. Most of the students, take between seven to ten O-levels subjects (Joseph, 2000).

2.12 EXAMINATIONS

The human need to evaluate the knowledge and learning of more than one person at a time and grade them accordingly, gave birth to the system of examinations. They became all the more necessary with the progress in education and the advancement in culture and technology. Perhaps they are the only means to judge the knowledge and learning of many persons simultaneously. As regards the students, the examination makes them work hard. Good examination system promotes the healthy competition among the students (Naeemullah, 2007).

According to Aggarwal (1997), the examination is “A test of knowledge acquired, or more generally a mean of assessing the intellectual capacity or ability”.

2.12.1 SSC Level Examination in Pakistan

The candidates sit for Secondary School Certificate (SSC) or Matriculation examination at the end of grade 10. Some examination boards also conduct SSC examination in parts 9th and 10th separately. The SSC also termed as the entrance

examination is used as a terminal school certification, for entry into the pre-tertiary grades 11 and 12. The SSC is also accepted as a minimum qualification for appointment even to some lower level positions in the public and private sectors. The more prestigious grade 12 examinations, the Higher Secondary School Certificate (HSSC) or Intermediate examination, sometimes described as the F.A./F.Sc., is used as base for admission to universities, medical and engineering colleges and is also considered as minimum qualification for some occupations.

Over 60 subjects have been approved for the SSC and 70 for the HSSC. The majority of candidates tend to opt for a narrow range of subjects. The Boards are required to prepare papers even for the least frequently taken subjects. Most of the Boards prepare papers for over 50 percent of the approved subject areas. Urdu, (as national language), English, Pakistan studies, and Islamiyate are the compulsory subjects for the SSC candidates in Pakistan. In addition, they are required to take either four sciences or four general (humanities) subjects, The HSSC candidates also take the same four compulsory subjects but with three additional subjects of their interest. For award of a certificate, it is necessary for the candidates of both the levels to pass all the subjects (Greancy and Hassan, 1998).

2.12.1.1 Categories of SSC Examinations in Pakistan

Examinations can be divided into two categories:-

(a) Internal Examination

Internal examinations are held under the direct supervision of the concerned school administration. For this purpose, an internal examination body is constituted from the staff including a controller of examinations. The internal examination are

restricted to classes I to VIII in the primary and secondary schools. The class teachers carry out the evaluation work and the promotion of the students to next classes is made on the basis of evaluation and recommendations of the teachers concerned. Some boards hold external examination for these classes as well (Government of Pakistan, 1977).

(b) External Examination

The Matriculation examinations are conducted by the Boards of Intermediate and Secondary Education. A board functions under the supervision of its Chairman and each board has its own territorial jurisdiction as determined by the provincial governments (Govt. of Pakistan, 1977).

2.12.1.2 Schedule and conduct of SSC examination

All the boards chalk out date sheets for the examinations and announce them well before the commencement of examination. In the case of natural calamities and other extraordinary circumstances, special examination is held. The grouping of subjects in the date sheets is so devised as to minimize the number of examination days (Govt. of Pakistan, 1978).

2.13 GCE EXAMINATIONS

According to The British Council (2003), General certificate of education (GCE) examinations is offered by Cambridge and Edexcel international throughout the world including Pakistan.

2.13.1 How Students Prepare for GCE Examination

Students usually prepare for the examinations by attending schools, colleges or coaching centers. There is an increasing number of institutions which prepare students

for GCE. The British Council offices maintain a complete list of schools and colleges. In some cases, students may be able to prepare themselves for certain subjects by self-study but with the exception of those subjects which involve either practical elements or continuous assessment (The British Council, 2003).

2.13.2 Access to Study Material

The British Council maintains comprehensive booklists for the majority of examination boards. Students may be able to obtain certain recommended texts from local booksellers. Helping guides and revision aids are also very useful for preparation of examination (The British Council, 2003).

2.13.3 Choice of Appropriate Subjects for Examination

Generally, candidates in Britain take between five to seven GCE “O” Levels subjects (now GCSE). Normally all are taken during the same session, May/June, with re-takes in November or January depending on the examination board, although there are exceptions. GCE students need to consider the purpose of such examinations which are being taken before starting a course of study, because the Ministry of Education in Pakistan and Britain have set requirements for compulsory subjects (The British Council, 2003).

2.13.4 Revising the Evaluation

If any student wishes to have his script re-marked or rechecked, he should contact the concerned Controller of Examination but not later than one and a half month. Prescribed fee is payable in sterling bank draft to the examination board for providing this service. Besides a letter, from the concerned teacher or tutor must also accompany each request (The British Council, 2003)

2.13.5 Result Process after the Examination

Results are declared about two months after the examinations. Result of the papers taken in May/June, is usually announced at the end of August. For papers taken in January, results are declared during March/April. Individual result slip of each candidate is first forwarded to the British Council office/registered school and it is then sent to the concerned student by post or delivered in person. Results are shown in the form of grades A-E, where A is the highest level of attainment and E is the lowest level (The British Council, 2003).

2.14 EXAMINING BODIES OF “O” AND “A” LEVELS SYSTEMS IN PAKISTAN

According to The British Council (2003), several examinations are available in Pakistan, which are offered by different examination Boards. It is important to note that all UK Boards are recognized internationally. The choice of board may depend on the subjects chosen by the students in accordance with their individual interests.

There are two main bodies, which are conducting examination in Pakistan;

- (i) University of Cambridge Local Examination Syndicate (UCLES)
- (ii) Edexcel International London Examination (EILE)

2.14.1 University of Cambridge Local Examination Syndicate (UCLES)

Being a part of the world famous university of Cambridge, the UCLES has been contributing towards promotion of knowledge and certification of learning for over 150 years (Shelve, 2000).

2.14.2 History of Cambridge International Examination

Cambridge International Examination is a big name in providing qualitative assessment of qualification the world over. They are a part of the (UCLES), which is itself a department of the University of Cambridge. CIE was formally established in 1998 to provide high quality, leading edge qualification and meet the ongoing demands of employers and educators the world over. CIE qualifications are accepted and recognized by universities, education providers and employers across the globe (Brophy, 1999).

2.14.3 Selection of Cambridge GCE O and A Level

CIE is committed to encourage and promote internationally recognized qualifications and more relevant and reliable services. CIE will continue to offer such services as a result of constant research and development. That is why; over one million candidates get CIE qualification certificates every year in 157 countries. A program of evaluation and review by CIE ensures that these examinations are always at the forefront of educational assessment (Brook, 1998).

2.14.4 Cambridge O-level

Cambridge GCE “O” and “A” level have been offered by the university of Cambridge Local Examination Syndicate (UCLES) in over 100 different countries, including Pakistan for over 50 years. The Cambridge University has, however, been updating its syllabi for the “O” level examination from time to time.

O-level is imparting valuable educational skills, knowledge, analytical and problem solving ability and decision making skills. These skills are developed further in GCE A Level. It provides solid foundation for higher education (Colanos, 1994).

2.14.5 Teaching Learning of O-level in School

Most of the schools devote 170 hours per subject per annum. The Cambridge University has set the syllabus but teaching method depends on school or College. CIE registers the candidates who want to enter O-level. Brilliant students may take six to seven courses at O-level but mediocre are allowed to take moderate program. To maintain a balance among the chosen subjects, most of the candidates prefer to take, subjects from each of the O-level group (Ayers, 1996).

2.14.6 Cambridge Checkpoint

Cambridge Checkpoint, as an innovative diagnostic testing service, marked a major landmark in the evolution of assessment services for the international schools. As a unique service, it enables schools and colleges to have access to standardized tests that provide feedback on a student's strength and weaknesses in key curriculum areas. Feedback of this kind helps schools and colleges to make strategic decisions. These checkpoint tests are offered thrice a year in the subjects of English, Mathematics and Science. These tests encompass maximum vital areas of learning (Chelmer; as cited in Umbreen, 2008).

2.15 DIFFERENCE BETWEEN PAKISTANI EDUCATION AND “O” AND “A” LEVELS EDUCATION SYSTEM

The mainstream Pakistani education system is common with that of many developing countries (and Britain not so long back) expects children to devote themselves to rote learning. Pupils sit passively in rows and chant or copy or just sit and memorize their 'lessons', i.e. the pages of their government-prescribed textbooks. The teacher is to be obeyed, never questioned. 'Knowledge' consists of the words to be repeated back, not concepts to be understood. The only skills required are silent

obedience and memorization, from primary to college level. But there is rather different case with the British “O” and “A” level education system in Pakistan. This system is promoting creative thinking, understanding of concepts and better communication skills in students. “O” and “A” level are imparting quality education in Pakistan.

Pakistan has a very low literacy rate as compared to other developing countries in the region like Indonesia, Malaysia, Srilanka and India. Government has failed to provide the nation with quality education. School syllabi are not up to date and teachers are not honest to their duty in government schools. As a result, students seeking education from government schools and other private institution up to matriculation and intermediate levels are deprived of many essentials that must be included in the syllabus to link them with the developing world of science and technology.

On the other hand, there is the British system of education that offers “O” and “A” Levels. It offers a revised and updated syllabus to all the students.

Teachers are committed to their work and try to prepare their students so as they could compete, the modern world.

None of the responsible officers in the Pakistan Ministry of Education ever had the moral courage to admit that the foreign system of education is far better than the prevailing local system of education. The “Equivalence” certificate no less than a stumbling block likely to fall on the career of young people which makes their future insecure and leaves no choice but to go abroad and seek higher education (Shabana, 2004).

The comparison of “O” and “A” levels with matriculation/intermediate is quite popular among students at the undergraduate level, since it is the juncture where the two streams combine. The students coming through either channel are often unaware of the realities at the other end. But when they join the same class(es) they have the opportunity to understand one another’s capabilities.

However, the assumption that the students qualifying “O” and “A” level exams are more capable than those qualifying the SSC or HSSC exams, is not fully justified. There may be a little difference between the two categories of students but it is not as wide as is generally supposed.

It is often assumed that “O” and “A” level students have better conceptual learning. This assumption originates from the belief that many students favour understanding of concepts in order to get good marks in the “O” and “A” level examinations while, on the other hand the matriculation students believe in rote learning for securing good grades in the examination.

The fact that “O” and “A” level students are conceptually stronger than those of the SSC/HSSC, however needs to be reconsidered. The students studying under local education system may get good marks in Matriculation/Intermediate exams due to rote learning.

However, the fact cannot be denied that the conceptual and rote learning are equally important for different professions. Filtering of students for different professions is done through the entrance exams conducted by several professional schools. Thus Matriculation/Intermediate studies prepare the students for various professions whereas the entrance tests filter out the students for a certain career line (Yasir, 2005).

The students adopt the "O" and "A" level educational system because it has greater compatibility with the foreign higher education. The students qualifying through the "O" and "A" level education system in Pakistan have been showing excellent performance in higher studies abroad. So logically speaking, going for "O" and "A" level studies is more advantageous than Matriculation/Intermediate system.

The "O" and "A" level systems are more capable of providing bright students as compared to the Matriculation/Intermediate system. Moreover, the growing approbation of the "O" and "A" level education, in the proof of Pakistani society is another proof of its superiority over the other parallel systems (Junaid, 2005).

2.15.1 Latest Initiatives for O and A level Teachers' Training

Teacher is the most vital element in the educational system. Regardless of the level of education, the standard of education depends entirely on the capability of and the inspiration provided by the teachers. The level of achievement of a pupil is directly proportional to the ethical values of the one under whose guidance he is being trained.

In September 2002, CIE and British Council arranged a diploma course (Cambridge International Diploma for Teachers and Trainers) for raising the standard of teaching in Pakistan.

More than 500 teachers from various Pakistani institutions of "O" and "A" level participated in the training which was held at Karachi, Pakistan (The British Council, 2002).

2.15.2 Quality Education at International Level

The British "O" and "A" level education system is providing the best education, with unique features, in Pakistan. The students of "O" and "A" level are

educated in consonance with the international standards. The British” O” and “A” level education systems, aim at providing, a range of comprehensive and quality education to the students. Teachers have foreign exposure. In “O” and “A” level institutions in Pakistan many teachers are foreign qualified (Younis; as cited in Umbreen, 2008).

2.15.3 Bifurcation into the Cambridge and SSC level Streams

Bifurcation of students into the Cambridge and SSC stream is carried out at the end of Class VII, by keeping in mind the students’ academic performance in the previous two years, their attitude towards studies and the preference of their parents. The students, once choosing to take up the Cambridge stream, are not allowed to shift to the SSC stream, even if they desire so, later (Fahim, 2000).

2.15.4 Standardized Assessment Method

The assessment methods used by “O” and “A” level examination evaluate higher intellectual abilities of comprehension, logical thinking and problem solving. As a result of a secure, valid and reliable process for national and international comparability of academic achievement, Pakistani students become able to compete on equal terms for entrance into leading academic institutions nationally and worldwide due to high standard of ‘O’ and ‘A’ level education system. Consequently, the country will evolve to a more competitive position in the global knowledge-based economy (Roehler, 1991).

2.16 ENGLISH LANGUAGE AND GOVT. POLICIES

Pakistani educationists have not been bold enough to decide the role of English in the National Educational Policies. The National language of Pakistan is

Urdu whereas the preferred medium of instruction is English. The inclusion of English in the national curriculum as a compulsory subject is also a matter of controversy. Most of the students in Pakistan fail in English and, as a result, can't carry on their further education. However, it is yet to be determined whether the medium of instruction should be English or Urdu. Now, we examine the steps taken in different policies about the language.

2.16.1 Education Conference 27 Nov, 1947

Quaid-E-Azem announced in the first education conference that Urdu will be the national language, but he never ignored the importance of English. According to him, as regard English, despite recognized injurious effects of making an alien language the medium of instruction, it must, for some considerable time to come, retain its pride of place both in the sphere of our university education and as a means of international communication (Govt. of Pakistan 1947).

2.16.2 The First Meeting of Advisory Board of Education (June 1948)

In the first meeting held by the Advisory Board of Education from 7th of June to 9th of June 1948, a consensus was developed in favor of mother tongue as medium of instruction at the primary stage. The question about the place of English was raised and decided by the Inter-University Board. The Inter-University Board also supported that "English should cease to be the medium of instruction at the university stage". Meanwhile selected schools including pre-cadet schools (for preparing students for commissions in the Armed services and the higher appointments in the Civil Services) were permitted to run parallel with English as the medium of instruction (Govt. of Pakistan 1948).

2.16.3 Report of the Commission on National Education 1959

The Commission on National Education (1959) favored the view that English should continue because it is the only effective means of communication internationally and the most adequate source of information about latest development in science and technology. Therefore all educated persons in country should have a sound knowledge of this language (Govt. of Pakistan, 1959).

2.16.4 The New Education Policy 1969

Following are the recommendations of this policy:

- i. English will be official language till 1975, and definite programme for making Urdu as an official language will be launched.
- ii. The medium of instruction will be Urdu at all levels of education.
- iii. Urdu and Bengali will be compulsory subjects from class VI to X.

2.16.5 New Educational Policy 1970

Air Marshal Noor Khan, Chairman of Education Policy Committee observed that: "Not only does the use of English as a medium of instruction at higher levels perpetuate the gulf between the rulers and the ruled, it also perpetuates the advantages of those children who come from the well to do families." The proposal given by this committee regarding English was: "For education, medium of instruction must shift to Bangali in East Pakistan and to Urdu in the West Pakistan. The published version of the "New Education Policy" 1970 gave the task of examining the question of the change over, from English to the National languages to a commission which would be established in 1972 (Govt. of Pakistan, 1970).

The policy highlights the importance of national languages, Urdu in West Pakistan and Bengali in East Pakistan and the same was repeatedly emphasized in the coming national policies also.

(The education policies 1969 and 1970 were never implemented)

2.16.6 The Education Policy 1972-1980

Following are the recommendations of this policy:-

- i. The nomenclature of English medium schools will be changed.
- ii. The medium of instruction at school level will be Urdu.
- iii. Urdu will be official language of Pakistan and arrangements will be made for its take over within 15 years.
- iv. English will be taught as a compulsory language from class VI to onward.
- v. Writing books in Urdu will be encouraged in science subjects.
- vi. No English medium schools will be established in future.

This policy identifies five major areas of reforms including “change of the nomenclature of English medium schools, Urdu medium of instruction, Urdu the official language, English a compulsory subject from class vi and writing of books in Urdu of the science subjects.

2.16.7 The Constitution of Pakistan 1973

The 1973 constitution gave nominal recognition to Urdu but retained English for official purposes. Its Article 251 states that:” Urdu as a National language of Pakistan should be made possible to use as official language in fifteen years from commencing day. However English may be used officially till prevailing of Urdu

(Govt. of Pakistan, 1973)”. This policy emphasized Urdu as an official in fifteen years but retained English for official purpose till prevailing of Urdu.

2.16.8 National Policy and Implementation Programme 1979

President of Pakistan General Zia Ul Haq in 1979 issued orders in favour of Urdu as medium of instruction from class 1 to K.G. Moreover all candidates appearing in matriculation would be allowed to use Urdu as medium of instructions. Similar frame work regarding Urdu has been provided by constitution of Pakistan (Govt. of Pakistan, 1979).

2.16.9 National Education Policy 1998-2010

The ‘objectives’ of secondary education mentioned in the National Education Policy 1998-2010 are as follows:-

1. To prepare the students for the world of work, as well as pursuit of professional and specialized education.
2. To develop the personality of students as enlightened citizen of an Islamic state and peace loving citizens of the world at large.
3. To ensure that all boys and girls, who are desirous of entering secondary education, are not deprived of their basic right because of non-availability of the schools.
4. To design a system of recruitment, training and selection of teachers in such a way that well-qualified and trained teachers are available for all subjects offered at secondary level.
5. To prepare and make available such teaching-learning material which makes learning rewarding and attractive.

6. To introduce a system of evaluation that emphasis the learning of concepts and discourages rote memorization.
7. To adopt a balanced approach towards integration of technical/vocational education and evolve a system, which is cost-effective and practicable.

2.17 REVIEW OF RESEARCH STUDIES

The research studies conducted about the impact of teaching English as a foreign language at SSC and O-Level, its social acceptability, innovative teaching learning strategies, teaching of basic skills, and aspects of English language learning have been included.

Qureshi (1965) observed that proficient English teachers are not properly encouraged or rewarded by their superiors. Moreover, the low socio-economic status of teacher and his poor knowledge of the subject being taught by him, ultimately led to his poor performance. A lack of cooperation among the teachers was also found. The headmasters' opinion and the teacher's performance were given no weight while assigning the teachers appointments and of transferring them from one place to the other. The inspection staff lacked interest in controlling and directing the teachers properly. Harsh treatment of teachers with the students, untrained teachers, and unnecessary transfers of teachers and lack of pupil- teacher relationship were also the major reasons for the poor results of the Secondary schools.

Govt. of Pakistan, Ministry of Education (1974) reported that the students have difficulty in differentiation of the vowel sounds that cause a large number of spelling mistakes. The students are not clear about sentence structure, grammar and vocabulary. In many cases, the sentence patterns show complete lack of understanding

of linguistic contrast. The verb and their forms have also not been properly learnt; even the most common verbs are wrongly used. Use of vocabulary is poor. Students are not aware of the use of punctuations, prepositions and conjunctions and their handwriting is generally poor.

Government of Pakistan, National Curriculum Committee (1976) observed “All the skills and elements of language should be tested, in addition to testing the elements of language which are pertinent to certain skills; teachers test them in alternating items of the same type i.e. in the same part of test one item may deal with vocabulary, the next with the structure and third with the punctuation”.

Ahmed (1979) developed a method of English teaching. Pattern practice, substitution tables, audio visual aids, audio-lingual techniques were used in this method. A test consisting of questions assessing the interest of students was designed. The students at lower level of intelligence benefited more from the improved method. It also increased the interest of the students in English language. So the improved method proved to be better than grammar translation method for all the students at various levels of intelligence.

Krashen *et al.* (1992) reported that language proficiency tests can be classified as tests of linguistic competence or communicative competence, that is, ability to control pronunciation, morphology and syntax; communication and the ability to use language for specific purpose or some particular purposes.

Lionel (1985) reported that most of the textbooks used in reading appeared to be inadequate. Delay in producing the book and making them available to the students was main cause of out-dated material.

Chughtai (1990) observed that the students were weak in the use of grammar and vocabulary of the language. They also lacked the dexterity to use the structure of the language. Students at the secondary level did not have much understanding of the language and were unable to communicate properly in the language. Same was the situation in writing skill and penmanship in English. The teachers of English were not specially trained.

According to Moeen (1992), English language teaching is essential, as it has become the first international language. The idea of shifting the teaching paradigm from literature and formal grammar to the teaching of a communicative language has been stressed.

Mansoor (1993) analyzed that the students even after years of learning English as a compulsory subject lacked fluency and faced difficulties in English language usage. A critical look at the English learning situation revealed outdated and inefficient course and teaching methods. The teachers were not trained and there was hardly any interaction between students and the teachers. The students relied on rote learning and helping books to pass examination.

Shirani (1995) concluded that foreign language classes were usually too crowded to be taught by the Direct Method which required small classes with authentic teaching material.

Newspapers and magazines were never used due to over concentration on prescribed text books. Over crowded classes restricted the teachers to use language teaching techniques such as pair work, group work, situational dialogues and audio visual aids. Level of understanding English in the college students was very poor due

to in-effective teaching at the secondary level. As a result, the students compelled their teachers for switching to their mother tongue.

Hussain (1995) found the Audio-Lingual Method of teaching English significantly better than the Grammar Translation Method. This method creates more interest in language learning. The innovative ideas included in the Audio-Lingual Method of teaching English enhanced the students learning. Drill and repetitions were important for practice. Presentation of instructional material in an interesting manner produced good results. Stress on listening and speaking comprehension was fruitful for teaching language.

Analyzing the English language teaching situation, Zehra (1997) observed that in government schools, all the subjects except English are taught in Urdu and even English is sometimes taught in Urdu or a local dialect. In government schools, the students are generally taught English in about six periods a week and a period consist of 40 to 45 minutes' duration. The standard of teaching English in government schools of urban areas is better than the schools of rural areas. Mostly the students feel difficulty in English and that is why they show no interest in it".

Kiyani (2002) conducted a research on, "A comparative analysis of the Secondary and the British GCE-O level programme" especially with reference to science education. The major objectives of the study were to conduct a comparative analysis of the policy objective, scheme of studies, curriculum objectives, contents, teaching methods and the examination system of Pakistani SSC level and the British GCE-O level programme in Pakistan.

The researcher explored through this study that GCE-O level curriculum development process, curriculum objectives, curriculum contents, teaching methods and examination system were better as compared to Secondary School Certificate (SSC) in Pakistan.

Tang (2002) described in his article “Using L in the English Classroom” that limited and judicious use of the mother tongue in the English language classroom does not reduce students exposure to English but rather can assist in the teaching and learning processes. This not to overstate the role of the L1 or advocate greater use of L1 in the EFL classroom, but rather to clarify some misconceptions that have troubled foreign language teachers for years, such as whether they should use the mother tongue when there is a need for it and whether the often-mentioned principle of no native language in the classroom is justifiable. It is hoped that these findings will help to make more people acknowledge the role of the native language in the foreign language class room and stimulate further study in this area.

Maw (2003) described in his article “Techniques for students new to the language lab” that although our students are unfamiliar with native speaker voices, authentic materials, and using a language lab, they are very excited and enthusiastic about coming to the labs to study English. The objectives of the lab activities include exposing students to a range of purposeful listening experience and building student’s confidence in their own listening abilities. English teachers believe in the value of listening practice in the language lab and have been conducting listening lessons enthusiastically. Students develop strategies to improve their listening comprehension and become better listeners. Moreover, with the purposeful sessions in the lab,

students become more confident in their listening skills and take greater pleasure in practicing their English.

Ancker (2004) in his article “The Psychic Rewards of Teaching” stated that over the last few years, vocabulary teaching has gained more interest from English teachers and theorists who argue that, without a wide range of vocabulary, grammar does not help learners much. Therefore language teachers need to make sure that their students know which word goes with which other word(s), and that necessitates teaching collocations. Doing so will help learners acquire the language more quickly and efficiently.

Melinda and Kara (2004) described in their article “Developing pragmatic competence in the EFL Classroom” that pragmatic competence can be developed in the classroom through a range of situations and activities. We believe that pragmatic rules that are different from or nonexistent in the student’s first language need to be given emphasis. Comparative studies and need analysis can be carried out to address the most challenging pragmatic issues facing particular groups of students. Finally, however promising the results of our four-week program, a more thorough and long-term program would be needed to produce even more beneficial effects.

Sokol (2004) described in his article “The use of Ethics in the EFL Classroom” that the use of ethics can make an important contribution to the teaching of English across all levels. The malleability of case presentations allows teachers to incorporate desired linguistic features and to conduct an array of linguistic activities. The pedagogical applications of a case range from straight forward reading comprehension exercises to more complex essay writing exercises. Moreover, the realistic and

pertinent nature of ethical problems avoids somewhat contrived elements of many other EFL activities. The focus on practical moral issues blurs the conceptual divide between students and teachers by placing both parties on an equal moral plane, and it encourages debate whilst loosening in habitations. In addition, the use of ethics cases develops critical thinking skills readily transferable to other areas of a student's life, both in and out of the class room.

Farzana (2004) conducted study on "A Study on Socio-Cultural implications of English Language in Pakistani Society". According to this study different languages are definitely being allocated different roles in Pakistan.

About 77% of the informants claim to address the people using English whereas 90% think English apologizing style appropriate to express their regret. As for as requesting pattern is concerned, 93% supported the English mode for its eloquence and ease. 77% favored English way of thanking for exhibiting their gratitude while a great majority admitted that integration of both the languages i.e. Urdu and English is advantageous for adequate self expression in the whole range of language usage patterns.

Maqsood (2004) researched on "Teaching of Spelling to Secondary Students of Government Schools (Urdu Medium).

It has been proved and concluded that memorization of the word lists, systematic study of spelling regularities by a series of appropriate exercises, using dictionary, knowledge of basic spelling rules, repetition, drill, dictation and practicing spelling have facilitated the teaching of English spelling to the students of secondary level. However, it is concluded that spelling can be taught effectively if the inclination

is there to do so. One should not be discouraged by the low percentage of responses but see the upward change only as indications of development.

Waheed (2005) conducted research on “A” Comparative Study of English Language writing courses meant for teaching writing skills at Matriculation and “O” levels.

The “O” Level students are good at English in terms of writing skills. Traditional courses are encouraging cramming which is hazardous in the development of writing skills. Functional courses are very useful as they promote understanding and concept based learning. Grammar Translation Method is the thing of the past; whereas Direct Method is the thing of present era.

Farzana (2005) researched on “The use of Articles by Bilingual Learners at Secondary level and concluded that: Planned teaching has good effect on student's performance and performance of students in differentiating between definite and indefinite articles is greater in post-test as compared to pre-test, However, students can use articles appropriately after learning through planned teaching. But mastering articles is very difficult task. It can be done by paying full attention to articles used in reading.

Sipra (2005) researched on Effectiveness of first language (L1) in learning second language (L2) and concluded that both the languages are complementary: rather than mutually exclusive.

Second language development can be determined by first language proficiency. A view that more time consumed in first language negatively affects the

development of second language is not supported by empirical evidence. At syntactic level, syntax of first language has no impact on syntax of second language.

Researches conducted by teachers, suggested that translation of many words even whole paragraph is an effective way of learning foreign language.

Sadia (2006) conducted research on “Developing reading comprehension at Secondary level in Urdu medium schools” she concluded that even today loud reading enjoys very special place in our educational system. 100% poor readers in Urdu medium schools do better in comprehension after reading aloud themselves or having listened to it by the teacher or fellow students. They need to hear the words in order to understand them particularly for having too little exposure to it in daily life. In Urdu medium schools loud reading is a necessary step to prevent comprehension failure in students who either lack or are too weak in basic reading skills for one reason or the other.

Rashida (2006) researched on “An Evaluative Study of the Existing English Textbook (IX) at Secondary Level by Punjab Textbook Board” concluded in her study that overall evaluation of the textbook of English language shows that the English textbook has certain merits and demerits. There is need to change the textbook according to the needs and requirements of students. There is also need to include the current topics related to Science and Computer. There should be a portion of functional use of language in the textbook beside literature. The exercises should cover the area of four linguistic skills with activities. Students must be provided with sufficient practice in oral work. All lessons should be explained with pictures; especially difficult concepts should be clarified with use of pictures.

Safura (2006) researched on “Motivation for Learning English Language at Secondary Level” and concluded that overall motivation level of students in learning English language is very low. Girls are more motivated to learn English as compared to the boys at secondary level. The observation can be attributed to the gender specific nature as well as to intrinsic motives. The data analysis has also shown that the difference of extrinsic motivation between boys and girls is higher than that of intrinsic motivation.

Henia (2006) described in her article “Applying meta-cognitive strategies to skimming research articles in an ESP Context” that language learning strategies are a valuable addition to the challenging tasks of learning and teaching a second language. Students can benefit from these strategies, but it cannot be assumed that merely presenting them as a list will make them a permanent part of successful learning. Teachers need to help students see how they can develop and transfer such knowledge into “rules for action” that is, into successful procedures for undertaking a specific task. Meta-cognitive strategy training fulfils this objective by helping learners incorporate the strategies in a meaningful way that transforms student’s declarative knowledge of reading strategies into procedural knowledge.

Mayora (2006) described in his article “Integrating Multimedia Technologies in a High School EFL Program” that it is important to recognize that in many EFL situations, not all schools, have the resources and space to install and maintain a multimedia center like the ELC. Never the less, it is a challenge for the language teachers to seek ways to improve our classes, and there are plenty of ways for teachers to begin to install, at least, the beginnings of a Multimedia lab.

