An exploration of attitudes towards the English curriculum in educational establishments in urban and rural Pakistan

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Abstract

This study describes an empirical study of attitudes towards the English curriculum in Pakistan. As such, it represents politically and religiously contentious educational issues in a country where society is highly stratified and religious and political elites determine the education system.

This study seeks to explore the attitudes of the students and the teachers towards the learning of English in different higher-secondary schools in Pakistan. English is often thought of as a subject that is difficult to learn especially in secondary schools and colleges. Undoubtedly, many acknowledge that English is an important subject to learn. However, due to the poor image and, possibly, the way it is being taught, a majority of students fail to pass the subject and they approach the learning of English or taking it as an optional subject with caution or even with trepidation.

The research study for this thesis was carried out with the help of a detailed questionnaire, asking students about different teaching methods, mediums of instructions, evaluations, textbooks, students' participation, audio-visual aids and their effect on the teaching and learning of the English language. The questionnaire also asked students to select three of the six possible reasons for learning English. Both students and teachers were interviewed about the present difficulties in the teaching of English. Teachers were also asked to give their suggestions for the improvement of teaching and learning activities for English.

The study shows that students learning English in the complex socio-political and cultural context of the Pakistani educational system have mixed attitudes towards the subject. While some of them admire the qualities of English literary classics, on which English teaching is based, others are of the opinion that English should not be studied at all, as it is an imperial language. Most students can see the usefulness of learning English, however, and stress the importance of the spoken skills. These skills and audiovisual approaches are often neglected in English classrooms in Pakistan. Female students and those from poorer backgrounds, in particular, showed the most positive attitudes towards learning English. Some recommendations are made for developing new approaches to teaching and learning the subject and suggestions for future studies in the field.

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CHAPTER ONE
INTRODUCTION

Introduction

This chapter explores the *political, socio-historical* and *educational* context of this study. The unstable political scenario in Pakistan since independence in 1947 has been affecting the whole spectrum of life, but especially education. In education the wide differences in the private English medium schools, cadet colleges and state vernacular schools have served as symbols of discrimination and partly account for the complex attitudes towards the English curriculum that will be explored in this thesis. The medium of instruction has also been controversial. Even before starting learning English in a vernacular state school, a student may already have learned from his family and peer group very mixed attitudes towards the English language. This chapter highlights areas which lead to the research questions at its conclusion.

1.1 Political context of this study

This thesis is an empirical study of attitudes to the curriculum of English in Pakistan. It aims to identify those aspects of classroom practice that are most open to change within the cultural context and the current curriculum and assessment systems in Pakistani schools. This is an important matter, because in a developing country with a limited budget for education it is vital to discover which aspects of school practice are most likely to be open to successful change. Efforts can then be targeted towards those aspects. Since cultural attitudes can also affect people's willingness to change, the attitudes, opinions and feelings of the students being taught English are the main focus of this study.

Attitudes can also affect the choice of research methodology. In Pakistan it could be said that education is mostly controlled by the army, since a majority of the vice chancellors of the universities and other key posts in the ministry of education are held either by ex-army officers or they are appointed by the president. As Rahman points out, "*Board of Governors … administrators … [and] other upper-middle-class functionaries would be under the influence of the state and, more specifically, of the military*" (Rahman 2002: 292). In this political context, it is important that research work in the field of education is backed up by statistical and empirical evidence. This is especially important when

investigating the complexity of attitudes towards the teaching and learning of English in Pakistan and, more particularly, in the North West Frontier Province (NWFP, a province in Pakistan situated towards the east of Afghanistan where the majority of people share the same mother tongue, Pashto (see Figure 1.1, page 5). This study will, therefore, draw on a quantitative method of collecting data, which will help yield information that is factual and useful for the purpose of a study of curriculum change. The three research methods that will be used are 1) a survey of the examination results; 2) questionnaires for completion by students in state and private schools; and 3) interviews with students and teachers.

The mixed cultural attitudes towards learning English in Pakistan have been alluded to publicly by an ex-minister for education, Zobaida Jalal Khan:

> *It is my experience as minister of education that the position of the government in respect to English in not enviable. We may be satisfied with what we are doing but apparently we are the target of criticism from two sides – the sides that are working for and against English.* (Sabiha, 2004: 23)

Rahman (2002) has listed the following reasons for such a resentment towards the English language:

> *...anti-colonial sentiments; the feeling that the quest for English is servile and hence against national prestige; or the fact that they do not know it, cannot afford to learn it, and feel cheated. At the same time most people actually want to learn it because they feel sure that the system will not change and if they, or their children, do not know English they will always stay, as it were, in the ghetto.* (Rahman 2002: 289)

Amin (1998) has found that some *ulema (religious scholars) seem to regard English as a symbol of the West, i.e. the most powerful non-Muslim powers upon earth.* Thus a senior teacher of madrassa defines this view, *Today Muslims are using the language of the non-Muslim (English) for communication* (Amin, 1996: 61). But it is not only the "medieval" type of approach of some of the ulemas who are responsible for creating such mixed feelings towards the learning of English language. The education system in Pakistan has not provided all state schools with the same facilities as it has provided to the Cadet Colleges and other elite institutions:

> *While cadet colleges have excellent boarding and lodging arrangements, spacious playgrounds, well equipped libraries, laboratories and faculty with masters' degrees, the ordinary Urdu-medium schools sometimes do not even have benches for pupils to sit on. In short, contrary to its stated policy of spending public funds on giving the same type of schooling to all, the state (and its institutions) actually spend more funds on privileged children for a privileged (English-medium) form of schooling. This perpetuates the socio-economic inequalities which have always existed in Pakistani society.* (Rahman, 2005: 10)

Such treatment of the Urdu-medium state schools has certainly resulted in resentment towards the elite education institutions and also for the English language which is the baseline of the whole issue:

> *The English-using elite does not only find easy access to prestigious and powerful positions in Pakistan but also has access to lucrative employment in the international job market. This is one major reason why, despite governmental rhetoric in support of Urdu, English continues to be the language of the domains of power and a symbol of elitist upbringing in Pakistan.* (Rahman 1999: 250)

The whole practice of favouring the English medium schools started in the Sub-Continent when Lord Bentinck on March 7, 1835 proclaimed (cited in Rahman 1996):

> *The great object of the British government ought to be the promotion of European literature and science among natives of India; and that all funds appropriated for the purpose of education would be best employed on English education alone.* (Rahman 1996: 34)

Students of vernacular schools and universities felt that even after the independence they were under the influence of English: and that is also why, during the General Ayub era in the mid-sixties, educational reforms started in Pakistan, after student agitation against such discriminatory treatment. However, since most of the decision-making class were either members of the bureaucracy or of the army who had mostly come from the elite English-medium public schools, it is not surprising that the head of the reform commission, Hamoodur Rahman, supported the elite English-medium schools that they were meant to produce the military and civilian administrative elite (Govt. Of Pakistan 1966: 17).

The Commission did, however, agree that the existence of such schools violated the constitutional assurance that "*all citizens are equal before law*" (Paragraph 15 under Right No. VI) and even recommended that the government "*should not build such schools any more*" (GOP 1966: 18). Thus, despite the criticism levelled by students – such as the All-Pakistan Students Convention held at Lahore in 1966 – against elitist schools, these schools continued to thrive during the Ayub Khan era (Rahman, 2002: 232).

General Zia ul Haq, another army dictator, declared in February 1979 that English would be replaced by Urdu and that the medium of instruction would be Urdu from the year 1979 for all class 1 or nursery classes in primary schools all over the country, and that from 1989 all students would attempt their matriculation examination (final examination within secondary school) in Urdu. But after eight years, on 11 October 1987, the General changed his strategy under the pressure of the elites and declared that English could not be abandoned altogether (see *Pakistan Times*, 12 November 1987). It is, therefore, uncertain whether the General really wanted to change the medium of instruction or whether it was merely a tactic to keep the students and some extreme nationalist parties from agitation.

Today, some Members of Parliament who are part of MMA (Muttahida Majlis-e-Amal, an alliance of the religious parties who won majority votes in NWFP and Balochistan province) may speak in favour of Urdu or the respective nationalist language as the medium of instruction instead of English (and some may even favour abolishing all female schools) but their children and their grand children go to elite English-medium schools. At the other extreme, some of the seemingly liberal or democratically minded politicians, some of them even educated in the England, seem neither liberal nor democratic. Therefore Rahman (2005) accuses them of being,

> *… liberal only in their behaviour (imbibing alcohol, Western sartorial taste etc) but not in values. … In short, the English-medium schools do not really contribute towards the creation of a democratic culture in Pakistan despite the fact that its products are aware of democratic values in the abstract.* (Rahman, 2005: 25)

In the past, state school students tried to benefit from both the British Council and the American Centre's English language-learning facilities and libraries in Pakistan. According to Chris Nelson, English language officer in the British Council of Islamabad, (cited by Rahman 2002: 318), more than 17,000 students benefited in 1994 to 1998. But only students in cities like Islamabad, Karachi, Lahore and Peshawar could benefit from

these courses. In any case, most of the centres were closed or stopped running language courses due to security reasons, partly because of the 9/11 attack on New York and partly because some of them were attacked. It is clear, then, that student attitudes to the study of English in Pakistan are complicated by political issues and cultural values.

1.2 Personal context of this study

Having been a student and then a teacher of English language, I have long felt that both students and teachers have mixed feelings about the English curriculum in schools, colleges and universities in Pakistan. In 2001, I founded a primary school, and consequently wanted to get detailed feedback from both students and teachers about the present curriculum and to investigate what changes they would like to have in their English class activities and assessment of language achievements. This study will, therefore, focus on investigating students' and teachers' perceptions of, attitudes to, and opinions on effective teaching of English in Pakistan, with the ultimate aim of making evidenced recommendations for improving teaching and learning conditions in Swabi, Peshawar and Islamabad. Islamabad is the capital of Pakistan and Peshawar is the capital of North West Frontier Province. The district of Swabi is shown in Figure 1.1 and Figure 1.2 below.

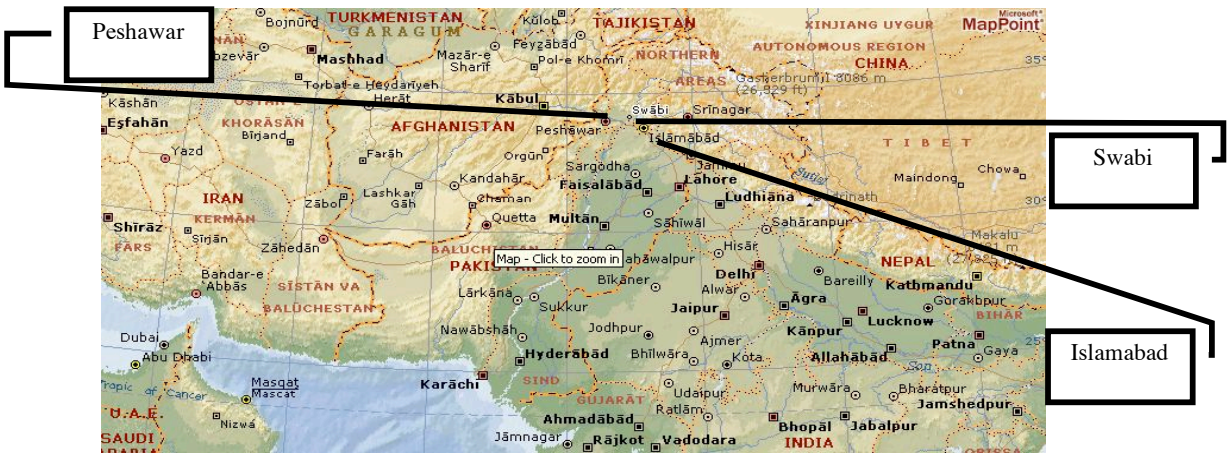


Figure 1.1

Map, showing Pakistan and the cities of research
Source: MSN mappoint (2004)

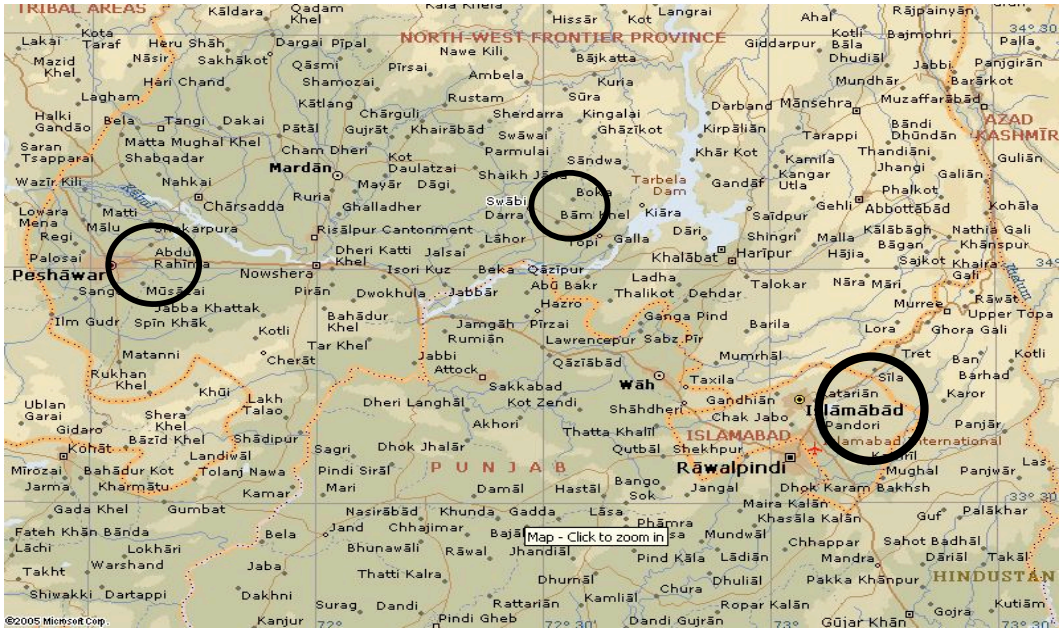


Figure 1.2

Map, showing the three cities of research
Source: MSN mappoint (2004)

The aim of the study is not to find the differences in attitudes of the urban and rural respondents but to involve both urban and rural students and teachers for the provision of feedback for changes that would improve the teaching of English in schools, colleges and universities in Pakistan. Rahman (2002) concludes that there is not much difference in the state schools of the urban and rural areas, as far as their world view is concerned.

> *The vernacular-medium schools have strong connections with the rural areas. First, the students studying there (urban Urdu medium state school) are often the children of rural parents who lived in the cities because they are doing jobs there but keep in touch with their ancestral homes in the countryside. Secondly, their teachers too have rural roots and often visit their villages.* (Rahman 2002: 568)

There may, however, be some differences in the provision of resources (only for science subjects but not for the English curriculum) but due to the limited scope of this study, these differences could not be shown. However, the study does include the views of both rural and urban state vernacular-schools.

1.3 Educational context of this study

In Pakistan schools can be roughly divided into four main categories. The first group is the schools or institutes which offer British Ordinary level and Advanced level courses. Most of the books taught consist of abridged forms of *Robinson Crusoe*, *Pride and Prejudice*, *Gulliver Travels*, *Wuthering Heights*, *Charles Lamb's Short Stories from Shakespeare* or Thomas Hardy novels etc. This focus on the great books of English literature is itself a legacy of colonial times. To varying degrees, however, all Pakistani children also have to study Urdu and Pakistan and Islamic studies which help them to explore state ideology. These institutes are considered to be quality institutions because they have a proper building with playgrounds, libraries and science laboratories but most importantly they teach all the subjects in English and students learn to speak English with proper pronunciation and intonation, as compared to other English and Urdu medium schools. They, therefore, demand very high fees and it is impossible for a common citizen to get admission to these institutes unless one's parents are industrialists, successful politicians or businessmen. According to Rahman (2002: 299), the schools charge tuition fee between Rs.1500 to Rs.7500 per month or above, with an admission fees from Rs.15,000 to Rs.30,000. Meanwhile an average manual worker's monthly wage is Rs.4088.49 (see Appendix H, page 216-217), for the year 2003-2004 and £1.00 was equivalent Rs.110 to Rs.115.

The second type is private and some state schools and Cadet Colleges which teach the prescribed text books (state curriculum) in English. There is, however, not a single syllabus for the teaching of English in the private schools. Their fees vary from Rs.50 to 1500 per month. They follow different syllabuses from different sources or organisations. Some of them pretend to be English medium and yet most of the teachers do not have a trained teaching background. These schools are increasing in number and the state has no proper check and control over them. It seems as if the state is happy with their growth perhaps because then the state does not have to worry about investing more in education.

The third type is the state schools where the medium of instruction is Urdu. The majority of students study in these schools. *To be 'Urdu-medium' or 'Paendoo' [rustic], is a term of derision among them*, (Sabiha 2004: 41). A common belief is that the standards of such schools are deteriorating, not only on the educational side but in the co-curricular activities too.

We should not forget the fourth group, a huge number of students who are getting informal education from Masjid Schools and Madrassas. Masjid means mosque and madrassa means a religious school. The mosque plays the most important role in daily life because Muslims pray five times a day and a mosque is found in every village even if there are only three or four houses. Although there is not much difference in the content of the masjid school students and madrassa students, the former study the Text Books Board's prescribed books, and the madrassas' students read mostly religious books and Arabic. Although they cannot converse in vernacular Arabic fluently, some of them can translate the Arabic of the Holy Quran into their mother tongue or Urdu and most of them can read Arabic text, yet they are in the same group here, because of the socio-economic factors they live in. Since the government cannot afford to build schools in such areas they have, therefore, opened primary schools in mosques, which are called Masjid Schools.

If only a selected group is able to achieve education through the Cambridge / Oxford system of education and the government schools are not paid proper attention, it will lead to social differences because only the selected group will be in the civil service and have access to power. (This view was presented at a seminar on February 3, 2005 at the National Defense College, Islamabad: *Education System and development for Pakistan,* conducted by the Ministry of Education Government of Pakistan): *Cambridge / Oxford, Conventional English / Urdu Medium and Madrasas Education System have not yet significantly sharpened the divide within the society, but if we do not improve our Government schools, we are headed in that direction*. http://www.moe.gov.pk (last accessed August 16, 2006). Further, this difference of educational systems may result in social differences and social tensions and there will be lack of cultural coherence which may result in radicalisation.

This study will compare responses from all the three registered groups of schools (institutes, private and government schools) in three different cities in Pakistan. There are a number of reasons due to which teachers cannot teach the English curriculum as it should be taught, in both most of the private and the government schools. The most important factors are the number of the students, the lack of required audio visual aids, and the lack of proper continuous guidance and refresher courses for teachers. In the high schools, sometimes, the given syllabus is too lengthy for the students. They cannot possibly complete the given text book within a year. Therefore, students are ill-equipped for jobs which require knowledge of English, which results in attitudes of frustration and resentment towards the English language.

Studying in Scotland gave the researcher the opportunity to examine curriculum design and instructions for Scottish schools. The Scottish national curriculum design has very clearly identified the three basic areas for an effective curriculum in schools:

1. *"clear guidance on what pupils should be learning…"*
2. *"improved assessment of pupils' progress"*
3. *"better information for parents about curriculum"*

(Scottish Office Education Department 1991: vii)

When compared with this, curriculum instructions and course outlines for schools and colleges in Pakistan lack clarity, for example a clearer vision for "improved assessment" and "guidance for parents". The syllabus instructions for primary schools in Pakistan do direct teachers that:

> *The methodology should agree to (sic) the child's ability to acquire language. Teachers should see to it that a communicative need is created for teaching English. Meaning should be established because acquisition will take place only if the children understand what is being taught in the target languages.* (National Curriculum, Classes I-V, Govt. of Pakistan Ministry of Education Curriculum Wing Islamabad: March 2002).

This suggests that the Curriculum Wing (which looks after curriculum and methodology) at least acknowledges the importance of both the grammar translation method and the communicative approach. It is, however, important that the Curriculum Wing should design such activities with the help of which a teacher may practise different methods. The guidelines also mention some teaching aids, (pp. 16-17), like flash cards, charts, pictures, models, audio cassettes and some other electronic aids. The question is, who will provide these aids and proper training and then, further, make sure that the aids given to the schools are used in the classroom activities? The variation in students' attitudes is matched by variability in the curriculum provided for them.