Naseem (2007) researched on “Analysis of Errors made by students at Matriculation level” suggested that we also have very lengthy syllabus which both the students and teacher are desperate to finish in the given time. If we keep ourselves busy in looking back at the previous performance and try to alleviate errors, our normal syllabus will suffer. However it does not mean that we should not try to ameliorate this critical situation. The only way out for the betterment of the students is to understand what and in which direction we should make efforts to overcome these problems. Remedial teaching programmes should be included in the syllabus and the students be provided with maximum opportunities of practice.

Iffat (2007) researched on “Exploiting PTTB’s Textbook Nine through Task Based Activities. She stated that analysis of the questionnaire and observation sheet shows that the proposed lesson plans having teaching methodology through task-based activities are fruitful in making the content interesting. In lesson planning the researcher tried to introduce and adopt latest techniques and methodology of teaching. After implementation of task based activities in the class it is realized that a teacher can modify these plans according to the needs of the particular level. A lot of text book material can be made more useful by changing the activities based on these materials and it is also possible to exploit designed material in large class situation.

Tayyaba (2007) researched on “Improving writing skills at the secondary level in Fauji Foundation Model School Gujrat”. Her study indicates that English is in chaotic state in our schools though it has become an international language. As far as essay writing skill is concerned students are passive recipients. Their creativity has lost somewhere whereas creativity is a ladder to writing skill. Students are unwilling

to learn how to write and teachers reluctant to teach, guide and facilitate them in this regard. New techniques like use of visuals, questions, brainstorming, discussion and even use of worksheets in place of notebooks motivated students.

Farago (2007) described in his articles “English in the Primary Years: A Holistic Approach” that language learning is a gradual and organic process that we cannot entirely control; but if we manage to offer learners as rich a language programme as they can cope with, we can give them plenty of opportunities to notice language features and experiment with them so that they can put their limited language resources to genuine use. This way, we establish a firm foundation for their successful language career in the future.

Naeemullah (2007) conducted a research on comparative study of curriculum, teaching methodology and the examination system of GCE (A-level) and F.Sc level in basic sciences programme with special reference to science education. The major objectives, of the study were to conduct a comparative analysis of policy objective, scheme of studies, curriculum objectives, contents, teaching methods and the examination system of Pakistani Higher Secondary and the British GCE-A level programme in Pakistan.

The researcher explored through this study that GCE-A level curriculum development process, curriculum objectives, curriculum contents, teaching methods and examination system were better as compared to that of the Higher Secondary School Certificate (HSSC) in Pakistan.

Remanathan (2007) in his article “Teacher Beliefs and Teacher Decision-Making” that the case for consistency among beliefs, knowledge of theory and

classroom activities is not difficult to make. The lack of systematic reciprocal relationship between belief and involvement leads to tensions and dissonance. However it is essential for all the available forums to help teachers challenge and uncover their beliefs and values. Initial and continuing teacher education and all venues of professional development could provide opportunities for teachers to introspect. Reflection is the key to a journey of such nature. The vast and growing literature on teacher reflection provides various formats and prompts for the necessary process. Action research is another activity that will help Teachers' Bridge the gap between their actions and their belief framework. Neither may it be unreasonable to expect English teachers, whose coinage is language, to articulate and verbalize their beliefs.

Khan (2008) conducted research on "An experimental study to evaluate the effectiveness of cooperative learning versus traditional learning method". His study disclosed that on the whole, cooperative learning is more effective as a teaching learning technique for overcrowded class of English at elementary level. Students in the cooperative groups did not show better performance in literal level of reading comprehension but showed better performance than that of students in traditional learning situation. Students in cooperative groups have significant superiority in learning writing (parts of speech and tenses) over students learning writing by traditional method.

Umbreen (2008) conducted research on "A study of social acceptability of "O" and "A" level of education system and its implications in Pakistan" and concludes that: Social acceptance of O and A levels education system in Pakistan was due to

better learning, fair examination system, flexible scheme of studies, advanced and better curriculum, easy admission in foreign universities, provision of quality education, better learning environment, knowledge based education system, status symbol for family, flexible scheme of studies, up-to-date, comprehensive and informative courses, international acceptance and recognition, better professional careers and dynamic future for students. It was also found that O and A levels education system were expensive and students studying in these mostly belonged to the elite class of society.

In the light of the study it was recommended that the parents should keep in close touch with the teachers of their children and visit their schools frequently to learn about the progress they make with the passage of time. The modern teaching method, known as, the Discovery Method should be used in “O” and “A” levels institutions, criteria of marks / grade conversion of “O” and “A” levels students through IBCC should be improved. More scholarships should be awarded to the high achievers of “O” and “A” levels who get any distinction in their academic career. The Syllabus of “O” and “A” levels should be concise. Pre-service training should be necessary for the entire “O” and “A” levels teachers. There should be focus on moral values in “O” and “A” levels institutions. Fee of “O” and “A” levels education should be minimized so that the students from low income groups could also get education in these institutions.

CHAPTER 3

RESEARCH METHODOLOGY

The research was aimed at the comparison of the Secondary School Certificate (SSC) and the General Certificate Education-Ordinary Level (GCE O-level) English language course in Pakistan. The researcher conducted the study to find out the problems and shortcomings in curriculum objectives, teaching methods, contents and examination system of both the courses.

The survey method was used to collect the information and compare the curriculum objectives, contents, teaching methodology and examination system of SSC and GCE O-level English language course. The researcher collected the opinions from principals, English language teachers and students of both the programmes. Also document analysis was made in terms of objectives, contents, teaching methodology and examination system.

3.1 POPULATION

The population of the study comprised 4,637 Principals, 4,840 English language teachers and 175,480 students of Punjab province (Govt. of Pakistan, 2007). There were 180 O-level registered Cambridge institutions, having 250 teachers and 4,280 students (The British Council, 2006).

3.2 SAMPLE

Cluster sampling technique was adopted for selection of the sample for this study. Punjab province is administratively divided into eight divisions i.e. Bahawalpur, D.G Khan, Faisalabad, Gujranwala, Lahore, Multan, Rawalpindi and Sargodha. There are 35 districts in these eight divisions. These eight districts were purposively selected out of

35 districts. The selected districts/divisional headquarters represent the whole population of the Punjab province. This technique was adopted because of the following reasons:-

1. The maximum population relating to GCE O-level institutions existed in the divisional headquarters.
2. These districts also contained sufficient population (schools) for the selection of the sample and contained rural, urban, male and female schools.

3.2.1 Sample of GCE O-level schools

The total number of registered GCE O-Level Cambridge institutions in the selected districts/divisional Headquarters was 153. Simple random sampling technique was applied to select 100 institutions through draw as sample of the study.

3.2.2 Sample of SSC Level schools

The total numbers of SSC level schools in the selected districts/divisional Headquarters was 1547. The researcher adopted simple random sampling technique through draw to select 200 schools as sample of the study from eight districts.

Table 1: The tabular sample detail of the districts, O-level institutions and SSC level schools are as under:

Districts	SSC level Schools	O-level Schools	Total
Bahawalpur	25	12	37
D.G. Khan	25	6	31
Faisalabad	25	12	37
Gujranwala	25	7	32
Lahore	25	20	45
Multan	25	18	43
Sargodha	25	5	30
Rawalpindi	25	20	45
Total	200	100	300

The principals were also selected randomly from GCE-O level and SSC level programmes. They were both male and female. The selected sample is illustrated in the Table 2.

Table 2: Details of principals in the sample

Districts	SSC level Heads		O-level Heads		Total
	Male	Female	Male	Female	
Bahawalpur	3	2	1	1	7
D.G. Khan	3	2	1	1	7
Faisalabad	3	2	1	1	7
Gujranwala	3	2	1	1	7
Lahore	3	2	2	2	9
Multan	3	2	1	1	7
Sargodha	3	2	1	1	7
Rawalpindi	3	2	2	2	9
Total	24	16	10	10	60

The teachers were also selected randomly from GCE-O Level and SSC level programmes. These teachers were teaching English language to secondary level students in both the programmes. The selected sample is illustrated in Table 3.

Table 3: Details of teachers in the sample

Districts	SSC level Teachers		O-level Teachers		Total
	Male	Female	Male	Female	
Bahawalpur	15	10	6	6	37
D.G. Khan	15	10	6	6	37
Faisalabad	15	10	6	6	37
Gujranwala	15	10	6	6	37
Lahore	15	10	7	7	39
Multan	15	10	6	6	37
Sargodha	15	10	6	6	37
Rawalpindi	15	10	7	7	39
Total	120	80	50	50	300

The students were also selected randomly from GCE-O level and SSC level programmes. These students were of both male and female, and were studying English language in 10th class in the SSC and the GCE-O Level course. The selected sample is illustrated in Table 4.

Table 4: Details of Students in the sample

Districts	SSC level Students		O-level Students		Total
	Male	Female	Male	Female	
Bahawalpur	30	20	12	12	74
D.G. Khan	30	20	12	12	74
Faisalabad	30	20	12	12	74
Gujranwala	30	20	12	12	74
Lahore	30	20	14	14	78
Multan	30	20	12	12	74
Sargodha	30	20	12	12	74
Rawalpindi	30	20	14	14	78
Total	240	160	100	100	600

3.3 RESEARCH INSTRUMENTS

The questionnaire was used as an instrument to collect the data. The researcher developed three questionnaires for the principals, teachers and the students on the basis of related literature, relevant documents and research questions. The guidance and help was also obtained from the research instruments developed by Kiyani (2002, p-291), Naeemullah (2007, p-175) and Umbreen (2008, p-185). It was also validated by the experts teaching in different universities of Pakistan (Appendix IX). Both open-ended and close-ended questions were designed for collecting the quantitative and qualitative data.

Reliability of these instruments was determined through Cronbach's alpha as a measure of internal consistency of the items (as by Gay, 2000). Cronbach's alpha for the questionnaires of the principals was 0.899, for teachers' questionnaires it was 0.876 and for the students' questionnaires it was 0.853.

3.3.1 Pilot Testing

For the improvement and modification of research instruments, pilot study was made on 10 principals, 20 teachers and 40 students of both the courses in Rawalpindi district. As a result of their opinions 9% items were deleted from the three questionnaires and some of them were modified.

The questionnaires for the principals and English language teachers contained 61 items each and 44 items for the students. They were aimed at obtaining information related to the objectives of the study including objectives and contents of the textbook, teaching methods and the examination system.

The researcher also made a comparison of results and document analysis of GCE O- level and SSC level English language courses.

3.3 DATA COLLECTION

The questionnaires were administered to collect the data. The researcher posted the questionnaires to 75 principals (male/female), 380 teachers (male/female) and 550 students (male/female) of SSC level. Similarly, the questionnaires were also posted to 35 principals (male/female), 150 teachers (male/female) and 350 students (male/female) of O-level. The researcher started analysis of the data when the requisite

responses were received from the samples of SSC level (40 principals, 200 teachers and 400 students) and O-level (20 principals, 100 teachers and 200 students).

3.5 DATA ANALYSIS

After collecting the data it was tabulated, analyzed and interpreted in the light of objectives of the study and research questions by using the t-test and chi square showed the significance of programmes.

The questionnaires designed for principals and teachers were analyzed at five-point rating scale i.e. (i) strongly agree (ii) agree (iii) undecided (iv) disagree (v) strongly disagree. While the questionnaires made for the students had yes or no responses.

There were four open-ended questions in each questionnaire, in which respondents were asked to give their suggestions for the improvement of English language objectives, English language curricula, teaching methodology and the examination system. These suggestions were summarised in tables in a sequence according to open-ended questions. In these tables the frequency of the respondents had also been shown. These suggestions were also included in conclusions and recommendations.

The document analysis was made hence it was also included in the findings, conclusions and recommendations.

Finally, the conclusions were drawn and recommendations were made.

CHAPTER 4

RESULTS AND DISCUSSION

The major objective of this study was to compare Secondary and GCE O-level English language course to find out the problems and shortcomings of the , curriculum objectives, contents, teaching methodology and the examination system with special reference to English language. The analysis of data collected through research instruments is being presented in the following pages.

4.1 ANALYSIS FOR THE QUESTIONNAIRE OF PRINCIPALS OF SSC AND GCE O-LEVEL ENGLISH LANGUAGE PROGRAMMES

The following analysis is based on the views and opinions of principals obtained through the questionnaire.

Table 5: Necessity of need assessment for curriculum development

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	4.70	0.21	0.147	0.340
O-Level	20	4.65	0.33		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 5 reflects that the calculated t-value was found to be 0.340 at 0.05 levels which is less than the table value. Hence, the statement, “Need assessment is necessary for the English Language curriculum development” is accepted.

Table 6: Access of English language curriculum to professional and vocational courses

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.80	1.06	0.273	3.449*
O-Level	20	3.75	0.99		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 6 reveals that the calculated t-value was found to be 3.449 at 0.05 levels which are greater than the table value. Hence, the statement “The English language curriculum gives access to professional and vocational courses” is rejected.

Table 7: Relation of English Language curriculum with the requirement of world of work

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.65	1.028	0.285	2.281*
O-Level	20	3.30	1.110		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 7 shows that the calculated t-value was found to be 2.281 at 0.05 levels which are greater than the table value. Hence, the statement “The English language curriculum is related with the requirement of world of work.” is rejected.

Table 8: English Language curriculum development process in Pakistan

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.00	1.300	0.272	0.552
O-Level	20	3.15	0.830		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 8 depicts that the calculated t-value was found to be 0.552 at 0.05 levels which is less than the table value. Hence, the statement, “The Curriculum development process for English Language is appropriate”, is accepted.

Table 9: Well defined and clear objectives of English language curricula

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	4.55	0.248	0.139	1.805
O-Level	20	4.80	0.260		

df = 58

Non-significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 9 reveals that the calculated t-value was found to be 1.805 at 0.05 levels which is less than the table value. Hence, the statement, “The objectives of English language were well defined and clear” is accepted.

Table 10: Relevance of English language objectives; a comparative perspective

Component	Respondents	N	Mean	SD	SE	t – value
National demand	SSC Level	40	3.90	0.290	0.223	0.673
	O-Level	20	4.05	0.850		
International demand	SSC Level	40	3.60	1.190	0.247	3.034*
	O-Level	20	4.35	0.630		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 2.000

1. National demand

Table 10 reflects that the calculated t-value was found to be 0.673 at 0.05 levels which is less than the table value. Hence, the statement, “The objectives of English language are relevant to National demand” is accepted.

2. International demand

Table 10 reflects that the calculated t-value was found to be 3.034 at 0.05 levels which are greater than the table value. Hence, the statement, “The objectives of English language are relevant to the International demand” is rejected

Table 11: Appropriateness of present scheme of studies

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.10	0.59	0.239	3.556*
O-Level	20	3.95	0.85		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 11 shows that the calculated t-value was found to be 3.556 at 0.05 levels which are greater than the table value. Hence, the statement, “The present scheme of studies of English Language is appropriate to achieve the objectives mentioned in The National Education Policy” is rejected.

Table 12: Suitability of institutional environment to teach English language

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.10	1.390	0.299	2.678*
O-Level	20	3.90	1.09		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 12 shows that the calculated t-value was found to be 2.678 at 0.05 levels which are greater than the table value. Hence, the statement, “The institutional environment is suitable for English language teaching” is rejected.

Table 13: Attention to character building of students

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.40	0.640	0.210	1.907
O-Level	20	3.80	0.560		

df = 58 Non-significant at $p > 0.05$ Table value at 0.05 = 2.000

Table 13 depicts that the calculated t-value was found to be 1.907 at 0.05 levels which is less than the table value. Hence, the statement, “Attention is also given to the character building of students” is accepted.

Table 14: Appropriateness of teacher student ratio

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.65	1.228	0.250	2.996*
O-Level	20	4.40	0.640		

df = 58 *Significant at $p < 0.05$ Table value at 0.05 = 2.000

Table 14 depicts that the calculated t-value was found to be 2.996 at 0.05 levels which is greater than the table value. Hence, the statement, “Teacher student ratio is appropriate” is rejected.

Table 15: Strictly follow of merit in all the matters in the institution

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.68	1.269	0.276	2.084*
O-Level	20	4.25	0.890		

df = 58 *Significant at $p < 0.05$ Table value at 0.05 = 2.000

Table 15 depicts that the calculated t-value was found to be 2.084 at 0.05 levels which is greater than the table value. Hence, the statement, “Merit is strictly followed in all the matters” is rejected.

Table 16: Regularity of Staff meetings

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.75	0.988	0.237	2.534*
O-Level	20	4.35	0.630		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 16 depicts that the calculated t-value was found to be 2.534 at 0.05 levels which is greater than the table value. Hence, the statement, “Staff meetings are held regularly” is rejected.

Table 17: Encouragement of English language teaching by giving awards increments, incentives and merit certificates

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.90	1.090	0.268	3.733*
O-Level	20	3.90	0.890		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 17 depicts that the calculated t-value was found to be 3.733 at 0.05 levels which is greater than the table value. Hence, the statement, “Awards, increments, incentives and merit certificates are given to encourage the English language teachers” is rejected.

Table 18: English language a source of success in life

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	4.10	0.790	0.194	0.515
O-Level	20	4.20	0.360		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 18 reveals that the calculated t-value was found to be 0.515 at 0.05 levels which is less than the table value. Hence, the statement, “The English language becomes a source of success in life” is accepted.

Table 19: Need of in-service training for all the teachers

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	4.60	0.840	0.208	0.240
O-Level	20	4.55	0.450		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 19 reflects that the calculated t-value was found to be 0.240 at 0.05 levels which is less than the table value. Hence, the statement, “In- service training is needed for all the teachers” is accepted.

Table 20 Development of thinking skills: a comparative perspective

Component	Respondents	N	Mean	SD	SE	t – value
Creative thinking	SSC Level	40	3.18	0.794	0.249	3.107*
	O-Level	20	3.95	0.850		
Reflective thinking	SSC Level	40	3.08	0.819	0.228	3.403*
	O-Level	20	3.85	0.630		
Critical thinking	SSC Level	40	3.18	0.994	0.247	2.728*
	O-Level	20	3.85	0.730		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 2.000

1. Creative thinking

Table 20 reflects that the calculated t-value was found to be 3.107 at 0.05 levels which are greater than the table value. Hence, the statement, “Creative thinking is developed in the students” is rejected.

2. Reflective thinking

Table 20 reflects that the calculated t-value was found to be 3.403 at 0.05 levels which are greater than the table value. Hence, the statement, “Reflective thinking is developed in the students” is rejected.

3. Critical thinking

Table 20 reflects that the calculated t-value was found to be 2.728 at 0.05 levels which are greater than the table value. Hence, the statement, “Critical thinking is developed in the students” is rejected.

Table 21: Internationally competitiveness of the present English language contents

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.90	1.090	0.268	3.733*
O-Level	20	3.90	0.890		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 21 shows that the calculated t-value was found to be 3.733 at 0.05 levels which are greater than the table value. Hence, the statement, “The present English language curriculum contents are internationally competitive” is rejected.

Table 22: A Logical sequences in the contents

Respondents	N	Mean	SD	SE	T – value
SSC Level	40	3.50	0.850	0.229	1.526
O-Level	20	3.85	0.630		

df = 58 Non-significant at $p > 0.05$ Table value at 0.05 = 2.000

Table 22 reflects that the calculated t-value was found to be 1.526 at 0.05 levels which is less than the table value. Hence, the statement, “There is a logical sequence in the contents of English language” is accepted.

Table 23: Contents appropriate to the intelligence / mental level of the students

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.55	0.748	0.258	0.968
O-Level	20	3.80	0.960		

df = 58 Non-significant at $p > 0.05$ Table value at 0.05 = 2.000

Table 23 shows that the calculated t-value was found to be 0.968 at 0.05 levels which is less than the table value. Hence, the statement, “The contents are appropriate to the intelligence/ mental level of the students” is accepted.

Table 24: The contents encourage the students to think in target language (English)

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.95	1.248	0.262	4.201*
O-Level	20	4.05	0.75		

df = 58 *Significant at $p < 0.05$ Table value at 0.05 = 2.000

Table 24 depicts that the calculated t-value was found to be 4.201 at 0.05 levels which is greater than the table value. Hence, the statement, “The contents encourage the students to think in target language (English)” is rejected.

Table 25: Identification and incorporation of changes

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.75	0.488	0.238	0.630
O-Level	20	3.90	0.890		

df = 58 Non-significant at $p > 0.05$ Table value at 0.05 = 2.000

Table 25 depicts that the calculated t-value was found to be 0.630 at 0.05 levels which is less than the table value. Hence, the statement, “Identification and incorporation of changes in the contents are made according to the national requirements” is accepted

Table 26: Sufficient number of language activities / tasks in the prescribed books

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.15	1.628	0.262	2.480*
O-Level	20	3.80	0.560		

df = 58 *Significant at $p < 0.05$ Table value at 0.05 = 2.000

Table 26 shows that the calculated t-value was found to be 2.480 at 0.05 levels which are greater than the table value. Hence, the statement, “There is sufficient number of language activities / tasks in the prescribed books” is rejected.

Table 27: Use of understandable language in the books

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.33	0.919	0.309	0.729
O-Level	20	2.56	1.450		

df = 58 Non-significant at $p > 0.05$ Table value at 0.05 = 2.000

Table 27 reveals that the calculated t-value was found to be 0.729 at 0.05 levels which is less than the table value. Hence, the statement, “The language used in the books is understandable for the students” is accepted.

Table 28: The script of books free of errors

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.90	0.890	0.229	0.437
O-Level	20	4.00	0.600		

df = 58

Non-significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 28 reflects that the calculated t-value was found to be 0.437 at 0.05 levels which is less than the table value. Hence, the statement, “The script of books is free of errors” is accepted.

Table 29: Reflection of contents the books; a comparative perspective

Component	Respondents	N	Mean	SD	SE	t-value
Language- centered approach	SSC Level	40	3.15	1.528	0.287	2.088*
	O-Level	20	3.75	0.890		
Student -centered approach	SSC Level	40	3.13	1.459	0.306	2.693*
	O-Level	20	3.15	1.150		
Teacher - centered approach	SSC Level	40	3.63	1.234	0.329	3.572*
	O-Level	20	2.45	1.550		

df = 58

* Significant at $p > 0.05$

Table value at 0.05 = 2.000

1. Language- centered approach

Table 29 reflects that the calculated t-value was found to be 2.088 at 0.05 levels which are greater than the table value. Hence, the statement, “The content of the book reflects language- centered approach” is rejected.

2. Student- centered approach

Table 29 reflects that the calculated t-value was found to be 2.693 at 0.05 levels which are greater than the table value. Hence, the statement, “The contents of the book reflect student- centered approach” is rejected.

3. Teacher- centered approach

Table 29 reflects that the calculated t-value in this regard was found to be 3.572 at 0.05 levels which are greater than the table value. Hence, the statement, “The contents of the book reflect teacher- centered approach” is rejected.

Table 30: Objectives based English language teaching

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.40	1.140	0.221	4.066*
O-Level	20	4.30	0.410		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 30 depicts that the calculated t-value was found to be 4.066 at 0.05 levels which is greater than the table value. Hence, the statement, “The English language teaching is objective based.” is rejected.

Table 31: Preparation of lesson plan before teaching

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.00	1.500	0.33	3.485*
O-Level	20	4.15	1.43		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 31 indicates that the calculated t-value was found to be 3.485 at 0.05 levels which are greater than the table value. Hence, the statement, “Teacher prepares lesson plan before teaching “is rejected.

Table 32: Teachers follow the lesson plan during teaching

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.60	1.140	0.307	3.588*
O-Level	20	3.7	1.31		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 32 shows that the calculated t-value was found to be 3.588 at 0.05 levels which are greater than the table value. Hence, the statement, “Teacher follows the lesson plan during teaching.” is rejected.

Table 33: Encouragement of questioning in class

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.75	0.588	0.213	2.587*
O-Level	20	4.30	0.610		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 33 reveals that the calculated t-value was found to be 2.587 at 0.05 levels which are greater than the table value. Hence, the statement, “Questioning is encouraged in class” is rejected.

Table 34: Emphasis of English language skills: a comparative perspective

Component	Respondents	N	Mean	SD	SE	t–value
Listening skill	SSC Level	40	2.75	1.188	0.350	0.715
	O-Level	20	2.50	1.850		
Speaking skill	SSC Level	40	2.98	0.682	0.249	4.115*
	O-Level	20	4.00	0.900		
Reading skill	SSC Level	40	3.80	1.250	0.337	4.005*
	O-Level	20	2.45	1.650		
Writing skill	SSC Level	40	2.80	1.400	0.371	0.675
	O-Level	20	2.55	2.050		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 2.000

1. Listening skill

Table 34 reflects that the calculated t-value was found to be 0.715 at 0.05 levels which is less than the table value. Hence, the statement, “Listening skill is emphasized during teaching” is accepted.

2. Speaking skill

Table 34 reflects that the calculated t-value in this regard was found to be 4.115 at 0.05 levels which are greater than the table value. Hence, the statement, “Speaking skill is emphasized during teaching” is rejected.

3. Reading skill

Table 34 reflects that the calculated t-value was found to be 4.005 at 0.05 levels which are greater than the table value. Hence, the statement, “Reading skill is emphasized during teaching” is rejected.

4. Writing skill

Table 34 reflects that the calculated t-value was found to be 0.675 at 0.05 levels which is less than the table value. Hence, the statement, “Writing skill is emphasized during teaching” is accepted.

Table 35: Use of Lecture Method to teach English language

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.25	0.688	0.316	0.634
O-Level	20	2.45	1.650		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 35 indicates that the calculated t-value was found to be 0.634 at 0.05 levels which is less than the table value. Hence, the statement, “The Lecture Method is used to teach English language” is accepted.

Table 36: Use of Activity Method to teach English language

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.92	0.738	0.238	2.429*
O-Level	20	4.50	0.750		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 36 reflects that the calculated t-value was found to be 2.429 at 0.05 levels which are greater than the table value. Hence, the statement, “The Activity Method is used to teach English language.” is rejected.

Table 37: Use of Grammar Translation Method to teach English language

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.60	1.140	0.348	3.162*
O-Level	20	2.50	1.850		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 37 shows that the calculated t-value was found to be 3.162 at 0.05 levels which are greater than the table value. Hence, the statement, “The Grammar Translation Method is used to teach English language” is rejected.

Table 38: Use of Direct Method to teach English language

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.88	0.659	0.221	3.054*
O-Level	20	4.55	0.650		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 38 depicts that the calculated t-value was found to be 3.054 at 0.05 levels which is greater than the table value. Hence, the statement, “The Direct method is used to teach English language” is rejected.

Table 39: Use of Audio Lingual Method, to teach English language

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	1.80	0.400	0.165	1.511
O-Level	20	1.55	0.350		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 39 reveals that the calculated t-value was found to be 1.511 at 0.05 levels which is less than the table value. Hence, the statement, “The Audio Lingual Method is used to teach English language” is accepted.

Table 40: Use of new instructional technology to teach English language

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.20	2.000	0.252	3.572*
O-Level	20	4.10	0.79		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 40 reflects that the calculated t-value was found to be 3.572 at 0.05 levels which are greater than the table value. Hence, the statement, “New instructional technology is properly used to teach English language” is rejected.

Table 41: Provision of additional material apart from text books by the teachers

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.00	1.00	0.233	3.855*
O-Level	20	3.90	0.59		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 41 shows that the calculated t-value was found to be 3.855 at 0.05 levels which are greater than the table value. Hence, the statement, “Teacher provides additional material apart from text books for better comprehension” is rejected.

Table 42: Necessity of formative evaluation to assess the gradual development of students

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	4.00	0.600	0.210	0.474
O-Level	20	4.10	0.590		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 42 reveals that the calculated t-value was found to be 0.474 at 0.05 levels which is less than the table value. Hence, the statement, “Formative evaluation is necessary to assess the gradual development of the students” is accepted.

Table 43: Focus of the examination system on cramming

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.70	0.610	0.286	2.975*
O-Level	20	2.85	1.33		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 43 depicts that the calculated t-value was found to be 2.975 at 0.05 levels which is greater than the table value. Hence, the statement, “The examination system focuses on cramming,” is rejected.

Table 44: Focus of the examination system on understanding of concepts

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.65	0.928	0.237	2.320*
O-Level	20	4.20	0.660		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 44 shows that the calculated t-value was found to be 2.320 at 0.05 levels which are greater than the table value. Hence, the statement, “The Examination system focuses on understanding of concepts.” is rejected.

Table 45: The examination covers the whole English language prescribed course

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.35	1.028	0.257	1.360
O-Level	20	3.70	0.81		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 45 reflects that the calculated t-value was found to be 1.360 at 0.05 levels which is less than the table value. Hence, the statement, “The Examination covers the whole English language prescribed course” is accepted.

Table 46: Promotion of creativity by the examination system

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	2.95	1.048	0.299	2.846*
O-Level	20	3.80	1.26		

df = 58

*Significant at $p < 0.05$

Table value at 0.05 = 2.000

Table 46 indicates that the calculated t-value was found to be 2.846 at 0.05 levels which are greater than the table value. Hence, the statement, “The Examination system promotes creativity” is rejected.

Table 47: Proper assessment of language proficiency through the question papers

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	4.50	0.250	0.197	0.254
O-Level	20	4.55	0.650		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 47 indicates that the calculated t-value was found to be 0.254 at 0.05 levels which is less than the table value. Hence, the statement, “The Question papers are helpful for proper assessment of language proficiency,” is accepted.