Also mentioned in the general objectives for secondary education classes IX and X (age 15–17), in Pakistan are the following:

> *At the completion of Secondary level, the child will be able to:*
>
> 1. *Learn and practise English pronunciation, stress and intonation.*
> 2. *Learn and understand different social expressions.*

3. *Communicate fluently in English in a simple authentic situations.*

(National Curriculum, Classes IX–X., Govt. of Pakistan Ministry of Education Curriculum Wing, Islamabad: March 2002: 5)

Further the National Curriculum Instructions document explains the Specific Objectives for the class IX and X, as follows:

1.3.1 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 a specific topic.*
7. *Describe places and people including physical 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 and causes of an incident/ event.*
11. *Verbally describe a process in all its details.*

(National Curriculum, Classes IX–X., Govt. of Pakistan Ministry of Education Curriculum Wing, Islamabad: March 2002: 5-6)

From the researcher's personal view, the above activities are rarely practised, however, and mostly it is the textbook which is always followed. Students' responses (especially the research interviews) will be helpful in discovering how far such activities are actually carried out in schools.

1.4 Historical and cultural context of the study

Although some of the apparent causes of mixed attitudes to English have already been discussed, some areas are still to be addressed. Language, religion and socio-economic factors have been the key factors in uniting and dividing people on this earth.

Rahman (2007) notes that the birth of Pakistan has always been explained in terms of the independence movement consequences *of a British-Hindu conspiracy against the*

Muslims. Rahman cites Aziz (1993) and Saigol (1995) who had also observed that subjects like Pakistan Studies and some lessons in Urdu have anti-Colonial and anti-Indian references and glorify war. Hoodbhoy & Nayyar (1985), are of the view that:

> *In Pakistan, because of the adaptation of an exclusionist national ideology, there are no constraints on the free expression of communal hatred. Thus, the Hindu is portrayed as monolithically cunning……This Hindu is responsible for the break up of Pakistan.* (Hoodbhoy & Nayyar 1985: 175, cited in Rahman 2007:1)

Rahman's paper concludes:

> *The images of Western people are stereotyped and negative. They are promiscuous, profligate, shameless, greedy, selfish and cruel. The rule of law in Western countries and respect for human rights is either ignored completely or mentioned in passing as being hypocritical considering that the same Western countries oppress the rest of the world.* (Rahman 2007, Images of the 'Other' in Pakistani Textbooks).

This view of the world does influence parental attitudes towards education. To some it would be quite surprising that even in the year 2007 some parents in the North West Frontier Province believe that the teaching and learning of English will corrupt the minds of their children and that they prefer their children to get only religious education. This will take them into an educational institute called a madrassa and a student in such a madrassa is known as "Talib" (the plural is Taliban), which literally means seeker, certainly a seeker of knowledge, a student. The majority of parents cannot afford to send their children to government schools; therefore, they go to madrassas. The students of these madrassas may well want to go to schools and wear uniform and read books with coloured illustrations, and this might result in complex feelings over time. According to Cummins (2000), socio-cultural variables, group differences and negative feelings may result in poor acquisition of a language and Lambert (1981) has argued that attitudinal and motivational factors are even more important than language-learning aptitude.

There has been no official research on the attitudes of students and teachers in Pakistan about the present curriculum and pedagogy of English. Generally speaking, a study of teaching methods is popular among teachers and curriculum developers but students themselves have not been given much attention. Students' liking or disliking the

curriculum has never been considered, because they belong to the same Pakistani society, share the same national language and share the same culture. Rao (2002: 5-11) believes that bridging the gap between teaching and learning attitudes can only be achieved when teachers are, first of all, aware of their learners' needs, capacities, potentials and learning styles.

English has not been the only compulsory foreign language in all schools. During the colonial period (1757-1947), students studied Persian and Arabic, which were brought to the sub-continent by the Muslim conquerors from the Middle East and central Asia; even during the 1980s, students used to study Arabic as a compulsory foreign language with English. As most of the students in the area are Muslims, one has to read the Holy Quran at a very early age. This is a religious obligation and cannot be avoided at any cost. At the same time, students also learn to read and write their regional mother tongue, which is Pashto; quite surprisingly, students in the private schools do not need to read Pashto. So students learn to read and write up to four languages, namely Urdu, Arabic, Pashto and English. The result, to the researcher, is that pupils are mostly confused and they find it difficult to cope with so many different languages. In state schools students learn English through Urdu while their own mother tongue is Pashto. Children living in the same city, like Peshawar, but studying in different private schools, have a better command of English when they have done their Ordinary level or Advanced level, compared with children who pass their secondary school exams or intermediate exams in government schools or ordinary English medium schools.

This research will thus try to examine in some detail students' and teachers' opinions, feelings and attitudes about the present situation in schools and colleges. Different teachers of English language use different mother tongues in different provinces in Pakistan with different approaches; some give importance to rules and others to examples. Mismatch sometimes occurs between the learning attitude of an individual in the English class and the teaching attitude of the teacher, with unfortunate effects on the quality of the students' learning and on their attitudes towards the class and the subject (Lawrence 1993: 35).

From the researcher's personal experience as a teacher, students at elementary and secondary level are mostly shy and afraid of committing mistakes when they speak English, while students at primary level enjoy speaking English words and simple

sentences (Al-Kindi 2005). Therefore, a teacher has to make a number of efforts to motivate students at secondary level to speak English.

The teaching of listening and speaking skills, however, must be organised in a very systematic way from the primary stages onwards and teachers should be trained in such a way that they can not only teach the target language but also make valid and reliable evaluation of these skills and focus on students' needs. Masood (2002: 107) has given a very clear picture of the scenario, "*Inevitably what is taught to primary and secondary level children is not a communicative knowledge of English language but knowledge of how the syntactic and lexical rules of English operate*." This grammar-based approach means that the level of spoken language skills is weak and that learners are disadvantaged.

The research methodology in this study will, therefore, give more emphasis to students' and teachers' level of interest in the teaching and evaluation of these two basic language skills of listening and speaking, although attitudes to the reading curriculum are also explored. Students' fear of mistakes and shyness can only be removed if they are given enough rehearsal in listening and speaking skills. The study will explore the extent to which these two basic language skills have been taught or evaluated and seek both students' and teachers' opinion for the improvement of these skills.

1.5 Limitations of the study

The first obstacle for the research study into attitudes towards learning and teaching in the English curriculum is that such attitudes do not consist of a single uniform factor, but rather consist of a large number of sub-constructs all of which contribute in varying proportions towards an individual's attitudes. The research study will thus investigate the following aspects from students and teachers:

1. opinions about classroom activities
2. students' anxiety toward some skills learning
3. attitudes towards content (text books)
4. students' perception of their teachers
5. changes in the present assessment system
6. attitudes towards the use of AV aids in classes
7. motivational factors in learning English
8. how peers, friends and parents may influence the above factors.

The second stumbling block towards assessing the significance of attitudes is that everyone has individual differences and thus has a particular feeling, opinion or a set of attitudes towards something. The research study may, therefore, find it difficult to get empirical evidence of such mixed and wide ranging attitudes. However, both students and teachers will be free to give their comments in the course of the data collection and this will help in catching the reflection of such individual attitudes.

1.6 Why the study of attitudes?

It is now important in an educational system, therefore, to be aware of all the key factors influencing students' and teachers' views and attitudes towards a subject. As Ramsey and Howe (1996) note with regard to science:

> *A student's attitudes towards science may well be more important than his (her) understanding of science, since his (her) attitudes determine how he (she) will use his (her) knowledge*. (Ramsey & Howe 1996: 34)

Koballa (1988) and Oliver & Simpson (1988), cited in Osborne (2003), *have all found that social support from peers and attitude towards enrolling for a course are strong determinants of student choice…* (Osborne, 2003: 80). Reid (1978) went so far as to declare that: *The development of desirable pupil attitudes is more important than other aims of curriculum*. It would not be wrong to say that in every second of our daily life we observe, feel or express different attitudes. Children learning a second language, especially learning a third language, say English, through a second language, say Urdu, in the context of the North West Frontier Province in Pakistan have certainly very complex attitudes not only toward the third language but to the whole language learning process.
As Cummins has pointed out:

> *At the heart of the process is the child learning EAL (English as additional language) with his or her first language, previous experience of learning, aptitude and learning style. The learners will be affected by attitudes taken to them, their culture, language, religion and ethnicity within the school, beyond the school and in their wider world*. (Cummins 2000: 45)

The study of attitudes, in my personal opinion, is more important than the study of motivation in this particular situation of teaching of English in Pakistan because cultural attitudes precede and condition motivations here. As will be outlined in Chapter Four, one result of these cultural attitudes is a high failure rate in English and a massive dropout rate,

affecting female students in particular. Official statistics show that there are major problems with success rates and certainly it results in a mixed attitude toward the subject. It also suggests that students' attitudes towards the subject will be very likely to impact on their success not just in English but in higher education generally.

The present study is thus focused, within this systemic context of failure in the English curriculum, on exploring students' and teachers' attitudes about their teaching and learning experiences of English. Both questionnaire and interviews will be used to identify these attitudes. The questionnaire and interview will focus not only on gathering teachers' and students' attitudes but also their views on the text books, use of audio-visual aids and their suggestions to improve the present situation in schools and colleges.

1.7 Research questions

Within the complicated political, cultural and educational context discussed above, it is expected that the study will help to find answers to the following research questions, arising from the teaching and learning of English in Pakistani high schools, colleges and universities.

1. What do students (from different types of schools and levels of educational attainment) generally identify as key "attitude objects" (An "attitude object" may be anything a person discriminates or holds in mind—it may be concrete or abstract Bohner, 2001) in the present teaching environment of English?

2. Do any differences in attitudes towards the subject of English arise from different syllabuses taught in private and state schools in Pakistan?

3. Do any significant statistical differences emerge in the priorities of male and female students in their English studies?

4. What significant statistical co-relations exist between students' long term aspirations in their English studies and the teaching methodologies they have experienced?

5. What effective amendments to the present assessment system for the English curriculum are suggested by statistical analysis of students' attitudes?

Figure 1.3 brings together the key ideas discussed in this chapter and shows the complexity of factors influencing attitude development. Mixed attitudes towards the learning of English can be because of a number of reasons; the most commonly observed are discussed above (see pages 2 to 6 and page 10).

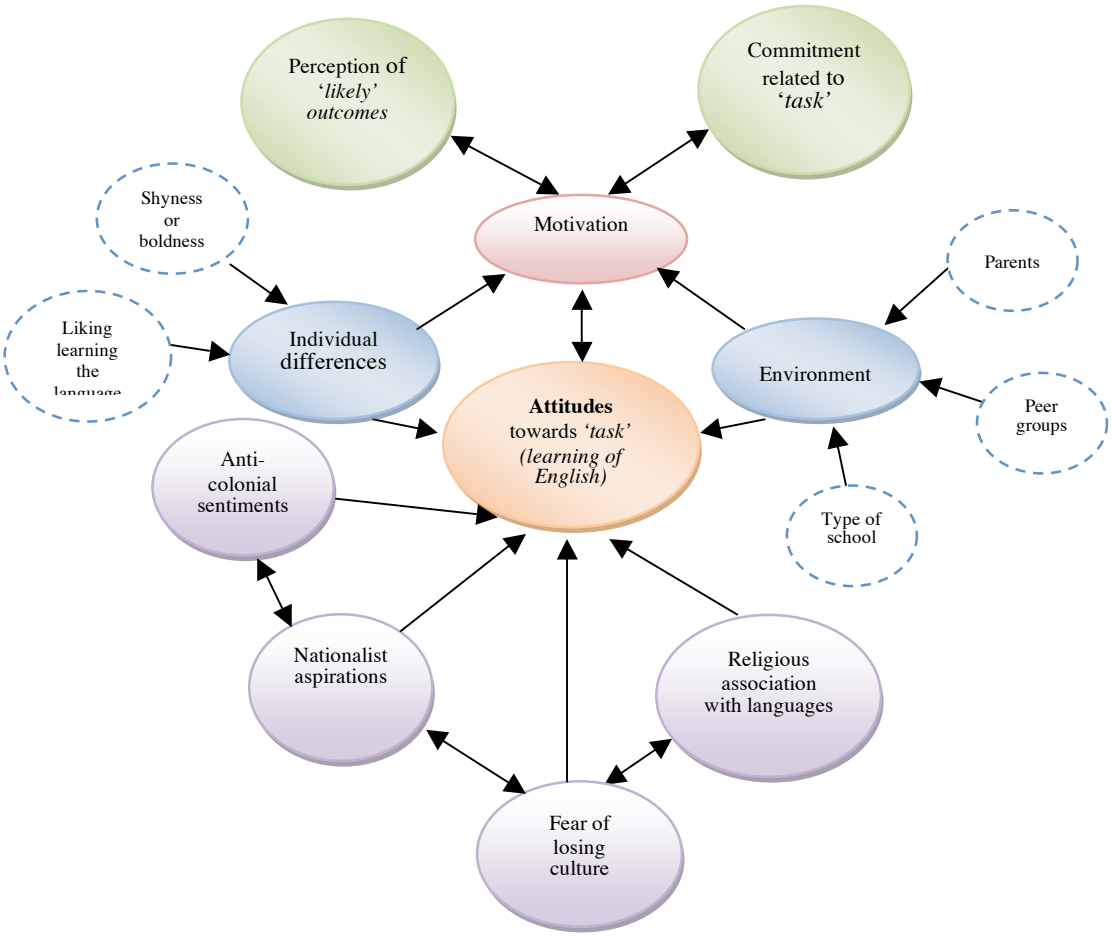


Figure 1.3 Attitudes and other factors affecting learning of English in Pakistan

Source: Derived from the discussion page 2 to page 6

Anti-colonial sentiments, religious association with languages, nationalist pressure groups and the most important factor, fear of losing cultural values, can be grouped as factors effecting or arousing negative attitudes for the learning of English. Individual differences and environment are two wide key factors – and may depend on many variables like peer group pressure, family, teachers, childhood experiences and, most importantly, the type of school. Both individual differences and education can affect attitudes in either positive or negative ways. Once these attitudes are built, they can result in a specific motivation, driving an individual to see the *likely* outcomes in the process and further strengthen the whole process by commitment to the *task* (or vice versa). The Figure also shows that attitudes are the starting point for the motivation of learning English, especially in the state

vernacular schools where the *environment* is not advantageous. One result of negative attitudes is the number of failures in the state vernacular schools and even at university level because of lack of confidence with English.

1.8 Summary: This chapter has highlighted the political, historical, cultural and educational context of the study and the researcher's perspective. The complex scenario of attitudes towards English has been described. These attitudes can be precise (for example, towards the difference of grammar of English language and the national or regional languages) or these attitudes may be broadly directed towards English itself, teaching methods, textbooks or assessments. This study will focus on the investigations of the broader aspect of attitudes. Before investigating these complex attitudes, Chapter Two outlines historical developments in the study of attitudes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter gives a historical description of attitude studies. It outlines different historica approaches taken to explain the complex *nature*, *measurement* and *change* of attitudes and it *importance in education*. The behaviour of humans is influenced strongly by attitudes whicl are held. Attitudes related to learning will vary considerably depending on the experiences o the learners. The educational situations in this study are quite diverse: the students in the private schools are provided with greater opportunities and exposure to a wider range of skill compared to the students studying in the government schools. Their attitudes may well be different.

2.1 The Nature of Attitudes

Attitudes are difficult to define. As the history of attitude studies shows, early workers were not sure how to separate attitudes from other latent constructs in psychology and there was a tendency to equate attitudes with feelings. Thus Thurstone (1929: 222-241) defined it early as how favourable or unfavourable an individual or group of people could be towards a given issue. Attitudes were not always separated clearly from behaviour and Likert (1932) defined attitudes in terms of a certain range within which responses move.

Allport (1935: 798-844) combined the ideas of both Thurstone and Likert saying that an attitude was a "*mental and neural state of readiness to respond to organised thought experience, exerting a directive and/or dynamic influence on behaviour*." This definition was widely used and is still useful today. It emphasises the latent construct nature of attitudes while showing how they can direct behaviour.

Further small refinements were made by Krech & Crutchfield (1948), Doob (1947), Katz & Osgood (1957). Rhine (1958) referred to an attitude as a *concept with an evaluative dimension*. The concept of evaluation was an important one for attitude studies. Eagly & Chaiken (1998) usefully bring many ideas together when they state:

> *Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Psychological tendency refers to a state which is internal to the person, and evaluating*

> *refers to all classes of evaluative responding, whether overt or covert, cognitive, affective or behavioural. This psychological tendency can be regarded as a type of bias that predisposes the individual towards evaluative responses that are positive or negative.*
> *An attitude develops on the basis of evaluative responding: An individual doesn't have an attitude until he or she does not responds evaluatively to an entity on an entity on an affective, cognitive or behavioural basis.* (Eagly & Chaiken 1998: 1-2)

The above quotation can clarify our understanding of attitudes, as they:

(a) Involve cognitive, affective and behavioural elements with an essential evaluative dimension;

(b) Are learned and they can develop with new input of a cognitive, affective or behavioural nature, or any combination;

(c) Can affect subsequent behaviour;

(d) May not be observed directly but must be inferred from observed behaviour.

Several authors have defined attitudes as predispositions to behave in a particular way (Fishbein & Ajzen, 1975; Bennett & Murphy, 1997). Attitudes are clearly important in influencing behaviour. The work of Fishbein & Ajzen (1975) led to the Theory of Planned Behaviour where it began to be understood that there were three factors which influence volitional behaviour and, of these, attitudes were the most important. The other two were found to be what a person thought others would think of the behaviour (the subjective norm) and whether the behaviour was possible.

Thus, for example, a student might be considering taking a course in English. The strongest influence on the decision would be the person's attitude to learning English which might itself be influenced by past experiences, teachers or assessment. However, there would be other factors: what the student considered would be the reactions of important other people (e.g. parents, friends) along with whether it was possible to take the course (e.g. cost, timetabling, time and previous successes).

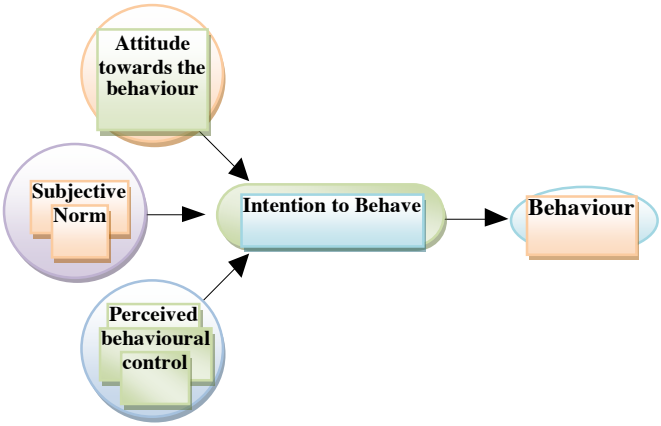


Figure 2.1 The Theory of Planned Behaviour
Source: Derived from Eagly and Chaiken, 1993, page 187

In his monograph on research methods in science education, Reid (2003: 22) offers a useful definition when he explains that: *Attitudes express our evaluation of something or someone. They may be based on our knowledge, our feelings and our behaviour and they may influence future behaviour.*

It is important to note that an attitude must be directed towards something or someone: there is an attitude object. For example, in education, attitudes may be directed towards subjects being studied, themes being studied or even study itself. Reid's definition also refers to knowledge, feelings and behaviour and Oppenheim (1992) has the same balance:

> *Attitudes are reinforced by beliefs (the cognitive component) and often attract strong feelings (the emotional component) which may lead to particular behavioural intents (the action tendency component).* (Oppenheim 1992: 174)

This blending of factors is useful. Attitudes are not simply knowledge but they may involve knowing; attitudes are not simply feelings but they may involve emotions; attitudes are not simply behaviour but they may be influenced by behaviour and, indeed, may influence subsequent behaviour. The balance between knowledge, feeling and behaviour is discussed by Johnstone and Reid (1981), explaining why some attitudes change more easily than others.

Although *attitude has been a difficult concept to define adequately* (Jonassen, 2001), attempts have been made in the light of different research approaches to explain and define this subtle term and definitions such as those offered by Eagly & Chaiken (1998, from a psychology perspective) or Reid (2003, from an educational perspective) are broadly acceptable to most. However, there is another problem. There are several related

words and it is not easy to distinguish these clearly as different authors use different words in slightly different ways.

There are a number of words which are used in the attitude literature. For example the word "opinion" is sometimes used while there are related words like values, paradigms and world views. There is no easy way to obtain a consistent picture of the use of these words. However, Oraif (2007: 41) has attempted to offer some kind of analysis which is reproduced here (Figure 2.2).