Table 48: The English language papers appropriate to the intelligence/mental Level of the students

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.50	0.550	0.216	1.387
O-Level	20	3.80	0.660		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 48 shows that the calculated t-value was found to be 1.387 at 0.05 levels which is less than the table value. Hence, the statement, “The English language papers are appropriate to the intelligence/mental level of the students” is accepted.

Table 49: Appropriateness of the pattern of choice in the papers

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.90	0.590	0.234	0.427
O-Level	20	4.00	0.800		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 49 depicts that the calculated t-value was found to be 0.427 at 0.05 levels which is less than the table value. Hence, the statement, “The pattern of choice in the papers is appropriate” is accepted.

Table 52 reflects that the calculated t-value was found to be 0.572 at 0.05 levels which is less than the table value. Hence, the statement, “The grades earned by the students through internal and public exams are comparable” is accepted.

Table 53: Promotion of healthy competition among institutions

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	4.25	0.588	0.264	0.947
O-Level	20	4.80	1.100		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 53 indicates that the calculated t-value was found to be 0.947 at 0.05 levels which is less than the table value. Hence, the statement, “The Examination system promotes healthy competition among institutions” is accepted.

Table 54: Establishment of item bank for uniform standards of examination system

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.86	0.503	0.171	0.542
O-Level	20	3.95	0.350		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 54 reveals that the calculated t-value was found to be 0.542 at 0.05 levels which is less than the table value. Hence, the statement, “Item bank is established for uniform standards of the examination system” is accepted.

Table 55: Proper checking of papers

Respondents	N	Mean	SD	SE	t – value
SSC Level	40	3.35	1.653	0.315	0.476
O-Level	20	3.20	1.160		

df = 58

Non-Significant at $p > 0.05$

Table value at 0.05 = 2.000

Table 55 reveals that the calculated t-value was found to be 0.476 at 0.05 levels which is less than the table value. Hence, the statement, “Papers are checked properly” is accepted.

Table 56: Summary table of suggestions to improve the English language objectives, existing curriculum, teaching methodology and examination systems as indicated by O-level principals (N=20)

S No.	Statement	Frequency	%age
<u>Objectives</u>			
1	The English language objectives should be well defined, clear, specific, target oriented, attainable and well formulated.	14	70%
2	A proper need analysis should be made to make it relevant to the international demands.	12	60%
3	The basic objectives of the English language teaching should be pertinent to improve the functional aspect of the language.	10	50%
4	The objectives should be relevant and realistic and this can be achieved to enhance the concept building and knowledge.	8	40%
5	The institution should take initiative in holding workshops, seminars and programs to give training how to achieve the objectives.	6	30%
6	Linguistic skills to be developed through symposium exercises.	4	20%
<u>Curriculum</u>			
7	The curricula should be more activity based and student- centered.	13	65%
8	The Curriculum should be the combination of four skills.	11	55%

9	The language and literature should be taught altogether.	10	50%
10	Teaching and learning should be student- centered.	8	40%
<u>Teaching Methodology</u>			
11	Teachers should use the latest instructional technology and language lab should also be introduced in the schools.	15	75%
12	Encourage the five WS (what, where, when, why, who) and develop the Creative, Reflection, Descriptive and Critical skill in the. Student	12	60%
<u>Examination System</u>			
13	The Examination system should be focused on concept building and creativity.	13	65%

Table 56 reveals that The English language objectives should be well defined, clear, specific, target oriented, attainable and well formulated. A proper need analysis should be made to make it relevant to the international demands. The basic objectives of the English language teaching should be pertinent to improve the functional aspect of the language. The objectives should be relevant and realistic and this can be achieved to enhance the concept building and knowledge. The institution should take initiative in holding workshops, seminars and programs to give training how to achieve the objectives. The curricula should be more activity based and student-centered The Curriculum should be the combination of four skills. Teachers should use the latest instructional technology and language lab should also be introduced in the schools. The Examination system should be focused on concept building and creativity.

Table 57: Suggestions to improve the English language objectives, existing curriculum, teaching methodology and the examination systems as Indicated by SSC level Principals (N=40)

S No.	Statement	Frequency	%age
<u>Objectives</u>			
1	The English language objectives should be well defined, clear, specific, target oriented, attainable and well formulated.	25	62.5%
2	A proper need analysis should be made to make it relevant to the international demands.	18	45.0%
3	Creative aspect of the study should be included in the objectives	13	32.5%
4	English should be taught as a language not as subject.	8	20.0%
5	Cramming / cheating should be punished with specific laws and regulation.	5	12.5%
<u>Curriculum</u>			
6	The curriculum should be revised according to the global trends.	26	65.0%
7	The curricula should be more activity- based and student- centered.	22	55.0%
8	The curricula should be made by keeping in mind, socio economic conditions.	20	50.0%
<u>Teaching methodology</u>			
9	Teachers should be well trained, motivated, dedicated, regular and fully prepared with latest skills.	20	50.0%

Examination system

10	The Examination should be held according to the seasonal condition.	24	60.0%
11	The Examination system should be the integration of external and internal assessment.	18	45.0%
12	Five percent questions should be from unseen / out of textbook and creativity should also be measured.	14	35.0%
13	Three hours duration for paper should be flexible.	10	25.0%

Table 57 reflects that the English language objectives should be well defined, clear, specific, target oriented, attainable and well formulated. A proper need analysis should be made to make it relevant to the international demands. Creative aspect of the study should be included in the objectives English should be taught as a language not as subject. Cramming/cheating should be punished with specific laws and regulation. The curriculum should be revised according to the global trends. The curricula should be more activity- based and student- centered and it should be made by keeping in mind, socio economic conditions. Teachers should be well trained, motivated, dedicated, regular and fully prepared with latest skills. The Examination should be held according to the seasonal condition and it should be the integration of external and internal assessment. Five percent questions should be from unseen / out of textbook and creativity should also be measured.

Table 58: Summary table of significance and non-significance of the questionnaire items of Principals SSC and GCE O-level

S. No	Statement	Remarks		
		Significant at		Non- Significant
		SSC Level	O-Level	
1	Need assessment is necessary for curriculum development.	-	-	Non- Significant
2	The English language curriculum gives access to professional and vocational courses.	-	O-level	-
3	The English language curriculum is related to the requirement of world of work.	-	O-level	-
4	The Curriculum development process for English Language is appropriate.	-	-	Non- Significant
5	The objectives of English language are well defined and clear.	-	-	Non- Significant
6	The objectives of English language are relevant to:			
	i- National demand	-	-	Non- Significant
	ii.- International demand	-	O-level	-
7	The present scheme of studies of English Language is appropriate to achieve the objectives mentioned in The National Education Policy.	-	O-level	-
8	Institutional environment is suitable for English language teaching.	-	O-level	-
9	Attention is also given to the character building of students.	-	-	Non- Significant
10	Teacher student ratio is appropriate.	-	O-level	-
11	Merit is strictly followed in all the matters.	-	O-level	-
12	Staff meetings are held regularly	-	O-level	-
13	Awards, increments, incentives and merit certificates are given to encourage the English language teachers.	-	O-level	-
14	English language becomes a source of success in life.	-	-	Non- Significant
15	In-service training is needed for all the teachers.	-	-	Non- Significant

16	Which of the following thinking skills are developed in the students?			
	a. Creative thinking	-	O-level	-
	b. Reflective thinking	-	O-level	-
	c. Critical thinking	-	O-level	-

(Contents)

17	The present English language curriculum contents are internationally competitive.	-	O-level	-
18	There is a logical sequence in the contents of English language.	-	-	Non- Significant
19	The contents are appropriate to the intelligence/ mental level of students.	-	-	Non- Significant
20	The contents encourage the students to think in target language (English).	-	O-level	-
21	Identification and incorporation of changes in the contents are made according to the national requirements.	-	-	Non- Significant
22	There is sufficient number of language activities / tasks in the prescribed books.	-	O-level	-
23	The language used in the books is understandable for the students.	-	-	Non- Significant
24	The script of books is free of errors.	-	-	Non- Significant
25	Contents of the book reflects:			
	i- Language- centered approach	-	O-level	-
	ii- Student- centered approach	-	O-level	-
	iii- Teacher- centered approach	SSC level	-	-

(Teaching Method)

26	The English language teaching is objective based.	-	O-level	-
27	Teacher prepares the lesson plan before teaching.	-	O-level	-
28	Teacher follows lesson the plan during teaching.	-	O-level	-
29	Questioning is encouraged in the class.	-	O-level	-
30	Which of the following language skills are emphasized during teaching?			
	a. Listening	-	-	Non- Significant
	b. Speaking	-	O-level	-
	c. Reading	SSC level	-	-
	d. Writing	-	-	Non- Significant
31	The Lecture Method is used to teach English language.	-	-	Non- Significant
32	The Activity Method is used to teach English language.	-	O-level	-
33	The Grammar Translation Method is used to teach English language.	SSC level	-	-
34	The Direct Method is used to teach English language.	-	O-level	-
35	The Audio Lingual Method is used to teach English language.	-	-	Non- Significant
36	New instructional technology is properly used to teach English language.	-	O-level	-
37	Teacher provides additional material apart from text books for better comprehension.	-	O-level	-

(Evaluation)

388	Formative evaluation is necessary to assess the gradual development of the students.	-	-	Non- Significant
39	The examination system focuses on cramming.	SSC level	-	-
40	The Examination system focuses on understanding of concepts.	-	O-level	-
41	The Examination covers the whole English language prescribed course.	-	-	Non- Significant
42	The Examination system promotes creativity.	-	O-level	-
43	The question papers are helpful for proper assessment of language proficiency.	-	-	Non- Significant
44	The English language papers are appropriate to the intelligence/mental level of the students.	-	-	Non- Significant
45	The pattern of choice in the papers is appropriate	-	-	Non- Significant
46	There is no scope for cheating during the examination.	-	-	Non- Significant
47	Computerization of Examination system is helpful to minimize the malpractices.	-	-	Non- Significant
48	The grades earned by the students through internal and public exams are comparable.	-	-	Non- Significant
49	The Examination system promotes healthy competition among institutions.	-	-	Non- Significant
50	Item bank is established for uniform standards of the examination system.	-	-	Non- Significant
51	Papers are checked properly.	-	-	Non- Significant

4.2 ANALYSIS FOR THE QUESTIONNAIRE OF TEACHERS SSC AND GCE-O-LEVEL ENGLISH LANGUAGE PROGRAMMES

The following analysis is based on the views and opinions of teachers obtained through the questionnaire.

Table 59: Comparison of SSC and GCE O-level results in the English language

Year	SSC				GCE O-level			
	Number of schools	Number of students appeared	Number of students passed	Pass %	Number of schools	Number of students appeared	Number of students passed	Pass %
2001-02	200	5950	4165	70%	100	610	610	100%
2002-03	200	11715	8670	74%	100	678	678	100%
2003-04	200	12575	9935	79%	100	843	843	100%
2004-05	200	14355	11630	81%	100	890	890	100%
2005-06	200	13640	10230	75%	100	1025	1025	100%

Table 59 shows that results in the English at O-level was consistently 100% during the years 2001-2006 while at SSC level these were less than 82% in the sample institutions. The results of SSC level were 70%, 74%, 79, 81% and 75% during the years 2001-2002, 2002=2003, 2003-2004, 2004-2005 and 2005-2006, respectively

Table 60: Necessity of need assessment for curriculum development

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.52	0.370	0.067	0.446
O-Level	100	4.55	0.270		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 60 depicts that the calculated t-value was found to be 0.446 at 0.05 levels which is less than the table value. Hence, the statement, “Need Assessment is necessary for the English Language curriculum development” is accepted.

Table 61: Access of the English language curriculum to professional and vocational courses

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.73	1.117	0.128	2.109*
O-Level	100	4.00	1.08		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 61 reveals that the calculated t-value was found to be 2.109 at 0.05 levels which are greater than the table value. Hence, the statement, “The English language curriculum gives access to professional and vocational courses” is rejected.

Table 62: Relation of English language curriculum with the requirement of world of work

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.12	1.286	0.145	3.523*
O-Level	100	3.63	1.45		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 62 indicates that the calculated t-value was found to be 3.523 at 0.05 levels which are greater than the table value. Hence, the statement, “The curriculum of English language is related to the requirement of world of worked” is rejected.

Table 63: Well define and clear objectives of English language curricula

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.36	1.010	0.145	0.553
O-Level	100	3.44	1.590		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 63 indicates that the calculated t-value was found to be 0.553 at 0.05 levels which is less than the table value. Hence, the statement, “The objectives of English language are well defined and clear” is accepted.

Table 64: Relevance of English language objectives: a comparative perspective

Component	Respondents	N	Mean	SD	SE	t – value
National demand	SSC Level	200	4.51	0.370	0.067	0.297
	O-Level	100	4.53	0.270		
International demand	SSC Level	200	3.71	1.106	0.127	2.041*
	O-Level	100	3.97	1.007		

df = 58 * Significant at $p < 0.05$ Table value at 0.05 = 1.960

1. National demand

Table 64 reflects that the calculated t-value in this regard was found to be 0.297 at 0.05 levels which is less than the table value. Hence, the statement, “The objectives of English language are relevant to the National demand” is accepted.

2. International demand

Table 64 reflects that the calculated t-value in this regard was found to be 2.041 at 0.05 levels which are greater than the table value. Hence, the statement, “The objectives of English language are relevant to the international demand” is rejected.

Table 65: Appropriateness of the present scheme of studies

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.21	1.266	0.114	4.735*
O-Level	100	3.75	0.67		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 65 reveals that the calculated t-value was found to be 4.735 at 0.05 levels which are greater than the table value. Hence, the statement, “The present scheme of studies of English language is appropriate to achieve the objectives mentioned in The National Education Policy” is rejected.

Table 66: Suitability of institutional environment

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.76	1.682	0.156	4.364*
O-Level	100	3.44	1.59		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 66 reveals that the calculated t-value was found to be 4.364 at 0.05 levels which are greater than the table value. Hence, the statement, “The institutional environment is suitable for English language teaching” is rejected.

Table 67: Attention to the character building of students

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.02	1.00	0.119	1.007
O-Level	100	4.14	0.920		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 67 indicates that the calculated t-value was found to be 1.007 at 0.05 levels which is less than the table value. Hence, the statement, “Attention is also given to the character building of students” is accepted.

Table 68: Appropriateness of teacher student ratio

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.07	1.645	0.145	3.250*
O-Level	100	3.54	1.27		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 68 shows that the calculated t-value was found to be 3.250 at 0.05 levels which are greater than the table value. Hence, the statement, “Teacher student ratio is appropriate” is rejected.

Table 69: Strictly follows of merit in all the matters

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.99	1.910	0.157	4.226*
O-Level	100	3.64	1.41		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 69 depicts that the calculated t-value was found to be 4.226 at 0.05 levels which is greater than the table value. Hence, the statement, “Merit is strictly followed in all the matters” is rejected.

Table 70: Regularity of staff meetings

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.91	1.722	0.143	3.704*
O-Level	100	3.44	1.190		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 70 reflects that the calculated t-value was found to be 3.704 at 0.05 levels which are greater than the table value. Hence, the statement, “Staff meetings are held regularly” is rejected.

Table 71: Encouragement of the English Language teachers by giving awards, increments, incentives and merit certificates

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.09	1.582	0.144	2.981*
O-Level	100	3.52	1.29		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 71 indicates that the calculated t-value was found to be 2.981 at 0.05 levels which are greater than the table value. Hence, the statement, “Awards, increments, incentives and merit certificates are given to encourage the English language teachers” is rejected.

Table 72: English language a source of success in life

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.26	0.472	0.103	1.550
O-Level	100	4.10	0.83		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 72 shows that the calculated t-value was found to be 1.550 at 0.05 levels which is less than the table value. Hence, the statement, “The English language becomes a source of success in life” is accepted.

Table 73: Need of in-service training for all the teachers

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.54	0.888	0.120	0.166
O-Level	100	3.56	1.010		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 73 depicts that the calculated t-value was found to be 0.166 at 0.05 levels which is less than the table value. Hence, the statement, “In- service training is needed for all the teachers is accepted.

Table 74: Development of thinking skills: a comparative perspective

Component	Respondents	N	Mean	SD	SE	t – value
Creative thinking	SSC Level	200	3.11	1.254	0.143	3.460*
	O-Level	100	3.60	1.420		
Reflective thinking	SSC Level	200	3.07	1.221	0.144	3.365*
	O-Level	100	3.55	1.470		
Critical thinking	SSC Level	200	3.03	1.189	0.144	2.979*
	O-Level	100	3.46	1.490		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 1.960

1. Creative thinking

Table 74 reflects that the calculated t-value was found to be 3.460 at 0.05 levels which are greater than the table value. Hence, the statement, “Creative thinking is developed in the students” is rejected.

2. Reflective thinking

Table 74 reflects that the calculated t-value was found to be 3.365 at 0.05 levels which are greater than the table value. Hence, the statement, “Reflective thinking is developed in the students” is rejected.

3. Critical thinking

Table 74 reflects that the calculated t-value was found to be 2.979 at 0.05 levels which are greater than the table value. Hence, the statement, “Critical thinking is developed in the students” is rejected.

Table 75: Availability of library facilities

Respondents	N	Mean	SD	SEm	t – value
SSC Level	20	2.74	1.352	0.145	4.425*
O-Level	100	3.38	1.420		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 75 reveals that the calculated t-value was found to be 4.425 at 0.05 levels which are greater than the table value. Hence, the statement, “Library facilities are adequately available” is rejected.

Table 76: Availability of language lab in school

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	1.99	1.510	0.140	1.433
O-Level	100	2.19	1.190		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 76 indicates that the calculated t-value was found to be 1.433 at 0.05 levels which is less than the table value. Hence, the statement, “Language lab is available in school” is accepted.

Table 77: Internationally competitiveness of the present English language curriculum contents

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.82	1.408	0.154	3.709*
O-Level	100	3.39	1.66		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 77 reflects that the calculated t-value was found to be 3.709 at 0.05 levels which are greater than the table value. Hence, the statement, “The present English language curriculum contents are internationally competitive” is rejected.

Table 78: A logical sequence in the contents

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	1.89	1.318	0.125	0.798
O-Level	100	1.99	0.910		

df = 298

Non-significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 78 shows that the calculated t-value was found to be 0.798 at 0.05 levels which is less than the table value. Hence, the statement, “There is a logical sequence in the contents of English language” is accepted.

Table 79: Contents appropriate to the intelligence level of the students

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.05	1.068	0.115	0.609
O-Level	100	4.12	0.790		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 79 reflects that the calculated t-value was found to be 0.609 at 0.05 levels which is less than the table value. Hence, the statement, “The contents are appropriate to the intelligence/ mental level of students” is accepted.

Table 80: The contents encourage the students to think in target language (English)

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.73	1.331	0.148	4.110*
O-Level	100	3.34	1.540		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 80 indicates that the calculated t-value was found to be 4.110 at 0.05 levels which are greater than the table value. Hence, the statement, “The contents encourage the students to think in target language (English)” is rejected.

Table 81: Sufficient number of language activities/tasks in the prescribed books

Respondents	N	Mean	SD	SEm	T – value
SSC Level	200	2.79	1.166	0.148	4.063*
O-Level	100	3.39	1.60		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 81 reflects that the calculated t-value was found to be 4.063 at 0.05 levels which are greater than the table value. Hence, the statement, “There is sufficient number of language activities/tasks in the prescribed books” is rejected.

Table 82: Use of understandable languages in the books

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.75	0.908	0.116	1.384
O-Level	100	3.59	0.880		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 82 shows that the calculated t-value was found to be 1.384 at 0.05 levels which is less than the table value. Hence, the statement, “The language used in the books is understandable for the students” is accepted.

Table 83: The script of books free of errors

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.30	0.510	0.092	1.634
O-Level	100	4.45	0.590		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 83 depicts that the calculated t-value was found to be 1.634 at 0.05 levels which is less than the table value. Hence, the statement, “The script of books is free of errors” is accepted.

Table 84: Reflection of contents of books: a comparative perspective

Component	Respondents	N	Mean	SD	SE	t–value
Language-centered approach	SSC Level	200	3.52	1.050	0.113	3.538*
	O-Level	100	3.92	0.750		
Student-centered approach	SSC Level	200	3.40	1.229	0.116	4.689*
	O-Level	100	3.94	0.740		
Teacher-centered approach	SSC Level	200	3.98	0.974	0.168	4.917*
	O-Level	100	3.15	2.330		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 1.960

1. Language centered approach

Table 84 reflects that the calculated t-value was found to be 3.538 at 0.05 levels which are greater than the table value. Hence, the statement, “The contents of the book reflect Language centered-approach” is rejected.

2. Student centered approach

Table 84 reflects that the calculated t-value was found to be 4.689 at 0.05 levels which are greater than the table value. Hence, the statement, “The contents of the book reflect student-centered approach” is rejected.

3. Teacher centered approach

Table 84 reflects that the calculated t-value was found to be 4.917 at 0.05 levels which are greater than the table value. Hence, the statement, “The contents of the book reflect teacher-centered approach” is rejected.

Table 85: Objective based English language teaching

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.61	1.278	0.117	2.909*
O-Level	100	3.95	0.73		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 85 reveals that the calculated t-value was found to be 2.909 at 0.05 levels which are greater than the table value. Hence, the statement, “The English language teaching is objective based” is rejected.

Table 86: Preparation of the lesson plan before teaching

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.87	1.053	0.109	3.793*
O-Level	100	4.28	0.64		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 86 indicates that the calculated t-value was found to be 3.793 at 0.05 levels which are greater than the table value. Hence, the statement, “The teacher prepares the lesson plan before teaching” is rejected.

Table 87: Teacher follows the lesson plan during teaching

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.87	0.773	0.102	2.931*
O-Level	100	4.17	0.660		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 87 shows that the calculated t-value was found to be 2.931 at 0.05 levels which are greater than the table value. Hence, the statement, “The teacher follows lesson plan during teaching” is rejected.

Table 88: Encouragement of questioning in class

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.97	0.969	0.102	4.02*
O-Level	100	4.38	8.56		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 88 depicts that the calculated t-value was found to be 4.02 at 0.05 levels which is greater than the table value. Hence, the statement, “Questioning is encouraged in class” is rejected.

Table 89: Emphasis of English language skills: a comparative perspective

Component	Respondents	N	Mean	SD	SE	t-value
Listening skill	SSC Level	200	4.57	0.465	0.080	0.499
	O-Level	100	4.53	0.410		
Speaking skill	SSC Level	200	3.92	1.024	0.108	3.323*
	O-Level	100	4.28	0.680		
Reading skill	SSC Level	200	3.97	0.969	0.173	4.457*
	O-Level	100	3.20	2.500		
Writing skill	SSC Level	200	4.58	0.454	0.093	0.918
	O-Level	100	4.49	0.630		

df = 58

* Significant at $p < 0.05$

Table value at 0.05 = 1.960

1. Listening skill

Table 89 reflects that the calculated t-value was found to be 0.499 at 0.05 levels which is less than the table value. Hence, the statement, “Listening skill is emphasized during teaching” is accepted.

2. Speaking skill

Table 89 reflects that the calculated t-value was found to be 3.323 at 0.05 levels which are greater than the table value. Hence, the statement, “Speaking skill is emphasized during teaching” is accepted at O-level as compared to SSC Level

3. Reading skill

Table 89 reflects that the calculated t-value was found to be 4.457 at 0.05 levels which are greater than the table value. Hence, the statement, “Reading skill is emphasized during teaching” is rejected.

4. Writing skill

Table 89 reflects that the calculated t-value was found to be 0.918 at 0.05 levels which is less than the table value. Hence, the statement, “Writing skill is emphasized during teaching” is accepted.

Table 90: Use of the Lecture Method to teach English language

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.88	1.666	0.158	0.253
O-Level	100	2.84	1.670		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 90 reflects that the calculated t-value was found to be 0.253 at 0.05 levels which is less than the table value. Hence, the statement, “The Lecture Method is used to teach English language” is accepted.

Table 91: Use of the Activity Method to teach English language

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.81	1.314	0.144	4.365*
O-Level	100	3.44	1.430		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 91 indicates that the calculated t-value was found to be 4.365 at 0.05 levels which are greater than the table value. Hence, the statement, “The Activity Method is used to teach English language” is rejected.

Table 92: Use of the Grammar Translation Method to teach English language

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.39	1.278	0.153	4.53*
O-Level	100	2.70	1.63		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 92 shows that the calculated t-value was found to be 4.53 at 0.05 levels which are greater than the table value. Hence, the statement, “The Grammar Translation Method is used to teach English language” is rejected.

Table 93: Use of the Direct Method to teach English language

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.64	1.150	0.123	3.487*
O-Level	100	4.07	0.950		

df = 298

* Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 93 depicts that the calculated t-value was found to be 3.487 at 0.05 levels which is greater than the table value. Hence, the statement, “ The Direct method is used to teach English language” is rejected.

Table 94: Use of the Audio Lingual Method to teach English language

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	1.55	0.248	0.061	1.641
O-Level	100	1.45	0.250		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 94 reveals that the calculated t-value was found to be 1.641 at 0.05 levels which are greater than the table value. Hence, the statement, “The Audio lingual method is used to teach English language” is rejected.

Table 95: Use of new instructional technology to teach English language

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.83	1.341	0.145	3.92*
O-Level	100	3.40	1.44		

df = 298 *Significant at $p < 0.05$ Table value at 0.05 = 1.960

Table 95 reflects that the calculated t-value was found to be 3.92 at 0.05 levels which are greater than the table value. Hence, the statement, “New instructional technology is properly used to teach English language” is rejected.

Table 96: Provision of additional material apart from the text books by the teachers

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.06	1.316	0.150	3.97*
O-Level	100	3.65	1.59		

df = 298 *Significant at $p < 0.05$ Table value at 0.05 = 1.960

Table 96 indicates that the calculated t-value was found to be 3.97 at 0.05 levels which are greater than the table value. Hence, the statement, “Teacher provides additional material apart from the text books for better comprehension “is rejected.

Table 97: Necessity of formative evaluation to assess the gradual development the of students

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.39	0.427	0.078	0.319
O-Level	100	4.41	0.400		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 97 indicates that the calculated t-value was found to be 0.319 at 0.05 levels which is less than the table value. Hence, the statement, “Formative evaluation is necessary to assess the gradual development of the students” is accepted.

Table 98: Focus of the examination system on cramming

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.14	1.56	0.152	4.858*
O-Level	100	2.40	1.54		

df = 298 *Significant at $p < 0.05$ Table value at 0.05 = 1.960

Table 98 reveals that the calculated t-value was found to be 4.858 at 0.05 levels which are greater than the table value. Hence, the statement, “The examination system focuses on cramming “is rejected.

Table 99: Focus of the examination system on understanding of concepts

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.11	1.078	0.139	4.379*
O-Level	100	3.72	1.40		

df = 298 *Significant at $p < 0.05$ Table value at 0.05 = 1.960

Table 99 reflects that the calculated t-value was found to be 4.379 at 0.05 levels which are greater than the table value. Hence, the statement, “The examination system focuses on understanding of concepts” is rejected.

Table 100: The examination covers the whole English language prescribed course

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.53	0.689	0.115	1.906
O-Level	100	3.75	0.990		

df = 298

Non-significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 100 shows that the calculated t-value was found to be 1.906 at 0.05 levels which is less than the table value. Hence, the statement, “The Examination covers the whole English language prescribed course” is accepted.

Table 101: Promotion of creativity by the examination system

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	2.77	1.257	0.151	3.972*
O-Level	100	3.37	1.65		

df = 298

*Significant at $p < 0.05$

Table value at 0.05 = 1.960

Table 101 depicts that the calculated t-value was found to be 3.972 at 0.05 levels which is greater than the table value. Hence, the statement, “Examination system promotes creativity” is rejected.

Table 102: Proper assessment of language proficiency through the question papers

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.38	0.424	0.089	0.504
O-Level	100	4.42	0.580		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 102 reveals that the calculated t-value was found to be 0.504 at 0.05 levels which is less than the table value. Hence, the statement, “The question papers are helpful for proper assessment of language proficiency” is accepted.

Table 103: The English language papers appropriate to the intelligence/mental level of the students

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.41	0.421	0.075	1.269
O-Level	100	4.50	0.350		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 103 reflects that the calculated t-value was found to be 1.269 at 0.05 levels which is less than the table value. Hence, the statement, “The English language papers are appropriate to the intelligence/ mental level of the students” is accepted.

Table 104: Appropriateness of the pattern of choice in the papers

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.65	1.113	0.108	0.883
O-Level	100	4.14	0.600		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 104 indicates that the calculated t-value was found to be 0.883 at 0.05 levels which is less than the table value. Hence, the statement, “The pattern of choice in the papers is appropriate” is accepted.

Table 105: No scope for cheating during the examination

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.17	1.031	0.107	0.187
O-Level	100	4.19	0.630		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 105 shows that the calculated t-value was found to be 0.187 at 0.05 levels which is less than the table value. Hence, the statement, “There is no scope for cheating during the examination” is accepted.

Table 106: Computerization of the examination system to minimize the malpractices

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.79	0.986	0.118	0.929
O-Level	100	3.90	0.91		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 106 reveals that the calculated t-value was found to be 0.929 at 0.05 levels which is less than the table value. Hence, the statement, “Computerization of the examination system is helpful to minimize the malpractices” is accepted.

Table 107: Comparability of grades earned by the students through internal and public examinations

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.81	0.594	0.098	0.305
O-Level	100	3.78	0.67		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 107 indicates that the calculated t-value was found to be 0.305 at 0.05 levels which is less than the table value. Hence, the statement, “The grades earned by the students through internal and public exams are comparable” is accepted.