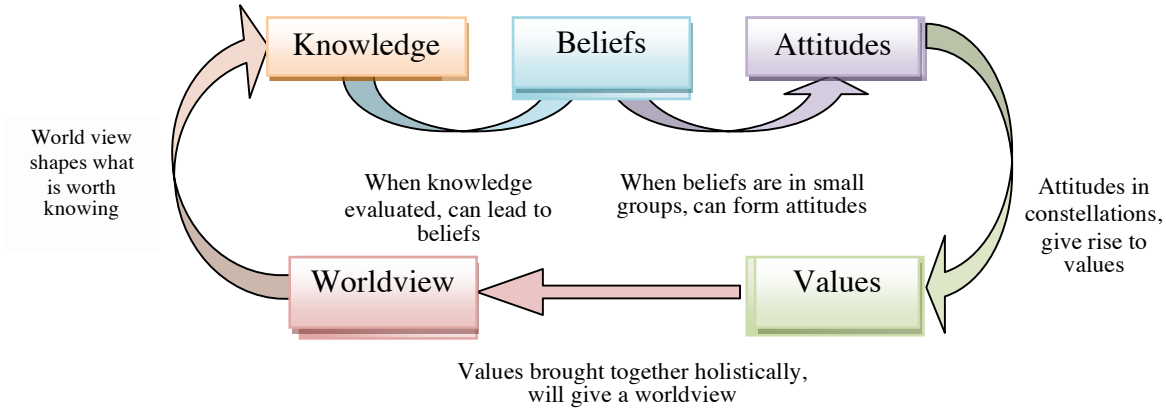


Figure 2.2 An Analysis of Words Related to Attitude
Source: Derived from Oraif (2007) page 41.

The analysis above makes it clear that attitudes are seen as groups of beliefs which, in turn, are based upon some kind of evaluation of knowledge. Values and world views involve attitudes coming together in some way. In education, interest is often in beliefs about aspects of the educational process and attitudes are constellations of such related beliefs.

People hold different attitudes to, and about, different things or "objects". In the English curriculum this encompasses a wide range of issues. This might include, for instance, how students react to the study of novels, short stories, drama or poetry, since the means of learning English, in Pakistan, is to learn the target language by these different genres. Also while teaching students at primary and secondary levels, we need to know their reaction, motivation and their opinion about the use of audio visual aids or other language learning activities. Indeed, an "attitude object" may be anything a person discriminates or holds in mind—it may be concrete or abstract (Bohner, 2001). It is also believed that attitudes change as people learn to associate the attitude object with pleasant or unpleasant contexts or consequences (Bohner, 2001). This too must influence future learning.

2.1.1 Why should we study attitudes?

Some parents in Pakistan still resist sending their daughters to universities where there is co-education. Thus, they echo again an "attitude", in this case an attitude towards co-education. The key to the importance of attitudes lies in the way they can influence behaviour. This has fascinated researchers for many decades. It took some time before behaviour and the underpinning attitudes were separated and the development of the Theory of Planned Behaviour formalised the link (see fig 2.1 above).

The theory derived originally from a concern to find out the factors which were causing so many students in the US to avoid taking specific subjects. While the theory did offer useful insights there, the work of Skryabina (2000) showed that the theory was often a reasonable model of what actually was observed to take place in Scotland. A further study has revealed that among the three components of the Theory of Planned Behaviour, attitude had the much greater influence in the prediction of behaviour intentions than either the subjective norm factor or perceived behavioural control (El-Farargy, 2007).
Thus, one important reason why attitudes are important is that they can influence behaviour considerably. However, there is another broad reason. Arul (1997) speaks of attitudes thus serving:

> *as a personal strategy or an informal and empirical theory, based on direct experiences and communications from others, to help reduce the anxiety in acquiring a working knowledge of the world.* (Arul 1997: 38)

This is based on the work of Katz (1960) who explored in some detail the reasons why attitudes develop. Attitudes involve evaluations. They are the individual's attempts to make sense of the world around, in all its complexity. Without such evaluations, the world around is a matrix of information and experience. The evaluative dimension allows the person to make some sense of it all.

Attitudes will not change or develop unless the person, consciously or subconsciously, finds that that the new attitude position has some advantage. This is very important in an educational setting where students evaluate and form attitudes. Of course, evaluations may not be correct. The person may have had bad experiences, may lack all the knowledge required to make a balanced evaluation, or may simply, by upbringing or experience, have developed faulty evaluations (see page 25 Table 2.1), these being faulty in the sense that they do not fit all the evidence. Indeed, it might be possible to describe a prejudice as an evaluation based on inadequate knowledge.

It is therefore, possible for students to have mixed attitudes towards English language because of imperialism, which they may have studied in their history books (see Chapter One) or other socio-economic factors. Equally, there is a possibility that these mixed attitudes may be because of the faulty methods and curriculum adopted in schools and colleges. Students have a number of experiences in life, which can be pleasant or unpleasant. These pleasant or unpleasant experiences continuously form their attitudes towards all the activities and material taught to them (see Figure 1.3 page 16).

Of course, students continuously develop their attitudes, from their very first day at school, about the teaching and learning activities. We cannot assume all the time that the students must learn what they are taught without considering the fact of how and what they are taught and how they feel about the whole teaching and learning experience. Reid (2003) has summarised the impact of attitudes in learning.

> *Attitudes are important to us because they cannot be neatly separated from study. It is a relatively quick series of steps for a student with difficulty in a topic to move from that to a belief that they cannot succeed in that topic, that it is beyond them totally and they, therefore, will no longer attempt to learn in that area.* (Reid 2003: 33).

Parents, social norms, peer pressure, past experiences, expected consequences and situational factors can affect attitudes. For example a female student and her parents may have a *positive attitude* towards learning but since it is against the *attitudes* of the culture to learn in co-education, she cannot go to university.

Attitudes, therefore, hold a very important role in the learning process of students. They will affect the learning of English if students hold very strong opinions about learning it. Attitudes deriving from the cognitive, affective and behavioural domains based on past experiences of the students or expressed by peers, siblings, relatives or pressure groups may block or hinder the current process of learning. In the Pakistani context when mature students are studying English, they may express thoughts or questions like "Can we do without English?", "Why have different education policies been promising to shift to Urdu and still they have not?", "Are we still under the Colonial-Raj?" And yet there are also students who learn Keats' and Shelley's poems by heart because they make them appreciate "Beauty" or the "Romantic Revolution". It is, therefore, important as an educator to realise why some students, learning in the same environment, have different

attitudes to a subject like English. Realising this, the researcher naturally wondered how to measure these complex attitudes and to what extent these attitudes can be altered.

2.2 The Measurement of Attitudes

We can measure width, length, height, distance, displacement, speed, mass, temperature, time period etc. Attitudes, on the other hand, may be complex but not complex enough to be measured. It may not be possible to describe attitudes with a single numeric index as we usually do in measurements. Again, there is a historical development of techniques of attitude measurement. It is clear from Thurstone's (1929) definition of attitude that it shows an individual's or a group of people's favour (pro) or denial (anti) of a given attitudinal issue. But attitudes are mostly deep and complex and they sometimes may not be as simple as "pro" or "anti". There is an "attitude continuum" which ranges from extreme un-favourability to extreme favourability. That is why, due to the complex nature of attitudes, different techniques and attempts are made to get at the meaning implied in a statement of attitude or a statement about a relative issue.

Further, attitudes are more than raw emotions. As already mentioned, attitudes involve evaluation, and that is why, "feeling emotional" will often not be considered as an "attitude" but simply "feeling emotional about something" (Eiser 1994). Attitudes are hidden and thus cannot be measured directly, but they can be deduced from arousal of responses or emotion.

Likert (1932), Cook & Selltiz (1964), Oppenheim (1992), have all contributed over time to the methodologies of attitude measurement. A number of methods like sociometry, direct or self-reporting, indirect methods, questionnaires and interviews are used for attitude measurement. All methods have their advantages and disadvantages and limitations. That is why Reid (2006) suggests that while making any attitude measurement, it is helpful to make several measures and bring them together in order to get an overall view. It has already been mentioned that it is not possible to measure attitudes with a single numeric digit. Particularly when we measure attitudes with the help of a questionnaire, it is sensible not to rely on one question but to use several. For example, to measure some latent construct of attitudes by a questionnaire, ten questions are used to get a clearer picture than using just one. The problem is how to be sure that just ten questions will serve the purpose.

Correlation is often used to solve this problem but they may lead to some other complications discussed by Reid (2006). This gives a chance to develop and use other scaling approaches. A detailed criticism of such scaling approaches can be found in Reid (2006).

In such a scale respondents are asked to give their responses to a series of statements by ticking one the appropriate boxes (given in front of a statement) as strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2 or strongly disagree (SDA) = 1. The scores of all items are then added together to give a total score. Often, these scores are interpreted using statistical techniques. It is assumed that the questions are measuring the same thing and that adding them together will give greater accuracy. Therefore, for five questions a maximum possible score would be 25, reflecting an extremely positive attitude and a very low score would reflect a very negative attitude. Likert related the score of each item to the overall score to measure that each item is consistent with overall measure (Oppenheim, 1992: 195-200).

The adding may be right in psychology when researchers are looking for some kind of latent construct but in the field of education these additions may result in wrong conclusions and interpretation of data. For example, two fictional students responding to a ten-item questionnaire with five points for response are shown in Figure 2.1. The responses of the first student are shown by a cross while those for the second student are shown by a nought.

Table 2.1 Two students' responses (imaginary)

Questions	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
Question 1	O	X			
Question 2		O	X		
Question 3			O	X	
Question 4				O	X
Question 5	X				O
Question 6		X		O	
Question 7			O	X	
Question 8		O	X		
Question 9	O				X
Question 10	X				O
Student 1 = X = 30			Student 2 = O = 30		

Source: Reid (2003) page 13

The above table shows that both students have an overall score of 30 but they hold different attitudes. Reid (2003) explains that the sum is, therefore, meaningless and *the adding of scores loses essential detail in results interpretation*. He further argues that by

assigning numbers to the degree or magnitude of attitudes we may come across the same results for different respondents. But it is not certain that respondents having the same score have the same attitude towards an issue. That is why Reid & Skryabina (2002) have analysed each question and then *qualitatively* added the outcomes obtained rather than adding the responses to questions. After collecting the qualitative data for each attitude question of the overall population, chi square statistics are used for different groups in the data. The huge advantage of this statistical tool is that it does not assume any distribution. It indicates whether differences in responses of the two groups in data are likely to have happened by chance or are statistically significantly different. Thus this statistical approach, chi square statistics, has been chosen for the present study (see Chapter Three for further details).

2.3 Attitude Change

Having considered the nature of attitudes in educational settings as well as approaches to attitude measurement, we will now discuss the way attitudes develop and change in an educational setting from the perspective of the teacher and student, and the mechanisms which might be involved. The literature relating to attitude change theory is not only large but also complex and often contradictory (Reid 2006). This is largely because the area is so diverse. The range of attitudes is very large and this is reflected in the many models which exist in the literature. How can attitudes be changed or why and when do they change? These questions are of practical importance to people who are concerned with such things as advertising and propaganda, as well as education. Eagly & Chaiken (1993) finally grouped the theoretical models into categories and offered a detailed overview of the area.

This portion of the review of literature offers a summary of some of the literature in this field, focussing particularly on implications in educational settings. Attitudes, according to Oskamp (1991), can sometimes change very rapidly while in other situations they may prove very resistant to change. It is the goal of theories of attitude change to define the conditions under which attitudes will change and the ways in which this will occur. It would be sensible to use the term *attitude development* rather than *attitude change* in an educational setting. Therefore, students are developing their attitudes towards learning and what is learned, and they continuously assess attitudes of their society towards their learning. Nonetheless, it is desirable that students develop attitudes built on sound evidence and balanced awareness of all the issues. This is very much the role of education:

placing learners in learning situations where they can experience and think about all the perspectives and issues and thus be informed, leading to the development of beliefs and attitudes built on a sound cognitive base. It is particulerly important in a country like Pakistan where multilingual and cultural communities are in interaction.

Attitudes also can be changed in many ways under diverse circumstances. Implied in any kind of "persuasion" is the goal of establishing in a person an attitude where one did not previously exist, or, more commonly the goal of changing, modifying, or shifting an attitude that already exists (Rajecki, 1990). A further implication is that the attitude communicated by the source of persuasion has to be separated to some degree from the existing attitude, for if it were not different there would be no possibility for attitude change.

In the Pakistani context, *persuasion* for learning English would be explaining to students, during early schooling, the importance of learning English from their early stage of life and its benefits in the future, but more importantly making the learning process, through text and also learning material, more attractive and practical.

As already discussed (see page 19), attitude can be defined as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. More briefly, an attitude can also be described in the context of evaluative meaning. Psychologists have typically assumed that, to predict the extent to which attitudes will change, researchers must understand the psychological processes that underlie attitudes and their change. Therefore, theories of attitude change generally follow from assumptions that certain cognitive, affective, or motivational processes mediate such change.

2.3.1 Persuasion for positive attitudes

According to Skryabina (2000):

> *Persuasion as a normal English word has overtones that almost make it manipulative. The word is used in psychology without these unacceptable overtones.* (Skryabina 2000: 15)

Acceptance of new ideas depends on who is presenting the ideas, how it is presented, how the presenter or teacher is perceived, and the credibility of the presenter and/or the conditions in which the knowledge is received. Ideally, persuasion researchers have quite naturally placed considerable research emphasis on the question of how various

characteristics of the communicator or presenter influence the outcomes of the communicator's persuasive efforts. Such research is focussed on a particular communicator's credibility, quality and clarity (Brock & Green, 2005).

In Pakistan, the literacy rate is not high enough and the majority often believe what religious figures or politicians hold to be important. The "rational" and "logical" thinking is held to be what these most influential groups preach or give importance to. Thus "persuasion" for learning English may not be strong enough if some of the religious or nationalist parties are against it.

2.3.2 Credibility of communicator

Credibility (or, more carefully expressed, *perceived* credibility) of the communicator depends upon the judgements made by a perceiver (e.g. a message recipient) concerning the believability of a communicator. A message source may be regarded as highly credible by one perceiver, partially credible or not at all credible by another. A teacher is the central communicator in an educational setting. It is important that a teacher has high credibility although it has to be recognised that there are other factors and, on some occasions, these may dominate.

One important aspect of credibility will be the willingness of the teacher to engage in developing learning situations where the attitudinal dimension is an integral part. Thus, the teacher who sees his/her role simply in terms of information transfer will generate, implicitly, attitudes towards the importance of knowledge and the importance of the evaluation of that knowledge in attitude terms.

A teacher's credibility in an educational setting should be well established. However, the relevance of what is being taught may not be easily perceived by the learners. Therefore, in terms of attitude change and development, a teacher's credibility may be critical in enabling attitudes to develop. Shah (2004: 67) has stressed the importance of chemistry teachers' credibility as one the most significant factors in Pakistan. Pupils' perception at school level may be influenced by several factors, two of the most important being the pupils' previous experience of chemistry teachers and teaching. These may have encouraged the development of certain expectations towards the present teacher. English teachers are in a similar situation. A teacher is in a position to do "persuasion" and "communicate" for the "desired change in behaviour", provided he is given proper training and provided with resources.

2.3.3 Quality of arguments

An "elaboration likelihood model" was developed by Petty & Cacioppo (1986a), relating to attitude change or development as a result of communication. They considered a construct which they called *argument quali*ty as a part of their study. Their model defines this variable in empirical terms and also features a method for generating high and low quality message. Argument quality refers to a recipient's perception that a message's arguments are strong and cogent as opposed to weak and specious.

Petty & Krosnick (1995) explore how some kinds of attitudes appear to be stronger than others. In this context, the word *stronger* is not used in the sense of the attitude being more extreme. Instead, stronger refers to the apparent influence that the attitude has on the individual's behaviour. In addition, two classes of individuals are considered: those who are aware of and guided by their internal feelings and those who tend to rely heavily on cues in the situation to decide how to behave. In general, people who are aware of their feelings display greater attitude-behaviour consistency than do people who rely on situational cues (Brock & Green, 2005).

Germann (1988) investigated the formation of attitudes towards learning in relation to the quality of teaching materials, and teaching environment. He found that students of the teacher with:

> *Better instructional methods and better learning environment had significantly better attitudes than those of the poorer teacher. When the teachers were of comparable experience, the teacher was found to make no significant differences' in attitude toward science*. (Germann 1988: 88)

This work supports the results of Haladyna & Shaughnessy (1982) that the teacher and the classroom environment play important roles in affecting pupils' attitudes. However, all of this is totally unsurprising. Better teachers and better teaching generate better attitudes toward a subject discipline! What would have been much more interesting is to explore what *features* of teachers and teaching make it "better" and this is the aim of present study.

In terms of attitudes towards physics specifically, the work of Skryabina offers useful insights. She was able to show that the way teachers were seen as being willing to support school pupils was critical, especially for girls (Skryabina, 2000), while the nature of the

curriculum was found consistently to be critical for everyone. When the learners saw what they were learning as relevant and related to their lifestyle and context, then they became much more positively disposed towards the study of physics (Reid & Skryabina, 2002).

2.3.4 Processing Information and Meaning

Germann (1988) noted that,

> *The educational process is a social one in which the learners and the teacher come together in an effort to share meaning concerning the concepts and skills of the curriculum.* (Germann 1988: 132)

This shows the importance of *meaning* and *evaluation* in attitude formation and if there is no success in grasping meaning, then evaluation may be very difficult. This will lead to evaluation being based on peripheral cues, a point made by Petty & Cacioppo (1986b). Therefore, emphasis on meaning is important because Johnstone (1993a, 1993b,1997) has demonstrated the vital importance of the working memory in reaching meaning and that the way new information is stored and linked in long term memory will depend on what meaning is established.

In countries like Pakistan, far too much teaching and learning is based on the well-organized and effective memorisation of information and procedures, given in the text books or lecture notes, and its subsequent recall in examinations. This has been confirmed very recently by Hindal (2007) and Al-Ahmadi (2007). In their studies at different stages of secondary schools, they found that the rewards in examinations were based on retention and memory. Understanding was rarely rewarded. This makes attitude development problematic. In another recent study (Hussein, 2006), attitudes towards chemistry were found to be very negative with senior school students in a situation where recall was dominant. Also for an attitude to change, new information (or feeling, or behaviour) must *interact* with what is already held in long term memory. This principle was developed by Reid (1979) on the basis of a collation of the research evidence known at that time.

If no mental connection is established, then attitude change is unlikely. Reid has identified certain types of situations where this interaction is more likely to occur and this will involve learning situations which are not passive. The learner must be involved with the new material, feelings or experiences. This, therefore, might suggest why the text books and curriculum for English have not been successful in formation of positive attitudes towards English language in Pakistan.

All this stresses that a learner should be given a chance to process all this new information and experience. This will certainly involve the working memory where understanding and problem solving take place. If the person is unwilling to take in the new information, experience or feelings, no information is passed to the working memory. If the working memory is overloaded, then understanding may well not take place (Johnstone, 1991) and it is unlikely that the new information, experience or feelings will ever interact with the previous held attitude. Indeed, even if the new input is taken in and understood, it still may not interact with what is held in long term memory. The learner may, consciously or subconsciously, maintain the new material separate from the old, a process of compartmentalisation (Johnstone, 1997).

2.3.5 Three processes of attitude change

Compliance, identification and internalisation are three important aspects of attitude change, described in Kelman (1971) as:

> ***compliance****, which occurs when an individual accepts influence because he hopes to achieve a favourable reaction from another person or group;* ***identification****, which occurs when an individual accepts influence because he wants to establish or maintain a satisfying self defining relationship to another person or a group;* ***internalisation****, which occurs when an individual accepts influence because the content of the induced behaviour is congruent with this value system.* (Kelman 1971, 218-219)

The idea of *compliance* is not really a main aim for learning English in Pakistan, in the sense that students do not want to become English, but instead to use the language for their own educational needs. *Identification* is more important in that a young person needs to belong, to a family, a culture, or even a school culture, especially when the local or cultural values and literature are reproduced in the English language. However, most fundamental is *internalisation* where the person has made the attitude their own because their evaluation is consistent with other evaluation, knowledge and experience. *Internalisation* leads to consistent behaviour under conditions of relevance to the issue, largely regardless of circumstances. The attitude can be seen as intrinsically rewarding and it is largely consistent with his value system (Kelman, 1971).