Table 108: Promotion of healthy competition among institutions

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.82	0.608	0.099	0.405
O-Level	100	3.78	0.670		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 108 shows that the calculated t-value was found to be 0.405 at 0.05 levels which is less than the table value. Hence, the statement, “The Examination system promotes healthy competition among institutions” is accepted.

Table 109: Establishment of item bank for uniform standards of the examination system

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	3.88	0.386	0.086	0.349
O-Level	100	3.85	0.55		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 109 reflects that the calculated t-value was found to be 0.349 at 0.05 levels which is less than the table value. Hence, the statement, “Item bank is established for uniform standards of the examination system” is accepted.

Table 110: Proper checking of papers

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.05	0.648	0.596	0.523
O-Level	100	4.10	0.590		

df = 298 Non-significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 110 reveals that the calculated t-value was found to be 0.523 at 0.05 levels which is less than the table value. Hence, the statement, “Papers are checked properly” is accepted.

Table 111: Regularity of homework

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.50	0.810	0.107	0.279
O-Level	100	4.53	0.75		

df = 298 Non-Significant at $p > 0.05$ Table value at 0.05 = 1.960

Table 111 reflects that the calculated t-value was found to be 0.279 at 0.05 levels which is less than the table value. Hence, the statement, “Homework is given on regular basis” is accepted.

Table 112: Regular checking of homework

Respondents	N	Mean	SD	SEm	t – value
SSC Level	200	4.60	0.460	0.080	0.376
O-Level	100	4.57	0.41		

df = 298

Non-Significant at $p > 0.05$

Table value at 0.05 = 1.960

Table 112 indicates that the calculated t-value was found to be 0.376 at 0.05 levels which is less than the table value. Hence, the statement, “Homework is checked on regular basis” is accepted.

Table 113: Suggestions to improve the English language objectives, existing curriculum, teaching methodology and the examination system as indicated by the O-level teachers (N=100)

S No.	Statement	Frequency	%age
<u>Objectives</u>			
1	The objectives should be internationally competitive and well defined.	72	72%
2	The Objectives should be made by keeping in mind the needs of the professional / vocational requirements.	63	63%
3	The objectives should be specific, measurable, attainable, realistic, and time bound.	45	45%
4	The objectives should be focused on developing four basic skills.	39	39%
5	The institution should take initiative in holding workshops, seminars and programs to give training how to achieve the objectives.	30	30%
6	There should be cultural touch in the objectives.	24	24%
<u>Curriculum</u>			
7	The English language curriculum should be based on concept building.	65	65%
8	Updated curricular should be designed to meet the demands of modern era.	42	42%

Teaching methodology

9	Teacher should be trained to exploit the textbooks in classroom.	68	68%
10	Variety in topics and variety of techniques should be adopted.	58	58%
11	New and modern teaching methods with latest Audio-visual aids, print electronic media and un-seen material should be used for effective teaching.	42	42%

Examination system

12	Examination should be both in written and oral form.	82	82%
13	The testing should be based on cognitive excellence in the entire dimension.	76	76%
14	While taking the examination, unseen narration should be given to the students.	61	61%
15	The date sheet should be monitored carefully, allowing students to re-arrange and revise in a relaxed way.	32	32%
16	The semester system should be adopted.	19	19%

Table 113 reveals that the objectives should be internationally competitive and well defined and be made by keeping in mind the needs of the professional / vocational requirements. It should be specific, measurable, attainable, realistic, and time bound and focused on developing four basic skills. The institution should take initiative in holding workshops, seminars and programs to give training how to achieve the objectives. The English language curriculum should be based on concept building. Updated curricular should be designed to meet the demands of modern era. Teacher should be trained to exploit the textbooks in classroom. Variety in topics and variety of techniques should be adopted. New and modern teaching methods with latest Audio-visual aids, print electronic media and un-seen material should be used for effective teaching. Examination should be both in written and oral form. The

testing should be based on cognitive excellence in the entire dimension. While taking the examination, unseen narration should be given to the students. The date sheet should be monitored carefully, allowing students to re-arrange and revise in a relaxed way. The semester system should be adopted.

Table 114: Suggestions to improve the English language objectives, existing curriculum, teaching methodology and the examination systems as Indicated by the SSC level teachers (N=200)

S No.	Statement	Frequency	%age
<u>Objectives</u>			
1	The objectives should be internationally competitive and well defined.	162	81%
2	The objectives should be made by keeping in mind the needs of the professional / vocational requirements.	152	76%
3	The objectives should be specific, measurable, attainable, realistic, and time bound.	134	67%
4	There should be continuity in the formation of objectives.	114	57%
5	The objectives should be specific and predictable/practical and fulfill the needs of the students.	86	43%
6	Creative thinking should be encouraged.	70	35%
<u>Curriculum</u>			
7	The English language curriculum should be based on concept building.	154	77%
8	For the improvement of English language curricula “all in one” type textbooks should be introduced	124	62%
9	The English language curricula should be developed by keeping in mind the national cultural values.	106	53%
10	Uniform curricula of the English language should be adopted for all the public and private schools.	82	41%

<u>Teaching methodology</u>			
11	Teacher should be trained to exploit the textbooks in the classroom.	166	83%
12	Variety in topics and variety in techniques should be adopted.	142	71%
13	New and modern teaching methods should be used.	134	67%
14	The Direct Method, The Audio-Lingual Method and The Activity Method should be used to teach English language.	78	39%
<u>Examination system</u>			
15	The Examination should be both in written and oral form.	140	70%
16	The testing should be based on cognitive excellence in the entire dimension.	132	66%
17	While taking the examination, unseen narration should be given to the students.	108	54%
18	The Examination should be based on semester system and there should be unbiased judgment.	74	37%

Table 114 reveals that the objectives should be internationally competitive, well defined, be made by keeping in mind the needs of the professional/vocational requirements. It should be specific, measurable, attainable, realistic, time bound, specific, predictable/practical and fulfill the needs of the students. The English language curriculum should be based on concept building. For the improvement of English language curricula “all in one” type textbooks should be introduced. Uniform curricula of the English language should be adopted for all the public and private schools. Teacher should be trained to exploit the textbooks in the classroom. New and modern teaching methods should be used. The Direct Method, The Audio-Lingual Method and The Activity Method should be used to teach English language. The Examination should be both in written and oral form. The testing should be based on cognitive excellence in the entire dimension. While taking the examination, unseen narration should be given to the students.

Table 115: Summary table of significance and Non-significance of the questionnaire items of the teachers SSC and O-level

S. No	Statement	Remarks		
		Significant at		Non-Significant
		SSC Level	O-Level	
1	Need assessment is necessary for curriculum development.	-	-	Non-Significant
2	The English language curriculum gives access to professional and vocational courses	-	O-level	-
3	The English language curriculum is related to the requirement of world of work.	-	O-level	-
4	The objectives for English language are well defined and clear.	-	-	Non-Significant
5	The objectives of English language are relevant to:			
	i) National demand	-	-	Non-Significant
	ii) International demand	-	O-level	-
6	The present scheme of studies of English language is appropriate to achieve the objectives mentioned in The National Education Policy.	-	O-level	-
7	Institutional environment is suitable for English language teaching.	-	O-level	-
8	Attention is also given to the character building of students.	-	-	Non-Significant
9	Teacher student ratio is appropriate.	-	O-level	-
10	Merit is strictly followed in the all matters.	-	O-level	-
11	Staff meetings are held regularly	-	O-level	-
12	Awards, increments, incentives and merit certificates are given to encourage the English language teachers.	-	O-level	-

13	The English language becomes a source of success in life.	-	-	Non-Significant
14	In service training is needed for all the teachers.	-	-	Non-Significant
15	Which of the following thinking skills are developed in the students?			
	a. Creative thinking	-	O-level	-
	b. Reflective thinking	-	O-level	-
	c. Critical thinking	-	O-level	-
16	Library facilities are adequately available.	-	O-level	-
17	Language lab is available in the school.	-	-	Non-Significant

(Contents)

18	The present English language curriculum contents are internationally competitive.	-	O-level	-
19	There is a logical sequence in the contents of the English language.	-	-	Non-Significant
20	The contents are appropriate to the intelligence/ mental level of students	-	-	Non-Significant
21	The contents encourage the students to think in target language (English)	-	O-level	-
22	There is sufficient number of language activities/tasks in the prescribed books	-	O-level	-
23	The language used in the books is understandable for the students	-	-	Non-Significant
24	The script of books is free of errors.	-	-	Non-Significant
25	The contents of the book reflect:			
	i- Language -centered approach	-	O-level	-
	ii- Student- centered approach	-	O-level	-
	iii- Teacher- centered approach	SSC level	-	-

(Teaching Methods)

26	The English language teaching is objective based	-	O-level	-
27	Teacher prepares the lesson plan before teaching	-	O-level	-
28	Teacher follows the lesson plan during teaching	-	O-level	-
29	Questioning is encouraged in the class	-	O-level	-
30	Which of the following language skills are emphasized during teaching?			
	a. Listening	-	-	Non-Significant
	b. Speaking	-	O-level	-
	c. Reading	SSC level	-	-
	d. Writing	-	-	Non-Significant
31	The Lecture Method is used to teach English language	-	-	Non-Significant
32	The Activity Method is used to teach English language	-	O-level	-
33	The Grammar Translation Method is used to teach English language	SSC level	-	-
34	The Direct Method is used to teach English language	-	O-level	-
35	The Audio Lingual Method is used to teach English language	-	-	Non-Significant
36	New instructional technology is properly used to teach English language	-	O-level	-
37	Teacher provides additional material apart from text books for better comprehension	-	O-level	-

(Evaluation)

38	Formative evaluation is necessary to assess the gradual development of the students	-	-	Non-Significant
39	The examination system focuses on cramming	SSC level	-	-

40	The examination system focuses on understanding of concepts	-	O-level	-
41	The Examination covers the whole English language prescribed course	-	-	Non-Significant
42	The Examination system promotes creativity	-	O-level	-
43	The question papers are helpful for proper assessment of language proficiency	-	-	Non-Significant
44	The English language papers are appropriate to the intelligence/ mental level of the students	-	-	Non-Significant
45	The pattern of choice in the papers is appropriate	-	-	Non-Significant
46	There is no scope for cheating during the examination	-	-	Non-Significant
47	Computerization of the examination system is helpful to minimize the malpractices	-	-	Non-Significant
48	The grades earned by the students through internal and public exams are comparable	-	-	Non-Significant
49	The Examination system promotes healthy competition among institutions	-	-	Non-Significant
50	Item bank is established for uniform standards of the examination systems.	-	-	Non-Significant
51	Papers are checked properly	-	-	Non- Significant
52	Homework is given on regular basis	-	-	Non-Significant
53	Homework is checked on regular basis	-	-	Non-Significant

4.3 ANALYSIS FOR THE QUESTIONNAIRE OF STUDENTS SSC AND O-LEVEL ENGLISH LANGUAGE PROGRAMMES

Table 116: Suitability of institutional environment to teach English language

Programmes	Yes	No	Total	χ^2
Students (SSC)	132 (33%)	268 (67%)	400	58.92*
Student (O-level)	132 (66%)	28 (34%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 116 the obtained χ^2 value is 58.92 at 0.05 levels which are greater than the table value. Hence, the statement, “The Institutional environment is suitable for English language teaching” is rejected.

Table 117: Attention to the character building of students

Programmes	Yes	No	Total	χ^2
Students (SSC)	344 (86%)	56 (14%)	400	1.26
Student (O-level)	165 (82.5%)	35 (17.5%)	200	

df = 1

Non- Significant

Table value at 0.05 = 3.841

In the table 117 the obtained χ^2 value is 1.26 at 0.05 levels which is less than table value. Hence, the statement, “Attention is also given to the character building of students” is accepted.

Table 118: Strictly follows of merit in all the matters in the institution

Programmes	Yes	No	Total	χ^2
Students (SSC)	160 (40%)	240 (60%)	400	49.61*
Student (O-level)	141 (70.5%)	59 (29.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 118 the obtained χ^2 value is 49.61 at 0.05 levels which are greater than the table value. Hence, the statement, “Merit is strictly followed in all the matters” is rejected.

Table 119: Necessity of scholarships to motivate the students

Programmes	Yes	No	Total	χ^2
Students (SSC)	334 (83.5%)	66 (16.5%)	400	0.91
Student (O-level)	173 (86.5%)	27 (13.5%)	200	

df = 1

Non- Significant

Table value at 0.05 = 3.841

In the table 119 the obtained χ^2 value is 0.91 at 0.05 levels which is less than the table value. Hence, the statement, “Scholarships are necessary to motivate the students” is accepted.

Table 120: English language a source of success in life

Programmes	Yes	No	Total	χ^2
Students (SSC)	350 (87.5%)	50 (12.5%)	400	2.741
Student (O-level)	165 (82.5%)	35 (17.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 120 the obtained χ^2 value is 2.741 at 0.05 levels which is less than the table value. Hence, the statement, “The English language becomes a source of success in life” is accepted.

Table 121: Development of creative thinking

Programmes	Yes	No	Total	χ^2
Students (SSC)	195 (48.75%)	205 (51.52%)	400	124.04*
Student (O-level)	190 (95%)	10 (5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 121 the obtained χ^2 value is 124.04 at 0.05 levels which are greater than the table value. Hence, the statement, “Creative thinking skill is developed in the students” is rejected.

Table 122: Development of reflective thinking

Programmes	Yes	No	Total	χ^2
Students (SSC)	190 (47.5%)	210 (52.5%)	400	57.94*
Student (O-level)	160 (80%)	40 (20%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 122 the obtained χ^2 value is 57.94 at 0.05 levels which are greater than the table value. Hence, the statement, “Reflective thinking skill is developed in the students” is rejected.

Table 123: Consideration of critical thinking

Programmes	Yes	No	Total	χ^2
Students (SSC)	150 (37.5%)	250 (62.5%)	400	89.70*
Student (O-level)	157 (78.5%)	43 (21.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 123 the obtained χ^2 value is 89.70 at 0.05 levels which are greater than the table value. Hence, the statement, “Critical thinking is developed in the students” is rejected

Table 124: Availability of library facilities

Programmes	Yes	No	Total	χ^2
Students (SSC)	140 (35%)	260 (65%)	400	27.62*
Student (O-level)	115 (57.5%)	85 (42.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 124 the obtained χ^2 value is 27.62 at 0.05 levels which are greater than the table value. Hence, the statement, “Library facilities are adequately available” is rejected.

Table 125: Motivation by the teacher to read English newspapers and magazines

Programmes	Yes	No	Total	χ^2
Students (SSC)	128 (32%)	272 (68%)	400	144.23*
Student (O-level)	168 (84%)	32 (16%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 125 the obtained χ^2 value is 144.23 at 0.05 levels which are greater than the table value. Hence, the statement, “Teacher motivates the students to read English newspapers and magazines” is rejected.

Table 126: Availability of language lab in school

Programmes	Yes	No	Total	χ^2
Students (SSC)	12 (3.0%)	388 (97%)	400	0.888
Student (O-level)	9 (4.5%)	191 (95.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 126 the obtained χ^2 value is 0.888 at 0.05 levels which is less than the table value. Hence, the statement, “Language lab is available in the school” is accepted.

Table 127: Arrangement of co-curricular activities in the institution

Programmes	Yes	No	Total	χ^2
Students (SSC)	214 (53.5%)	186 (46.5%)	400	1.94
Student (O-level)	119 (59.5%)	81 (40.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 127 the obtained χ^2 value is 1.94 at 0.05 levels which is less than the table value. Hence, the statement, “The institution arranges co-curricular activities” is accepted.

Table 128: Topics of the English textbooks internationally competitive

Programmes	Yes	No	Total	χ^2
Students (SSC)	186 (46.5%)	214 (53.5%)	400	24.78*
Student (O-level)	136 (68%)	64 (32%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 128 the obtained χ^2 value is 24.78 at 0.05 levels which are greater than table value. Hence, the statement, “The Present English language curriculum contents are internationally competitive” is rejected.

Table 129: Contents appropriate to the intelligence level of the students

Programmes	Yes	No	Total	χ^2
Students (SSC)	282 (70.5%)	118 (29.5%)	400	1.339
Student (O-level)	150 (75%)	50 (25%)	600	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 129 the obtained χ^2 value 1.339 at 0.05 levels which is less than the table value. Hence, the statement, “The content are appropriate to the intelligence / mental level of students” is accepted.

Table 130: Contents encourage the students to think in target language (English)

Programmes	Yes	No	Total	χ^2
Students (SSC)	84 (21%)	316 (79%)	400	247.17*
Student (O-level)	177 (88.5%)	23 (11.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 130 the obtained χ^2 value is 247.17at 0.05 level which is greater than the table value. Hence, the statement, “The contents encourage the students to think in target language (English)” is rejected.

Table 131: Sufficient number of language activities/tasks in the prescribed books

Programmes	Yes	No	Total	χ^2
Students (SSC)	170 (42.5%)	230 (57.5%)	400	24.65*
Student (O-level)	128 (64%)	72 (36%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 131 the obtained χ^2 value is 24.65 at 0.05 levels which are greater than the table value. Hence, the statement, “There is sufficient number of language activities / tasks in the prescribed books” is rejected.

Table 132: Use of understandable language in the books

Programmes	Yes	No	Total	χ^2
Students (SSC)	351 (87.8%)	49 (12.3%)	400	2.493
Student (O-level)	184 (92%)	16 (8%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 132 the obtained χ^2 value is 2.493 at 0.05 levels which is less than the table value. Hence, the statement, “The language used in the books is understandable” is accepted.

Table 133: The script of books free of errors

Programmes	Yes	No	Total	χ^2
Students (SSC)	244 (61%)	156 (39%)	400	2.421
Student (O-level)	135 (67.5%)	65 (32.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 133 the obtained χ^2 value is 2.421 at 0.05 levels which is less than the table value. Hence, the statement, “The script of books is free of errors” is accepted.

Table 134: Interesting topics of textbook

Programmes	Yes	No	Total	χ^2
Students (SSC)	272 (68%)	1282 (32%)	400	1.492
Student (O-level)	126 (63%)	74 (37%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 134 the obtained χ^2 value is 1.492 at 0.05 levels which is less than the table value. Hence, the statement, “The topics of English textbook create interest in the students” is accepted.

Table 135: Preparation of lesson plan before teaching

Programmes	Yes	No	Total	χ^2
Students (SSC)	144 (36%)	256 (64%)	400	65.47*
Student (O-level)	142 (71%)	58 (29%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 135 the obtained χ^2 value is 65.47 at 0.05 levels which are greater than the table value. Hence, the statement, “The Teacher prepares lesson plan before teaching” is rejected.

Table 136: Follow of the lesson plan during teaching

Programmes	Yes	No	Total	χ^2
Students (SSC)	64 (16%)	336 (84%)	400	243.21*
Student (O-level)	163 (81.5%)	37 (18.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 136 the obtained χ^2 value is 243.21 at 0.05 levels which are greater than the table value. Hence, the statement, “The teacher follows lesson plan during teaching” is rejected.

Table 137: Explanation of text for comprehension during the teaching

Programmes	Yes	No	Total	χ^2
Students (SSC)	365 (91.3%)	35 (88%)	400	1.588
Student (O-level)	176 (88%)	24 (12%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 137 the obtained χ^2 value is 1.588 at 0.05 levels which is less than the table value. Hence, the statement, “The teacher explains the text for comprehension during the teaching” is accepted.

Table 138: Attention to the pronunciation of the students

Programmes	Yes	No	Total	χ^2
Students (SSC)	100 (25%)	300 (75%)	400	145.01*
Student (O-level)	153 (76.5%)	47 (23.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 138 the obtained χ^2 value is 145.01 at 0.05 levels which are greater than the table value. Hence, the statement, “The teacher pays attention to the pronunciation of students” is rejected.

Table 139: Teacher given feed back well in time in class

Programmes	Yes	No	Total	χ^2
Students (SSC)	320 (80%)	80 (20%)	400	0.72
Student (O-level)	154 (77%)	46 (23%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 139 the obtained χ^2 value is 0.72 at 0.05 levels which is less than the table value. Hence, the statement, “The teacher gives feed back well in time” is accepted

Table 140: Encouragement of questioning in class

Programmes	Yes	No	Total	χ^2
Students (SSC)	64 (16%)	336 (84%)	400	310.04*
Student (O-level)	182 (91%)	18 (9%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 140 the obtained χ^2 value is 310.04 at 0.05 levels which are greater than the table value. Hence, the statement, “Questioning is encouraged in class” is rejected.

Table 141: Emphasis on listening skill during teaching

Programmes	Yes	No	Total	χ^2
Students (SSC)	380 (95%)	20 (5%)	400	2.822
Student (O-level)	183 (91.5%)	17 (8.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 141 the obtained χ^2 value is 2.822 at 0.05 levels which is less than the table value. Hence, the statement, “Listening skill is emphasized during teaching” is accepted.

Table 142: Emphasis on speaking skill during teaching

Programmes	Yes	No	Total	χ^2
Students (SSC)	132 (33%)	268 (67%)	400	105.81*
Student (O-level)	155 (77.5%)	45 (22.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 142 the obtained χ^2 value is 105.81 at 0.05 levels which are greater than the table value. Hence, the statement, “Speaking skill is emphasized during teaching” is rejected.

Table 143: Emphasis on reading skill during teaching

Programmes	Yes	No	Total	χ^2
Students (SSC)	390 (97.5%)	10 (2.5%)	400	424.44*
Student (O-level)	32 (16%)	168 (84%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 143 the obtained χ^2 value is 424.44 at 0.05 levels which are greater than the table value. Hence, the statement, “Reading skill is emphasized during teaching” is rejected.

Table 144: Emphasis on writing skill during teaching

Programmes	Yes	No	Total	χ^2
Students (SSC)	372 (93%)	28 (7%)	400	2.792
Student (O-level)	178 (89%)	22 (11%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 144 the obtained χ^2 value is 2.792 at 0.05 levels which is less than the table value. Hence, the statement, “Writing skill is emphasized during teaching” is accepted.

Table 145: Use of Lecture Method in class

Programmes	Yes	No	Total	χ^2
Students (SSC)	391 (97.8%)	9 (2.2%)	400	1.483
Student (O-level)	192 (96%)	8 (4%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 145 the obtained χ^2 value is 1.483 at 0.05 levels which are less than the table value. Hence, the statement, “The Lecture Method is used to teach English language in the class” is accepted.

Table 146: Use of Activity Method in class

Programmes	Yes	No	Total	χ^2
Students (SSC)	150 (37.5%)	250 (62.5%)	400	71.05*
Student (O-level)	148 (74%)	52 (26%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 146 the obtained χ^2 value is 71.05 at 0.05 levels which are greater than the table value. Hence, the statement, “The Activity Method is used to teach English language in the class is” rejected.

Table 147 Use of Grammar Translation Method in class

Programmes	Yes	No	Total	χ^2
Students (SSC)	390 (97.5%)	10 (2.5%)	400	229.68*
Student (O-level)	90 (45%)	110 (55%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 147 the obtained χ^2 value is 229.68 at 0.05 levels which are greater than the table value. Hence, the statement, “Grammar Translation Method is used to teach English language in the class” is rejected.

Table 148: Use of Direct Method in class

Programmes	Yes	No	Total	χ^2
Students (SSC)	75 (18.75%)	325 (81.25%)	400	209.93*
Student (O-level)	160 (80%)	40 (20%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 148 the obtained χ^2 value is 209.93 at 0.05 levels which are greater than the table value. Hence, the statement, “The Direct Method is used to teach English language in the class is” rejected.

Table 149: Use of Audio Lingual Method in class

Programmes	Yes	No	Total	χ^2
Students (SSC)	13 (3.25%)	387 (96.75%)	400	1.757
Student (O-level)	11 (5.50%)	189 (94.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 149 the obtained χ^2 value is 1.757 at 0.05 levels which is less than the table value. Hence, the statement, “The Audio Lingual Method is used to teach English language in the class” is accepted.

Table 150: Use of new instructional technology to teach the English language

Programmes	Yes	No	Total	χ^2
Students (SSC)	70 (17.5%)	330 (82.5%)	400	113.61*
Student (O-level)	121 (60.5%)	79 (39.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 150 the obtained χ^2 value is 113.61 at 0.05 level which is greater than the table value. Hence, the statement, “New instructional technology is properly used to teach the English language” is rejected.

Table 151: Provision of additional material apart from the text books

Programmes	Yes	No	Total	χ^2
Students (SSC)	150 (37.5%)	250 (62.5%)	400	73.01*
Student (O-level)	149 (74.5%)	51 (25.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 151 the obtained χ^2 value is 73.01 at 0.05 levels which are greater than the table value. Hence, the statement, “Teacher provides additional material apart from the text books for better comprehension” is rejected.

Table 152: Necessity of formative evaluation to assess the gradual development of the students

Programmes	Yes	No	Total	χ^2
Students (SSC)	304 (76%)	96 (24%)	400	0.677
Student (O-level)	158 (79%)	42 (21%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 152 the obtained χ^2 value is 0.677 at 0.05 levels which is less than the table value. Hence, the statement, “Formative evaluation is necessary to assess the gradual development of the students” is accepted.

Table 153: Focus of the examination system on cramming

Programmes	Yes	No	Total	χ^2
Students (SSC)	305 (76.25%)	95 (23.75%)	400	105.68*
Student (O-level)	66 (33%)	134 (67%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 153 the obtained χ^2 value is 105.68 at 0.05 levels which are greater than the table value. Hence, the statement, “The examination system focuses on cramming” is rejected.

Table 154: Focus of the examination system on understanding of concepts

Programmes	Yes	No	Total	χ^2
Students (SSC)	142 (35.5%)	258 (64.5%)	400	181.10*
Student (O-level)	187 (93.5%)	13 (6.5%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 154 the obtained χ^2 value is 181.10 at 0.05 levels which are greater than the table value. Hence, the statement, “The examination system focuses on understanding of concepts” is rejected.

Table 155: Coverage of examination for the whole English language prescribed course

Programmes	Yes	No	Total	χ^2
Students (SSC)	362 (90.50%)	38 (9.50%)	400	0.583
Student (O-level)	177 (88.50%)	23 (11.50%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 155 the obtained χ^2 value is 0.583 at 0.05 levels which is less than the table value. Hence, the statement, “The Examination covers the whole English language prescribed course” is accepted.

Table 156: Promotion of creativity through the examination system

Programmes	Yes	No	Total	χ^2
Students (SSC)	148 (37%)	252 (63%)	400	77.01*
Student (O-level)	150 (75%)	50 (25%)	200	

df = 1

* Significant

Table value at 0.05 = 3.841

In the table 156 the obtained χ^2 value is 77.01 at 0.05 level which is greater than the table value. Hence, the statement, “The Examination system promotes creativity” is rejected.

Table 157: The English language papers appropriate to intelligence/mental level of students

Programmes	Yes	No	Total	χ^2
Students (SSC)	308 (77%)	92 (23%)	400	1.256
Student (O-level)	162 (81%)	38 (19%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 157 the obtained χ^2 value is 1.256 at 0.05 levels which is less than the table value. Hence, the statement, “The English language papers are according to intelligence/mental level of the students” is accepted.

Table 158: Appropriateness of the pattern of choice in the papers

Programmes	Yes	No	Total	χ^2
Students (SSC)	353 (88.25%)	47 (11.75%)	400	1.657
Student (O-level)	169 (84.5%)	31 (15.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 158 the obtained χ^2 value is 1.657 at 0.05 levels which is less than the table value. Hence, the statement, “The pattern of choice in the papers is appropriate” is accepted.

Table 159: No scope for cheating during the examinations

Programmes	Yes	No	Total	χ^2
Students (SSC)	294 (73.5%)	106 (26.5%)	400	2.594
Student (O-level)	159 (79.5%)	41 (20.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 159 the obtained χ^2 value is 2.594 at 0.05 levels which is less than the table value. Hence, the statement, “There is no scope for cheating during the examination” is accepted.

Table 160: Regularity of home work

Programmes	Yes	No	Total	χ^2
Students (SSC)	344 (86%)	56 (14%)	400	2.061
Student (O-level)	163 (81.5%)	37 (18.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 160 the obtained χ^2 value is 2.061 at 0.05 levels which is less than the table value. Hence, the statement, “Home work is given on regular basis” is accepted.

Table 161: Regular checking of home work

Programmes	Yes	No	Total	χ^2
Students (SSC)	340 (85%)	60 (15%)	400	1.959
Student (O-level)	161 (80.50%)	39 (19.5%)	200	

df = 1

Non-Significant

Table value at 0.05 = 3.841

In the table 161 the obtained χ^2 value is 1.959 at 0.05 levels which are less than the table value. Hence, the statement, “Home work is checked on regular basis” is accepted.

Table 162: Suggestions to improve the English language objectives, existing curriculum, teaching methodology and the examination systems as Indicated by the O-level students (N=200)

S No.	Statement	Frequency	%age
<u>Objectives</u>			
1	The objectives should be made by keeping in mind the needs of the professional / vocational requirements.	168	84%
2	The basic focus of the objectives should be to enhance the ability of Speaking, Listening, comprehension and Writing.	146	73%
3	Friendly environment and co-operative atmosphere should be provided by the teachers.	122	61%
<u>Curriculum</u>			
4	Speeches, plays, shows, short film, debates, dialogues, newspapers, articles, novels, poems and colorful pictures should be included in the curriculum.	170	85%
5	Standardized English textbooks should be introduced to meet the international standards.	134	67%
6	There should be three parts of the text book, vocabulary, grammar and composition.	94	47%
<u>Teaching Methodology</u>			
7	The Audio Lingual and The Activity Method should be used while teaching.	154	77%
8	New instructional technology should be used in teaching learning process.	144	63%
9	Research work and presentations should be motivated in the class.	102	51%
10	The teachers should provide more reference books and evoke student's interest by assigning projects.	88	44%
11	Conceptual and practical study should be encouraged.	64	32%

<u>Examination System</u>			
12	The Examination should be based on concept building and creativity.	112	56%
13	The Examination should be more competitive and devised kind.	90	45%

Table 162 reveals that the objectives should be made by keeping in mind the needs of the professional/vocational requirements. It should enhance the ability of Speaking, Listening, comprehension and Writing. Friendly environment and co-operative atmosphere should be provided by the teachers. Speeches, plays, shows, short film, debates, dialogues, newspapers, articles, novels, poems and colorful pictures should be included in the curriculum. Standardized English textbooks should be introduced to meet the international standards. The Audio Lingual and The Activity Method should be used while teaching. New instructional technology should be used in teaching learning process. Research work and presentations should be motivated in the class. The teachers should provide more reference books and evoke student's interest by assigning projects. The Examination should be based on concept building and creativity and should be more competitive and devised kind.

Table 163: Suggestions to improve the English language objectives, existing curriculum, teaching methodology and the examination systems as indicated by the SSC level students (N=400)

S No.	Statement	Frequency	%age
<u>Objective</u>			
1	The objective should be clear, ideology- based and well defined.	324	81%
2	The objective should be internationally competitive.	288	72%
3	Culture based language related to Islamic culture, local values and latest information be adopted.	246	64%
4	Friendly environment and co-operative atmosphere should be created by the teacher.	202	53%

Curriculum

5	Speeches, plays, shows, short film, debates, dialogues, newspaper, articles, novels, poems and colorful pictures should be included in the text books.	316	79%
6	Standardized English textbooks should be introduced to meet the international standards.	268	67%
7	There should be three parts of the text book, vocabulary, grammar and composition.	212	53%
8	The contents should be in proper organization and in a logical sequence.	184	46%

Teaching Methodology

9	The Audio Lingual, Direct Method and The Activity Methods should be used in class.	328	82%
10	New instructional technology should be used.	284	71%
11	Research work and presentations should be motivated in the class.	252	63%
12	The teachers should provide more reference books and evoke student's interest by assigning projects.	208	52%
13	Teachers should arrange various activities apart from the textbooks for additional knowledge of a child.	132	33%

Examination system

14	The Examination should be based on concept building and creativity.	340	85%
15	Semester system should be introduced.	276	69%
16	Papers should be made by the external bodies and syndicates.	200	50%
17	Objective paper and subjective paper should be taken separately.	168	42%
18	Self-assessment based examination should be introduced.	116	29%

Table 163 reveals that the objective should be clear, ideology- based , well defined, internationally competitive and culture based. Friendly environment and co-operative atmosphere should be created by the teacher. Speeches, plays, shows, short film, debates, dialogues, newspaper, articles, novels, poems and colorful pictures should be included in the text books. The Audio Lingual, Direct Method and The Activity Methods should be used in class. New instructional technology should also be used. The teachers should provide more reference books and evoke student’s interest by assigning projects. Teachers should arrange various activities apart from the textbooks for additional knowledge of a child. The Examination should be based on concept building and creativity. Papers should be made by the external bodies and syndicates. Objective paper and subjective paper should be taken separately .Self-assessment based examination should be introduced.

Table 164: Summary table of significance and non-significance of the questionnaire items of the students of SSC and O-level

S. No	Statement	Remarks		
		Significant at		Not-Significant
		SSC Level	O-Level	
1	Institutional environment is suitable for English language teaching	-	O-level	-
2	Attention is also given to the character building of the student	-	-	Not-Significant
3	Merit is strictly followed in all the matters	-	O-level	-
4	Scholarships are necessary to motivate the students	-	-	Not-Significant
5	The English language becomes a source of success in life	-	-	Not-Significant
6	Which of the following thinking skills are developed in the students?			
	a. Creative thinking	-	O-level	-
	b. Reflective thinking	-	O-level	-
	c. Critical thinking	-	O-level	-

7	Library facilities are adequately available.	-	O-level	-
8	Teacher motivates you to read English newspapers and magazines	-	O-level	-
9	Language lab is available in the school	-	-	Not-Significant
10	The institution arranges co-curricular activities	-	-	Not-Significant

(Contents)

11	The topics of the English text books are internationally competitive	-	O-level	-
12	The content is appropriate to the intelligence / mental level of students	-	-	Not-Significant
13	The contents encourage the students to think in target language (English)	-	O-level	-
14	There is sufficient number of language activities / tasks in the prescribed books	-	O-level	-
15	The language used in the books is understandable.	-	-	Not-Significant
16	The script of books is free of errors	-	-	Not-Significant
17	The topics of English textbooks create interest in the students	-	-	Not-Significant

(Teaching Methods)

18	Teacher prepares lesson plan before teaching	-	O-level	-
19	Teacher follows lesson plan during teaching	-	O-level	-
20	Teacher explains the text for comprehension during the teaching	-	-	Not-Significant
21	Teacher pays attention to the pronunciation of the students	-	O-level	-
22	Teacher gives feedback well in time	-	-	Not-Significant
23	Questioning is encouraged in class	-	O-level	-
24	Which of the following language skills are emphasized during teaching			
	a. Listening	-	-	Not-Significant
	b. Speaking	-	O-level	-
	c. Reading	SSC level	-	-
	d. Writing	-	-	Not-Significant

25	Which of the following methods are used by your teacher in his/her class			
	a. Lecture Method	-	-	Not-Significant
	b. Activity Method	-	O-level	-
	c. Grammar Translation Method	SSC level	-	-
	d. Direct Method	-	O-level	-
	e. Audio Lingual Method	-	-	Not-Significant
26	New instructional technology is properly used to teach English language	-	O-level	-
27	Teacher provides additional material apart from text books for better comprehension	-	O-level	-

(Evaluation)

28	Formative evaluation is necessary to assess the gradual development of the students	-	-	Not-Significant
29	The examination system focuses on cramming	SSC level	-	-
30	The examination system focuses on understanding of concepts	-	O-level	-
31	The Examination system covers the whole English language prescribed course	-	-	Not-Significant
32	The Examination system promotes creativity	-	O-level	-
33	The English language papers are according to your intelligence/mental level	-	-	Not-Significant
34	The pattern of choice in the papers is appropriate	-	-	Not-Significant
35	There is no scope for cheating during the examination	-	-	Not-Significant
36	Home work is given on regular basis	-	-	Not-Significant
37	Home work is checked on regular basis	-	-	Not-Significant

Table 165: Overall comparison of questionnaires' items of experts, teachers and students with regard to their significance and Non-significance at SSC and GCE O-level

S. No.	Statement	PRICIPALS			TEACHERS			STUDENTS		
		Significant at		Not-Significant	Significant at		Not-Significant	Significant at		Not-Significant
		SSC level	O-level		SSC level	O-level		SSC level	O-level	
General										
1	Need assessment is necessary for curriculum development	-	-	Not-Significant	-	-	Not-Significant	N/A		
2	The English language curriculum gives access to professional and vocational courses	-	O-level	-	-	O-level	-			
3	The English language curriculum is related to the requirement of world of work	-	O-level	-	-	O-level	-	N/A		
4	The Curriculum development process for English Language is appropriate	-	-	Not-Significant	N/A			N/A		
5	The objectives of English language are well defined and clear	-	-	Not-Significant	-	-	Not-Significant	N/A		
6	The objectives of English language are relevant to									
	i-National demand	-	-	Not-Significant	-	-	Not-Significant	N/A		
	ii.- International demand	-	O-level	-	-	-	Not-Significant	N/A		
7	The present scheme of studies of English Language is appropriate to achieve the objectives mentioned in The National Education Policy	-	O-level	-	-	O-level	-	N/A		
8	Institutional environment is suitable for the English language teaching	-	O-level	-	-	O-level	-	-	O-level	-
9	Attention is also given to the character building of the students	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant

10	Teacher student ratio is appropriate	-	O-level	-	-	O-level	-	N/A		
11	Merit is strictly followed in all the matters	-	O-level	-	-	O-level	-	-	O-level	-
12	Staff meetings are held regularly	-	O-level	-	-	O-level	-	N/A		
13	Awards, increments, incentives and merit certificates are given to encourage the English language teachers	-	O-level	-	-	O-level	-	-	O-level	-
14	Scholarships are necessary to motivate the students	N/A			N/A			-	-	Not-Significant
15	The English language becomes a source of success in life	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
16	In-service training is needed for all the teachers	-	-	Not-Significant	-	-	Not-Significant	N/A		
17	Which of the following thinking skills are developed in the students?									
	a. Creative thinking	-	O-level	-	-	O-level	-	-	O-level	-
	b. Reflective thinking	-	O-level	-	-	O-level	-	-	O-level	-
	c. Critical thinking	-	O-level	-	-	O-level	-	-	O-level	-
18	Library facilities are adequately available.	N/A			-	O-level	-	-	O-level	-
19	Teachers motivate you to read English newspapers and magazines	N/A			N/A			-	O-level	-
20	Language lab is available in school	N/A			-	-	Not-significant	-	-	Not-significant
21	The institution arranges co-curricular activities	N/A			N/A			-	-	Not-significant

(Contents)

22	The present English language curriculum contents are internationally competitive.	-	O-level	-	-	O-level	-	-	O-level	-
23	There is a logical sequence in the contents of English language	-	-	Not-Significant	-	-	Not-Significant	N/A		
24	The contents are appropriate to the intelligence/ mental level of students	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
25	The contents encourage students to think in target language (English)	-	O-level	-	-	O-level	-	-	O-level	-
26	Identification and incorporation of	-	-	Not-Significant	N/A			N/A		

	changes in the contents are made according to the national requirements									
27	There is sufficient number of language activities / tasks in the prescribed books	-	O-level	-	-	O-level	-	-	O-level	-
28	The language used in the books is understandable for the students	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
29	The script of books is free of errors	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
30	The topics of the English text books create interest in students	N/A		N/A		-	-			Not-Significant
31	The contents of the book reflects									
	i- Language- centered approach	-	O-level	-	-	O-level	-	N/A		
	ii- Student -centered approach	-	O-level	-	-	O-level	-	N/A		
	iii- Teacher- centered approach	SSC level	-	-	SSC level	-	-	N/A		

(Teaching Method)

32	The English language teaching is objective based.	-	O-level	-	-	O-level	-	N/A		
33	Teacher prepares lesson plan before teaching.	-	O-level	-	-	O-level	-	-	O-level	-
34	Teacher follows lesson plan during teaching.	-	O-level	-	-	O-level	-	-	O-level	-
35	Teacher explains the text for comprehension during teaching	N/A		N/a		-	-	Not-Significant		
36	Teachers pays attention to the pronunciation of students	N/A		N/A		-	O-level	-		
37	Teacher gives feedback well in time	N/A		N/A		-	-	Not-Significant		
38	Questioning is encouraged in the class.	-	O-level	-	-	O-level	-	-	O-level	-
39	Which of the following language skills are emphasized during teaching?									

	a. Listening	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
	b. Speaking	-	O-level	-	-	O-level	-	-	O-level	-
	c. Reading	SSC level	-	-	SSC level	-	-	SSC level	-	-
	d. Writing	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
40	The Lecture Method is used to teach English language.	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
41	The Activity Method is used to teach English language.	-	O-level	-	-	O-level	-	-	O-level	-
42	The Grammar Translation Method is used to teach English language.	SSC level	-	-	SSC level	-	-	SSC level	-	-
43	The Direct Method is used to teach English language.	-	O-level	-	-	O-level	-	-	O-level	-
44	The Audio Lingual Method is used to teach English language.	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
45	New instructional technology is properly used to teach English language.	-	O-level	-	-	O-level	-	-	O-level	-
46	Teacher provides additional material apart from text books for better comprehension.	-	O-level	-	-	O-level	-	-	O-level	-

(Evaluation)

47	Formative evaluation is necessary to assess the gradual development of the students	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
48	The examination system focuses on cramming.	SSC level	-	-	SSC level	-	-	SSC level	-	-
49	The Examination system focuses on understanding of concepts.	-	O-level	-	-	O-level	-	-	O-level	-
50	The Examination covers the whole English language prescribed course.	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
51	The Examination system promotes creativity.	-	O-level	-	-	O-level	-	-	O-level	-
52	The question papers are helpful for proper	-	-	Not-	-	-	Not-	N/A		

	assessment of the language proficiency.			Significant			Significant			
53	The English language papers are appropriate to the intelligence/mental level of the students	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
54	The pattern of choice in the papers is appropriate	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
55	There is no scope for cheating during the examination.	-	-	Not-Significant	-	-	Not-Significant	-	-	Not-Significant
56	The computerization of the Examination system is helpful to minimize the malpractices.	-	-	Not-Significant	-	-	Not-Significant	N/A		
57	The grades earned by the students through internal and public exams are comparable.	-	-	Not-Significant	-	-	Not-Significant	N/A		
58	The Examination system promotes healthy competition among institutions.	-	-	Not-Significant	-	-	Not-Significant	N/A		
59	Item bank is established for uniform standards of the examination system	-	-	Not-Significant	-	-	Not-Significant	N/A		
60	Papers are checked properly.	-	-	Not-Significant	-	-	Not-Significant	N/A		
61	Home work is given on regular basis	N/A			-	-	Not-Significant	-	-	Not-Significant
62	Home work is checked on regular basis	N/A			-	-	Not-Significant	-	-	Not-Significant

4.4 DOCUMENT ANALYSIS

For an effective and efficient comparison of the study materials, it is necessary to have a document analysis of both the courses. The content analysis of SSC and O-level includes discussion on aims/objectives, contents, methodology, and evaluation/assessment.

General Objectives

The purpose of having objectives of specific course determine a road map for syllabus, curriculum developers, course writers, curriculum planners, educational administrators, Principals, relevant teachers and evaluators as well. Aims refer to overall purposes of education which represent the needs and aspirations of a society as manifested in its educational policy. Goals are the general purposes of education that are normally prepared for a particular stage or level of education system. Objectives refer more precisely to the changes in the behavior which we hope will result from studying particular course (Taba H, 1962).

SSC Level

At the completion of secondary level, the child will be able to:-

1. Learn and practice English pronunciation stress and intonation.
2. Learn & understand different social expressions.
3. Communicate fluently in English the simple authentic situations.
4. Read text, descriptive/narrative/instructional with reasonable speed and comprehension.
5. Summarize the prose passage from the text.
6. Recite simple poems.
7. Give ample opportunity to learn, to listen, and to speak in the class

8. Translate a simple unseen prose from English into Urdu and vice versa.
9. Promote the use of library books to inculcate reading habits.
10. Read to form ethical and social values and precepts (Humanism, tolerance, and patience/patriotism).
11. Behave in the social medium as a responsible, re-creator and perfect humanity.
12. Inculcate a sense of gratitude to Allah Almighty for his blessings bestowed upon us.
13. Promote the feelings of national integrity and self-reliance and the behavior patterns as a national character (Govt. of Pakistan, 2002).

Specific Objective

The specific objectives provide clear guidance in the selection of contents and learning experiences. It provides classify types of power and capability to be developed in learners and focuses on varied curriculum activities.

SSC Level

After completion of class-X, the students will be able to:-

1. Practice English pronunciation, intonation and stress pattern of the relevant speech forms (is/are/have/am).
2. Listen and understand expressions of agreeing, disagreeing, and persuasion scope.
3. Take down small message involving a caller, recipient, address, condition, place, etc.
4. Identify and provide missing words in a text.
5. Convey his/her needs and requirements by giving reasons.

6. Give instructions in a logical sequence.
7. Recapitulate main points of a conversation.
8. Describe a place with reference to spatial relationships.
9. Deduce the context with reference to: Who is speaking? Where are they? What are they talking about?
10. Segregate supporting details from the main idea.
11. Identify and use synonyms (words & phrases) in a spoken discourse
12. Narrate a story after listening to an outline.
13. Listen and complete a diagram, table and flow chart (Govt. of Pakistan, 2002).

Reading Skills

1. Read silently to skim, to get the gist/general idea with speed and greater degree of comprehension.
2. Recognize the common ways in which paras of varying text types (descriptive, comparative, contrastive, narrative process, etc.) are organized.
3. Recognize and interpret, lexical and cohesive devices, such as: Synonyms/ metaphors, idiomatic expressions, etc.
4. Infer the missing details in a text by concentrating on the implied information.
5. Read and understand new items in a newspaper, children page, etc.
6. Extract salient to summarize and take notes with greater comprehension and speed.
7. Develop a mind map from a text.
8. Read various symbols/abbreviations used in a dictionary and follow directions to look up the words.

9. Read stories and poems for enjoyment and understanding.
10. Do extensive reading in a library (Govt. of Pakistan, 2002).

Writing Skills

1. Write formal/informal notes/letters/applications.
2. Construct a paragraph by writing a topic, sentences and supporting details such as first, next, then, after, etc.
3. Use familiar vocabulary, idioms, phrases and pair of words in writing.
4. Write questions about a given topic to generate and gather ideas.
5. Write paras/notes with the help of mind mapping/pictures.
6. Develop paras, based on classification of objects and familiar concepts.
7. List several causes of a given phenomenon/happening in a paragraph
8. Write a composition of about 150-200 words.
9. Paraphrase a given poem.
10. Summarize the main ideas of poem/text.
11. Translate simple/short Para from English into Urdu and vice versa.
12. Make use of all the punctuation marks. (Govt. of Pakistan, 2002).

GCE Ordinary Level (Aims)

To develop the ability of candidates to:-

- Communicate accurately, appropriately and effectively in speech and writing;
- Understand and respond appropriately and imaginatively to what they read and experience;
- Enjoy and appreciate reading texts in the English Language (The British Council, 2003).

Although there are no general objectives of O level English but the aims of GCE O-level serves overall purpose of English language teaching having integration of four skills with specific emphasis to communicate accurately, appropriately, and effectively both in speech and writing. The conceptual development process is also determined to practice with the responding tactics appropriately and imaginatively. The reflective, critical, and creative thinking has been suggested to develop at O-level with the help of the aims, whereas at SSC level there are no aims but only general and specific objectives that determines the whole syllabus.

Objectives are made on the basis of philosophical, sociological, historical and economic foundations. Philosophical foundations study human behavior in educational situations, explain learning experiences of an individual. Sociological Foundations study society, fundamental laws of social relations and institutions. Historical Foundations mean a link between past and present, inter-cultural contacts. Economics Foundations provide a scientific study of production and distribution of wealth (Awan, M, 1997).

The criteria for validation of aims and objectives is conceived in terms of the demands of social circumstances, fulfill basic human needs , consistent with national ideals and values, non-contradictory in their relationship with one another and capable of being reduced to behavioral terms (Bloom,1971).

The main aim at O-level is to focus on modernized aims i.e. to encourage communicative competence, creative, critical skills and cross-cultural awareness. In this context communicative competence means the ability to communicate with clarity, relevance, accuracy and variety.

- Objectives in both courses focus on integration of four skills i.e. listening, speaking, reading and writing. Moreover, the SSC level emphasis on local aspects, social values, and ethical values, religious and national aspects, social bases of objectives, psychological bases of objectives, philosophical bases of objectives, consistent with social ideals and values while developing the objectives but the O level focuses on global aims along with philosophical and psychological basis.

CURRICULUM OBJECTIVES

SSC LEVEL	O-LEVEL
<p>Objectives of SSC level are well defined and clear.</p> <p>Objectives of SSC level are relevant to national demands.</p> <p>Objectives at SSC level focus on integration of four skills i.e. listening, speaking, reading and writing.</p> <p>The SSC level objectives emphasis on local aspects, social values, ethical values, religious aspects, promoting national integrity, communicate fluently and use of translation/re-translation.</p> <p>The SSC level objectives emphasis on social bases of objectives, psychological bases of objectives, philosophical bases of objectives, consistent with social ideals.</p>	<p>Objectives of O-level are well defined and clear.</p> <p>Objectives of O-level are relevant to national as well as international demands.</p> <p>Objectives at O-level level focus on integration of four skills i.e. listening, speaking, reading and writing.</p> <p>The O-level objectives emphasis on international aspects, communicative competence, creative/critical skills and cross-cultural awareness.</p> <p>The O-level objectives emphasis on psychological bases of objectives, philosophical bases of objectives along with global aims.</p>

CONTENTS

In the light of the aims and objectives of a course, study material is designed. The contents of the course pave the foot step towards the complement of basic foundations of education in particular course.

SSC Level

1. Prophet Muhammad (PBUH)-as an educationist.
2. One of the caliphs-Justice, social services & humanism (may deal with all or otherwise).
3. Heroes (Islamic world or national)-The Founder of Pakistan.
4. Transport (its role and importance in bringing the people of far flung areas closer and effecting changes in culture).
5. Computer (Utility, role in development process).
6. Handicraft of Pakistan (depicting the cultural aspects of the people).
7. Festivals (their impact on the people).
8. A short story based on Islamic themes. (tolerance/patience).
9. Human Rights.
10. Letter writing (informal/formal).
11. Poems (reflecting moral, social ethical values-4 poems).
12. Drug Education (necessity and its role to save the humanity) Traffic Education (Govt.of Pakistan.2002).

The contents of SSC level covered almost all the topics related to determine culture and ethical values of the Islamic country, developing social understanding, providing continuity of experience, providing for educational aims, balance among all goals, involving pupils in learning experience and using effective learning experience. This content shows the exhaustive written work depicting quite near to the need /situation analysis but the later on the textbooks also published by keeping in mind the need and requirements of the students.

There are no contents specified for O-level English language curriculum designers, however there is a variety of books being taught at O-level that cover the contents of the syllabus, e.g., “GCSE English” by S H Burton & J A Humphries, ‘Back to Basics Grammar’ and workbook by A.Moravec Ocampo, “The Lost Secret BBC English” by Robert O’Neil, ‘Excel in “O” Level English’ by Terry Morgan, “General English” by Alan Etherton, New Expressway for English’ by Colin W. Davis and Andrew, ‘Stepping Forward’ with workbook by Heather Jones and Robyn Mann, ‘New English’ Rhodri Jones, etc. The selection of contents and its organization involve from general to specific objectives that are considered to be achievable by a particular population. To identify the possible types of content in each subject wise it will help in achieving the specific objectives.

Content must be made on basis of certain criteria. As far as the principles for selection of SSC curriculum contents is concerned, it encompasses the following aspects of life, promoting ideology, developing social understanding, promoting personal development, promoting continuity of experience, providing for educational aims, balance among all goals, involving pupils in learning experience and using effective learning experience (Romine S. A., 1954).

The contents are organized by keeping in mind the different approaches as prescribed for the contents organization e.g. organization of content focused on disciplines/subjects, focused on specific competencies, focused on social activities, focused on process skills, focused on individual needs and interests (Smith, Stanley and Shores, 1957).

CONTENT

SSC LEVEL	O-LEVEL
<p>The present English language contents at SSC level are not internationally competitive.</p> <p>There are insufficient numbers of language activities/tasks in the prescribed book.</p> <p>The contents at SSC level do not encourage the students to think in target language.</p> <p>The contents of the book at SSC level reflected teacher-centered approach.</p> <p>The SSC level contents promoting ideology, developing social understanding, promoting personal development, promoting continuity of experience, providing for educational aims, balance among all goals, involving pupils in learning experience and using effective learning experience (Romine,S.A,1954).</p> <p>The SSC level contents of English language should have the aspects of</p>	<p>The present English language contents at O-level are internationally competitive.</p> <p>There are sufficient numbers of language activities/tasks in the prescribed book.</p> <p>The contents at O-level encourage the students to think in target language.</p> <p>The contents of the books at O-level reflected language-centered and student-centered approach.</p> <p>The O-level contents promoting social understanding, promoting personal development, promoting continuity of experience, providing for educational aims, balance among all goals, involving pupils in learning experience and using effective learning experience (Romine, S.A,1954).</p> <p>The O-level contents of English language should have the aspects of</p>

linguistic oriented approach, and lexical characteristics, functioning of language, and communicative competence.	linguistic oriented approach, lexical and characteristics, functioning of language, communicative competence.
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METHODOLOGY

Methodology plays a significant role in the teaching and learning process of English language. The more effective the methodology, the efficient learning is.

SSC LEVEL

The document reflects that the ‘the appropriate learning strategies, the systematic language practice and carefully, sequenced language study appropriate to the balance in the four skills’ is necessary. ‘Careful sequenced language study must be; ear before eyes, reception before reading production, oral work before individual work, drill exercise before free production, concentrate before reading production, concentrate before abstract meaning. The teacher should guide the students how to hear oral speech in English, segment the stream of phrases, group them in to lexical and syntactic units (words, phrases, sentences) and understand the message they convey. They can be asked to repeat the message and put questions to comprehend it. Later on a student can be asked to read, write and discuss it with his classmates so that the simultaneous involvement of their skills may be ensured. Hence the teacher can be introduced types of listening.

1. Appreciative for enjoyment.
2. Informational for getting information.
3. Evaluative for evaluation.

The proposed teaching methodology of SSC level aims to ensure the language competency of the learners, integration of four language skills and comprehension. Careful sequenced language study must be, ear before eyes, reception before reading production, oral work before individual work, drill exercise before free production, concentrate before reading production, concentrate before abstract meaning. The teacher is also advised to guide the students how to segment the stream of phrases, group them in to lexical and syntactic units (words, phrases, sentences) and understand the message they convey (Govt. of Pakistan, 2002).

The methodology mentioned in the curriculum at SSC level is very comprehensive and strategic. The proposed teaching methodology aiming at to ensure the language competency of the learners, the language skills (Listening, Speaking, Reading, and Writing) should be integrated instead of teaching them separately at secondary level.

The SSC documents also proposes that ‘there is no specific and effective teaching unless the use of innovative teaching learning approaches, techniques, methods and strategies hence the following strategies may impact the effective in teaching learning process, e.g. Expository teaching (lectures), Interactive teaching, small group teaching/discussion, Inquiry teaching/problem solving, Individualization, Model of reality (Gefforey, **1983**).

Motivation plays a vital role in teaching learning process for which the following factors are reasonable for the effective learning process; psychological factors (short term objectives, appealing materials, whole-person approach, realism (self committing choices,) social and cultural factors, (geographical setting, age range and class), advantages of culture-specific course book, teaching cultural background

with the language, English as a second language, anthropological aspects of language (Allan, 1987).

O-Level

There is no specified teaching methodology mentioned in the O-level curriculum, however, as per critical analysis O-level course emphasized on activities that require students to hypothesize, analyze and make conclusions and generalizations, teacher develops the creative thinking skills, open-ended tasks require students to problem-solve and these activities engage the students in collaborative problem-solving, there is balance between teacher-directed and student centered learning, but at SSC level this is almost missing that is the cause of deterioration the English language competency in the students of Govt. schools (Saxena,1994).

TEACHING METHODOLOGY

SSC LEVEL	O-LEVEL
<p>At SSC level it is proposed expository teaching (lectures), Interactive teaching, small group teaching/discussion, inquiry teaching/problem solving, Individualization, Model of reality.</p> <p>At SSC level there is proposed effective learning process; psychological factors (short term objectives, appealing</p>	<p>At O-level there is expository teaching (lectures), Interactive teaching, small group teaching/discussion, inquiry teaching/problem solving, Individualization, Model of reality (Gefforey. H, 1983).</p> <p>At O-level there is effective learning process; psychological factors (short term objectives, appealing materials, whole-</p>

<p>materials, whole-person approach, realism (self committing choices,) but have social and cultural factors, (geographical setting, age range and class), advantages of culture-specific course book, teaching cultural background with the language,) English as a second language, and anthropological aspects of language.</p> <p>In SSC level course there are no in front mentioned aspects available in teaching learning process however it is proposed that keep balance in four skills, drill exercise before free production, guide the students to hear oral speech, segment the steam of phrases, group them into lexical and syntactic units(words, phrase, sentences) and questions to comprehend.</p>	<p>person approach, realism (self committing choices,) no social and cultural factors, (geographical setting, age range and class), advantages of culture-specific course book, teaching cultural background with the language,) English as a second language, anthropological aspects of language (Allan, 1987).</p> <p>O-level course emphasized on activities that require students to hypothesize, analyze and make conclusions and generalizations, teacher develops the creative thinking skills, open-ended tasks require students to problem-solve and these activities engage the students in collaborative problem-solving, there is balance between teacher-directed and student centered learning, (Saxena,1994).</p>
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EVALUATION AND ASSESSMENT

SSC LEVEL

The SSC curriculum suggests that ‘a change in the evaluation is desperately needed. It needs to be made more pragmatic rather than be theoretical and subjective. The textbook, the objectives and the concepts should be reflected in the evaluation process and discourage rote learning. It should actually test what the students have learnt rather than what they have not.

Some suggestions have been proposed in the SSC curriculum to bring about the desired changes in the evaluation process.

- 1) Objective type questions are developed.
- 2) The answer of the objective type questions is written by the student on the same sheet.
- 3) Questions, testing the conceptual understanding should be included.
- 4) Questions requiring short answer testing, the competency and performance of communicative skills are included.
- 5) Task based questions on unseen passage should be set to test the language.
- 6) Multi-choice questions should be included.
- 7) The Committee suggests ‘Weightage’ of the skills as under:-

Assessment Table for Class IX-X

<u>Skills</u>	<u>Percentage</u>
Listening	10%
Speaking	10%
Reading	30%
Writing	50%
TOTAL	100%

(Govt. of Pakistan, 2002).