This has huge implications for attitude development in a school or university setting for the teaching and learning of English. It is relatively easy for younger children to form

attitudes which reflect their teachers' attitudes but these may not persist because they have not been internalised. Most of the teachers teaching English certainly have a liking for English language and literature, but this may not beget the same liking in the majority of students. The pupils have to make the attitudes their own. Of course, this is a feature of the teenage years when the internalisation of attitudes to give a consistent attitude framework is developed. These years can be characterised by a measure of rebellion as attitudes, beliefs and, indeed, world views of parents and teachers are rejected or worked through. The aim is to develop a consistent set of personal attitudes which enable the young person to make sense of their world, themselves and their relationships.

This study focuses on Pakistani students, studying in higher secondary schools, colleges and universities. These are the years of development of internalisation. The student moves from a high dependence on received parental and teacher influences towards a more independent view of life. It is a time of considerable uncertainty and, sometimes, confusion and rebellion. It is a time when there is often a mental battle between the need to identify with a social group conflicting with a need to develop a personal identity. The key feature is that this age range encompasses the period when attitudes are being re-thought and being made one's own. It will be important, therefore, to develop a curriculum for the teaching of English based on internalisation, improving tolerance and the development of a positive attitude for English language.

2.3.6 Attitude Development in Education Settings

The development of attitude in any educational process is likely to depend on a very considerable list of factors. Above all, perceptions of the teachers about the importance of attitude development will be very important.

It is useful to look at attitude change from the perspective of the learner, the teacher and the school, and then consider the pupils in the way they respond to the teaching and the internal mechanisms by which attitude change may be occurring.

2.3.7 The Learner

In simple terms, for a school student to change an attitude, there has to be some advantage for that student. This advantage may not be clearly seen by the student; it may be almost sub-conscious. However, if attitudes exist to enable individuals to make sense of their work, their relationships and themselves, then there has to be some gain in one or more of

these for an attitude to change. Does the newly internalised attitude position offer a better understanding or perspective in some way (Sherife & Sherife, 1967)?

If the learning of English is presented to students in a way which is too teacher-centred and less activity based, also not emphasising its importance in the students' future in an effective way, this is unlikely to improve students' "internalisation" for learning English till it is too late. This is an aspect which both the student questionnaire and the interviews attempt to explore.

2.3.8 The Teacher

The first important thing of an aspect of a teacher's sense of identity is expert knowledge. Beijaard et al., (2000) investigated this on a sample of secondary school teachers in the Netherlands. They looked at subject-matter expertise, didactical expertise and pedagogical expertise: the teacher not only as expert in terms of what was taught, but also in terms of how it was taught and how the learners understand. They found that most of the teachers saw themselves in terms of a combination of these identities, although it was interesting observation that many perceived a transition from subject expertise towards learning expertise as their careers developed.

Although this speaks of concepts and skills, it could equally apply to attitudes. The teacher's influence is powerful. The manner in which the subject is taught, in which the curriculum is presented, and in which the classroom activities are conducted is the result of the knowledge, world-views, beliefs, life goals, life style, needs, skills, and attitudes that the teacher brings to the classroom. Thus the personality of the teacher, his/her competence in the subject, the methods used in the classroom, the ability to motivate and encourage pupils will influence pupils' attitude towards the subject (Skryabina, 2000). This emphasises not only teachers' refresher courses for the teaching of English in Pakistan but also throws light on building teachers' confidence and ability for their students' attitude development towards English.

Furthermore, good teachers wish to open and invigorate the minds of the children they teach. They encourage their children to observe, and reflect on their experiences. Teachers must also understand their new roles, use new approaches, and have new attitudes. Indeed, the teacher is a key factor in the classroom, and a vital part of children's learning. Only a teacher with a positive attitude towards his subject can create a good learning atmosphere in the lessons, be enthusiastic, motivated, stimulating and encouraging for pupils.

Teachers must not merely impart content knowledge. Thus, Board (2001) points out that the role of the teacher is to promote and develop autonomous learning in the classroom by facilitating, helping, counselling, co-ordinating, proposing ideas, guiding, and fostering communication.

However, it goes further than that. The personal qualities of individual teachers are vital. Loveless (1995) observes that:

> *The teachers' beliefs and values about the nature of education and schooling affect how life in the classroom is organised and managed, and the background experience of an attitude to new technology will also affect the role it plays in the classroom.* (Loveless 1995: 149)

There is no doubt that the teacher is absolutely critical in the formation of positive attitudes towards learning, towards the subject being learned and, frequently, towards aspects of the themes being studied. This has important implications. If it is important, for example, to encourage the development of more positive attitudes towards a subject (like English), then it is of little value trying to influence the learners from outside the school situation. It is much more productive to seek to work with the teachers, to provide them with support, materials and encouragement. They have day to day contact with the learners and are in the most powerful position to enable attitude development to take place. Equally, there are major implications for in-service training as well as pre-service training of teachers. This point will be revisited when discussing the teacher interviews in Chapter Five.

2.4 Attitudes and Achievement

While it is very apparent that positive attitudes and success are correlated, it is much more difficult to establish which causes the other. Indeed, they might simply influence each other or happen to be present together in many individuals (Christou, 2001). Some have argued (e.g. Schibeci, 1984) that students' feelings and emotions are more central and essential than their achievement. This is because much of what they learn will be forgotten whilst attitudes related to learning are more likely to be longer lasting.

High self-esteem students (those with more positive attitudes towards themselves) are able to limit the effect of any failure because they do not generalise the negative evaluation to all their abilities and life situations. Low self-esteem students cannot compensate for the

failure in this way. Thus, it is likely that confidence might not affect future achievement directly but it affects the way a person handles success and failure (Oraif, 2007).

2.5 Some Attitude Studies in Language Learning

Attitudes towards language learning, especially English language, are extremely complex in this study, most probably because of different education systems in Pakistan (see 1.3). For example there are a large number of students who do not speak English, whether in class activities or outside the classroom, either because they are afraid that they will commit mistakes and would be found out or they feel that speaking English is snobbish or they may not get a response in English from fellow students who are preoccupied by such notions and thoughts (Rahman 2005). The end result is that students are mostly too shy to speak English. Curtin (1979) suggests that, *Languages are the functions of the cultures and environment in which they have developed and cannot be treated in isolation* (Curtin 1979: 281). He believes that language acquisition requires students to adapt themselves to the *native environment [of the second language] whether they are learning it in a country in which it is spoken or not*. He has given a vivid and sympathetic picture of foreign students in the UK whose *academic years have consisted in imbibing information [in their own countries], committing it to memory and synthesising from it* (Curtin 1979: 282). That is why, when they come to the UK, they find it difficult to take part in class discussions and to explain their own judgements.

From the researcher's personal perspective, students are not motivated in the state vernacular medium schools to speak and participate in class activities because they are not given such opportunities. There are very few class activities and these may be asking a student to reproduce what they had been asked to memorise. The students can only develop a natural skill in a second language, and not be afraid of committing mistakes, if they are given enough practice to participate in discussions because *language learning cannot be compared to the acquisition of knowledge or the memorising of information* (Curtin 1979: 281).

Similar teacher centred language classes can be found even in the European context. A study by Karavas-Doukas (1996) focuses on the development and use of an attitude scale with a sample of fourteen teachers in Greek public schools. She asserts that:

> *Despite the widespread adaptation of communicative approaches by textbooks and curricula around the world, [her] research suggests that communicative language teaching principles in classrooms are rare, with most teachers professing commitment to the communicative approach but*

following more structural approaches in their classrooms. (Karavas-Doukas 1996: 187)

She concludes her research by giving importance to teachers' attitudes as a starting point in any teacher training course. This is also recognized by some teacher educators (Johnson 1994; Richards & Lockhart 1994; Tillema 1994). She also mentions Lamb's (1995) disappointing experience with teacher trainees in Indonesia:

> *The focus of teacher training courses should be the teacher beliefs: 'These need first to be articulated, and then analysed for potential contradictions with each other, the teaching circumstances, and the beliefs of the learners' (Lamb 1995: 79). Attitude scales can play a significant role in revealing teacher beliefs.* (Karavas-Doukas 1996: 194)

Since in Pakistan the teaching of English is mostly achieved by teaching literature, the study will investigate which genre the students favour the most.

2.6 Language learning and cultural loss

Eliot (1948: 92) in "Notes towards the Definition of Culture" argued:

> *Even the humblest material artefact which is the product and the symbol of a particular civilisation is an emissary of the culture out of which it comes.* (Eliot 1948: 92)

Although Eliot's reference to the "material artefact" is not the material used for the teaching of English, it does reflect something of parents' fear of cultural loss of their children, who study English, in the NWFP context. It is not only the parents who are worried, even different governments and teachers themselves have fear of such cultural loss. For example, Moroccan teachers have expressed their concern about: *the erosion of belief in the ability of native culture and language to deal with the modern world* (Hyde 1994: 296). As Gray (2000: 275) points out, *Saudi Arabia and China have gone to the extreme of producing materials with almost no references to English-speaking cultures.*

In the Pakistani context, where teachers are expected to be "preachers", much westernised content will provoke parents' and pressure groups' anger and total rejection of the content and the teacher. But the culture of the second language cannot be neglected totally; it is in the text in one way or the other. Thus Kramsch (1993) believes:

> *Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is*

> *always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.* (Kramsch 1993: 1, cited in Gray 2000: 279-280)

It is, therefore, important for the curriculum designers and teachers to carefully select content which is easy for teachers to feel comfortable with and which has no or few controversial references in it, and is broadly acceptable to all students, and yet which also in some way is "challenging" enough to shift attitudes to some extent.

2.7 Why are students' attitudes important in language teaching?

As Hinela & Boy (1988) note in their study of literature use and students attitudes:

> *Student attitudes + teacher goals + suitable texts = a course satisfying to students and teachers alike. For the teaching of literature this is a sensible and appealing equation. The second and third variables of the equation have received their fair share of attention in the past. Perhaps the time has now come to give the first variable its fair share of attention too.* (Hinela & Boy 1988: 5)

In Pakistan, English is taught through literature, therefore, a similar approach might be adopted by curriculum developers for a "satisfying syllabus".

2.7.1 Spoon feeding culture and students' attitudes

In Asian countries like Pakistan, India, China or Hong Kong, the teacher is considered not as facilitator but as "fount of knowledge" (Liu 1998: 5). Liu explains the need and importance of appropriate pedagogy for the specific cultures rather than believing that all the Western researches and approaches will work in the Eastern *cultures with a long tradition of unconditional obedience to authority* (Liu 1998: 4). However an interesting study by Littlewood (2000) in which responses were obtained from 2,307 students studying at senior secondary and tertiary level in eight East Asian and three European countries shows that *Asian students do not, in fact, wish to be spoon-fed with facts from all-knowing teachers. They want to explore knowledge themselves and find their own answers* Littlewood (2000: 4). This shows the changing attitudes of students in the global world.

2.8 Research Questions

The above discussion and the Research Questions (see 1.7) can be refined in the following:

1) *What do students (from different types of schools and levels of educational attainment) generally identify as key "attitude objects" in the present teaching environment of English?*

The English curriculum is an *attitude object* (see 1.7) and students may have different attitudes towards and associations with it because of individual differences and different educational environment (see Figure 1.3 page 16). Students' attitudes are important in education because they shape students' motivation and outlook. It is, therefore, important to know the *strength* of these attitudes and to take necessary *persuasive* measures for the *development* of such mixed attitudes towards English based on *internalisation* (see 2.3.5).

2) *Do any differences in attitudes towards the subject of English arise from different syllabuses taught in private and state schools in Pakistan?*

The curriculum is what structures students' *psychological tendency that is expressed by evaluating* such a curriculum *with some degree of favour or disfavour*. This study will, therefore, explore if there is any difference is these *psychological tendencies* arising from differences in curriculum and syllabus taught in private and state schools in Pakistan.

3) *Do any significant statistical differences emerge in the priorities of male and female students in their English studies?*

The study will also focus on differences in male and female students' preference and their perception of importance in attitude change for a more conducive curriculum. Their views and responses will help clarify attitude differences in different genders. As already mentioned (also see Chapter Three, Chi Square), chi square statistics is the most appropriate and effective statistical method for measuring such differences, therefore this method will be used for all possible difference in attitudes.

4) *What significant statistical co-relations exist between students' long term aspirations in their English studies and the teaching methodologies they have experienced?*

Correlation is the second statistical tool used for measuring relation within two variables. There may be a relation in students' long term aspirations and the different approaches followed by teachers in communicating the curriculum in a specific way. If a relation is found, it will show that there is a relation between students' achievements and their attitudes.

5) *What effective amendments to the present assessment system for the English curriculum are suggested by statistical analysis of students' attitudes?*

The researcher let students and teachers speak of their *latent construct* in interviews for visualizing a broader and clearer picture of such constructs, which will provide a baseline for curriculum development in Pakistan.

After discussing the complex nature of attitudes in education and some attitude studies in the field of English, this chapter can be concluded as follows.

2.9 Conclusions and Summary

This chapter has provided an overview of attitude studies as these have developed from late 1920s to the present day. It has discussed their measurement and their impact on students' learning generally, with some reference to the English curriculum in Pakistan.

In looking at the development of attitudes related to English learning over these years with Pakistani students, it is important to remember the powerful societal influences in a culture where family authority is still strong, religious conformity is expected and where the opportunities for girls to be educated and to take their place in the workplace are still relatively new. Teachers are seen as suppliers of information which has to be recorded and reproduced accurately in examinations. The findings from social psychology research on attitude development, some of which have been discussed in this chapter, must be interpreted in such a context.

The teacher is the key influence on the input and it has to be recognised that teachers in Pakistan will be those who have been successful in a system which rewards accurate

recall. In that understanding is not valued highly, students may well not understand all they learn but may simply learn how to memorise carefully. All of this will make attitude development in any structured way problematic. The opportunities for dissonance to occur will be rare. This does not mean student attitudes will not develop. It does mean that they are likely to develop simply in terms of developing experiences as they progress through the school and also move through adolescence and into a measure of maturity.

The study described here has to be interpreted in the light of this general context. Further details of data gathering through questionnaires and interviews are given in the next chapter.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methodologies and statistical tools used in this study. It also attempts to justify these particular statistical tools and the method adopted for the collection of data. The study sample, the construction and structure of the questionnaire, the aims of methods used in this study and different ethical issues arising in the whole process of collection of data are discussed.

3.1 The Study Sample

In this study, the participants were students in higher secondary schools, colleges and A-level students and also university students who were currently studying for degrees. In the higher secondary schools, colleges and A level schools, students were almost of the same age group which is 17 to 20, while there was a slight difference in the age group of the university students, which ranged from 18 to 25. A small sample of teachers was also included.

Almost all the students in higher secondary schools and colleges were still studying English as a subject, while at university level some students studying business subjects were also still studying English as a subject, while the rest of the students in the universities, doing Masters, had studied English as a subject for more than ten to fourteen years. This study was carried out in a three-week period from 4 October 2005 until 25 October 2005.

Six hundred questionnaires were distributed in the classrooms by the permission of the head teacher and class teachers. Only two hundred and ninety two replies were returned, a response rate of almost 50%, in which 192 female and 100 male students replied. Fifty questionnaires were given to teachers out of which 20 were returned, a response of 40%, with 7 male and 13 female teachers responding. An overview is given below in tables 3.1 to 3.6. A small number of students and teachers (all male) volunteered to take part in a follow-up interview, and their opinions are used to extend the quantitative data in Chapter 4 and 5.

The breakdown of students participating in the study

Medium of school	Male	Female	Total
English Medium School	25	35	60
Urdu Medium School	75	157	232
Total	**100**	**192**	**292**

Table 3.1 Male and Female students in English & Urdu Medium Schools

Qualification of Students	Male	Female	Total
College and Secondary School Students	56	108	163
University Students	44	84	128
Total	**100**	**192**	**292**

Table 3.2 College/Higher Secondary & University Students

Teachers' Responses	Total
Female	13
Male	7
Total	**20**

Table 3.3 Male & Female Teachers

Interviews	Teachers	Students	Total
Female			
Male	5	5	10
Total	**5**	**5**	**10**

Table 3.4 Interviews

3.2 The Study Instruments

To establish the baseline for this study the following instruments were used:

1. A Questionnaire for students – To estimate students' attitudes toward learning activities and their opinions on the methodologies, textbooks, classroom activities and evaluation procedures in the English curriculum.

2. A Questionnaire for teachers – To explore teachers' attitudes and opinions about teaching-learning activities in the English curriculum.

3. Both the teachers and the students who were willing to participate were briefly interviewed to explore more in-depth attitudes towards the teaching and learning activities in English in different Pakistani schools.

3.3 Questionnaires and Interviews

A questionnaire was used to survey students' and teachers' attitudes and perceptions towards the English curriculum. This is very efficient in terms of researcher time and effort because a researcher can obtain data from hundreds if not thousands of respondents in a relatively short time (Robson, 1994). A questionnaire that is properly designed can provide precise insights into how students think and the way they evaluate situations and experiences (Reid, 2003). It is one of the most appropriate and useful data gathering instrument to survey opinions and attitudes (Fraenkel & Wallen, 2000).

A questionnaire was also chosen because other methods were not as convenient to apply. Documentary analysis was not possible because policy and evaluations procedures are not well established in schools and universities in Pakistan. Observation of practice was also not used because of time limitations and, more importantly, it would have been difficult to explore students' and teachers' attitudes through observation alone. Focus group discussion is less usual in Pakistani culture and students may have been less forthcoming in their responses, especially half way through a course.

To assess the participants' attitudes, opinions and preferences, one or other of the following two approaches was used. The first approach was the Likert method that used a four-point scale where participants responded to various statements using 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. Usually the Likert method is used as a five-point scale with 'neutral' in the middle but according to Reid it can be used from two-point to six-point scales. The reason that the option "neutral" was not used was that then the majority of the students would go towards the middle, hiding their real attitudes, as students in the government school have deep respect for their teachers and would say nothing which would look like something negative about his or her teaching methods etc. The second approach asked participants to select their priorities from a list of options.

3.4 Structure of Questionnaire

Talking about the importance and careful structure of questionnaires, Oppenheim (1992) points out that it is:

> *An important instrument of research, a tool for data collection. The questionnaire has a job to do: its function is measurement.* (Oppenheim 1992: 100)

Questions used in a questionnaire can be closed or open: *A closed questionnaire is one in which the respondents are offered a choice of alternative replies* (Oppenheim 1992: 112). A closed questionnaire is quicker to answer and easier to analyse than an open one where the respondents have to create their own answers. However, a closed questionnaire restricts the respondents' freedom by giving them no choice to develop their answers.

Open questions are sometimes called free-response and *are not followed by any kind of choice, and the answers have to be recorded in full* (Oppenheim 1992: 112). The open questionnaire gives more freedom to the subject to express their opinions fully. Ideally, a mixture between these two kinds of questions might be seen to be best but this is not always possible. An open question has been given to the respondents in this research project to suggest changes in the English curriculum.

3.5 Interviews

Oppenheim (1992) asserts that no other skill is, *as important to the survey research worker as the ability to conduct good interviews*. He adds that an interview:

> *Unlike most other techniques requires inter-personal skills of a high order, putting the respondent at ease, asking questions in an interested manner, noting down the responses without upsetting the conversational flow, giving in support without introducing bias*. Oppenheim (1992: 45)

Compared to questionnaires, the interview can give more freedom to both the interviewer and the interviewee to express their opinions freely and fully. There are two types of interview:

3.5.1 Exploratory interviews: these are also called in-depth interviews, or free-style interviews. The purpose is to develop ideas and research hypotheses rather than to gather facts and statistics. It is concerned with trying to understand how ordinary people think and feel about the topic of concern to the research (Oppenheim 1992: 67). Oppenheim

further argues that it is essential for the exploratory interviews to be recorded on tape. Subsequent analysis may be important to pick up on essential details.

3.5.2 Standardised interviews: these are essentially designed for the purposes of data collection. Examples include public opinion polls, research and government surveys. The purpose of the standardised interview is to collect the data and the same questions, in the same order, are asked of all respondents. This might be seen as something like a verbal questionnaire.

In educational research, exploratory interviews are very useful while standardised data gathering interviews are often neither totally open nor totally unstructured. If interviews are ***highly structured***, then all the questions are decided beforehand. Such an interview can be issued for data collection or can offer some kind of check for misunderstanding and misinterpretation with a questionnaire.

Reid (2003) describes a totally open interview and suggests:

> *Some preliminary questions may be needed to develop the levels of confidence and trust to enable the student to talk freely and openly. This type of interview is unpredictable and can be long. However, the insights gained can be very rich with an experienced interviewer who can encourage the students to talk freely*. Reid (2003: 29)

However, it will be difficult to summarise and link response to those from other respondents.

Interviews can be highly structured, totally open or anywhere in between. Interviews can thus be "semi-structured", with some fairly well defined questions but with freedom to expand and explore in many directions. This can allow the respondents some freedom but, if conversation is a problem, the interviewer can move on to the next question.

The type of interview to be conducted depends very much on the purposes in the research. In some cases, interviews will be exploratory because the need is to explore. Others will be confirmatory in that the need is to confirm other data. Looking at questionnaires and interviews, the latter are much more time consuming to undertake and the data may take many hours (for just one interview) to analyse and collate. However, interviews offer very rich data and are often used in conjunction with questionnaires. That is why in this study both students and teachers have been given an open question to offer their opinions for the

improvement of English curriculum (see Appendix B). Further, volunteer interviews were offered in order to get a broader view of such opinions. In this study questionnaires were used as the main instruments for data gathering but with some elements of openness in suggestions for improvement (see Tables 4.42, 5.6). Questionnaires would help gather sufficient number of responses which would help with statistical reliability.

3.6 Validity and Reliability

When any measurement is made, it is important to know whether the measurement reflects what is intended to be measured and whether the measurement is accurate. Thus, for example, if a test of mathematics is set, then it is important to know if the questions asked reflect the mathematical skills which the tester wants to measure. It is also important to know if the test will give similar results when used on different occasions. This is parallel to a measuring tape being used to measure the height of people. It is obvious that it can be used to measure the height, provided the person stands vertically and the tape is used vertically as well. It is also obvious that a metal tape is likely to give an almost identical result on two different occasions (provided that the two occasions are not too far apart allowing the person to grow and that the measurements are made at approximately the same time of day as people often shrink slightly throughout a day).

The latter is known as the reliability of the measurement and is partly a reflection of the accuracy of the measurement. It is important to know the conditions under which reliability is more likely. The other aspect is validity: does the test measure what it is intended to test? This is much more important (see Eagly & Chaiken, 1993: 42).

There are many uses of the word reliability in the literature. Oppenheim (1992) cites two. One is described as uniformity, homogeneity or internal consistency. This is the situation where, for example, ten questions are asked and it may be important to know the extent to which these questions are related to the same latent construct. This can be very important in psychological or sociological research. However, in education, it is rare to want to ask ten questions which explore the same thing: no one would set a test of English where each of ten questions explored the meaning of one word.

The other is consistency: will the test give similar results on two or more equivalent occasions. Osgood & Tannenbaum (1957: 126) state that the *reliability of an instrument is usually said to be the degree to which the same scores can be reproduced when the same objects are measured repeatedly*.

This is very important in education. In tests and examinations, results may determine the next stage of learning for an individual. It is very important that the results do in fact reflect the actual abilities of the learners and are not dependent on some external circumstance in a particular testing procedure. With questionnaires, if they are carefully constructed and of reasonable length and are applied under circumstances where honesty is likely (the respondents do not consider there is a hidden agenda) and the sample size is large, then reliability is very likely to be very good. Reid (2006) offers evidence to support this and clarifies the inappropriateness of looking for homogeneity or internal consistency in an educational setting. This was the assumption in the present study.

Validity is much more important and more difficult to achieve**.** The validity of an attitude scale refers to the extent to which the measure truly measures the attitude it is intended to assess (Eagly & Chaiken, 1993: 28). Ideally, validity is found by seeing how the measurement relates to alternative measures of the same attitude. However, this is rarely easy to achieve. Oppenhiem (1992: 162) lists many kinds of validity and these are now summarised:

3.6.1 ***Content validity:*** do the items in the measurement or test reflect some kind of balanced coverage of the issues, skills or knowledge to be measured?

3.6.2 ***Concurrent validity*****:** do the outcomes of the measurement relate to some other well-validated measures of the same topic, theme or skills?

3.6.3 ***Predictive validity:*** do the outcomes of the measurement relate to some future criterion such as job performance, recovery from illness or future examination attainment?

3.6.4 ***Construct validity*****:** do the outcomes of the measurement relate to some set of theoretical assumptions about an abstract construct?

In looking at questionnaires, the issue of validity is not easy. Clearly the questions used must reflect accurately the issues being explored. There needs to be clarity and absence of ambiguity. In designing a questionnaire, many questions must be developed and then these questions need to be looked at carefully by those who know the issues being explored and know the population being tested. Ideally, pre-testing is useful, with follow up interviews to check if the questions are being understood in the way intended. Another approach is to carry out formal interviews to see whether the outcomes of the questionnaire are matched by the outcomes from the interviews.

3.7 Aim of methods used in this study

The aim of this study is to explore what students' and teachers' attitudes are towards English in Pakistan. English medium schools are expanding, but are they just selling dreams of economic advancement? In a country where the state has fewer resources to spend on quality education and where a number of regional languages are spoken, it is difficult (not impossible) to provide quality English language teaching within vernacular medium schools. The students are the key. The education provision is for their benefit and, therefore, the measurements will focus on their attitudes, perceptions and aspirations for learning English. An overall picture is wanted for positive curriculum change. There is no attempt to look at individual students as this is seen as inappropriate given the difficulties in measuring attitudes.

For this purpose, questionnaires offer a useful way forward. Much data can be gathered quickly from three different cities. Of course, validity needs to be checked and, for this purpose, the optional interviews may be useful.

A Likert scale will be employed to measure students' attitude towards learning and studying in their curriculum as well as wider aspects of their school experience in English classes. The ultimate aim of the application of these approaches is to obtain a general view about the facts influencing learning English and their impact on a student's attitude.

The traditionally used methods of scoring the data obtained from Likert and Osgood questions have been widely criticised (Reid, 2006). The attitudes under consideration are likely to be highly multi-dimensional and thus the use of correlation alone, simply seeking internal consistency across two questions, or merely adding up ordinal data would be highly inappropriate in this study. For example, if there is a positive correlation between students' liking for short stories and enthusiasm for audio-visual aids, we cannot simply say that one "causes" the other.

It is also important to recognise that attitudes cannot be measured (with present techniques) with any degree of *absolute* certainty. An absolute measurement cannot be obtained. What is possible is to measure large statistical samples and to look for patterns with different groups at different ages and stages. Questions in the questionnaire, in this study, will be analysed in groups, giving an overall view. Therefore, there would be no assumption made on the basis of just a single question but a broader view of responses to groups of cognate questions would be looked for. The patterns of responses from different

groups can be compared using the chi-square statistic which has no limitations due to distribution assumptions.

3.8 Construction of the Questionnaire

Twenty foreign students learning English in Glasgow were given the first draft of the questionnaire in order to get a pilot testing of the questions and to get a sense of the difference of attitudes towards the learning of English in their home land and in the UK. Some of the students were from Glasgow University and some were asylum seekers. It helped the researcher to make some minor changes in the layout and to rearrange some questions.

Both the questionnaire for students and a modified version of the same questionnaire to be used for the teachers, with questions about learning and teaching activities, were piloted. Both teachers' and students' suggestions for the improvement of the teaching of English were sought.

The questionnaire for students (see Appendix B1) consists of two parts. Part One asks students for personal details: (1) Gender (2) Age (3) Mother tongue (4) Level of qualifications. Teachers were asked in their questionnaire (Appendix B2) about their (1) English language teaching qualification, (2) Continuing professional development (CPD) Refresher courses attended, (3) Year of the last refresher course, (4) Teaching experience, (5) Level of class taught (6) Length of time spent teaching English each day.

Part Two asks about students' and teachers' attitudes towards and experiences of the teaching and learning of English. It consists of seven main questions. Question (A) subdivides into twenty questions, asking students and teachers about their attitudes and experiences of learning English in Pakistan. Question (B) asks students what different genres they have been studying in order to estimate their level of liking for the reading of English texts. The next two questions, Questions (C) and (D) ask students how frequently they have been using audio visual aids in the English curriculum and how far these aids have been helpful to them when used in their learning. Finally, Question (E) asks students how they would want to improve their English curriculum, asking them to select three out of six given options.

The main focus was on asking students about their attitudes, formed after studying English at secondary and university level. The questionnaire focuses on the following aspect of English learning in Pakistan.

1. It has been a common practice in most of the English teaching classes that the students and teachers use mother tongue quite frequently. It is, therefore, very difficult for the students to develop natural learning of the target language. This does not help the students to learn and practise English in a more natural way. The learning is thus not natural and students rely on rote learning. We therefore need to ask students and teachers what they feel about the use of mother tongue in a second language class.

2. The researcher asked students how often they had been participating in speaking and listening activities during English classes. This revealed whether the teaching of English has just involved reading books and doing exercises at the end of each lesson, or if there were activities for speaking skills in class.

3. To discover the level of interest in English, students' liking for English was compared to other subjects. Those who volunteered for a further interview were asked if their liking or disliking of English was because of the content, the teachers' methods or any other reason.

4. It has been a very common practice in most of the government institutes that the learning of English has been simply reading the given text, translating into Urdu and dictating answers to the questions given at the end of every lesson. So it has been mostly a teacher-dominated class. The researcher inquired of students if they would like to have some extracurricular activities in the English curriculum.

5. Some students do not have a very good attitude towards the teaching and learning of English grammar and composition. The study, therefore, investigated students' attitude towards the teaching of grammar.

6. In the government schools and the majority of private schools, the focus is most of the time on the reading and writing skills and there is no system for the assessment of listening and speaking skills. The questionnaire asked teachers and students if they would like to have a system for the assessment of speaking and listening skills as well.

7. In order to discover the level of interest in English language, the questionnaire inquires from the students if they had been reading books beyond the syllabus, written in English.

8. (a) Audio-visual aids can make learning not only interesting but also more permanent during early learning. The study investigated how far this statement is true in the light of students' experiences.

(b) The researcher also tried to investigate whether these audio-visual aids helped students to focus or distracted them in a language class.

8. Finally the researcher asked students why they wanted to learn English and what benefits would they get from the learning of English. They were given six options and asked to select the three most appropriate to them.

Teachers were also given a modified form of the students' questionnaire (Appendix B2), to explore their attitude towards the teaching of English. This questionnaire also consisted of two parts. Part One is about their personal details while Part Two is about their attitude towards and suggestions for the improvement of the teaching of English.

Space within this thesis would not allow for a full statistical analysis of all the teachers' responses. The sample was in any case rather small. However, the views of teachers are discussed in a qualitative way in Chapter 5, and compared with student views.

3.9 Interviews in this study

Some of the respondents, both teachers and students, who were willing to give an interview, were interviewed. The researcher had the responses of the respondent on the questionnaire, and a semi-structured interview outline had also been prepared to get further in-depth attitudes and suggestions from both the teachers and the students for a better curriculum. The interviews also focused on asking teachers which factors they believed were the most important to be looked into for a better teaching and learning environment, in their present given circumstances.

3.10 Ethical Issues

All the students were given an introductory letter which was meant to explain the course of the study and asking the students to make it anonymous by not writing their names or the name of the institution. All the respondents were over eighteen, so family permission did not need to be sought. The introductory letter is given in Appendix C.

All the respondents selected in the research study were mature students and they were briefed during the distribution of questionnaire that the questionnaires were meant for the research study and not criticising any teacher, teaching approach or educational institution. To get the confidence of the students, their teacher also asked them to freely focus on their

personal experiences. This was helpful in investigating students' individual attitudes in a traditional culture where teachers' approaches towards teaching are not so openly judged. For the same reason, an individual and not a focus group approach was chosen, so that the students could more easily express their attitudes.

A rather small number of teachers (both male and female) responded to the questionnaire because most of them were not sure whether they could participate in the process of collection of data without permission of higher authorities. Student and teacher interviewees were assured of the privacy of the taped interviews and were given a chance to listen and review their interviews. Cultural attitudes shape our responses and that is why no female teacher or student offered to be interviewed and this has to be accepted and recognised in interpretation of data.

The fact that the researcher shared language, cultural background and professional training helped gain access to and trust of the respondents. This may have made objectivity more difficult but statistical approaches balance this, however.

3.11 Statistical Methodology

The responses of the students were tabulated and analysed through Chi square. It is a test of statistical significance for tabular cross breaks analysis of data, also known as bivariate tabular analysis. Such an analysis helps us to investigate if there is a relationship between two variables in the data, how strong this relationship is and what direction, shape or relationship the data have. Chi square can be used in a wide variety of research contexts for a number of purposes, for example comparing the controlled and experimental groups and analyzing the null hypothesis etc. In this study the use of Chi square was very simple; it was used in comparing the responses of different groups to discover the level and significance of difference, in order to identify significant points of development in the English curriculum. The following terms are usually used while discussing the results drawn from Chi square.

3.11.1 Significance is the percent chance that a relationship in the data is just due to chance and if we take another sample we may find nothing. In other words, significance shows that the distribution of data is not due to chance. Significance is represented by 'p'. Therefore, when we say $p<0.001$, we are saying that we are 99.9 % sure that the difference is not due to chance and there is significant difference in the responses and $p<0.01$ means we are 99% sure, while $p<0.05$ signifies that we are 95% sure that there is significant difference in the responses. In other words if the same questionnaire is repeated ninety-

five times there is a strong chance that the same results will emerge and they may vary only five times if repeated one hundred times. When we say that the significance is 'n.s', it means that there is no significant difference in the responses of the two different groups.

3.11.2 Degree of freedom. Degrees of freedom (df) can be expressed by the following formula: $df = (r-1)(c-1)$

Where (r) stands for rows and (c) stands for columns. For example, in Table 3.5 we have four rows and two columns.

Table 3.5 Teaching of English was more interesting than other subjects.

Groups	*Percentage*				*Comparison*	χ^2	*df*	*Significance*
	SA	A	DA	SDA				
Male	16	39	34	10	Male / Female	12.2	3	$p < 0.01$
Female	25	49	17	8				

The above table (in the coloured area) with two rows and four columns, therefore, according to the formula the degree of freedom (df) would be:

$$df = (r-1)(c-1)$$

$$df = (2-1)(4-1)$$

$$= (1)(3)$$

$$= 3$$

(See Appendix F for Chi Square Table.)

In educational research and in the social or natural sciences, researchers use correlation to understand and explain the nature of causal relations between phenomena. Correlations are relationships between two or more variables or sets of variables. Correlations, therefore, serve as empirical indications of possible relationships between these variables. However, merely discovering a correlation does not mean that a researcher has proved the existence of causal relationships, and further statistical analysis techniques are needed.

3.11.3 Kendall's tau-b

A correlation coefficient (r) is a statistic used for measuring the significance, strength and direction of an association between two variables in correlation. *Correlation coefficients (r) can take only values from -1 to +1. The sign out the front indicates whether there is a positive correlation (as one variable increases, so too does the other) or a negative correlation (as one variable increases, the other decreases)"* (Pallant, 2005: 121).

Table 3.6 Correlation coefficients (r) values

r = 0.10 to 0.29	r = -0.10 to -0.29	**Small**
r = 0.30 to 0.49	r = -0.30 to -0.49	**Medium**
r = 0.50 to 1	r = -0.50 to -1	**Large**

A perfect correlation of 1 or -1 indicates that the value of one variable can be determined exactly by knowing the value on the variable. The negative sign refers only to the direction of the relationship, not the strength.

Correlation analysis may therefore let us find and detect an association between two variables although it does not necessarily mean that change in one variable causes another to change. It simply shows that there is a relation between two variables and when one increases the other may increase or decrease. But there can be other variables causing this change.

Kendall's tau-b is a non-parametric measure of association based on the number of concordances and discordances in paired observations. When paired observations vary together concordance occurs, and discordance occurs when observations vary differently. Kendall's tau-b is used in Chapter 4 to explore the relationship between audiovisual aids and students' attitudes towards effective teaching styles. This is shown in Table 4.39 below.

3.12 Summary

This chapter has outlined the sample, construction and implementation of the questionnaires used in this study. It has also provided a foundation and justification for the statistical methods used for the analysis of data and the ethical issues involved in data collection. Chapter 4 next outlines the exam results and data collection and analysis through which the various research questions surrounding school type, teaching approach, student attitude and syllabus assessment in the Pakistani context were explored and measured.

CHAPTER FOUR

ANALYSIS OF DATA

Introduction

In the first part of this chapter an overall view is presented of exam results of different levels for different years. Although some of these results are overall results of all the subjects and not only English, from the researcher's personal experience the majority of failures in the state vernacular schools are mostly in English. In other cases it was possible to present English results. This presentation of results clearly shows drop outs and massive failures in English. The second part of this chapter will focus on the questionnaire findings. Different statistical tools, for example chi square and correlations, have been used for the analysis of data. For a clearer view, data from interviews have also been included to investigate in-depth attitudes.

4.1 Dropouts and failures

According to Abass (1998), (cited in Sabiha 2004: 65) *despite the massive inputs into the teaching of English, the national results are abysmally poor*. Malik (1996: 15, also cited in Sabiha 2004: 66) has pointed out that the *high rate of failure affects students in two ways: it destroys their opportunities for white collared jobs in the country and also destroys their morale*. Rana & Siddique (2002) found that English medium school students scored batter than Urdu medium school students in science subjects at college level.

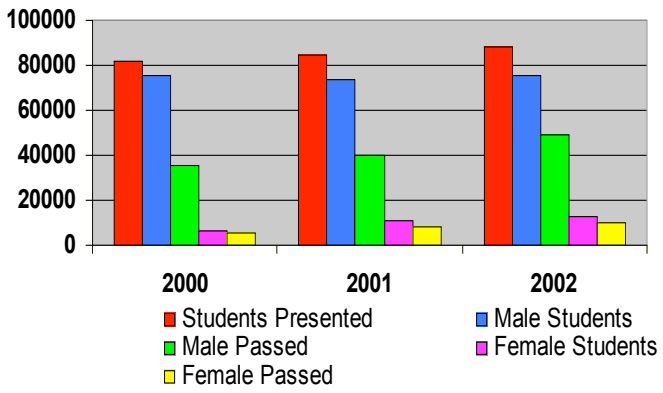
There are a huge number of dropouts due to problems in English language. Students, if they fail in any compulsory subject, cannot get admission to the next class, and the majority of students fail in English which is a compulsory subject. This is clear from Table 4.1 and Figure 4.1, which show the results from the urban school context of Peshawar.

Table 4.1 SSC (15-17 Year old students) Results of Peshawar Board from year 2000 to 2002

Year	Students	Male Students	Female	Males passed	%	Female passed	%
2000	81945	75143	6802	35317	47	5890	86
2001	84417	73358	11059	40126	54	8362	75
2002	88256	75811	12445	49120	64	9881	78

SSC Stands for Secondary School Certificate, 10th grade Matriculation, last year of secondary school. The above results include private and state school science majors as well as arts majors.
(Source: Board of Intermediate & Secondary Education Peshawar Annual results gazetteers 2000-2005)

Figure 4.1 SSC (15-17 Year old students) Results of Peshawar Board from year 2000 to 2002



Looking at the above results for the secondary school certificate (SSC) it is quite clear that the ratio of female students passing the secondary level exams is higher than the male students. The overall result shows that the failure rate is quite high in English.

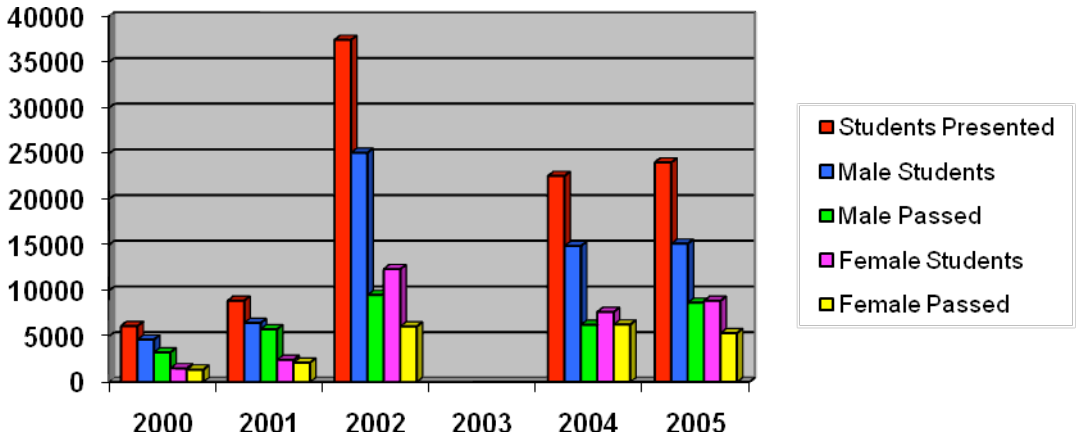
Table 4.2 HSSC (17 to 18 Year old students) Results of Peshawar Board from year 2000 to 2005

Year	Students appeared	Male Students	Female Students	Males students passed in English	Female students passed in English
2000*	6131	4636	1495	3245	1353
2001*	8905	6473	2432	5775	2125
2002*	37452	25092	12360	9519	6087
2004*	22557	14887	7670	6266	6291
2005*	24038	15143	8895	8677	5348

HSSC stands for Higher Secondary School Certificate (17 to 18 year old students). The above data for the year 2000 and 2001 includes only premedical students. Data for the year 2002 includes all the science and arts students while data for 2003 could not be gathered due to some policy reasons. Data for the year 2004 and 2005 includes only premedical and pre-engineering students.