ASSESSMENT OBJECTIVES O LEVEL

Candidates should be able to:-

- (i) Recount personal experience, views and feelings;
- (ii) Use language to inform and explain;
- (iii) Show an awareness of how spoken and written communication varies according to situation, purpose and audience;
- (iv) Read a variety of texts accurately and with confidence;
- (v) Select, retrieve, evaluate and combine information from written texts;
- (vi) Appreciate the ways writers make use of language;
- (vii) Employ different forms of writing to suit a range of purposes;
- (viii) Plan, organize and paragraph, using appropriate punctuation;
- (ix) Choose a vocabulary which is suited to its purpose and audience, and use correct grammar and punctuation;

- (x) Write in Standard English;
- (xi) Spell accurately the words within the working vocabulary;
- (xii) Write legibly, and present finished work clearly and attractively (The British Council .2003).

The GCE O-level has assessment objectives aiming at recounting personal experience, use language appropriately, accurately and according to situation, and purpose, retrieve, evaluate and combine information from written texts and appreciate the ways writers make use of language and employ different forms of writing to suit a range of purposes, using of appropriate punctuation, Choose a vocabulary which is suited to its purpose and audience, and use correct grammar and punctuation ,writing of Standard English; spell accurately the words within the working vocabulary and write legibly, and present finished work clearly and attractively.

In the assessment objectives communicative competence, creativity, critical skills and cross-cultural awareness along with reading and writing skills are tested. Transferable skills are to aid study in other subjects as well as effective communication. Task as well as language is emphasized across reading and writing, through reading for main ideas as well as reading for precise meaning, and through directed writing as well creative writing is focused at O-level. Summary skills have great focus on critical skills in analyzing information, such as Identifying advantages and disadvantages.

In the assessment SSC level communicative competence, creativity, critical skills and cross-cultural awareness along with reading and writing skills are not taught and tested whereas at O-level they are being taught and tested accordingly. A change in the evaluation be made more pragmatic rather than be theoretical and subjective moreover the textbook, the objectives and the concepts should be reflected in the evaluation process and also discourage rote learning.

SCHEME FOR SETTING OF QUESTION PAPERS SSC LEVEL

Detail of English Paper (A)

Objective:

- | | |
|-------------------------------|----------|
| 1. True / False | 05 Marks |
| 2. Missing letter in spelling | 05 Marks |
| 3. Matching | 05 Marks |
| 4. MCQ's | 05 Marks |
- (Paper Setter will ask at least two items from each Text Book)

Subjective:

- | | |
|--|----------|
| 1. Short questions.
(Short questions will consist of two parts i.e. 9 th and 10 th .
Each part will comprise 8 questions and students attempt any
Five questions from each part). | 20 Marks |
| 2. Summary of Poem or Stanza | 10 Marks |
| 3. Use of Words / Idioms (5 out of 8) four words & four Idioms
will ask compulsory. | 10 Marks |
| 4. Translation from English into Urdu. | 10 Marks |

Details of English Paper (B)

Objective:

- | | |
|---|----------|
| 1. Fill in the blanks with correct verbs. | 04 Marks |
| 2. Fill in the blanks with correct preposition. | 04 Marks |
| 3. Fill in the blanks with pair of words. | 04 Marks |
| 4. Change the voice. | 04 Marks |
| 5. Re-arrange the words in proper order. | 04 Marks |

Subjective:

- | | |
|--|----------|
| 1. Essay or Paragraph
Three Essays & three Paragraphs (Attempt any one) | 15 Marks |
| 2. Letter or Story or Dialogue (Attempt any one) | 10 Marks |
| 3. Comprehension | 10 Marks |
| 4. Direct/Indirect narration 5 out of 8) | 05 Marks |
| 5. Translation from Urdu sentence into English (5 out of 8) | 05 Marks |
| 6. Translation from Urdu into English (Paragraph) | 10 Marks |

Source A hand book of curriculum and syllabi for the secondary school examination to be held in 2008. (Academic session 2006-2008) Board of Intermediate and Secondary Education, Lahore

GCE O Level

Two compulsory papers are set as follows at O level

Paper 1 (composition) (1½ hrs) (60 marks)

Paper 2 (comprehension) (1½ hrs) (50 marks)

Paper 1 will contain:-

- A composition on one of a number of alternative subjects.
- A task based on a situation described in detail, in words or diagrams.

Paper 2 will consist of a passage or passages of prose upon which questions will be set to test the candidates' ability to understand the content and argument of the given text and to infer information and meanings from it. A question will be included to test the ability to summaries and will be assigned 25 marks.

In this question the Examiners reward the selection of precise and relevant detail, a mark being given for each relevant point selected. The maximum number of points that is available for selection is greater

than the total mark assigned for this section, i.e. a candidate can score full marks for the content selected without mentioning all the points.

About a third of the marks in the question are also allocated for the style and presentation of the answer. Candidates are rewarded for the relevance and organization of their answers, the ability to rephrase the original language in their own words and sentence structures, and the overall accuracy of their written English.

Paper 1 (composition) contains two parts, part one is subject to write 350 to 600 words having 40 marks attempt in 60 minutes and second part is subject to write 200 to 300 words having 20 marks attempt in 20 minutes.

Paper 11 (comprehension) will consist of a passage or passages of prose upon which questions will be set to test the candidates' ability to understand the content and argument of the given text and to infer information and meanings from it. A question will be included to test the ability to summaries and will be assigned 25 marks (The British Council, 2003).

The above details shows that paper setting at O-level is very specific that evaluate the assessment objectives containing items reward the selection of precise and relevant detail, a mark being given for each relevant point selected. The maximum number of points that is available for selection is greater than the total mark assigned for this section, i.e. a candidate can score full marks for the content selected without mentioning all the points. About a third of the marks in the question are also allocated for the style and presentation of the answer. Candidates are rewarded for the relevance and organization of their answers, the ability to rephrase the original language in their own words and sentence structures, and the overall accuracy of their written English is also evaluated.

The task aspect of paper 1 is directed writing where communication of key information is required to achieve a specific purpose for a certain audience in a particular situation. Language as well as content is tested in the creative writing section where candidates have an opportunity to display their English language skills in order to express their opinions, experiences or imaginations.

The task aspect of paper 2 is reading for ideas, where for example, scanning for and summarizing specific information is required to achieve and convey a global understanding of a text. Language is tested in the reading for meaning section, where there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text.

GRADE DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

A1/A2 (40-36) Apart from very occasional slips, the language is highly accurate. Sentence structure is varied and demonstrates the candidate's skill to use different lengths and types of sentences for particular effects. Verb forms will be largely correct and appropriate tenses consistently used to sustain a logical progression of events or ideas. Vocabulary is wide and precise. Punctuation is accurate and helpful to the reader. Apart from very occasional slips, spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained. The tone and register are entirely appropriate to the topic.

83/84 (35-31) The language is accurate; occasional errors are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type, including the confident use of complex sentences to create some natural fluency. There may be occasional slips in verb forms or tense formation but sequence will be consistent and clear throughout the piece. Punctuation is accurate and generally helpful. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The response is relevant, and the interest of the reader is aroused and sustained through most of the composition. There is evidence of a genuine effort to achieve an appropriate tone and register for the topic.

C5/C6 (30-26) The language is mostly accurate; errors that occur will not mar clarity of communication. Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. Sentences may show some variety of structure and length, although there may be a tendency to repeat sentence types and 'shapes', producing a monotonous effect. There may be errors in irregular verb forms but control of tense sequence will be sufficient to sustain a clear progression of events or ideas. Spelling of simple vocabulary is accurate; errors may occur when more ambitious vocabulary is used. Punctuation is generally accurate, although errors may occur when more difficult tasks are attempted e.g. the punctuation of direct speech. Sentence separation is correctly marked by punctuation. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is relevant and will arouse some interest in the reader. There may be an impression of lack of

originality and/or some evidence of lack of planning. The tone is usually appropriate to the topic, although there may be slips of register with some unsuitable vocabulary or idiom.

- D7 (25-21)** The language is sufficiently accurate to communicate meaning. There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure but the reader may not be convinced that this variety is for a particular purpose. There may be errors in verb forms and tense consistency which cause some uncertainty in the sequence of events or disturb the ease of communication. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Idiom may be uncertain at times. Punctuation will be used but may not enhance/ clarify meaning. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weaknesses. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic but there may be digressions or failures of logic. Compositions may lack liveliness and interest value. The tone may be uneven. There may be some irrelevance.
- E8 (20-16)** The overall meaning is never in doubt but the errors are sufficiently frequent and serious to hamper precision and may slow down speed of reading. Some simple structures will be accurate but the script is unlikely to sustain accuracy for long. Errors in verb forms and tenses will sometimes confuse the sequence of events. Vocabulary may be limited, either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely. Simple punctuation will usually be accurate but there may be frequent sentence separation errors. Simple words will usually be spelt correctly but there may be inconsistency and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance. The tone may sometimes indicate that the candidate recognizes the nature of the topic but only inconsistently. The incidence of linguistic error is likely to distract the reader from merits of content.
- U9 (i) (15-11)** There will be many serious errors of various kinds throughout the script but they will be of the 'single-word' type i.e. they could be corrected without re-writing the sentence. Frequent errors in verb forms and haphazard changes of tense will confuse the meaning. Communication is established, although the weight of error may cause 'blurring' from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature. Spelling may be inconsistent. Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter and some recognition of appropriate tone for the genre but the weight of linguistic error will tend to obscure or neutralize its effect.
- U9 (ii) (10-6)** Sense will usually be decipherable but some of the error will be multiple i.e. requiring the reader to re-read and re-organize before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple,

in the whole composition. The content is likely to be comprehensible but may be partly hidden by the density of the linguistic error.

U9 (iii) (5-0) Scripts are almost entirely or entirely impossible to recognize as pieces of English writing. Whole sections will make no sense at all. Where occasional patches of relative clarity are evident some marks will be given. The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

At O-level while marking the papers, grammar is kept in consideration and grammatical errors are pointed out but no narration portion, translation, retranslation and correction of common errors is included in the papers of O-level in order to make the students sound in grammar. Only reading and writing skills are tested but not speaking and listening skills tested, hence oral test may be conducted in both the programmes accordingly. Subjective and objective portion in SSC level papers is laid down hence only subjective portion included in the O-level question papers. The language used in the question papers of O-level is Standard English but not SSC level.

There is no specific evaluation components determined at SSC level like situation description, understanding the contents, the style and presentation, scanning for and summarizing, reading for meanings, language accuracy, sentence structure, correct verb form, vocabulary wide and precise, punctuation accurate, paragraphs unity, topic addressed with consistent relevance, the tone and register are entirely appropriate to the topic.

EVALUATION/ASSESSMENT

SSC level	O- level
<p>In the assessment at SSC level reading and writing skills are tested, Communicative competence, task based questions and testing the conceptual understanding are included.</p> <p>Subjective and objective portion in SSC level papers is laid down. The language used in the question papers of SSC level is not in Standard English.</p> <p>At SSC level evaluation component like situation description, understanding the contents, the style and presentation, scanning for and summarizing, reading for meanings, language accuracy, sentence structure, correct verb form, vocabulary wide and precise, punctuation accurate, paragraphs unity, topic addressed with consistent relevance, the tone and register are entirely appropriate to the topic are missing .</p>	<p>In the assessment objectives at O-level communicative competence, creativity, critical skills and cross-cultural awareness along with reading and writing skills are tested.</p> <p>Subjective in O-level papers is laid down. The language used in the question papers in O-level in Standard English.</p> <p>At O-level evaluation component like situation description, understanding the contents, the style and presentation, scanning for and summarizing, reading for meanings, language accuracy, sentence structure, correct verb form, vocabulary wide and precise, punctuation accurate, paragraphs unity, topic addressed with consistent relevance, the tone and register are entirely appropriate to the topic.</p>

<p>No reading for ideas tested, where for example, scanning for and summarizing specific information is required to achieve and convey a global understanding of a text at SSC level.</p> <p>There is no specific marking scheme at O-level.</p>	<p>At O-level the reading for ideas is tested, where for example, scanning for and summarizing specific information is required to achieve and convey a global understanding of a text.</p> <p>There is specific marking scheme at O-level.</p>
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Summary of document analysis

Both the courses provide a logical framework in the form of aims and objectives for their students. O-level has got very specific objectives that meet the international demands whereas SSC level has got detailed objectives focusing on integrated skills, national and religious themes. In the light of the objectives, study material is designed by the experts. O-level contents reflects the teaching methodology as well which is communicative in nature keeping in view the objectives whereas the contents of the SSC level is mere selection of different kind of texts having no logical connection. SSC level textbook doesn't reflect any methodology to be adopted by the teachers in the classroom to exploit the text. The disparity is also reflected in the assessment system of both O-level and SSC level. O-level has got very clear assessment objectives and criteria which is not available in SSC curriculum. Non-availability of assessment objectives at SSC level it leads the paper setters to nowhere and they confine themselves in the textbook while designing the paper. Unfortunately this leads the students of SSC towards rote learning.

DISCUSSION

The language is taught as a compulsory subject in Pakistani institutions from class 1st to Bachelor level. The present study is a comparative study of Secondary School Certificate (SSC) and the General Certificate of Education Ordinary level (GEC O-Level) English language course in Pakistan.

The importance of English language has been emphasized since the creation of Pakistan. In all the education policies, right from first Education Conference 1947 to the latest National Education Policy 1998-2010, the importance of English has been properly recognized. The present study indicated that there was a relationship between the objectives mentioned in the National Education Policy and scheme of studies of Pakistani Secondary School Certificate and the British GCE O-level English Language programmes.

Clear and well-defined objectives set right direction for teaching-learning process. If objectives are not clear, the whole process is blocked. If country has to survive honorably in the international community its system of education specially the curriculum being taught should be internationally acceptable. In both the courses, course objectives of the English language were well defined and clear, and at O-level these were relevant to the international demands. Moreover, the scheme of study was appropriate to achieve the objectives mentioned in The National Education Policy. The results of the study were also supported by the studies conducted by Naeemullah (2007) and Umbreen (2008) that the O-Level objectives were appropriate to the international standard whereas the SSC Level programme was discovered lacking in this area.

The annual examination results of both the courses indicated that the performance of the students of GCE O-level were better than the performance of the students at SSC level. The study conducted by Kiyani (2002) on Science Education Programmes also verifies the results of this study that GCE O-level students' academic achievement was better than the SSC level students.

The need assessment is an essential activity prior to the curriculum development. It determines the targets to be achieved through curriculum development process. The present study concluded that the need assessment was necessary in both the programmes for curriculum development. The result of this study was confirmed by the findings of the study conducted by Naeemullah (2007). The respondents also viewed that curriculum development process for English language in both the programmes was appropriate that tally with the results of study conducted by Kiyani (2002). Saylor and Alexander (1954) examined curriculum as the sum total of school efforts to influence the learning, whether in the classroom, on the playground and or out of school.

The institutional environment was found suitable for English language teaching in both the programmes but it was found better at GCE O-level than the SSC level. The study also indicated that the mechanism of encouraging the teachers was present in GCE O-level but there was no such type of present course at SSC level. These results were also verified by the study conducted by Umbreen (2008).

The present study concluded that the curriculum of O-level develops creative, reflective, and critical thinking but the SSC level curriculum was lacking in this area.

The result of this study was confirmed by the findings of the study conducted by Rehman (2004).

It was discovered that the content selected in the textbooks of both the programmes have a logical sequence and it was found that the content of the O-level English language textbook was internationality competitive and helpful in learning the second language. These results were also supported by the study conducted by Umbreen (2008).

It was also revealed from the results of the study that there was no balanced focus on the four basic skills of the English language (Listening, Speaking, Reading and Writing). The SSC level course focuses on listening, reading and writing skills. The study conducted by Tayyaba (2007) and Sadia (2006) supported the results of the present study that reading and writing skills were emphasised at SSC level whereas speaking skill was entirely neglected at the SSC level.

Teaching methods constitute a significant part of the instructional process. Not all the students learn equally by the same method, by the same type of activity, or by using the same media. While some students are stimulated to consult some books, others need group discussion to accomplish the same purpose. Different students also need different types of learning activities by their self development. So far as the teaching methodology is concerned, it was discovered that Lecture and Grammar Translation Methods were used at SSC Level whereas Activity and the Direct Methods were used at O-level programme. These results were supported by Larson (1986), Naeemullah (2007) and Umbreen (2008) that indicate that teachers working at SSC Level were following teacher-centered approaches for teaching English language

to the students, in which the students perform the role of passive listeners in the classroom. It is also supported by Shabana (2004) who was of the view that to teach successfully one must plan successfully. Successful planning means knowing how to facilitate a positive learning experience for all the students. The teacher uses his/her best professional judgment to decide which method, strategy and techniques will work best for a particular situation.

The examinations are the integral part of education system. Effectiveness and authenticity of the education system cannot be ascertained without conducting tests. The results of the study revealed that the examination system of O-level programmes promoted creativity, critical thinking and comprehension of the students while the examination system of SSC level promoted cramming and rote learning habits in the students. Agarwal (1997) and Mascarenhas (1991) supported the views that SSC level examination system was not suitable for assessing the intellectual capacity of the students. This was also supported by Roehler (1991) which was of the view that O and A level examination is based on fair evaluation, which assess the high intellectual abilities, logical thinking, and creativity in the students.

It was found that new instructional technology was properly used at O-level as compared to SSC level. Instructional technology used as a supplementing strategy, makes the teaching of English more interesting and effective. Lack of the use of instructional technology at the SSC level may be due the reason that it was not properly available. The other reason may be the lack of motivation of the teachers in frequent use of instructional technology. Anukam (1996) reported that integration of appropriate technologies was not in evidence in teaching biological sciences.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study was aimed at conducting a comparative study of Secondary School Certificate (SSC) and General Certificate of Education-Ordinary Level (GCE O-level) English level course. The major objectives of the study were: (1) to analyze the objectives of teaching English of SSC and GCE O-level; (2) to compare the contents of the curricula of both the courses; (3) to critically review the teaching methodology of both the courses; (4) to undertake the comparison of examination system of English language course in both the programmes.

The results of the teachers for the years 2001 to 2006 were also considered for the evaluation of their performance. The survey method was adopted to compare the objectives, contents, teaching methodology and the examination system of secondary and GCE O-level English language course. The researcher studied the related literature and used structured questionnaires for the data collection. Three questionnaires were developed and validated through pilot testing and modified in the light of expert's opinions and reliability was determined on cronbach's alpha. These questionnaires were administered to the sample, for collection of data. Thus the data collected were tabulated and analyzed by using t-test and chi square. The document analysis was also made by keeping in mind the objectives of the study.

5.2 FINDINGS

5.2.1 Principals and Teachers

a) Curriculum

1. The calculated t-values of principals and teachers were 0.340 at 0.05 levels and 0.4456 at 0.05 levels respectively which were less than the table value. It means that there was a dire need of assessment in the development of curriculum in both the courses. Moreover the calculated t-values of principals and teachers were 3.449 at 0.05 levels and 2.109 at 0.05 levels respectively which were greater than the table value. It shows that the English language curriculum gave access to professional and vocational courses at O-level as compared to SSC level.
2. The calculated t-values of the principals and teachers were 2.281 at 0.05 level and 3.523 at 0.05 levels respectively which were greater than the table value. It means that present English language curriculum of O-level was related with the requirements of world of work and the calculated t-value of the principals was 0.552 at 0.05 levels which was less than the table value. It means the principals of both the programmes agreed that curriculum development process for English language was appropriate.

b) Objectives

3. The calculated t-values of principals and teachers were 1.805 at 0.05 levels and 0.553 at 0.05 levels respectively which were less than the table value. It means that the objectives of English language of both the courses were well-defined and clear and also document analyses support the same.
4. The calculated t-values of principals and teachers were 0.673 at 0.05 levels and 0.297 at 0.05 levels which were less than the table value. It means that the

objectives of English language were relevant to the national demand at the SSC and O-level and it was also found that the calculated t-values of principals and teachers were 3.034 at 0.05 levels and 2.041 at 0.05 levels respectively which were greater than the table value. It means the objectives of English language were relevant to the international demands at O-level as compared to SSC level and also document analysis supports the same.

5. The calculated t-values of principals and teachers were 3.556 at 0.05 level and 4.735 at 0.05 levels respectively which were greater than the table value. It means that the present scheme of the study of English language was to some extent appropriate to achieve the objectives mentioned in the National Education Policy at O-level as compared to SSC level.
6. While analysis the document it was found that the SSC level objectives emphasis on local aspects, social values, ethical values, religious aspects, national integrity, communicate fluently and use of translation/re-translation.

c) Administration

7. The calculated t-values of the principals and teachers were 2.678 at 0.05 level and 4.364 at 0.05 levels respectively which were greater than the table value. It means that institutional environment at O-level was more suitable to teach English language as compared to SSC level.
8. The calculated t-values of principals and teachers were 2.84 at 0.05 level, 2.996 at 0.05 levels and 4.226 at 0.05, 3.250 at 0.05 levels respectively which were greater than table value. It means that merit was strictly followed in all the matters and teacher student ratio was appropriate at O-level as compared to SSC level.

9. The calculated t-values of principals and teachers were 2.534 at 0.05 level, 3.733 at 0.05 levels and 3.704 at 0.05 levels, 2.901 at 0.05 levels respectively which were greater than the table value. It means that staff meetings were held regularly and awards, increments, incentives and merit certificates were given to encourage the English language teachers at O-level as compared to SSC level
10. The calculated t-value of students was 4.425 at 0.05 levels which was greater than the table value. It means that library facilities were adequately available at O-level as compared to SSC level. Moreover the calculated t-value was 1.433 at 0.05 levels which were less than the table value .It means that language lab was not available in school at SSC and O-level.
11. The calculated t-values of principals and teachers were 0.240 at 0.05 and 0.166 at 0.05 levels which were less than the table value. It means that principals and teachers of both the courses agreed that in-service training was also needed for all the teachers in both the courses.

d) Learning

12. The calculated t-values of principals and teachers were 1.907 at 0.05 levels, 1.007 at 0.515 levels and 1.007 at 0.05 levels, 1.550 at 0.05 levels respectively which was less than the table value. It means that the attention was given to the character building of students and English became a source of success in life in both the courses.
13. The calculated t-values of principals and teachers were 3.107 at 0.05 level, 3.403 at 0.05, 2.728 at 0.05 levels and 3.460 at 0.05 levels, 3.365 at 0.05 level, and 2.979 at 0.05 levels respectively which were greater than the table value. It means that

creative, reflective and critical thinking were developed at O-level as compared to SSC-level and also document analysis supports the same).

e) Contents

14. The calculated t-values of principals and teachers were 3.733 at 0.05 levels and 3.709 at 0.05 levels respectively which were greater than the table value. It means that present English language contents of O-level were more internationally competitive as compared to SSC level. Moreover the calculated t-values of principals and teachers were 1.526 at 0.05 levels and 0.748 at 0.05 levels respectively which were less than the table value .It means that there was a logical sequence in the contents at SSC and O-level and also document analysis support the same.
15. The calculated t-values of principals and teachers were 0.968 at 0.05 levels and 0.609 at 0.05 level respectively which were less than the table value .It means that the contents of English language in both the courses were appropriate to the intelligence/mental level of students.
16. The calculated t-values of principals were 0.603 at 0.05 levels which were less than the table value. It means and identification and incorporation of changes in the contents were made according to the national level in both the courses.
17. The calculated t-values of principals and teachers were 4.201 at 0.05 levels and 4.110 at 0.05 levels respectively which were greater than the table value .It means that the contents of O-level curriculum encouraged the students to think in target language (English) as compared to SSC level and document analysis supports the same.

18. The calculated t-values of principals and teachers were 2.480 at 0.05 level and 4.063 at 0.05 level respectively which were greater than the table value .It means that there was sufficient number of language activities/tasks in the prescribed books at O-level as compared to SSC Level while the calculated t-values of principals and teachers were 0.729 at 0.05 level, 0.437 at 0.05 level and 1.384 at 0.05 level, 1.634 at 0.05 level respectively which were less than the table value. It means that in both the courses language used in the books was understandable for the students and the script of books was free of errors at SSC and O-levels.
19. The calculated t-values of principals and teachers were 2.088 at 0.05 level, 2.693 at 0.05 levels and 3.588 at 0.05 level, 4.689 at 0.05 level respectively which were greater than the table value. It means that most of the principals of O-level considered contents of book reflected language-centered approach and student-centered approach as compared to SSC-level. Moreover, the calculated t-values of principals and teachers were 3.572 at 0.05 level and 4.917 at 0.05 level respectively which were greater than the table value. It means that most of the principals and teachers of SSC-level considered contents of book, reflected teacher-centered approach as compared to O-level and also document analysis supports the same.
20. While analysis the document it was found that the SSC level contents are promoting ideology exclusively but both the courses promoting social understanding, personal development, continuity of experience, involving pupils in learning experience and using effective learning experience ,aspects of linguistic oriented approach, lexical and characteristics, functioning of language, and communicative competence.

f) Teaching Methods

21. The calculated t-values of principals and teachers were 4.066 at 0.05 levels, 3.485 at 0.05 level, 3.588 at 0.05 level, 2.587 at 0.05 level and 2.909 at 0.05 levels, 3.793 at 0.05 level, 2.931 at 0.05 level, 4.02 at 0.05 level respectively which were greater than the table value. It means that the English language teaching was objective based, teacher prepared and followed lesson plan while teaching and questioning was encouraged in class at O-level as compared to SSC level.
22. The calculated t-values of principals and teachers were 0.715 at 0.05, 0.675 at 0.05 levels and 0.499 at 0.05 levels, 0.918 at 0.05 levels respectively which were less than the table value. It means that listening and writing skills were emphasized during teaching at the SSC and O-level. Moreover the calculated t-values of principals and teachers were 4.115 at 0.05 level and 3.323 at 0.05 level respectively which were greater than the table value .It means that speaking skill was emphasized during teaching at O-level as compared to SSC level while the calculated t-values were 4.005 at 0.05 level and 4.457 at 0.05 levels respectively which were greater than the table value. It means that reading skill was emphasized during teaching at SSC-level as compared to O-level and also document analysis supports the same.
23. The calculated t-values of principals and teachers were 0.634 at 0.05 levels and 0.25 at 0.05 levels respectively which were less than the table value .It means that the Lecture Method was used to teach English language at SSC and O-level and the calculated t-values were 2.429 at 0.05 level, 3.054 at 0.05 level and 4.365 at 0.05 level, 3.487 at 0.05 levels respectively which were greater than the table value. It means that the Activity and the Direct method were used to teach English

language at O-level as compared to SSC-level while the calculated t-values were 3.162 at 0.05 level and 4.53 at 0.05 levels respectively which were greater than the table value .It means that GTM was used to teach English language at SSC level as compared to O-level whereas the calculated t-values were 1.511 at 0.05 level and 1.641 at 0.05 levels respectively which were less than the table value. It means that the Audio-Lingual Method was not used to teach English language in both the courses and also document analysis supports the same.

24. The calculated t-values of principals and teachers were 3.572 at 0.05 level, 3.855 at 0.05 level and 3.92 at 0.05 levels, 3.97 at 0.05 levels respectively which were greater than the table value. It means that new instructional technology and additional material apart from the text books was used properly for better comprehension to teach English language at O-level as compared to SSC level.
25. While analysis the documents it was found that in both the courses psychological factors (short term objectives, appealing materials, whole-person approach realism (self committing choices,) ,social and cultural factors, (geographical setting, age range and class), advantages of culture-specific course book, teaching cultural background with the language,) English as a second language, anthropological aspects of language, balance in four skills, drill exercise before free production, guide the students to hear oral speech, segment the steam of phrases, group them into lexical and syntactic units(words, phrase, sentences) and questions to comprehend are proposed at SSC level and being implemented at O-level.

g) Evaluation

26. The calculated t-values of principals and teachers were 0.474 at 0.05 level, 1.360 at 0.05 level and 0.319 at 0.05 level, 1.906 at 0.05 levels respectively which were less than the table value. It means that formative evaluation was necessary to assess the gradual development of students and the examination system covered the whole prescribed English language course in both the courses but the calculated t-values of Principals and teachers were 2.975 at 0.05 level and 4.859 at 0.05 levels respectively which were greater than the table value. It means that the examination system was focused on cramming at SSC level as compared to O-level whereas the calculated t-values were 2.320 at 0.05 level, 2.486 at 0.05 level and 4.379 at 0.05 levels, 3.972 at 0.05 levels respectively which were greater than the table value. It means that the examination system focused on understanding of concepts and promoted creativity at O-level as compared to SSC-level.
27. The calculated t-values of principals and teachers were 0.254 at 0.05 level, 1.387 at 0.05 level, 0.427 at 0.05 level and 0.504 at 0.05 level, 1.269 at 0.05 level, 0.823 at 0.05 levels respectively which were less than the table value. It means that question papers were helpful for proper assessment of language proficiency, English language papers were also appropriate to the intelligence/mental level of the students and pattern of choice in the papers was also appropriate in both the course.
28. The calculated t-values of principals and teachers were 1.623 at 0.05 levels, 0.341 at 0.05 levels, 0.572 at 0.05 levels, and 0.187 at 0.05 levels, 0.929 at 0.05 levels, and 0.305 at 0.05 levels respectively which were less than the table value. It means that in both the course there was no scope for cheating during the

examination, computerization of examination system was more helpful to minimize the malpractices, grades earned by the student through internal and public exams were also comparable.