(Source: Board of Intermediate & Secondary Education Peshawar Annual results gazetteers 2000-2005)

Figure 4.2 HSSC (17 to 18 Year old students) Results of Peshawar Board from year 2000 to 2005



The results of the Higher Secondary School Certificate (HSSC) are almost identical to SSC, and they show that even the students who managed to pass English in SSC had problems in the subject and the failure rate is very high, as in the year 2002, for example, when only about 40% of male students and 50% female students managed to pass. A similar pattern is evident at university level even among the specialist students of the BA English course, as outlined in Appendix A (see page 112).

The huge numbers of students failing in English (for example in the above exam results, more than 50% male students and more than 60% female students failed in the spring 2000 exam) is a matter of concern for modern Pakistani society. This is an alarming situation of failure rate in English. The enrolment of both the male and female students is increasing, but with an increase in the failure rate as well, at different academic levels.

4.2 Class enrolment in the District of Swabi

In order to provide background context to the school experience of students from rural schools, detail of class enrolment, issued by Swabi district education office, is given in Table 4.3 and Figure 4.3:

Table 4.3 Class enrolment in Swabi District 2002 to 2003

Class	Prep	One	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Boys	**18051**	**13661**	**12922**	**11780**	**11527**	**11376**	**13094**	**9217**	**8179**	**7886**	**5285**	**226**	190
Girls	17504	10344	9000	7794	7435	6759	6677	4422	3547	2624	1994	172	157

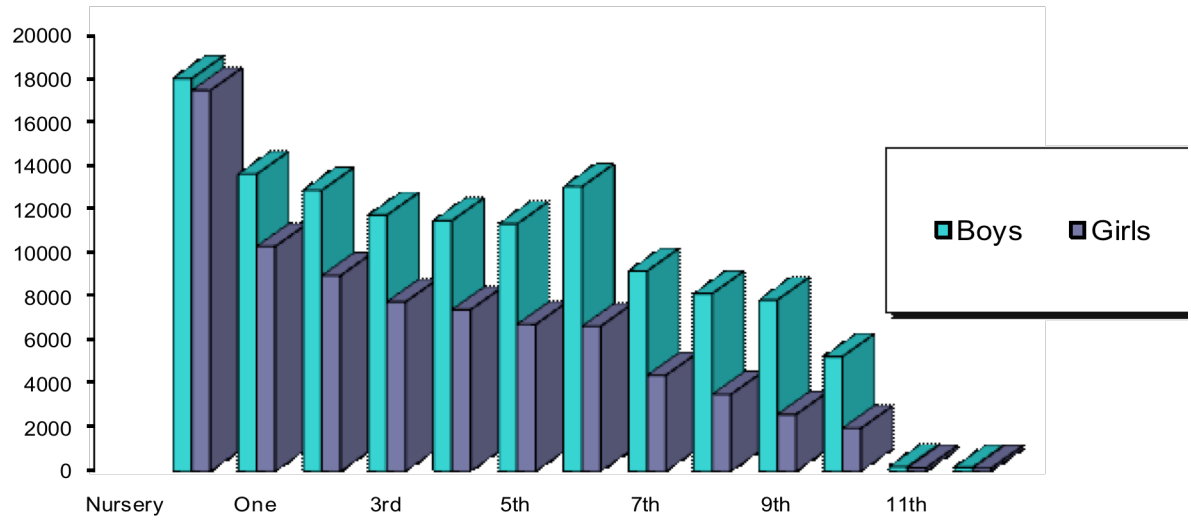


Figure 4.3

(Source: District Education Office, Swabi. 2002-2003)

The above Figure 4.3 shows a continuous decrease in the number of both male and female students. There is an unusual increase in class 6th, which is the first year of elementary school for boys, which may be because of large number of failures because of the introduction of English as a compulsory subject in the first year of the high school. These pupils then repeat a year, thus increasing the number of students in class 6th. The number of girl students is very low as compared to boys in the elementary school because girls either get married at that stage or parents do not like to send them to schools anymore. This trend is, though, changing now and a number of girls of the Swabi district are studying in different universities. It is not possible to show the number of the students of the area studying in universities because of lack of officially published statistics.

The massive failures and dropout in English discussed above may have varied individual impacts and also effects on social cohesion (discussed in Chapter One). Such results possibly result in sense of grievance against the subject of English for the students who are failed, and a sense of difficulty and a constant fear of failure in those who marginally pass it. The above figures show that English may be an *attitude object* (see 1.7) and students may have different attitudes towards and associations with it because of these failures. If that is true, these attitudes need to be measured and the necessary *persuasive* measures (see 2.3) taken for the *development* (see 2.3.5) of different attitudes among male and female students.

The issue of female education is more problematic. Although females are 48.1% of the whole population (Govt. of Pakistan, (2002), Population Association of Pakistan 2002) yet the above figures show that female participation in education is less than male students because of parental and social attitudes. This is certainly a loss of talent to the national economy.

The main emphasis in this study is on students' retrospective views, focusing on elements of the English curriculum that may have altered their attitudes to the subject and hence their commitment to studying it. Focus on spoken and listening activities is needed for future studies in universities in Pakistan or overseas. In Chapter Five, the study links students' views to some teachers' views of what is possible for positive development of complex attitudes towards English curriculum. Students' responses are, therefore, discussed below.

4.3 Questionnaire Findings

It is a fact generally acknowledged that an organised teaching class with organised teaching approaches and teaching materials will most likely attract more students towards learning. In a language class students and teachers come across a number of problems, for example, how the students feel about the use of the mother tongue, and what their attitudes are towards the teaching of grammar or the assessment procedures. The questions in the questionnaire will therefore explore teaching and learning approaches which will be likely to encourage and motivate students and give them the confidence and desire to improve and learn further. We cannot be certain that good teaching practices automatically change students' attitudes, but we do have a strong intuitive sense that poor teaching brings about lack of enthusiasm and motivation in students.

Since there are strict rules in the private schools for all the teachers to communicate in English, it is on the one hand easy for English medium school students to communicate in English, but on the other hand they take it for granted. This may be because in English medium schools all subjects are taught in English. With state schools, in comparison, the only text the students read in English is their textbook for English subject.

Based on the findings from the student questionnaire, given in full in Appendix D (see page 123), it can be clearly said that students have strong attitudes towards different classroom activities. The most relevant of the findings have been selected out and analysed here. The three tables below 4.4, 4.5 and 4.6, based on Table 1A (see pages 124, 149 and 173) Table 2A (see pages 124, 149 and 173) Table 5A (see pages 126, 151 and 175), in Appendix D1, D2 and D3) show students' responses in particular towards the use of mother tongue, when used in a second language teaching-learning environment in Pakistan.

4.4 Students' Attitudes Deduced from Question A

4.4.1 Attitudes towards use of mother tongue while learning English

1. Table 4.4 Teachers usually use their mother tongue while teaching English

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	8	37	44	11	Male / Female	12.1	3	$p < 0.01$
Female	12	53	31	4				
Private Schools	7	35	58	0	Private / State Schools	8.2	2	$p < 0.05$
State Schools	11	60	38	0				
Secondary Students	10	53	31	6	Secondary / Uni Students	4.2	3	n.s
University Students	11	41	41	7				

Table 4.4 reveals that, according to these groups of students, female teachers (who always teach female secondary school students) use mother tongue more frequently than the male teachers do, and it is used even in the private schools where teachers are given clear directions not to use it. In state schools, as shown above, it is much more the case that teachers use mother tongue during the teaching of English as compared to private schools. It also shows that some times it may be very difficult for second language teachers to avoid first language, for example while explaining abstract ideas or comparing and contrasting a local playwright or an artist or his/her work with the one given in the textbook.

2. Table 4.5 Teachers *should* use their mother tongue while teaching English

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	4	17	46	33	Male / Female	11.5	3	$p < 0.01$
Female	5	30	27	37				
Private Schools	2	8	35	55	Private / State Schools	17.8	3	$p < 0.001$
State Schools	5	30	34	31				
Secondary Students	4	29	30	37	Secondary / Uni Students	3.1	3	n.s
University Students	5	22	39	35				

In Table 4.5, it is clear that the majority of students disagree with the statement, and expect their teachers not to use mother tongue. Above 65% to 70% in each group want their teachers not to use mother tongue while teaching English, while 90% of private school students are comfortable if teachers do not use mother tongue while teaching English. However, 10% minority in private schools, who may feel insecure or show lack of confidence, do want their teachers to switch to mother tongue when needed and this percentage rises to 35% in state schools.

3. Table 4.6 Use of mother tongue by the English teacher made it difficult for the students to practise their own English speaking skills

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	31	35	30	4	Male / Female	15.3	3	$p < 0.01$
Female	29	54	13	4				
Private Schools	28	45	20	7	Private / State Schools	1.9	3	n.s
State Schools	30	48	19	3				
Secondary Students	22	57	17	4	Secondary / Uni Students	15.7	3	$p < 0.01$
University Students	40	36	21	3				

Table 4.6 shows that students agree with the statement that language teachers who use mother tongue more frequently can hinder students' English language acquisition, within speaking skills. This shows a strong attitude of students towards teachers' use of mother

tongue while teaching English. More than 65% in every group believe that teachers' use of mother tongue affects students' acquisition of second language and 83% of female students support this view.

The above three tables show a strong but mixed attitude of students towards the use of mother tongue by teachers during English classes. Students are aware of the fact that any language is learned more easily when it is spoken. However, a sizable minority still desire that teachers should use mother tongue, which may be because of lack of confidence. This mixed result may also relate to their experience of English teaching, and to their unwillingness to criticise teachers, or inability to conceive of any other mode of teaching (see Liu 1998, page 37 and 38 above where he has discussed the change in Asian students' attitudes towards the typical role of teaching and learning in the region).

The next two tables to be looked at; based on Table 6A (see pages 126,151 and 175) and Table 9A (see pages 128,153 and 177 in Appendix D) consider gender differences in appreciation of and participation in English.

4.4.2 Students' experience of learning English listening and speaking skills

1. Table 4.7 The students were very shy about participating in English class discussions

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	19	56	18	7	Male / Female	13.8	3	$p < 0.001$
Female	27	36	33	4				
Private Schools	14	44	32	10	Private / State Schools	7.7	3	$p < 0.05$
State Schools	27	42	27	4				
Secondary Students	14	38	40	8	Secondary / Uni Students	40.6	3	$p < 0.001$
University Students	37	48	12	2				

Male students are shyer, as shown in Table 4.7, than the female students while speaking English. This contrasts with a stereotypical view of Muslim women. Although culturally they may not be encouraged to communicate eloquently in the presence of males, these findings show that they are less shy in their class as compared to male students. There are 75% male students and 63% female students who believe that students felt shy about participating in discussions and speaking activities. The high percentage for women, however, may be either because female students were given not enough opportunities and encouragement to practise their speaking skill as shown in Tables 4.8 and 4.9 below, or possibly because female students at home and school have not been encouraged to be eloquent and less shy. However, a large percentage (37%) than males disagree or strongly

disagree with the statement, and show that cultural conditioning is not total. Cultural change and personality factors can also have an effect.

State school students feel shyer about participation in speaking activities. This is possibly because they are not given as many opportunities to practise speaking skills as compared to the private school students who always enjoy speaking in the second language without any hesitation. There are 85% of university students who think that students feel shy whereas only 52% secondary students who have the same opinion. This may be because students at universities have to participate in discussions more than the secondary school students and when they use the second language they feel shy about it. The emotional effect of shyness is likely in any case to affect student attitude towards learning English.

Teachers have clearly attempted in various ways to overcome this attitude of shyness, as shown in Tables 4.8 and 4.19; based on Table 3A (see pages 125, 150 and 174) and Table 4A (see pages 125, 150 and 174) in Appendix D.

3. Table 4.8 We were encouraged by our English teacher to speak English

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	37	50	6	7	Male / Female	18.1	3	$p < 0.01$
Female	22	43	17	18				
Private Schools	35	52	5	7	Private / State Schools	9.9	3	$p < 0.05$
State Schools	25	43	15	17				
Secondary Students	21	43	14	22	Secondary / Uni Students	19.7	3	$p < 0.001$
University Students	35	48	12	5				

4. Table 4.9 Teachers engage students in dialogues for the practice of speaking skills

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	23	51	17	9	Male / Female	34	3	$p < 0.001$
Female	13	26	29	32				
Private Schools	8	53	33	5	Private / State Schools	24	3	$p < 0.001$
State Schools	19	30	23	29				
Secondary Students	16	35	25	24	Secondary / Uni Students	6.5	3	n.s
University Students	9	16	12	7				

The above two tables show that teachers are doing their best to improve students' speaking skills. Probably there is no system for the assessment of speaking skills (see Tables 4.10 and 4.11 below) or teachers have to finish the given course in time, and

therefore they concentrate on preparing students for examinations only, which is mostly writing skills. Nevertheless, there is clear evidence of encouragement by teachers.

We note that despite the female teachers' frequent use of mother tongue (Table 4.4) there is still fairly strong classroom encouragement of spoken English for female students. This may in itself be a symptom of the lack of wider educational and social experience with English for female teachers of the older generation, but it continues to have an impact on female students of the present generation.

5. Table 4.10 The textbook had activities for speaking skills

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	10	39	37	14	Male / Female	4.9	3	n.s
Female	5	33	47	15				
Private Schools	0	77	22	10	Private / State Schools	36.6	3	$p < 0.001$
State Schools	9	27	49	16				
Secondary Students	7	30	43	10	Secondary / Uni Students	6	3	n.s
University Students	7	35	44	14				

Developing a classroom environment of interaction and dialogue in English is also a matter of resources, as Table 4.10 shows that private school students' textbooks have more activities for speaking skills than the rest of the groups, or their syllabus is designed in a way which encourages speaking activities more. The male students' group is the second highest group with almost 50% of students saying they had activities for the learning of speaking skills. Pupils in state schools are disadvantaged because there is less check on the medium of instruction, especially the teaching of English.

The need for revising textbooks and including spoken activities in these books is suggested by teachers in Chapter Five below, as well as in students' interviews in this chapter, which will be discussed further. This change would pave a path for including listening and spoken activities in the English curriculum as well as assessment of these skills. There would be a need for staff development and changes in Initial Teacher Education in order to achieve positive results from such a change to the curriculum

4.4.3 Students' attitudes towards the assessment of speaking and listening skills

The assessment issues regarding listening and speaking skills have been documented in Tables 18A (see pages 132, 158 and 182), 19A (see pages 133, 158 and 182), 20A (see pages 133, 158 and 182) in Appendix D, outlined in Tables 4.11, 4.12 and 4.13 below.

This may well affect attitudes to listening and speaking if they are not given emphasis in the classroom.

1. **Table 4.11 Students were given assessment for their listening skills**

Groups	Percentage				Comparison	$\chi 2$	df	Significance
	SA	A	DA	SDA				
Male	13	35	43	9	Male / Female	14.9	3	$p < 0.01$
Female	4	31	41	23				
Private Schools	8	33	50	8	Private / State Schools	5.6	3	n.s
State Schools	7	32	40	21				
Secondary Students	9	28	45	18	Secondary / Uni Students	5.6	3	n.s
University Students	5	39	38	19				

There is significant difference in attitudes of male and female students. Only 48% male students believe they were given assessment for their listening skills. This ratio is smaller with girls, however with only 35% believing they were given assessments for listening and speaking skills.

There is no significant difference in private and state schools students' attitudes. Almost 60% in both the groups believe that they were not given assessment in the listening skills. This shows that both the state and the private schools have no clear-cut goals and objectives for listening skills to be achieved and then assessed at the end of term.

A very similar response was given by secondary and university students: there is no significant difference in their attitudes, and the majority of the students are not satisfied with assessment of listening skills. Again this has clear implications for resource development and syllabus design.

2. **Table 4.12 Students were given assessment for their speaking skills**

Groups	Percentage				Comparison	$\chi 2$	df	Significance
	SA	A	DA	SDA				
Male	14	40	35	11	Male / Female	7.5	3	n.s
Female	9	33	35	23				
Private Schools	8	35	43	13	Private / State Schools	3	3	n.s
State Schools	11	35	33	20				
Secondary Students	12	32	33	23	Secondary / Uni Students	5.5	3	n.s
University Students	9	35	35	19				

There is no significant difference in any group's attitude to the above statement. Every group is clustered in the middle. The percentage shows weak response in SA (Strongly Agree), which suggests that none of the groups was ever given continuous assessment for

speaking skills. It implies that both listening and speaking skills should be included in syllabus and curriculum design and teachers should be given trained to teach and evaluate these skills.

3. Table 4.13 Students should be given assessment for their listening and speaking skills

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	63	34	2	1	Male / Female	7.6	3	n.s
Female	64	25	9	3				
Private Schools	50	42	8	0	Private / State Schools	9.4	3	$p < 0.05$
State Schools	67	24	6	3				
Secondary Students	69	24	4	2	Secondary / Uni Students	6.8	3	n.s
University Students	57	33	8	2				

Students' attitude towards listening and speaking is clearly seen in Table 4.13, where an overwhelming majority is in favour of proper listening and speaking exercises and assessments. This shows a very strong attitudinal dimension and students' understanding of the problem. Probably they believe the more they listen to and speak the target language the greater will be their understanding and acquisition. There are strong implications here for curriculum development in English.

4.4.4 Attitude towards English as subject compared to other subjects.

1. Table 4.14 Teaching of English was more interesting than other subjects

Groups	*Percentage*				*Comparison*	$\chi 2$	*df*	*Significance*
	SA	A	DA	SDA				
Male	16	39	34	10	Male / Female	12.2	3	$p < 0.01$
Female	25	49	17	8				
Private Schools	14	51	24	12	Private / State Schools	3.5	3	n.s
State Schools	24	44	23	8				
Secondary Students	20	48	20	12	Secondary / Uni Students	5.4	3	n.s
University Students	25	43	26	5				

Although we have noted that women teachers tended to teach English in a more "traditional" way, with more mother tongue instruction, the learning of English is more interesting for female students (74%) than any other group. However, Table 4.14 shows that a majority of all students do take an interest in learning English. Nevertheless, 30% to 40% from different institutional groups do not consider learning of English interesting. This may be because of lack of proper guidance and teaching, or students' individual differences, or the impact of the mixed cultural attitudes towards English described in Chapter One.

A general view from the whole set of issues within Question A is that students have strong attitudes towards different aspects of second language learning particularly towards the development and assessment of speaking a listening skills. There are both gender and social class differences. Question B will help us further investigate students' attitudes towards different genres and their role in second language learning.

4.5 Students' Attitudes Deduced from Question B

Overall findings for Question B are given in Appendix E (see page 198). This set of questions was asked in order to explore students' interest in different forms of texts and genres (extensively used in teaching the English curriculum in Pakistan) and also to learn how often the students read these different forms of writing. It is important to note that these questions were asked about novels, poetry and short stories etc, which are additional to the school, college or university syllabus. We can select several significant tables from this data. For example, Table 4.15 [Table 1B (see page 134, 157 and 183) in Appendix D] can clearly show gendered attitudinal differences towards the reading of novels written in English.

4.5.1 Attitudes towards literary genres

1. Table 4.15 I read novels written in English

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	31	40	29	Male / Female	23	2	$p < 0.001$
Female	23	19	58				
Private Schools	43	37	20	Private / State Schools	24	2	$p < 0.001$
State Schools	21	24	55				
Secondary Students	23	22	55	Secondary / Uni Students	8	2	$p < 0.05$
University Students	29	32	39				

Male students read novels more than the female students which may be because of the fact that girls are not allowed to buy and read novels which may deploy references to the naturalistic depiction of western reality. (Urdu novels, in contrast, are very popular with female readers.) Private school students read novels in English more than the state school students because the former have abridged forms of novels and the original novels available in their libraries. It is surprising to find that even at university level 39% of students never touched any novel not included in their syllabus.

2. Table 4.16 I read short stories written in English.

Groups	Percentage			Comparison	$\chi 2$	df	Significance
	Oft	Smt	Nev				
Male	26	42	31	Male / Female	2.6	2	n.s
Female	18	49	33				
Private Schools	40	42	24	Private / State Schools	7.8	2	$p < 0.05$
State Schools	18	48	34				
Secondary Students	22	46	32	Secondary / Uni Students	0.1	2	n.s
University Students	20	47	32				

In Table 4.16 almost one third of the students in every group say that they never read short stories in English. The private school students' group is the highest group with reading short stories more frequently than any other group. This may be because of the introduction of the short stories in their syllabus and because they can borrow books of short stories from their libraries. Private school students also read magazines, religious books and comics more frequently than other groups.

3. Table 4.17 I read Poetry

Groups	Percentage			Comparison	$\chi 2$	df	Significance
	Oft	Smt	Nev				
Male	15	50	34	Male / Female	1.6	2	n.s
Female	17	43	40				
Private Schools	18	41	41	Private / State Schools	0.1	2	n.s
State Schools	15	47	37				
Secondary Students	11	48	41	Secondary / Uni Students	6.9	2	$p < 0.05$
University Students	22	43	35				

The above table shows that a small minority who often read poetry are probably students living in urban areas who have access to libraries and English newspapers and magazines that accompany newspapers. The difference of response between private and state school is not significant. This is quite surprising because most of the poems in the magazines and in the newspapers sections for children are written by students from the private schools.

More university students read poetry which may be because students at university level have an easy access to library and newspapers or perhaps a period of time in which they develop a taste for reading English poetry.

4.5.2 Attitudes towards mass media genres

Students are usually attracted to read English newspapers probably to overcome the lack of enough English material in libraries. The impact of mass media on students' exposure to English is beyond school the curriculum. Students find it quite interesting to read interviews with cricketers and other superstars, film reviews and foreign writers' columns articles. Comparisons of national poets' themes and thoughts with foreign poets, especially English poets, are also appealing for some students. In short, newspapers and magazines offer material which is more motivating and can be used in a number of ways to increase understanding of English language and develop attitudes towards it.

4. Table 4.18 I read an English newspaper

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	39	45	16	Male / Female	0.5	2	n.s
Female	38	43	19				
Private Schools	31	59	10	Private / State Schools	7.2	2	$p < 0.05$
State Schools	40	40	20				
Secondary Students	32	44	24	Secondary / Uni Students	10.8	2	$p < 0.05$
University Students	46	43	11				

Table 4.18 shows that majority of students are clustered in the middle, yet there is a very small number of students who believe they don't read English newspapers. Surprisingly more state school students than private school students believe that they often read newspapers written in English. As already mentioned, university students have greater opportunities to read newspapers, and that is probably why the number of students reading newspapers is higher than secondary students.

5. Table 4.19 I read English magazines

Groups	Percentage			Comparison	$\chi 2$	df	Significance
	Oft	Smt	Nev				
Male	26	51	23	Male / Female	8.4	2	$p < 0.05$
Female	39	33	28				
Private Schools	54	34	12	Private / State Schools	15	2	$p < 0.001$
State Schools	29	41	30				
Secondary Students	31	39	30	Secondary / Uni Students	2.7	2	n.s
University Students	39	39	22				

More female students than the male students, in the above table, read magazines. These magazines may be the one got with Sunday or Friday newspapers. Although private school students were not concerned particularly with the reading of newspapers, they take a keen interest in magazines. This is possibly because the poems or stories in the newspaper magazines are written by private school students. It seems the university students are more concerned about reading news rather than stories and poems.

6. Table 4.20 I read English comics

Groups	Percentage			Comparison	$\chi 2$	df	Significance
	Oft	Smt	Nev				
Male	19	33	48	Male / Female	0.4	2	n.s
Female	19	37	44				
Private Schools	37	42	21	Private / State Schools	22	2	$p < 0.001$
State Schools	15	33	52				
Secondary Students	21	36	43	Secondary / Uni Students	0.9	2	n.s
University Students	17	35	48				

The above table shows that male and female students read comics with almost the same level of interest. Private school students may have greater resources and opportunities to buy and read such books. At university level, students get mature and their interest may divert to other things than reading comics.

4.5.3 Attitudes towards non fictional material

Some students like to read a translation of the holy Quran in English because they have better understanding of English than Arabic. Marmaduke Pickthall's (1875-1936), translation of the holy Quran in the style of King James Bible gives an opportunity to the

students to read their own holy book in the sublime style of the holy Bible. Some of the English medium schools teach Islamic Studies (a compulsory subject for all Muslim students) in English, and it is therefore easier for them to understand English translations rather than Urdu translations of the holy Quran.

7. Table 4.21 I read religious books written in English

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	35	39	26	Male / Female	4.7	2	n.s
Female	26	36	38				
Private Schools	34	46	20	Private / State Schools	6.2	2	$p < 0.05$
State Schools	28	35	37				
Secondary Students	28	38	33	Secondary / Uni Students	0.4	2	n.s
University Students	30	35	35				

Table 4.21 (Table 6B (see pages 136, 161 and 185 in Appendix D) shows that there is no significant difference in male and female students' responses for the reading of religious books written in English. These responses are spread equally in all the three given directions. Private school students believe that they read religious books more than the state school students. This may be because such content is available in private school libraries.

8. Table 4.22 I read technical books written in English

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	12	19	69	Male / Female	4.4	2	n.s
Female	5	19	76				
Private Schools	18	8	73	Private / State Schools	16.1	2	$p < 0.001$
State Schools	5	22	74				
Secondary Students	8	9	83	Secondary / Uni Students	22	2	$p < 0.001$
University Students	7	31	62				

Since the majority of the students were not technical students, most of them therefore never bothered to read these books. A small minority may read the manual books which they get with new gadgets.

9. Table 4.23 I read Encyclopaedias written in English

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	19	46	35	Male / Female	3.8	2	n.s
Female	11	49	40				
Private Schools	29	51	20	Private / State Schools	18	2	$p < 0.001$
State Schools	10	47	43				
Secondary Students	15	47	38	Secondary / Uni Students	0.3	2	n.s
University Students	12	49	39				

More male students than female and more private school students than state school students read encyclopaedias. This may be because of differences in interests due to the difference of gender, and of access to such materials.

The above results in Question B show a positive attitude towards extra-curricular and non-fictional work in English. There is potential for extending the English curriculum beyond the literary genres. The focus on literature in English teaching in Pakistan may well limit the relevance of the subject for many students. Many students who want to study scientific and technical subjects and have a natural aptitude for these subjects may not have the same aptitude for literature. Students, therefore, entirely gifted in science subjects and not English may be dropping out from the education system. This would be a loss for the national economy, through loss of talent and disillusionment for students.

4.6 Findings for Question C

In this question students were asked about the use of audio-visual aids while learning English. The tables from Table 1C (see pages 138, 161 and 187) to Table 10C (see pages 143, 168 and 192) in Appendix D, given as Table 4.24 to 4.34 below, show students' opinions about the use of audio visual aids in the English instruction classes. Audio-visual aids have the potential to engage students' interest and develop motivation. Attitudes towards English may be potentially affected by audio-visual aids as they are frequently used in western teaching and in TEFL classes. The following tables will investigate how frequently they are used in Pakistani context, followed by a brief consideration of audio-visual aids effectiveness in English learning.

4.6.1 Use of cards and pictures as audio-visual aids

1. Table 4.24 How often were *pictures* used (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	21	31	48	Male / Female	0.9	2	n.s
Female	19	37	44				
Private Schools	32	30	38	Private / State Schools	6.6	2	$p < 0.05$
State Schools	17	36	47				
Secondary Students	15	37	48	Secondary / Uni Students	6.2	2	$p < 0.05$
University Students	26	35	46				

Almost half of the male and female students believe that pictures were not used as audio-visual aids during the teaching of English. There is a significant difference in private and state school students' responses to use of pictures. Table 4.24 shows that these aids are used more often in the private schools as compared to the state schools, again a matter of resources (including printers linked to computers). More frequent use of pictures can be linked with the comments above about the potential of media and information texts, including pictures, in extending the English curriculum.

2. Table 4.25 How often were *cards* used (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	9	25	66	Male / Female	3.5	2	n.s
Female	5	19	76				
Private Schools	5	31	64	Private / State Schools	3.8	2	n.s
State Schools	7	19	74				
Secondary Students	4	20	76	Secondary / Uni Students	5.3	2	n.s
University Students	10	22	67				

Cards are frequently used in teacher training courses in Pakistan. They contain words, letters and illustrations. It appears that they are used more frequently in private schools than state schools: only private school students believe that cards were used sometimes for the teaching of English. There is no significant difference in any group's opinion for the use of cards as audio-visual aids. A great majority in all the groups has quite clearly mentioned that cards were rarely used for the teaching of English.

4.6.2 Use of charts and diagrams

1. Table 4.26 How often were *charts* used (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	27	53	20	Male / Female	1.3	2	n.s
Female	33	50	17				
Private Schools	40	53	7	Private / State Schools	7.5	2	$p < 0.05$
State Schools	29	50	21				
Secondary Students	35	53	12	Secondary / Uni Students	11.2	2	$p < 0.01$
University Students	26	48	26				

2. Table 4.27 How often were *diagrams on blackboard* used (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	31	37	32	Male / Female	10.7	2	$p < 0.01$
Female	41	43	16				
Private Schools	57	25	18	Private / State Schools	12.3	2	$p < 0.01$
State Schools	33	45	22				
Secondary Students	38	40	22	Secondary / Uni Students	0.3	2	n.s
University Students	37	43	20				

The general impression is that charts and diagrams on blackboard are more frequently used. This may be because when different sentence structures or grammar rules are discussed, they need to be explained with the help of charts and on the blackboard. These responses from all the groups show that teachers focus more on blackboard presentations as compared to other sources. This could be because of the lack of provision of other audio-visual aids as well as insufficient training and importance placed on other aids in the English curriculum.

4.6.3 Use of radio, tape recorder and television

1. Table 4.28 How often was *radio* used (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	12	16	72	Male / Female	11.8	2	$p < 0.01$
Female	2	13	85				
Private Schools	5	17	78	Private / State Schools	0.7	2	n.s
State Schools	6	13	81				
Secondary Students	3	11	87	Secondary / Uni Students	10.6	2	$p < 0.01$
University Students	10	17	73				

2. Table 4.29 How often was *tape recorder* used (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	18	24	58	Male / Female	15.4	2	$p < 0.001$
Female	6	17	77				
Private Schools	12	15	73	Private / State Schools	1	2	n.s
State Schools	9	21	70				
Secondary Students	6	12	83	Secondary / Uni Students	26.5	2	$p < 0.001$
University Students	16	29	55				

3. Table 4.30 How often was *television* used (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	26	28	46	Male / Female	13.9	2	$p < 0.001$
Female	13	19	68				
Private Schools	29	34	37	Private / State Schools	16.5	2	$p < 0.001$
State Schools	15	19	66				
Secondary Students	12	20	67	Secondary / Uni Students	9	2	$p < 0.05$
University Students	24	24	52				

Television is the more frequently used audio-visual aid only in private institutions. This is because these institutes show movies based on Charles Dickens novels, and classics like *Robinson Crusoe*, *Treasure Island*, *Gulliver's Travels*, *Pride and Prejudice* etc.

There is no doubt that these three audio-visual aids can be used in a number of ways not only to motivate students but also to provide them with native contexts of English language use and to make learning of English more permanent and meaningful. These three tables above show the need for more listening and speaking skills-building within the curriculum of English. This re-emphasizes the need for focusing on teaching and assessment of listening and speaking skills (see Table 4.11 to 4.13 above), as well as teachers' training for effectively engaging students in dialogues; effective use of such valuable audio-visual resources; and teaching, creating and administering listening and speaking skill assessments.

4.6.4 Use of computers as an audio-visual aid

1. Table 4.31 How often were *computers* used (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	24	31	44	Male / Female	4.5	2	n.s
Female	22	21	56				
Private Schools	52	19	29	Private / State Schools	36.9	2	$p < 0.001$
State Schools	16	26	58				
Secondary Students	22	22	56	Secondary / Uni Students	1.8	2	n.s
University Students	24	28	48				

The private schools with their resources are on the top with the highest number of use of computers for English curriculum, male and university students are the second, while female and secondary students are the least frequent users. State school students are far behind the rest of the groups. As already discussed under Table 4.24, private institutions can focus on a variety of activities with more resources. These resources may be one of the basic factors in influencing positively private institutions students' attitudes towards the English curriculum and lack of such resources in state vernacular schools may develop mixed attitudes.

4.6.5 Teachers' own efforts

1. Table 4.32 How often did teachers use *real objects* as audio-visual aids (for the teaching of English)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	6	42	52	Male / Female	3.2	2	n.s

Female	12	43	45				
Private Schools	12	49	39	Private / State Schools	1.9	2	n.s
State Schools	10	41	49				
Secondary Students	11	44	45	Secondary / Uni Students	0.6	2	n.s
University Students	10	40	50				

Real objects are used when they are easy to be carried to a classroom. These responses from all the groups are almost identical. There is no doubt that such items make for association of words, ideas and images. These findings show that although they are not very often used nevertheless teachers "sometimes" put effort into using them.

2. Table 4.33 How often did *teachers perform and act* to explain things, situations or ideas (teaching of English curriculum)

Groups	*Percentage*			*Comparison*	$\chi 2$	*df*	*Significance*
	Oft	**Smt**	**Nev**				
Male	46	33	21	Male / Female	0.3	2	n.s
Female	43	35	22				
Private Schools	73	20	7	Private / State Schools	27	2	$p < 0.001$
State Schools	36	38	25				
Secondary Students	38	35	27	Secondary / Uni Students	7.9	2	$p < 0.05$
University Students	51	34	15				

It is interesting to note that students are happy with teachers' use of gestures and ways of explaining different complex situations and ideas. A small minority is either not able to cope with the way the teachers are explaining different situations through gestures or the teachers are not able to do improvisations. However, there is a possibility that students out of respect for their teachers are not willing to say that their teachers were not able to "perform and act" in explaining English curriculum.

4.7 Findings for Question D

Findings in Question C for the use of audio-visual aids do not automatically show their power to influence students' attitudes. It may be easy to assume that audio-visual aids motivate students, but do they always? Is it possible that they may divert students' attention? Do they always make association easy or do they bring complications as well? Question D was asked to explore students' responses and attitudes towards the effect of audio-visual aids during English curriculum.

1. **Table 4.34 Use of audio-visual aids made learning interesting**

Groups	*Percentage*					*Comparison*	$\chi 2$	*df*	*Significance*
	SA	**A**	**N**	**DA**	**SD**				
Male	51	25	23	1		Male / Female	21	4	$p < 0.001$
Female	72	18	7	0.5					
Private Schools	73	18	7			Private / State Schools	3.7	4	n.s
State Schools	62	21	14						
Secondary Students	72	17	8.6	0.6		Secondary / Uni. Students	10.4	4	$p < 0.05$
University Students	56	25	18	0.8					

Female students are more positive towards the use of audio-visual aids during English instruction classes and believe that audio-visual aids made learning interesting. Possibly female teachers' use of audio-visual aids is more effective. There is a significant difference between secondary and university students' responses for the effect of audio-visual aids. Secondary school students are more in the favour of positive effects of audio-visual aids. This is possibly because university students are more mature and they are more focused on exploring ideas and concepts than material and physical existence in their subject areas. However this table strongly indicates a way to change students' attitudes towards the English curriculum.

2. **Table 4.35 Use of audio-visual aids made lessons easy to retain or remember**

Groups	*Percentage*					*Comparison*	$\chi 2$	*df*	*Significance*
	SA	**A**	**N**	**DA**	**SD**				
Male	40	31	27			Male / Female	12.9	4	$p < 0.05$
Female	56	22	16	4					
Private Schools	33	40	23			Private / State Schools	12.5	4	$p < 0.05$
State Schools	54	21	19						
Secondary Students	52	24	17	2		Secondary / University Students	5.6	4	n.s
University Students	48	26	23	1					

More female students believe AV aids made their lessons easy to remember which supports the finding of Table 4.34. It is interesting to note that state school students are more positive as compared to private school students, either because theses aids are not

frequently used and when once in a blue moon they are used, students find them interesting or private institutes' students have seen them so often that they are not as enthusiastic as state school students. There is no significant difference between secondary and university students' opinions for the above statement. An overall impression is that audio-visual aids have the potential to drive students' interest. Their effective use can influence students' attitudes positively for the English curriculum.

3. Table 4.36 Audio-visual aids improved my learning of the second language

Groups	*Percentage*					*Comparison*	χ^2	*df*	*Significance*
	SA	**A**	**N**	**DA**	**SD**				
Male	51	23	22	1		Male / Female	4.2	4	n.s
Female	50	28	16	1					
Private Schools	32	20	42	1		Private / State Schools	29.5	4	$p < 0.001$
State Schools	56	28	14						
Secondary Students	48	27	20			Secondary / Uni Students	3.2	4	n.s
University Students	54	25	17						

The majority of students accept the importance of AV aids in the learning process of the second language. It is quite interesting to note that state school students are strongly in favour of the use of AV aids for the learning of a second language. A higher proportion of state students, compared to private schools students, strongly agreed to the statement. This can be again because of the infrequent use in state schools. There is no significant difference between secondary and university students' attitudes for the improvement of AV aids in learning English language but a majority of them believe it had a positive effect. These responses also confirm the positive potentials of audio-visual aids.

4. Table 4.37 Audio-visual aids helped me focus on lessons

Groups	*Percentage*					*Comparison*	χ^2	df	Significance
	SA	**A**	**N**	**DA**	**SD**				
Male	29	30	28	6		Male / Female	23	4	$p < 0.001$
Female	56	26	15	2					
Private Schools	22	37	26			Private / State Schools	25	4	$p < 0.001$
State Schools	53	25	17						
Secondary Students	48	26	17			Secondary / University Students	8	4	n.s
University Students	45	30	23						

The difference between the male and female students' attitude is highly significant. The table shows that female teachers are using audio-visual aids more skilfully and help

students focus their lessons. Confirming Table 4.35 and 4.36 findings, state school students have more positive views for AV aids for achieving concentration. There is no significant difference between secondary and university students' responses but the majority of them "strongly agree" with the statement.

In general Question D confirms students' positive attitude towards the use of audio-visual aids. State institute students are more enthusiastic compared to private institute students about their use and positive outcomes. This indicates that frequent use of audio-visual aids may detract from its proper importance in motivating students. It also shows that use of AV aids is not only related to attitudes but also resources.

4.8 Correlation of AV aids and their effects on students' learning

In the next table Question C and Question D have been correlated. This will let us explore if there is any relation amongst the different variables. This correlation does not mean that variables in Question C and those in Question D are directly correlated or variables in one question cause variables in another question to vary in a particular way. It is simply a statistical relation between these variables and there can be a number of reasons for increase or decrease in the strength of one variable or the other. However, the researcher is alerted to explain the possible causes from his personal experience.

Table 4.38 Correlation between Question C & Question D

Question D Made learning of English language	**Question C, Audio Visual Aids**				
	Pictures	Cards	Radio	Tape Recorder	Television
Interesting/ Boring	**r = 0.14** **p = 0.01**	r = 0.01 p = 0.81	r =- 0.03 p = 0.63	r = -0.02 p = 0.72	r =- 0.01 p = 0.87
Permanent/ Temporary	r = 0.08 p = 0.12	r = 0 p = 0.96	r = - 0.07 p = 0.22	r = -0.04 p = 0.49	**r = - 0.13** **p = 0.01**
Focused/ Diverted	r = 0.07 p = 0.29	r =- 0.03 p = 0.59.	r =- 0.01 p =0.81	r =- 0.01 p = 0.79	**r = -0.17** **p = 0.01**
Improved/ Did not improve understanding	r = 0.07 p = 0.17	r = 0.05 p = 0.33	r = 0.08 p = 0.12	r = 0.09 p = 0.09	r =- 0.08 p = 0.15
Question D Made learning of English language	**Question C, Audio Visual Aids**				
	Computer	Charts	Diagrams & B. Board	Original Objects	Teachers' Actions
Interesting/ Boring	r = 0.03 p = 0.54	**r = 0.18** **p = 0**	r = 0.03 p = 0.57	**r = 0.11** **p = 0.04**	r = -0.02 p = 0.74
Permanent/ Temporary	**r =- 0.11**	r = 0.08	r = -0.01	**r = 0.12**	r = -0.06

	p = 0.03	p = 0.11	p = 0.79	**p = 0.02**	p = 0.24
Focused/ Diverted	r =- 0.08 p = 0.11	r = 0.06 p = 0.24	r = 0.04 p = 0.45	r = 0.04 p = 0.46	r = -0.05 p = 0.33
Improved/ Did not improve understanding	r =- 0.06 p = 0.23	r = 0 p = 0.98	**r = -0.17** **p = 0**	r = 0.08 p = 0.12	**r = -0.15** **p = 0**

The Table 4.38 shows that though there are no large or medium correlations but there are some strong correlations given in bold. For example there is a correlation between the variables "Interesting/ Boring and "Pictures" (r = 0.14), we can say that the more pictures are used as audio visual aids the more they will make the learning of English interesting.