29. The calculated t-values of principals and teachers were, 0.542 at 0.05 levels, 0.476 at 0.05 levels and 0.405 at 0.05 levels, 0.349 at 0.05 levels, and 0.523 at 0.05 levels respectively which were less than the table value. It means that in both the course, the examination system promoted healthy competition among institutions and item bank should be established for uniform standards of examination system.
30. The calculated t-values of teachers were 0.279 at 0.05 levels and 0.376 at 0.05 levels respectively which were less than the table value. It means that in both the courses home work was given and checked on regular basis.
31. While analysis the documents it was found that in the assessment in both the courses reading and writing skills are tested, Communicative competence, based questions and testing the conceptual understanding are included. Subjective and objective portion in SSC level papers is laid down but at O-level only subjective portion is included. The language used in the question papers at O-level is Standard English.
32. The results in English at O-level was consistently 100% during the years 2001-2006 while at SSC level these were less than 82% in the sample institutions. The results of SSC level were 70%, 74%, 79, 81% and 75% during the years 2001-2002, 2002=2003, 2003-2004, 2004-2005 and 2005-2006, respectively. It can be concluded that the results of O-level students were better than the results of SSC level students in the sample institutions.

5.2.2 Students

a) Administration

33. It was found that the calculated χ^2 were 58.92 at 0.05 level and 49.61 at 0.05 level respectively which were greater than the table value .It means that the institutional environment was suitable to teach English language and merit was strictly followed in all the matters at O-level as compared to SSC level
34. It was found that the calculated χ^2 were 27.621 at 0.05 level which were greater than the table value It means that library facilities were adequately available at O-level. Moreover, the calculated χ^2 was 0.888 at 0.05 levels which was less than the table value. It means that language lab was not available in school at SSC and O-level. However, calculated χ^2 was 1.94 at 0.05 levels which were less than the table value. It means that the institution arranged the co-curricular activities in both the courses.

b) Learning

35. The calculated χ^2 was 1.26 at 0.05 levels which was less than the table value. It means that attention was also given to the character building of students in both the courses.
36. It was found that the calculated χ^2 was 0.91 at 0.05 level and 2.741 at 0.05 levels which were less than the table value. It means that scholarships were necessary to motivate the students and English Language became a source of success in life at SSC and O-level.
37. It was found that the calculated χ^2 were 124.04 at 0.05 level, 57.94 at 0.05 level and 89.70 at 0.05 level respectively which were greater than the table value It

means that creative, reflective and critical thinking were developed at O-level as compared to SSC-level.

38. It was found that the calculated χ^2 were 144.23 at 0.05 level which were greater than the table value It means that teachers motivated the students to read English news papers and magazines at O-level as compared to SSC-level.

c) Contents

39. It was found that the calculated χ^2 were 24.78 at 0.05 level and 247.17 at 0.05 level respectively which were greater than the table value It means that topics of English text books of O-level were internationally competitive and the contents of curriculum encouraged the students to think in target language (English) at O-level as compared to SSC level. Moreover, the calculated χ^2 was 1.339 at 0.05 levels which was less than the table value. It means that contents of English Language were according to the intelligence/mental level of students at SSC and O-level.

40. It was found that the calculated χ^2 was 24.65 at 0.05 levels which were greater than the table value. It means that there was sufficient number of language activities/tasks in the prescribed books at O-level as compared to SSC Level. Moreover, the calculated χ^2 were 2.493 at 0.05 level 2.421 at 0.05 level and 1.492 at 0.05 level respectively which were less than the table value It means that in both the courses language used in the books was understandable for the students, script of books was free of errors and topics of English text books created interest in the students.

d) Teaching Methods

41. It was found that the calculated χ^2 were 65.47 at 0.05 level, 243.21 at 0.05 level, 310.04 at 0.05 level respectively which were greater than the table value It means that teachers prepared lesson plan before teaching and also followed it during teaching and questioning was encouraged in class at O-level as compared to SSC level.
42. It was found that the calculated χ^2 was 1.588 at 0.05 levels which were less than the table value It means that the teacher explained the text for comprehension during teaching at SSC and O-level. Moreover calculated χ^2 was 145.01 at 0.05 levels which were greater than the table value. It means that the teacher paid attention to the pronunciation of students at O-level as compared to SSC level.
43. It was found that the calculated χ^2 was 0.72 at 0.05 level which was less than the table value It means that teacher gave feed back well in time in class at SSC and O-level. Moreover, the calculated χ^2 were 113.61 at 0.05 level and 73.01 at 0.05 levels respectively which were greater than the table value. It means that new instructional technology was properly used to teach English language and additional material apart from text books was used properly for better comprehension to teach English language at O-level as compared to SSC level.
44. It was found that the calculated χ^2 were 2.822 at 0.05 level and 2.792 at 0.05 level respectively which were less than the table value. It means that listening and writing skills were emphasized during teaching at SSC and O-level. Moreover, the calculated χ^2 was 105.81 at 0.05 level which was greater than the table value. It means that speaking skill was emphasized during teaching at O-level as compared to SSC level. Whereas the calculated χ^2 was 424.44 at 0.05 level which was

greater than the table value. It means that reading skill was emphasized during teaching at SSC-level as compared to O-level.

45. It was found that the calculated χ^2 was 1.483 at 0.05 levels which was less than the table value. It means that the lecture method was used to teach English language at SSC and O-level. Moreover, the calculated χ^2 were 71.05 at 0.05 level and 209.93 at 0.05 levels respectively which were greater than the table value. It means that the Activity Method and the Direct Methods were used to teach English language at O-level as compared to SSC-level. Whereas, the calculated χ^2 was 229.68 at 0.05 level which was greater than the table value. It means that the Grammar Translation Method was used to teach English language at SSC-level as compared to O-level but the calculated χ^2 was 1.757 at 0.05 level which was less than the table value. It means that the Audio-lingual Method was not used to teach English language in both the courses.

e) Evaluation

46. It was found that the calculated χ^2 were 0.677 at 0.05 level and 0.583 at 0.05 level respectively which were less than the table value. It means that formative evaluation was necessary to assess the gradual development of the students and the examinations system covered the whole prescribed English language course in both the systems. Moreover the calculated χ^2 was 105.68 at 0.05 levels which were greater than the table value. It means that the examination system focused on cramming at SSC level as compared to O-level. Moreover, the calculated χ^2 was 181.10 at 0.05 levels which were greater than the table value. It means that the examination system focused on understanding of concepts at O-level as compared to SSC level.

47. It was found that the calculated χ^2 was 77.01 at 0.05 level which was greater than the table value. It means that the examination promoted creativity at O-level as compared to SSC level. Moreover the calculated χ^2 were 1.256 at 0.05 level, 1.657 at 0.05 level and 2.594 at 0.05 level respectively which were less than the table value. It means that in both the courses English language papers were appropriate to the intelligence/mental level of the students and pattern of choice in the papers was appropriate also while there was no scope for cheating during the examination in both the courses.
48. It was found that the calculated χ^2 were 2.061 at 0.05 level and 1.959 at 0.05 level which were less than the table value. It means that homework was given and checked on regular basis at SSC and O-level.

5.3 CONCLUSIONS

On the basis of analysis of data and findings of the study, following conclusions were drawn:

1. O-level English language curriculum gave access to professional and vocational courses that were relevant to the requirement of world of work.
2. The O-level curriculum developed and promoted creative writing abilities whereas the SSC Level curriculum promoted rote learning habits for writing a paragraph or in other types of writing skills.
3. The present scheme of study of O-level was considered appropriate to achieve the objectives for learning English whereas the scheme of study at SSC level was not considered appropriate to achieve the objectives. It was concluded that there was a need to bring changes in the scheme of studies to achieve the objectives.
4. The course objectives of learning English language in SSC and O-level were well-defined, clear and relevant to the demands of the students. However, in the O-level, they met the international standards but in the SSC Level, they did not meet the international standard.
5. The contents in the textbooks in both the courses were found appropriate and up to the mental/intelligence level of the students. However, the content of O-level was internationally competitive as compared to SSC level.
6. The number of learning activities in O-level textbooks was greater in number as compared to the activities in textbooks of SSC level. They were well sequenced, properly graded and focused on the basic skills of language learning (listening,

speaking, reading and writing). However, the learning activities in the SSC level textbook were not found in proper sequence to provide practice of the language to the students.

7. The teachers working in O-level course followed student-centered and language-centered approach that reflected the interest and needs of the students. They ensured participation of the students in the learning process. It was found that in SSC level, the teachers used to follow teacher-centered approach in which the teacher was absolute authority in the teaching learning process of classroom. The lesson plans were prepared and followed by the teachers in O-level but in SSC Level they did not follow that reflected the motivation and expertise of the teachers. They were given training for the preparation of lesson plan in teacher development programmes but they were not in habit of preparing and practicing the lesson plans in school teaching environment.
8. The Grammar Translation Methods was used to teach English language at SSC Level while at O-level the Direct Teaching and Activity-based methods were used in teaching English language. Additional reading material was provided to students by the teachers at O-level but it was not provided at SSC level. The O-level teachers were using new instructional technologies in the classroom but these were not available at SSC level.
9. The teachers in O-level were provided special attention to improve the pronunciation of the students. As a result, the students of this course had got better fluency in speaking skill as compared to the speaking skill of SSC level students. It means that overall focus of the SSC level was found in the teaching

of Reading and Writing skills only whereas the O-level course focused on the teaching of four language skills in a balanced way.

10. Teacher student ratio (1:25) at O-level was appropriate for the study of English subject in which the teacher was able to provide practice of the language skills to students. However, the classes at SSC level were found over crowded that did not allow the teacher to conduct pair work, practice sessions and supervise the individualized progress of the students.
11. It was concluded that the library facilities were available up to the required standard in O-level and the teachers motivated the students to read the library books. However, the majority of the institutions in SSC level were without the library facilities and the teachers did not motivate and encourage the students to study the library books.
12. The language laboratory was completely missing in both the programmes that indicated that we were teaching English without providing practice of listening and speaking skills to our students. Moreover, O-level students were given practice in learning, listening and speaking skills in the classroom.
13. The examination system required changes to improve the comprehension and conceptual development of the students at SSC level. The assessment at SSC level promoted cramming and rote memorizations whereas the O-level course was found comparatively better in this respect that focused on understanding of concepts and it promoted creativity. Both the systems agreed that formative evaluation was necessary to assess the gradual development of students and examination covered the whole English language prescribed course.

5.4 RECOMMENDATIONS

The recommendations of the study are as follows:

1. The SSC level curriculum needs to be revised and modified according to the requirements e.g. integration of four skills, use of technology such as use of computer in language learning, use of computer lab by the English language teacher, and induction of the latest topics in the curriculum like human rights and environment etc. It should be updated and made compatible according to the international standards and should also be formulated to develop reflective, creative and critical thinking in the students.
2. The contents of the English language textbooks in the public schools may be revised and modified so as to develop communicative skill in the students. It should contain the communicative activities/tasks for providing opportunities of language practice to the students
3. Conducive environment for the language learning may be developed in secondary schools. The English language teacher should motivate the students by using authentic material and by adopting pair work and group work activities in the classroom. The teacher student ratio should be 1:25 so that the teacher may implement student-centered and language-centered approach properly.
4. The public schools may be equipped with libraries, language labs and audio visual materials such as tape recorder, video-player, overhead projector, multi-media etc and such facilities may be properly used for improving the teaching learning process in the subject of English.

5.5 FUTURE RESEARCH

Area for further research may be “Content Analysis of SSC and GCE O-level”, “Scheme of studies of SSC and GCE O-level”, “Comparison of Teaching Methodologies/ approaches,” “Assessment System of GCE O-level”, “Use of technology in language teaching”, “Comparison of SSC and GCE O-level in other subjects”, ”Comparison of Intermediate & A-level in English language and other disciplines”.

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A COMPARATIVE STUDY OF SECONDARY AND GCE O- LEVEL ENGLISH LANGUAGE COURSE

QUESTIONNAIRE FOR PRINCIPALS (SSC/O-LEVEL)

PERSONAL INFORMATION:

1. Name _____
2. Qualification
 - (a). Academic _____
 - (b). Professional _____
3. Experience (In Years)
 - (a). Total _____
 - (b). Teaching _____
 - (c). Curriculum Planning & development _____
4. Name of institution / organization _____

5. Have you ever been a member of National / Provincial Curriculum Committee?
Yes/ No
6. Have you attended any International Conference / Seminar / Course? Yes / No.
Please tick (√) or write as appropriate from the following

SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SD=Strongly Disagree.

(General)

S No	Items	SA	A	UD	DA	SD
7	Need assessment is necessary for English Language curriculum development.					
8	The English language curriculum gives access to professional and vocational courses.					
9	The English language curriculum is related to the requirement of world of work.					
10	The Curriculum development process for English Language is appropriate.					
11	The objectives of English language are well defined and clear.					
12	The objectives of English language are relevant to:					
	i- National demand					
	ii.- International demand					
13	The present scheme of studies of English Language					

	is appropriate to achieve the objectives mentioned in The National Education Policy.					
14	Institutional environment is suitable for English language teaching.					
15	Attention is also given to the character building of students.					
16	Teacher student ratio is appropriate.					
17	Merit is strictly followed in all the matters.					
18	Staff meetings are held regularly					
19	Awards, increments, incentives and merit certificates are given to encourage the English language teachers.					
20	English language becomes a source of success in life.					
21	In- service training is needed for all the teachers.					
22	Which of the following thinking skills are developed in the students?					
	a. Creative thinking					
	b. Reflective thinking					
	c. Critical thinking					

(Contents)

S No	Items	SA	A	UD	DA	SD
23	The present English language curriculum contents are internationally competitive.					
24	There is a logical sequence in the contents of English language.					
25	The contents are appropriate to the intelligence/ mental level of students.					
26	The contents encourage the students to think in target language (English).					
27	Identification and incorporation of changes in the contents are made according to the national requirements.					
28	There is sufficient number of language activities / tasks in the prescribed books.					
29	The language used in the books is understandable for the students.					
30	The script of book is free of errors.					
31	The contents of the book reflects:					
	i- Language- centered approach					
	ii- Student- centered approach					
	iii- Teacher- centered approach					

(Teaching Method)

S No	Items	SA	A	UD	DA	SD
32	The English language teaching is objective based.					
33	Teacher prepares lesson plan before teaching.					
34	Teacher follows lesson plan during teaching.					
35	Questioning is encouraged in the class.					

36	Which of the following language skills are emphasized during teaching?					
	a. Listening					
	b. Speaking					
	c. Reading					
	d. Writing					
37	The Lecture Method is used to teach English language.					
38	The Activity Method is used to teach English language.					
39	The Grammar Translation Method is used to teach English language.					
40	The Direct Method is used to teach English language.					
41	The Audio Lingual Method is used to teach English language.					
42	New instructional technology is properly used to teach English language.					
43	Teacher provides additional material apart from text books for better comprehension.					

(Evaluation)

S No	Items	SA	A	UD	DA	SD
44	Formative evaluation is necessary to assess the gradual development of the students					
45	The examination system focuses on cramming.					
46	The Examination system focuses on understanding of concepts.					
47	The Examination covers the whole English language prescribed course.					
48	The Examination system promotes creativity.					
49	The question papers are helpful for proper assessment of the language proficiency.					
50	The English language papers are appropriate to the intelligence/mental level of the students					
51	The pattern of choice in the papers is appropriate					
52	There is no scope for cheating during the examination.					
53	Computerization of the Examination system is helpful to minimize the malpractices.					
54	The grades earned by the students through internal and public exams are comparable.					
55	The Examination system promotes healthy competition among institutions.					
56	Item bank is established for uniform standards of the examination system					
57	Papers are checked properly.					

58. Give your suggestions for improvement of the English language objectives.

59. Give yours suggestions for improvement of The English language curricula.

60. Give yours suggestions for improvement of the teaching methodology.

61. Give yours suggestions for improvement of the examination system.

A COMPARATIVE STUDY OF SECONDARY AND GCE-O LEVEL ENGLISH LANGUAGE COURSE

QUESTIONNAIRE FOR ENGLISH LANGUAGE TEACHERS SSC/O-LEVEL

PERSONAL INFORMATION

1. Name _____
2. Qualification: a) Academic: _____
 b) Professional: _____
3. Experience _____
4. Name of Institution _____
5. Please indicate 5 years Board's/University's results in your subject:

Year	No. of Student Appeared	No. of Students Passed	Pass Percentage
2001-2002			
2002-2003			
2003-2004			
2004-2005			
2005-2006			

Please tick (√) or write as appropriate from the following

SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SD=Strongly Disagree.

(General)

S.No.	Items	SA	A	UD	DA	SD
6.	English language curriculum gives access to professional and vocational courses					
7.	The English language curriculum is related to the requirement of world of work.					
8.	The objectives for English language are well defined and clear.					
9.	The objectives of English language are relevant to:					
	ii) National demand					
	iii) International demand					
10	The present scheme of studies of English language is appropriate to achieve the objectives mentioned in The National Education Policy.					
11	Institutional environment is suitable for English language teaching.					
12	Attention is also given to the character building of students.					
13	Teacher student ratio is appropriate.					
14	Merit is strictly followed in all the matters.					
15	Staff meetings are held regularly					

16	Awards, increments, incentives and merit certificates are given to encourage the English language teachers.					
17	English language becomes a source of success in life.					
18	In- service training is needed for all the teachers.					
19	Which of the following thinking skills are developed in the students?					
	a. Creative thinking					
	b. Reflective thinking					
	c. Critical thinking					
20	Library facilities are adequately available.					
21	Language lab is available in school.					

(Contents)

S.No.	Items	SA	A	UD	DA	SD
22	The present English language curriculum contents are internationally competitive.					
23	There is a logical sequence in the contents of English language.					
24	The contents are appropriate to the intelligence/ mental level of students					
25	The contents encourage students to think in target language (English)					
26	There is sufficient number of language activities/tasks in the prescribed books					
27	The language used in the books is understandable for the students					
28	The script of book is free of errors.					
29	The contents of the book reflect:					
	i- Language- centered approach					
	ii- Student- centered approach					
	iii- Teacher- centered approach					

(Teaching Methods)

S.No.	Items	SA	A	UD	DA	SD
30	The English language teaching is objective based					
31	Teacher prepares lesson plan before teaching					
32	Teacher follows lesson plan during teaching					
33	Questioning is encouraged in the class					
34	Which of the following language skills are emphasized during teaching?					
	a. Listening					
	b. Speaking					
	c. Reading					
	d. Writing					
35	The Lecture Method is used to teach English language					
36	The Activity Method is used to teach English language					
37	The Grammar Translation Method is used to teach English language					
38	The Direct Method is used to teach English language					

39	The Audio Lingual Method is used to teach English language					
40	New instructional technology is properly used to teach The English language.					
41	Teacher provides additional material apart from the text books for better comprehension.					

(Evaluation)

S.No.	Items	SA	A	UD	DA	SD
42	Formative evaluation is necessary to assess the gradual development of the students					
43	The examination system focuses on cramming					
44	The examination system focuses on understanding of concepts					
45	The Examination covers the whole English language prescribed course.					
46	The Examination system promotes creativity					
47	The question papers are helpful for proper assessment of the language proficiency					
48	The English language papers are appropriate to the intelligence/ mental level of the students					
49	The pattern of choice in the papers is appropriate					
50	There is no scope for cheating during the examination					
51	Computerization of the examination system is helpful to minimize the malpractices					
52	The grades earned by the students through internal and public exams are comparable					
53	The Examination system promotes healthy competition among institutions					
54	Item bank is established for uniform standards of the examination systems.					
55	Papers are checked properly.					
56	Homework is given on regular basis					
57	Homework is checked on regular basis					

58. Give yours suggestions for improvement of the English language objectives.

59. Give yours suggestions for improvement of The English language curricula.

60. Give yours suggestions for improvement of the teaching methodology.

61. Give yours suggestions for improvement of the examination system.

**A COMPARATIVE STUDY OF SECONDARY AND GCE-OLEVEL ENGLISH
LANGUAGE COURSE**

QUESTIONNAIRE FOR ENGLISH LANGUAGE STUDENTS (SSC/O-LEVEL)

PERSONAL INFORMATION

1. Name _____
2. Name of Institution _____
3. Class _____

Please tick (✓) or write as appropriate from the following

(General)

S.No.	Items	Yes	No
4	Institutional environment is suitable for English language teaching		
5	Attention is also given to the character building of student		
6	Merit is strictly followed in all the matters		
7	Scholarships are necessary to motivate the students		
8	The English language becomes a source of success in life		
9	Which of the following thinking skills are developed in the students?		
	a. Creative thinking		
	b. Reflective thinking		
	c. Critical thinking		
10	Library facilities are adequately available in school.		
11	Teacher motivates you to read English newspapers and magazines?		
12	Language lab is available in school.		
13	The institution arranges co-curricular activities.		

(Contents)

S.No.	Items	Yes	No
14	The Present English language curriculum contents are internationally competitive.		
15	The content is appropriate to the intelligence / mental level of the students.		
16	The contents encourage the students to think in target language (English)		
17	There is sufficient number of language activities / tasks in the prescribed books.		
18	The language used in the books is understandable.		
19	The script of book is free of errors.		
20	The topics of English textbooks create interest in the students.		

(Teaching Methods)

S.No.	Items	Yes	No
21	Teacher prepares lesson plan before teaching.		
22	Teacher follows lesson plan during teaching.		
23	Teacher explains the text for comprehension during teaching.		
24	Teacher pays attention to the pronunciation of the students.		

25	Teacher gives feed back well in time.		
26	Questioning is encouraged in the class.		
27	Which of the following language skills are emphasized during teaching?		
	a. Listening		
	b. Speaking		
	c. Reading		
	d. Writing		
28	Which of the following methods are used by your teacher in his/her class?		
	a. The Lecture Method		
	b. The Activity Method		
	c. The Grammar Translation Method		
	d. The Direct Method		
	e. The Audio lingual method		
29	New instructional technology is properly used to teach English language.		
30	Teacher provides additional material apart from the text books for better comprehension.		

(Evaluation)

S.No	Items	Yes	No
31	Formative evaluation is necessary to asses the gradual development of the students.		
32	The examination system focuses on cramming.		
33	The examination system focuses on understanding of concepts.		
34	The Examination system covers the whole English language prescribed course.		
35	The Examination system promotes creativity		
36	The English language papers are appropriate to your intelligence/mental level.		
37	The pattern of choice in the papers is appropriate.		
38	There is no scope for cheating during the examination.		
39	Home work is given on regular basis.		
40	Home work is checked on regular basis.		

41. Give yours suggestions for improvement of the English language objectives.

42. Give yours suggestions for improvement of The English language curricula.

43. Give yours suggestions for improvement of the teaching methodology.

44. Give yours suggestions for improvement of the examination system.

**NATIONAL CURRICULUM ENGLISH (COMPULSORY)
FOR CLASSES IX-X
GENERAL OBJECTIVES (IX-X)**

At the completion of Secondary level, the child will be able to:

1. Learn and practice English pronunciation stress and intonation.
2. Learn & understand different social expressions.
3. Communicate fluently in English the simple authentic situations.
4. Read text, descriptive/narrative/instructional with reasonable speed and comprehension.
5. Summarize the prose passage from the text.
6. Recite simple poems.
7. Give ample opportunity to learn, to listen, and to speak in the class
8. Translate a simple unseen prose from English into Urdu & vice versa.
9. Promote the use of library books to inculcate reading habits.
10. Read to form ethical and social values and precepts (Humanism, tolerance, and patience/patriotism).
11. Behave in the social medium as a responsible, re-creator and perfect humanity.
12. Inculcate a sense of gratitude to Allah Almighty for his blessings bestowed upon us.
13. Promote the feelings of national integrity and self-reliance and the behavior patterns as a national character.

SPECIFIC OBJECTIVES (IX-X)

Listening and Speaking Skills

After the completion of Class IX, the students will be able to:

1. Use appropriate stress and intonation in extended speech.
2. Listen and understand directions and expressions of hope, surprise, happiness and unhappiness, etc.
3. Draw attention of others to do something.
4. Figure out the topic of discussion after listening to a conversation.
5. Initiate discussion on a given topic.

6. Interview people on specific topics and reproduce information in oral or note form.
7. Describe places and people including physical personality traits.
8. Listen and follow a sequential account of an incident/event.
9. Listen to a text and relate cause and effect relationship.
10. Narrate reasons/causes of an incident/event.
11. Verbally describe a process in all its details.

Listening and Speaking Skills

After completion of class-X, the students will be able to: -

1. Practice English pronunciation, intonation and stress pattern of the relevant speech forms (is/are/have/am)
2. Listen and understand expressions of agreeing, disagreeing, and persuasion scope.
3. Take down small message involving a caller, recipient, address, condition, place, etc.
4. Identify and provide missing words in a text.
5. Convey his/her needs and requirements by giving reasons.
6. Give instructions in a logical sequence.
7. Recapitulate main points of a conversation.
8. Describe a place with reference to spatial relationships.
9. Deduce the context with reference to: Who is speaking? Where are they? What are they talking about?
10. Segregate supporting details from the main idea.
11. Identify and use synonyms (words & phrases) in a spoken discourse
12. Narrate a story after listening to an outline.
13. Listen and complete a diagram, table and flow chart.

Reading Skills:

After completion of class IX, the students will be able to:

Class-IX

1. Skim and scan descriptive, narrative and instructional text.
2. Understand the relations between the parts of a text by recognizing the topic sentences and the relation of other sentences to them.\

3. Predict what follows, by looking at initial sentences of passages and anticipate ending.
4. Deduce the meaning of words through context in presence of teacher.
5. Distinguish the main idea from the supporting detail.
6. Read and understand the headings of the newspapers.
7. Read and understand the contracted forms of (is, are, am, have).
8. Read and understand the relationship of cohesive devices.
9. Read and take notes from a simple text.
10. Understanding given information by relating it to drawings/diagrams/tables, etc.
11. Fill up tables of possible/probable/impossible events happen in future.
12. Extract salient points to summarize the text or an idea, etc.

Class-X

1. Read silently to skim, to get the gist/general idea with speed and greater degree of comprehension.
2. Recognize the common ways in which paras of varying text types (descriptive, comparative, contrastive, narrative process, etc.) are organized.
3. Recognize and interpret, lexical and cohesive devices, such as:
Synonyms/metaphors, idiomatic expressions, etc.
4. Infer the missing details in a text by concentrating on the implied information.
5. Read and understand new items in a newspaper, children page, etc.
6. Extract salient to summarize and take notes with greater comprehension and speed.
7. Develop a mind map from a text.
8. Read various symbols/abbreviations used in a dictionary and follow directions to look up the words.
9. Read stories and poems for enjoyment and understanding.
10. Do extensive reading in a library.

Writing Skills

Class-IX

1. Fill in the different forms.
2. Indicate the ability to use different layouts and format of letters.
3. Write formal letters to teachers, school authorities, newspaper editors, etc.
4. Write informal notes consisting of 10-12 sentences to friends / family.

5. Perceive grammatical cues through contextual situations and apply them in writing (voice, narrative clause, phrases).
6. Jot down ideas through brain storming to produce ideas related to given topic.
7. Write a guided composition (pictures/out-lines/vocabulary).
8. Write a simple report on events/incidents.
9. List difference between any two objects, situations and ideas in a paragraph.
10. Summarize a given text/poem.
11. Paraphrase lines of the extracts of text (poem) to develop writing skill.
12. Translate simple sentences from English to Urdu and vice versa.
13. Make use of quotation marks in quoting exact words from other sources.
14. Punctuate a paragraph.

Class-(X)

1. Write formal/informal notes/letters/applications.
2. Construct a paragraph by writing a topic, sentences and supporting details such As first, next, then, after, etc.
3. Use familiar vocabulary, idioms, phrases and pair of words in writing.
4. Write questions about a given topic to generate and gather ideas.
5. Write paras/notes with the help of mind mapping/pictures.
6. Develop paras, based on classification of objects and familiar concepts.
7. List several causes of a given phenomenon/happening in a paragraph
8. Write a composition of about 150-200 words
9. Paraphrase a given poem.
10. Summarize the main ideas of poem/text.
11. Translate simple/short Para from English into Urdu and vice versa.
12. Make use of all the punctuation marks.

SCHEME FOR SETTING OF QUESTION PAPERS SSC LEVEL PAKISTAN

Detail of English Paper (A)

Objective:

- | | | |
|----|----------------------------|----------|
| 1. | True / False | 05 Marks |
| 2. | Missing letter in spelling | 05 Marks |
| 3. | Matching | 05 Marks |
| 4. | MCQ's | 05 Marks |

(Paper Setter will ask at least two items from each Text Book)

Subjective:

- | | | |
|----|---|----------|
| 1. | Short questions. | 20 Marks |
| | (Short questions will consist of two parts i.e. 9 th and 10 th .
Each part will comprise 8 questions and students attempt any
Five questions from each part). | |
| 2. | Summary of Poem or Stanza | 10 Marks |
| 3. | Use of Words / Idioms (5 out of 8) four words & four Idioms
will ask compulsory. | 10 Marks |
| 4. | Translation from English into Urdu. | 10 Marks |

Details of English Paper (B)

Objective:

- | | | |
|----|--|----------|
| 1. | Fill in the blanks with correct verbs. | 04 Marks |
| 2. | Fill in the blanks with correct preposition. | 04 Marks |
| 3. | Fill in the blanks with pair of words. | 04 Marks |
| 4. | Change the voice. | 04 Marks |

5. Re-arrange the words in proper order. 04 Marks

Subjective:

1. Essay or Paragraph 15 Marks
Three Essays & three Paragraphs (Attempt any one)
2. Letter or Story or Dialogue (Attempt any one) 10 Marks
3. Comprehension 10 Marks
4. Direct/Indirect narration 5 out of 8) 05 Marks
5. Translation from Urdu sentence into English (5 out of 8) 05 Marks
6. Translation from Urdu into English (Paragraph) 10 Marks

Source A hand book of curriculum and syllabi for the secondary school examination to be held in 2008. (Academic session 2006-2008) Board of Intermediate and Secondary Education, Lahore

Scheme of Studies for the Secondary School Examination

Science Group:

Subject	Marks			Periods
	Theory	Practical	Total	
Urdu (A+B)	75 + 75	-	150	6
English (A+B)	75 + 75	-	150	6
Islamite for Muslims Ethics for non-Muslims	75	0	75	3
Pakistan Studies	75	-	75	3
Physics	85	15	100	4+2
Chemistry	85	15	100	4+2
Biology or	85	15	100	4+2
Computer Science or	75	25	100	3+3
One technical subject	50	50	100	2+4
Total			850	42

Humanities Group:

Subject	Marks			Periods
	Theory	Practical	Total	
Urdu (A+B)	75 + 75	-	150	6
English (A+B)	75 + 75	-	150	6
Islamite for Muslims Ethics for non-Muslims	75	-	75	3
Pakistan Studies	75	-	75	3
Mathematics	100		100	6
General Science	100	-	100	6
Two Social Science subject or One Social Science Technical subject	100+100 100 50	- - 50	200 100 100	6+6 6 2+4
Total			850	42

Technical Group:

Subject	Marks			Periods
	Theory	Practical	Total	
Urdu (A+B)	75 + 75	-	150	6
English (A+B)	75 + 75	-	150	6
Islamite for Muslims Ethics for non-Muslims	75	-	75	3
Pakistan Studies	75	-	75	3
Mathematics	100		100	6
General Science	100	-	100	6
Two Technical subjects	50 50	50 50	100 100	2+4 2+4
Total			850	42

Darse nizami Group:

Subject	Marks			Periods
	Theory	Practical	Total	
Urdu A+ Urdu B (AI Qawaid wal Insha)	75 + 75	-	150	6
English (A+B)	75 + 75	-	150	6
Pakistan Studies	75	-	75	3
Seeratul Rasool (in lieu of Islamite)	75	-	75	3
Mathematics	100		100	6
General Science	100	-	100	6
Al-Qurain	100	-	100	6
Al-Hadith	50	-	50	3
Al-Fiqah	50	-	50	3
Total			850	42

Source A hand book of curriculum and syllabi for the secondary school examination to be held in 2008. (Academic session 2006-2008) Board of Intermediate and Secondary Education, Lahore

Social Science Subjects:

- | | |
|---|---------------------------------------|
| 1. Arts and Model Drawing | 2. Islamic Studies |
| 3. Islamic History | 4. Geography |
| 5. Economics | 6. Management for Better Homes |
| 7. Child Development and Family Living. | 8. Commercial Geography |
| 9. Shorthand and Typing | 10. Book keeping and Accounts |
| 11. Business Method | 12. Secretariat Practice |
| 13. Salesmanship | 14. Banking and Insurance |
| 15. Import and Export Procedure | 16. Geometrical and Technical Drawing |
| 17. Physical and Hygiene | 18. Geology |
| 19. Astronomy and Space Science | 20. Military Science |
| 21. Environmental Studies. | 22. History of Indo-Pak Sub-continent |
| 23. Civics | 24. Food and Nutrition |
| 25. Elements of Home Economics | 26. Clothing & Textile |
| 27. Computer Science | 28. Physical Education |
| 29. Education | 30. Urdu Literature |
| 31. English Literature | 32. Arabic |
| 33. Persian | 34. Sindhi |
| 35. Pashto | 36. Punjabi |
| 37. Blotchy | 38. Gujarati |
| 39. Bengali | 40. Turkish |
| 41. French | 42. Spanish |
| 43. Chinese | 44. Russian |
| 45. Japanese | 46. German |
| 47. Music | |

Technical Subjects

1. Repair & Maintenance of domestic refrigerators & air conditioners.

- | | |
|---|--|
| 2. Radio and Tape Recorder repairing | 3. Plumbing / Sanitary Fitting |
| 4. Electrical Wiring | 5. Wood Work (Boat making) |
| 6. Food Processing and Preservation | 7. Poultry Farming |
| 8. Beautician | 9. Wood working (Furniture making) |
| 10. Welding (Gas & Electric) | 11. Auto Mechanic (Motor Cycle & Scooters) |
| 12. Computer Hardware | |
| 13. Repair & Maintenance of Household electrical appliances | |
| 14. Servicing & Minor repair of Tractors | 15. Fish Faring |
| 16. Dress making & Fashion Designing | 17. Embroidery and Weaving |

Phase II

- | | |
|--|--|
| 1. Auto Electrician | 2. Ceramics |
| 3. Leather Goods Making | 4. Minor Repair & Maintenance of Petrol Engine |
| 5. Floriculture | 6. Photography |
| 7. Glass Work (Glass Blowing, Gutting & Framing) | |
| 8. Pottery (Cottage industry) | |
| 9. Wheel Balancing & Vulcanizing | 10. Sheet Metal Work |
| 11. Minor Repair & Maintenance of Diesel Engine | |
| 12. Sericulture *(Silk Worm) Raising) | 13. Stuffed Toys & Doll Making |
| 14. Floral Work | 15. Art and Painting & Calligraphy |
| 16. Cooking & Baking | 17. Embroidery and Knitting |
| 18. Textile and Weaving | 19. Carpeting |
| 20. Sports Goods | 21. Cutlery & Surgical Instruments |
| 22. Metallurgy | 23. Masonry / Building Construction |
| 24. Book Keeping and Cash Handling | 25. Computer Operating and Shorthand / Typing |
| 26. Mining | 27. Petroleum |
| 28.: Agro Industries | 29. Farm Management |

Source A hand book of curriculum and syllabi for the secondary school examination to be held in 2008. (Academic session 2006-2008) Board of Intermediate and Secondary Education, Lahore

SCHEME OF STUDIES OF O-LEVEL

Many schools allocate about 170 hours for each subject in an O-level programme. However, the time spent on any one syllabus may depend on the school curriculum and the ability of the students in a particular teaching group.

In O-level examinations, students can take one or more subjects, depending on their requirements, interest and ability. The more able students typically take seven or eight subjects, giving wide curriculum coverage. The less able may take fewer subjects and it may be appropriate for some students to take their examinations over two sessions June and November. O-level syllabuses include the following.

Languages

Arabic	German	Sanskrit
Bengal	Gujarati	Spanish
Burmese	Hindi	Tamil
Chinese	Marathi	Telugu
Dutch	Nepali	Thai
English	Punjabi	Urdu
French	Portuguese	

Mathematics

Additional Mathematics	Statistics	Mathematics
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Sciences

Agriculture	Additional Combined Science
Biology	Combined Science
Chemistry	Science (Physics, Chemistry)
Physics	Human & Social Biology

Humanities and Social Sciences

Development Studies	History	Nepali Literature
Economics	Islamite	Pakistan Studies
Geography	Literature in English	Religious Studies
Hinduism	Literature in Hindi	Sociology

Business, Creative, Technical and Vocational

Art	Design & Technology	Law
Business Studies	Fashion and Fabric	Metalwork
Commerce	Food and Nutrition	Music
Commercial Studies	Geometrical & Mech. Drawing	Principles of Accounts
Computer Studies	Home Management	Woodwork

(Source: Cambridge International Examinations, University of Cambridge, UK, 1999)

LIST OF SAMPLE SCHOOLS “O” LEVEL**GUJRANWALA**

S.No	Name of School	S. No	Name of School
1.	The Beacon House School System Gujranwala.	2.	Divisional Public School, Gujranwala
3.	The City School, Gujranwala	4.	Army Public School, Gujranwala
5.	Pepperdine School Network, ,Gujranwala	6.	Garrison Academy, Gujranwala
7.	Aims Public School, Gujranwala		

FAISALABAD

1.	The Beacon House School System Faisalabad	2.	The City School , Faisalabad
3.	Faisal Grammar Public School, Faisalabad	4.	Lahore Grammar Public School, Faisalabad
5.	City Grammar Public , Faisalabad	6.	Sheri Public School Faisalabad
7.	Star Public School. Faisalabad	8.	Sacred Heart Public School, Faisalabad
9.	Divisional Model School&College, Faisalabad	10.	Lasae Public School. Faisalabad
11.	Little Angel Public School, Faisalabad	12.	Sandal College, Faisalabad

MULTAN

1.	Multan Public School, Multan	2.	Jinnah High School, Multan
3.	The Beacon House School System, Multan	4.	Multan Spring Hill School Neel Kot, Multan

5	Bloonfield Hall , Multan	6.	La Salle Higher Secondary School, Multan
7.	City Central School, Multan	8.	Aims Institute of Management Sciences , Multan
9	The City School Gulgasht, Multan	10.	Girls Public School Boasan Road, Multan
11.	Zenabia Campus Chongi No. 23, Multan	12.	Lahore Grammar School Multan
13.	Multan Gems, Multan	14.	British International School, Multan
15.	Aims Public School. Multan	16.	Progressive Public School Multan
17	Little Angel Public School Multan	18	Can Hall Public School. Multan

DERA GHAZI KHAN

1.	Divisional Public School, D. G. Khan	2.	The City School, D. G. Khan
3.	The Beacon House School System, D. G. Khan	4	Rajan Pur Divisional Public School, D. G. Khan
5	Muzaffargerh Public School D.G. Khan	6.	Lassani Public School, D. G. Khan

BAHAWALPUR

1.	Alpine Public School Model Twon, Bahawalpur	2.	Alpine Public School S/Twon, Bahawalpur
3.	Sadiq Public School, Bahawalpur	4	Dominican Convent Model Town, Bahawalpur
5.	The City School, Bahawalpur	6.	Umm-ul-Qura Public Girls School, Bahawalpur
7.	The Beacon House, Bahawalpur	8.	The Educator Public School, Bahawalpur

9	Ranger Public School, Bahawalpur	10	Bahaira Foundation College, Bahawalpur
11	Army Public School Bahawalpur Cantt	12	Aims Public School, Bahawalpur

SARGODHA

1.	Divisional Public School, Sargodha	2.	Progressive Model School Sargodha
3.	Army Public School Sargodha	4	Fazaia Model School Sargodha
5.	The Beacon House School System Sargodha		

RAWALPINDI

1.	The Beacon House School System Senior Boys Rwp	2.	The City School Westridge Rwp
3.	St Mary's Academy Lalazar Rwp	4	Beacon House School System Wah Cantt. Rwp
5.	Beacon House School System Girls Branch S/Town Rwp	6.	Spring Field School Rwp
7.	The City School A Block Rwp	8.	Leaps International School Rwp
9.	SLS School Lalazar Rwp	10	SLS School Harly Street Rwp
11	The City School Rwp	12	J.S. Public School Chaklala Rwp
13	Beacon House School System Girls Branch A Block S/Town Rwp	14	Beacon House School System Boys Branch A Block S/Town Rwp
15	Root School System S/Town Rwp.	16	Root School System Harly Street Rwp.
17.	Ideal Public School S/Town Rwp	18.	Army Public School Lal Kurti Rwp
19.	Fouji Foundation Model School Rwp	20	Fazaia Public School Chaklala Rwp

LAHORE

1.	Beacon House School system Garden Town, Lahore	2.	Shan International College , Lahore
3.	Beacon House School System Gohar Town, Lahore	4	The City School Ali Block New Garden , Lahore
5.	National Grammar School Upper Mall Lahore	6.	Infologix Computer Education Liberty Market Lahore
7.	St Anthoy's College Lawace Rd Lahore	8.	University College Riwand, Lahore
9.	Defence Public School for Girls DHA Lahore	10.	Customs Public School Gulberg Lahore
11.	Aitchison College Upper Mall, Lahore	12.	Pepperdine School Network M/Town, Lahore
13.	Lahore College of Arts and Sciences Johar Town, Lahore	14.	International School Lahore
15.	Cardianal School, Lahore	16.	Cathederal School Hall Rd, Lahore
17.	Lahore Grammar Model Town, Lahore	18.	The Lahore Alma DHA, Lahore
19.	Garrison Academy Rafiqui Rd Lahore	20.	Nobel Grammar School Model Town, Lahore

LIST OF SAMPLE SCHOOLS SSC LEVEL**GUJRANWALA**

S.No	Name of School	S. No	Name of School
1.	GHS. A. M. Isl: 2. Gujranwala.	2.	GHS, Sohdra, Gujranwala
3.	GHS, Millat, Gujranwala	4.	GHS, Raja, Gujranwala
5.	GHS Qila Mian singh, Gujranwala	6.	GHS, kaladskey, Gujranwala
7.	GHS Nazimababd, Gujranwala	8.	GHS, Khiali, Gujranwala
9.	GHS, Ahmad Nagar, Gujranwala	10.	GHS, No.1 Gakkhar, Gujranwala
11.	Govt. P.B. Model H/S, Gujranwala	12.	Govt. A.D. Model H/S Gujranwala
13.	GHS, No.2 Kamoke, Gujranwala	14.	GHS, No. 3 Kamoki, Gujranwala
15.	GHS, Iqbal, Gujranwala	16.	GGHS. Kalaskay, Gujranwala
17.	GGHS. No. 2 Dhup Sari, Gujranwala	18.	GGHS. Nizamabad, Gujranwala
19.	GGHS. Mubarik Colony, Gujranwala	20.	GGHS. Khiali, Gujranwala
21.	GGHS. Rahwali, Gujranwala	22.	GGHS. Garjakh, Gujranwala
23.	Govt. Muslim Model GHS., Gujranwala	24.	GGHS. Ali Pur Chatta, Gujranwala
25.	Govt. M.C GHS, Wazirabad, Gujranwala		

FAISALABAD

1.	GHSM.C Samanabad Faisalabad	2.	GHS, 57/GB, Faisalabad
3.	GHS, 55/GB, Faisalabad	4.	GHS, 55/RB, Faisalabad
5.	Govt. City Muslim High School, Faisalabad	6.	GHS, 199/GB, Faisalabad

7.	Govt. L.C.M Model H/S, Samundri Road Faisalabad	8.	GHS, 476/GB, Faisalabad
9	GHS, 103/JB, Faisalabad	10.	GHS, 282/GB, Faisalabad
11.	GHS, 214/RB, Faisalabad	12.	GHS, Pauliani, Faisalabad
13.	GHS, No. 1 Tandlianwala, Faisalabad	14.	GHS, Salarwala, Faisalabad
15.	GHS, No. 1 Samundri, Faisalabad	16.	GGHS. No. 2 Samundri, Faisalabad
17.	GGHS. No. 2 279/RB, Faisalabad	18.	GGHS. D/Type New Colony, Faisalabad
19.	Govt. Koh-i-Noor GHS, Faisalabad	20.	Govt. Muslim GHS, Eid Gah Road, Faisalabad
21.	GGHS. 122/JB, Faisalabad	22.	GGHS. Gulistan Colony, Faisalabad
23.	GGHS. 2/JB, Faisalabad	24.	GGHS. No. 1 Karkhana Bazar, Faisalabad
25.	GGHS. 203/RB, Manawala, Faisalabad		

MULTAN

1.	GHS. Mulian Faqir, Multan	2.	GHS. Kotlan Maharan, Multan
3.	GHS. No. 2 KM, Multan	4	GHS. Ayazahad Maral, Multan
5	GHS. Haram Gate, Multan	6.	GHS. Lutfabad, Multan
7.	GMHS. New, Multan	8.	GHS. Sameej Abad, Multan
9	Govt. CTM HS, Multan	10.	GHS. Mulian Shamasabad, Multan
11.	Govt. Model HS, Multan	12.	Govt. Nusrat Ul Islam High School, Multan
13.	GHS. Shujabad, Multan	14.	Govt. Islamia H/S. Aam Khas Bagh, Multan
15.	Govt. Muslim H/S. Multan	16.	GGHS, Qadir Pur Rawan Multan

17	GGHS, Lar Multan	18	GGHS, Comprehensive Multan
19	GGHS, Sakindarabad, Multan	20	GGHS, Kabootar Mandi Multan
21	GGHS, Willayatatabad No. 2 Multan	22	GGHS, District Jail Multan
23	GGHS, Suraj Miani, Multan	24	GGHS, Makhdum Rashid, Multan
25	GGHS, Sher Shah Multan		

DERA GHAZI KHAN

1.	GHS. Retra, D. G. Khan	2.	GHS. Mana Ahmadani, D. G. Khan
3.	GHS. Jhoke Uttra, D. G. Khan	4	GHS. Choti Zareen, D. G. Khan
5	Govt. City H/S. No. 1, D. G. Khan	6.	GHS. No. 1, , D. G. Khan
7.	GHS. No. Gujjaji, D.G. Khan	8	GHS. Wadoor, D. G. Khan
9	GHS. Tarman, D. G. Khan	10	GHS. Kotani D. G. Khan
11	GHS. Kohar D. G. Khan	12	GHS. Litra D. G. Khan
13	GHS. Sheroo , D. G. Khan	14	GHS. Birot D. G. Khan
15	GHS. Churkin, D. G. Khan	16.	GGHS. Gaddai, D. G. Khan
17.	GGHS. Mulla Qaid Shah, D. G. Khan	18.	GGHS. No.2 , D. G. Khan
19.	GGHS. Taunsa, D. G. Khan	20.	GGHS. Jalu Wali, D. G. Khan
21	GGHS. Kot Mohi, D. G. Khan	22	GGHS. Barthi, D. G. Khan
23	GGHS. Mithawan, D. G. Khan	24	GGHS. Hairo East, D. G. Khan
25	GGHS. Dauna, D. G. Khan		

BAHAWALPUR

1.	GHS. Chani Goth, Bahawalpur	2.	GHS. Cantt., Bahawalpur
3.	GHS. 117/DB, Bahawalpur	4	GHS. Yazman, Bahawalpur
5.	GHS. Khanaqah Sharif, Bahawalpur	6.	GHS. Stellite Town, Bahawalpur

7.	GHS. No.1 Hasilpur, Bahawalpur	8.	GHS. S.D., Bahawalpur
9	GHS. Jhangi Wali, Bahawalpur	10	GHS. Jamap Pur, Bahawalpur
11	Govt. S.A H/S. Dera Nawab, Bahawalpur	12	GHS. Goth Mehrab, Bahawalpur
13	GHS. 153/M, Bahawalpur	14	GHS. 32/BC, Bahawalpur
15	GHS. 58/F, Bahawalpur	16	GGHS, Deran Nawab Bahawalpur
17	GGHS, 12/BC Bahawalpur	18	GGHS, Chani Gothh. Ahmed Pur Bahawalpur
19	GGHS, Khanaqah Sharif Bahawalpur	20	GGHS, Sama Satta, Bahawalpur
21	GGHS, 117/DB, Yazman, Bahawalpur	22	Govt. Community GHS Bahawalpur
23	GGHS, Hasilpur Old, Bahawalpur	24	GGHS, Khairpur Tamewali, Bahawalpur
25	GGHS, 153/M, Bahawalpur		

SARGODHA

1.	Govt. H/S No 1 Sargodha	2.	Govt. H/S No 2 Sargodha
3.	Govt. Ambala Muslim H/S Sargodha	4	Govt. Iqbal H/S Sargodha
5.	Govt. Khaliqia H/S Sargodha	6	Govt. Central Model H/S Sargodha
7	Govt. Comprehensive H/S Sargodha	8	Govt. H/S Dharema Sargodha
9	Govt. H/S Jahanabad Sargodha	10	GHS. ShahPur Saddar Sargodha
11	Govt. H/S ShahPur City Sargodha	12	Govt. Comprehensive GHS. Sargodha
13	Govt. Girls Pilot Secondary School Sargodha	14	Govt. Girls H/S Haiderabad Town Sargodha
15	Govt. Iqbal Girls HS Sargodha	16	GGHS Block No. 26/27 Sargodha
17.	GGHS. 79 NB Sargodha	18.	GGHS. 88 SB Sargodha

19.	Govt. Farogh-e-Taleem Girls H/S Sargodha	20.	GGHS. 104 SB Sargodha
21.	GGHSS 107 N.B Sargodha	22.	GHS. Haiderabad Town Sargodha
23.	GHSS. 88 SB Sargodha	24.	GHS. 79 N.B Sargodha
25.	GHS. 107 N.B Sargodha.		

RAWALPINDI

1.	GHS. Koh-i-Noor Rwp	2.	GHS. Chirstian Rwp
3.	GHS. Comprehensive Rwp	4.	GHS. Islamia No. 1 Rwp
5.	GHS Muslim Said Pur Road Rwp	6.	GHS. Abbasi Rwp
7.	GHS. D.A.V College Road Rwp	8.	GHS. Islamia No. 4 Rwp
9.	Govt. Taleem-ul-Quran, H/S Rwp	10.	Govt. Faiz-ul-Islam H/S No. 2 Rwp
11.	Govt. Muslim H/S No. 2 Rwp	12.	Govt. Aziz National H/.S Rwp
13.	Govt. Public Academy H/S Rwp	14.	GHS Wah, Rawalpindi
15.	GHS, Gilania Model Wah Rwp.	16.	GGHS. Comprehensive Rwp
17.	GGHS. No. 2 Rwp	18.	GGHS. Dhamial Rwp
19.	GGHS. F Block Rwp	20.	GGHS. Modern Rwp
21.	GGHS. Rata Amral Rwp	22.	GGHS. Texila Rwp
23.	GGHS. B Block Rwp	24.	GGHS. Muslim Town Rwp
25.	GGHS. No. 4 Mohanpura Rwp		

LAHORE

1.	GHS, Shahzada, Lahore	2.	GHS, Narwar, Lahore
3.	GHS, Hudiara, Lahore	4.	GHS, Padhana, Lahore
5.	Govt. Tariq H/S, Lahore Cantt	6.	GHS, Heir, Lahore
7.	Govt. Millat H/S, Moghal Pura, Lahore	8.	Govt. Najaf H/S, Gulberg, Lahore

9.	Govt. Islamia H/S, Moghal Pura, Lahore	10.	Govt. Muslim Leguge H/S, Egerton, Lahore
11.	Govt. Farooq Islamia H/S, Baghbanpura, Lahore	12.	GHS, Hudyara, Lahore
13.	GHS, Governor House, Lahore	14.	GHS, Town Ship, Lahore (2 nd Shift)
15.	GHS, Kamahan, Lahore	16.	GGHS, Shah Pur Kanjra, Lahore
17.	GGHS, Raiwind Pind, Lahore	18.	GGHS, Manga Mandi, Lahore
19.	GGHS, Shad Bagh, Lahore	20.	GGHS, Sunnat Nagar, Lahore
21.	GGHS, Town Ship, Lahore	22.	GGHS, Salamat Pura, Lahore
23.	Govt. Model H/S, Mughalpura, Lahore	24.	GGHS, Shah Pur Kanjra, Lahore
25.	GGHS, Heir, Lahore		

LIST OF EXPERTS

1. Dr. Maqsood Alam Bukhari, Foundation University, Rawalpindi.
2. Dr. R.A Farooq, University of Arid Agriculture, Rawalpindi.
3. Dr. Muhammad Munir Kayani, IIU, Islamabad.
4. Dr. Sajid Ur Rehman, City District Government, Rawalpindi.
5. Dr. Abdul Rehman Khaliq, City District Government, Gujranwala.
6. Dr. Riasat , Assistsant Professor , Department of Education , Bannu University of Science and Technology, Bannu, NWFP , Pakistan.
7. Dr. Muhammad Ishtiaq , Assistant Professor , Department of Education, Kohat University of Science and Technology, Kohat , NWFP, Pakistan.
8. Dr. Muhammad Hafeez, Chairman English Department, AIOU Islamabad.
9. Dr. Naeemullah Bajwa, Education University, Rawalpindi
10. Dr. Saqib, Department of Education, Bannu University of Science and Technology, Bannu, NWFP, Pakistan

ENGLISH LANGUAGE

GCE Ordinary Level - Syllabus

AIMS

To develop the ability of candidates to:

- Communicate accurately, appropriately and effectively in speech and writing;
- Understand and respond appropriately and imaginatively to what they read and experience;
- Enjoy and appreciate reading texts in the English Language.

These aims form the basis of a course of study; they may not all be translated into assessment objectives for formal examination.

ASSESSMENT OBJECTIVES

Candidates should be able to:

- (i) Recount personal experience, views and feelings;
- (ii) Use language to inform and explain;
- (iii) Show an awareness of how spoken and written communication varies according to situation, purpose and audience;
- (iv) Read a variety of texts accurately and with confidence;
- (v) Select, retrieve, evaluate and combine information from written texts;
- (vi). Appreciate the ways writers make use of language;
- (vii) Employ different forms of writing to suit a range of purposes;
- (Viii) Plan, organize and paragraph, using appropriate punctuation;
- (ix) Choose a vocabulary which is suited to its purpose and audience, and use correct grammar and punctuation;
- (x) Write in Standard English;
- (xi) Spell accurately the words within the working vocabulary;
- (xii) Write legibly, and present finished work clearly and attractively.

GCE (O) Subject

IMPORTANT: This subject is available only as stated in Notes above.
Two compulsory papers will be set as follows:

- Paper 1 (composition) (1½ hrs) (60 marks)
Paper 2 (comprehension) (1½ hrs) (50 marks)

Paper 1 will contain:

- (a) A composition on one of a number of alternative subjects.
- (b) A task based on a situation described in detail, in words or diagrams.

For information on the Grade Descriptions for Continuous Writing (Composition)

Paper 2 will consist of a passage or passages of prose upon which questions will be set to test the candidates' ability to understand the content and argument of the given text and to infer information and meanings from it. A question will be included to test the ability to summaries and will be assigned 25 marks.

In this question the Examiners reward the selection of precise and relevant detail, a mark being given for each relevant point selected. The maximum number of points that is available for selection is greater than the total mark assigned for this section, i.e. a candidate can score full marks for the content selected without mentioning all the points.

About a third of the marks in the question are also allocated for the style and presentation of the answer. Candidates are rewarded for the relevance and organization of their answers, the ability to rephrase the original language in their own words and sentence structures, and the overall accuracy of their written English.

GRADE DESCRIPTIONS FOR THE ASSESSMENT OF CONTINUOUS WRITING

A1/A2 (40-36) Apart from very occasional slips, the language is highly accurate. Sentence structure is varied and demonstrates the candidate's skill to use different lengths and types of sentences for particular effects. Verb forms will be largely correct and appropriate tenses consistently used to sustain a logical progression of events or ideas. Vocabulary is wide and precise. Punctuation is accurate and helpful to the reader. Apart from very occasional slips, spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained. The tone and register are entirely appropriate to the topic.

83/84 (35-31) The language is accurate; occasional errors are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type, including the confident use of complex sentences to create some natural fluency. There may be occasional slips in verb forms or tense formation but sequence will be consistent and clear throughout the piece. Punctuation is accurate and generally helpful. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The response is relevant, and the interest of the reader is aroused and sustained through most of the composition. There is evidence of a genuine effort to achieve an appropriate tone and register for the topic.

C5/C6 (30-26) The language is mostly accurate; errors that occur will not mar clarity of communication. Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. Sentences

may show some variety of structure and length, although there may be a tendency to repeat sentence types and 'shapes', producing a monotonous effect. There may be errors in irregular verb forms but control of tense sequence will be sufficient to sustain a clear progression of events or ideas. Spelling of simple vocabulary is accurate; errors may occur when more ambitious vocabulary is used. Punctuation is generally accurate, although errors may occur when more difficult tasks are attempted e.g. the punctuation of direct speech. Sentence separation is correctly marked by punctuation. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is relevant and will arouse some interest in the reader. There may be an impression of lack of originality and/or some evidence of lack of planning. The tone is usually appropriate to the topic, although there may be slips of register with some unsuitable vocabulary or idiom.

- D7 (25-21)** The language is sufficiently accurate to communicate meaning. There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure but the reader may not be convinced that this variety is for a particular purpose. There may be errors in verb forms and tense consistency which cause some uncertainty in the sequence of events or disturb the ease of communication. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Idiom may be uncertain at times. Punctuation will be used but may not enhance/ clarify meaning. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weaknesses. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic but there may be digressions or failures of logic. Compositions may lack liveliness and interest value. The tone may be uneven. There may be some irrelevance.
- E8 (20-16)** The overall meaning is never in doubt but the errors are sufficiently frequent and serious to hamper precision and may slow down speed of reading. Some simple structures will be accurate but the script is unlikely to sustain accuracy for long. Errors in verb forms and tenses will sometimes confuse the sequence of events. Vocabulary may be limited, either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely. Simple punctuation will usually be accurate but there may be frequent sentence separation errors. Simple words will usually be spelt correctly but there may be inconsistency and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance. The tone may sometimes indicate that the candidate recognizes the nature of the topic but only inconsistently. The incidence of linguistic error is likely to distract the reader from merits of content.
- U9 (i) (15-11)** There will be many serious errors of various kinds throughout the script but they will be of the 'single-word' type i.e. they could be corrected without re-writing the sentence. Frequent errors in verb forms and haphazard changes of tense will confuse the meaning. Communication is established, although the weight of error may cause 'blurring' from time to time. Sentences will

probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature. Spelling may be inconsistent. Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter and some recognition of appropriate tone for the genre but the weight of linguistic error will tend to obscure or neutralize its effect.

- U9 (ii) (10-6)** Sense will usually be decipherable but some of the error will be multiple i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple, in the whole composition. The content is likely to be comprehensible but may be partly hidden by the density of the linguistic error.
- U9 (iii) (5-0)** Scripts are almost entirely or entirely impossible to recognise as pieces of English writing. Whole sections will make no sense at all. Where occasional patches of relative clarity are evident some marks will be given. The mark of 0 is reserved for scripts that make no sense at all from beginning to end.