There is a negative correlation between the use of "Television" and "Permanent/ Temporary" (r = -0.13), which shows that the more television is used for the learning of English the more likely this learning will be felt to be temporary. This may be due to the fact that television is not often used for the learning of English and students are not properly guided in how to benefit from it. Television is mostly considered as a source of entertainment and teachers feel uncomfortable and awkward to critically discuss a drama or novel televised on national television.

Again there is a correlation between the use of "Television" and "Focused/ Diverted" (r = -0.17), which shows that students' attitudes to the use of television is that it may divert them from the content. It shows that teachers should be trained how to use television effectively for language learning purposes but in addition there needs to be an attitude shift in students.

A positive correlation between variables "Charts" and "Interesting/ Boring" was found (r = 0.18), showing that teachers are doing their best to motivate students with the help of charts.

A small and positive correlation between the use of "Original objects" and variable "Interesting/ boring" was also found (r = 0.11). "Original objects", students believe, make learning of English language more permanent, since there is a positive correlation (r = 0.12) between them. For example while teaching Aladdin, a lamp as an audio visual aid will make an association with the story and will help make learning permanent, or showing students daffodils or its video clip or a picture while teaching Wordworth's "The Daffodils".

Negative correlation (r = -0.11) was found between the variables "Computers" and "Permanent/ Temporary". This shows that students believe that the use of computers

during the language classes makes learning temporary. This may be because teachers probably do not have enough training for the use of computers in the language classes.

There are a number of online help, discussions and resources where English teachers discuss their problems and experiences. The easiest ways to find them is to google them or go to the British Council web site and follow the links. This negative correlation may be because of the fact that computers in Pakistan are usually used as typewriters or for playing games. The social constraints, parents' ignorance and worries about the use of internet may be the possible causes of the negative results of the use of computers. It is, therefore, important to bring awareness and change parents' negative attitude towards internet and help them use firewalls and other checks so that computers and internet are used for more positive purposes.

Surprisingly the use of blackboard is not considered to be improving students' learning of English (r = -0.17), which shows that the blackboard is probably not effectively used. This may raise the question, how are blackboards used? Are teachers provided with different colours of chalks or markers to make their presentation effective and interesting for students to learn?

A negative correlation (r = -0.15) in teachers' actions shows that teachers are not effectively improvising or possibly not making proper use of their gestures, which is a key aspect of language in engaging pupils. Teachers needs to be trained how to engage pupils in discussions. In Pakistan, teachers are expected to be more reserved and serious, and possibly this is one of the basic reasons. Teachers should be more open to expressive teaching; they cannot do it because of their more rigid role.

Further correlations (both strong and weak) of Questions A, B and E are given in Appendix I (see page 219), and further discussed in Chapter Six (see page 97) in reflecting on Research Question Four. Space does not allow for a full statistical analysis at this point in the dissertation. For clarity and simplicity, percentage responses to Question E are given below. (However, as pointed out in Chapter One, a firm statistical basis for conclusions is usually looked for in Pakistan if any real change is to occur.)

4.9 Findings for Question E

Question E was asked to discover students' responses as to why they think the learning of English is important in their lives. This is likely to condition their attitudes. Table 4.39

shows the percentage response of all the groups to the question. In this question students were given six choices for learning English. The researcher selected these choices on the basis of prior discussions with his own students in the classroom before this study began. Students were now asked to select three choices that were the most important to them. Since students were asked to select three options, one hundred students will therefore provide three hundred choices. By asking the students to select their top three choices, it was hoped that a clearer picture of attitudes to English would emerge across the whole cohort. They would select the key attitudinal factors motivating them in their English studies.

Table 4.39 Students' choice for studying English

	Male %	Female %	Private %	State %	Sec %	Uni %	Av %
Better Job	90	77	82	81	80	82	**81**
Like English	54	64	42	65	50	72	**57**
Computers	30	36	23	37	34	34	**33**
Impress Friends	24	15	21	19	22	15	**18**
Help in Exams	60	66	81	59	72	54	**66**
Parents	42	42	51	39	42	43	**42**
Total	**300**	**300**	**300**	**300**	**300**	**300**	**300**

The above table shows that, in comparing male and female students, the former are slightly more positive about the effects of learning English on their lives. A greater number of male students believe they will get better jobs, as compared to female students. However, there is no statistically significant difference in male and female students' choices from the given options towards the effects of learning English language in their lives. They show broadly similar attitudes towards what is, for them, important about English.

Table 4.39 also shows that state school students have a more positive attitude towards English language than the private school student, as only 14% of private school students believe they like English language compared to 22% state school students. This comparison of private and state school students suggests that there is a greater desire among state school students to learn English language and they are more positive about the change it will bring in their achievements. They show a more positive attitude here.

More university students like to learn English as compared to secondary school students; while more secondary students believe learning English will help them score higher in exams. Possibly they are more hopeful, or more naïve, at this stage of education. Table 4.40 converts the figures in Table 4.39 to broad percentage results overall.

Table 4.40 Total average percentage of all the students

Percentage of all the students responded	Av %	(Total Ave%) / 3
1. It will guarantee a better job in the future.	81	27
2. I like learning English language.	57	19
3. I shall be able to know computers and internet easily.	33	11
4. I shall impress my friends and relatives.	18	6
5. I shall get better results in exams.	66	22
6. My parents will be happy with my achievements.	42	14
Total	300	100

This shows that a majority of the students believe that learning English will get them better jobs, which is true. It is interesting to see, however, that almost 19% students believe they like learning English language and they are not only studying it as a compulsory subject but they have a particular liking for the subject and they enjoy learning English. They do not merely take an instrumental view of English, but show a positive general attitude towards learning it.

Since the majority of internet web sites and chat rooms as well as computer software are designed in English, learning the English language will certainly result in better social and economic opportunities. There are, therefore, a fairly large number of students (10%) who want to learn English to master their command over computers and the internet. A significant number of students (22%) believe that a better command over English language will result in better academic achievements. It is quite clear that those students who have a better English learning background score highly not only in academic exams but also in competitive exams.

The fourth highest group of the students (14%) believe that learning English will improve their achievements and this will please their parents. It is interesting to note that in Pakistan parents have a very deep effect on their children's academic achievements. Mostly students select subjects of their parents' choice and they try to achieve high grades to please their parents. This also contrasts with the smallest percentage (6%) shown for the individualistic reason of learning English to impress others.

4.11Improving the English Curriculum: Students' Views

4.11.1 Students' attitudes deduced from Question F

Finally students were asked to give their own suggestions, recommendations and opinions for a better teaching and learning environment, which further helped to deduce students' attitudes towards the present environment. Some of the quotes have been selected from these suggestions and opinions which denote some strong attitudes as shown in the Table 4.41.

Table 4.41 Question F, Students' Suggestions

"Textbooks need to be revised"
"Books are outdated and reprinted since 60s"
"Some questions (activities) in exercises are totally neglected."
"There are no activities for speaking skills"
"It is mostly teacher dominated classes"
"Teachers can do better if they want to"
"Had we been given chance, when we were in primary school to practise our listening and speaking skills, we would have been more fluent today in our university as other students from English medium schools and colleges."
"My primary teacher used to talk to us in English only and now I understand why."
"Romanticism in English poetry is 'beauty, a joy forever'"
"None on earth can develop hatred for Shakespeare's plays, no matter what language they speak."
"My liking for English language started with my nursery rhymes."
"Students cannot participate in speaking activities because of the heavy classes and the system"
"The system forces teachers to use GT method mostly"
"exams are focused on writing skills and other skills are neglected"
"It is a foreign language we need to develop our curriculum in our own national language"
"It seems as if we are still under colonial oppression"
"The English left this land long ago but their ways are still followed"
"I think Arabic should be the medium of instructions in the whole Muslim world"
"Why cannot we follow the example of China, Japan, Germany or France and develop curriculum for universities in our own national language?"
"We have not adopted the modern trends for the teaching of second language"

The above Table 4.41 shows that students have mixed attitudes towards the learning experiences of English. Some of them were fortunate enough to study in English medium schools and their teachers left some positive imprints on them for the learning of English. Others, either because of the socio-economic factors or cultural obligations, developed a mixed and complex attitude towards the learning of English language. It would be interesting to investigate whether these complex attitudes can be changed by providing a similar positive English medium environment for learning English.

4.11.2 Interviews

As already discussed in the Methodology (Chapter Three) above, interviews were carried out with volunteer students, who gave additional evidence of their attitudes arising from the experience of learning English in Pakistan. These interviews were semi-structured

around the teaching and learning issues in the questionnaire. They were given a chance to expand and comment. These discussions were recorded and can be accessed in the CD attached with the study. Twenty male students volunteered to be interviewed but when they were asked to respond in English, they felt shy. Only five of these students could speak in English. Unfortunately, female students were too hesitant to be interviewed because of the social constraints of a male researcher.

Thus there are only hints about feelings and attitudes that would need to be explored in a much larger study. The following issues emerged clearly, as shown by quotations from the students involved in Table 4.40.

Table 4.42 Students' attitudes deduced from interviews

Track E (Student)	"The relatives and the fellow students do not cooperate to reply in English"
Track F (Student)	"The teachers try to speak English with the students but the students always speak mother tongue while talking to each other and they cannot learn the language properly." "No audio visual aids are used because teachers are not provided."
Track G (Student)	"There is still room for improvement in the teaching of English in Pakistan."
Track L (Student)	"There is no concept of direct method, communicative approach, or any other language method but grammar translation method only." "The teachers are doing nothing for the improvement of listening and speaking skills."
Track R (Student)	"It was mostly grammar translation method used for the teaching of English" "Only 10% English is used, while 50% mother tongue (Pashto) and 40% national language (Urdu) is used while teaching English in schools. While in colleges teachers use 30% English." "Teacher should use direct methods." "I have not seen (experienced) anything like teaching of listening and speaking skills." "In our community none encourage others to speak English." "The private schools are doing better than state schools." "I have never seen any audio visual aids except charts." "If students are equipped from the primary level they will not feel shy or any difficulty in speaking English."

The overall impression of Table 4.42 signifies that the situation for the teaching of English is not satisfactory. Some students who are eager to improve their speaking skills may not find it so easy because they do not have enough opportunities, as expressed by a student in 'Track E'. Sometimes the teachers try to involve students but for most of the students it is too late to be involved in discussions because students were not given enough practice to

polish and improve their speaking skills when they were studying in their primary schools. This may be one of the reasons why secondary school teachers use mostly the translation method. Some students, therefore, also feel that teachers are not making enough efforts for listening and speaking skills.

Some of the issues arising from these attitudinal findings will be discussed in Chapter 6. Before doing that, however, it is important to give some consideration to teachers' attitudes towards the syllabus and classroom activities. In Chapter 5, the evidence is taken from questionnaires, written suggestions and typed interviews from teachers.

However, even at this stage we can begin to note findings relevant to the original research questions (given at page 15 above). As far as the first four research questions are concerned, they appear to have been answered to some extent by a number of positive attitudes among the various students. For example, students want to learn all the four English language skills from the primary stage: *Had we been given chance, when we were in primary school to practise our listening and speaking skills, we would have been more fluent today in our university as other students from English medium schools and colleges* (see Table 4.41). This shows their desire and enthusiasm for learning English in a more systematic and natural way. Students want their teachers to use the target language more and through an interactive approach that will help them learn it more effectively: *There is no concept of direct method, communicative approach, or any other language method but grammar translation method only* (see Table 4.42, Track L).

Students are very positive about the use and introduction of listening and speaking assessments (see Table 4.13). Female students and state school students are less fortunate in their respective groups in not being provided properly with different resource materials and library facilities but they have more positive attitudes towards the teaching and learning activities (see Table 4.34 to Table 4.47). Table 4.39 shows that more female students like learning English and although more male students believe that good command over English will help them get better jobs, which is possibly because of a male dominant society, the high ratio of female students is also interesting to note. Some of these issues are addressed in Chapter 6.

4.12 Summary: This chapter has discussed student dropout exam results, and responses of the sample to the questionnaires and interviews. An overall view of the exam results (see Table 4.1, 4.2 and Appendix A, page 112) shows that female students have a better success rate as compared to male students. In this study, a greater participation of female students than male students confirms their interest and motivation. Students' responses are

based on the overall findings from the student questionnaire given in Appendix D (see page 123), although in this chapter they are re-arranged in order to attain a broader view of student attitudes towards English.

CHAPTER FIVE

ANALYSIS OF TEACHERS' DATA

5.1 Introduction

A similar questionnaire, including suggestions for improvements in the teaching of English, and asking teachers for volunteer interviews, was distributed to fifty teachers. Only twenty teachers from different schools (ten teachers), colleges (six teachers) and universities (four teachers) completed the questionnaires. The majority of private school teachers did not feel free to comment or to fill questionnaires, although they had been told that the questionnaires were totally anonymous. Some of the teachers also refused to record their interviews because they thought they needed prior permission from their higher authorities. Because of this, the sample may not be entirely typical of the population. Therefore, conclusions must be drawn tentatively and with caution.

5.2 Responses from questionnaire

The questionnaire responses of the teachers are given in Appendix E; however, they have been rearranged here according to attitudes towards syllabus, methodology, skills and assessments. The sample is low and great care has to be taken in interpreting the outcomes. With such a small sample, statistical comparisons are not possible and any comparisons between men and women must only be seen in very broad and qualitative terms. In looking at the data, therefore, considerable caution must be adopted. Table 3.3 and 3.4 are reproduced here for clarity.

Table 3.3 Male & Female Teachers

Teachers' Questionnaire Responses	Total
Female	13
Male	7
Total	**20**

Table 3.4 Teachers' & Students' Interviews

Interviews	Teachers	Students	Total
Female			
Male	5	5	10
Total	**5**	**5**	**10**

Table 5.1, below, compares teachers' self assessment with their students expectations and assessments given from Table 1A to 4A in Appendix E.

Table 5.1 Language of Instruction

1. I usually use students' mother tongue while teaching English.

Groups	SA	A	DA	SDA	*Comparison*
Male	3	1	2	1	Male / Female
Female	1	2	4	6	

2. I should use mother tongue while teaching English.

Groups	SA	A	DA	SDA	*Comparison*
Male	1	2	2	2	Male / Female
Female	0	4	4	5	

3. I think that the use of mother tongue during the English lessons makes learning difficult.

Groups	SA	A	DA	SDA	*Comparison*
Male	0	6	1	0	Male / Female
Female	3	8	1	1	

4. I suggest that English teachers should avoid use of the mother tongue.

Groups	SA	A	DA	SDA	*Comparison*
Male	1	6	0	0	Male / Female
Female	3	7	2	1	

The above table suggests a more positive attitude of female teachers towards the use of English instead of mother tongue (4), even though they think it makes learning more difficult (3). More male teachers use mother tongue than female teachers but female teachers believe that the use of the mother tongue should be avoided during the teaching of English. Perhaps this is because in Pakistani culture, men generally tend to be more conventional. However, we also note that in Table 4.4 above, significantly more female students than male students recorded that their (female) teachers "usually use(d) their mother tongue while teaching English", so there is a discrepancy between teachers' and students' impressions of classroom practice in this matter.

Table 5.2 has been taken from Table 10A, Table 11A and Table 8A given in Appendix E.

Table 5.2 The Place of Grammar

5. Teaching of grammar is boring.

Groups	SA	A	DA	SDA	*Comparison*
Male	2	3	2	0	Male / Female
Female	1	4	5	3	

6. Grammar rules taught are practised in real life situations.

Groups	SA	A	DA	SDA	*Comparison*
Male	1	0	6	0	Male / Female
Female	3	6	2	2	

7. I let students ask about and discuss different ambiguities in English grammar.

Groups	SA	A	DA	SDA	*Comparison*
Male	3	2	2	0	Male / Female
Female	6	5	2	0	

Female teachers show a more positive attitude towards the teaching of grammar. More male teachers believe that the teaching of grammar is boring and that grammar taught is not practised in real life situations or conversations. Female teachers, as in Table 5.1, have a more positive attitude towards the technical aspect of language learning.

Table 5.3 The Place of Textbooks

1. Students enjoy their homework in English language.

Groups	SA	A	DA	SDA	*Comparison*
Male	2	4	1	0	Male / Female
Female	1	9	13	0	

2. The textbooks for the teaching of English are well written.

Groups	SA	A	DA	SDA	*Comparison*
Male	0	4	3	0	Male / Female
Female	1	8	3	1	

3. The textbooks have activities for homework.

Groups	SA	A	DA	SDA	*Comparison*
Male	0	4	3	0	Male / Female
Female	3	8	2	0	

4. The textbooks have activities for speaking skills.

Groups	SA	A	DA	SDA	*Comparison*
Male	1	1	3	2	Male / Female
Female	2	5	3	3	

5. I get the students to practise all the activities given in the textbook, spoken and written.

Groups	SA	A	DA	SDA	*Comparison*
Male	0	6	1	0	Male / Female
Female	4	6	3	0	

Table 5.3 has been rearranged from Tables 12A, 13A, 14A, 15A and 16A in Appendix E. The above table elaborates complex attitudes towards textbooks used for the teaching of English in Pakistan. A generally held view is that textbooks are not written in a way to serve their purpose. Students' suggestions and interviews (see 4.11.1 and 4.11.2) *books needs to be revised* and *books are outdated and reprinted since 60s*, and it broadly appears that teachers also have the same attitude towards books and a common belief among them is that textbooks are not doing their desired purpose, that teaching of the four language skills (Table 5.3:4). However, looking more closely, we note a polarisation of attitudes around the *Agree* and *Disagree* figures (5.3:2,3,4) and also see marked differences between male and female, with women teachers being more positive about text-book use.

Table 5.4 The Four Language Skills

1. I give students opportunities to practise their speaking skills.

Groups	SA	A	DA	SDA	*Comparison*
Male	3	1	3	0	Male / Female
Female	3	9	1	0	

2. I teach students thoroughly how to write Standard English.

Groups	SA	A	DA	SDA	*Comparison*
Male	3	3	1	0	Male / Female
Female	3	8	2	0	

3. The students are usually very shy about participating in English class discussions.

Groups	SA	A	DA	SDA	*Comparison*
Male	4	3	0	0	Male / Female
Female	3	9	1	0	

4. It is possible for teachers in my country to teach English as it is taught in developed countries.

Groups	SA	A	DA	SDA	*Comparison*
Male	0	2	3	2	Male / Female
Female	2	5	3	3	

5. I like the teaching methods that are currently practised in our schools, colleges and universities.

Groups	SA	A	DA	SDA	*Comparison*
Male	1	2	4	0	Male / Female
Female	1	5	6	1	

6. I think that a better assessment should be designed which can evaluate all the four language skills.

Groups	SA	A	DA	SDA	*Comparison*
Male	7	0	0	0	Male / Female
Female	8	5	0	0	

Table 5.4 has been reconstructed with the help of Tables 6A, 7A, 9A, 17A, 18A and 21A of Appendix E. The above table shows that students are very shy while participating in speaking activities. The view was expressed by many students especially in an interview from a student, Track R, (see Table 4.42); "*I have not seen (experienced) anything like teaching of listening and speaking skills*." This table also shows that teachers do not like the currently practised methods, which is mostly the grammar translation method, for the teaching of English. That is why a greater majority of the teachers is in favour of designing a better assessment system which may evaluate the four basic language skills.

There is a contrast between what teachers believe they are doing (in the above Table 5.4) and students' expectations or beliefs, discussed in Chapter Four (see Tables 4.4 to 4.9). More female teachers, in the above table, appear to think that their methodology is quite advanced (see Table 5.4:4), but female students' responses are different. They expect more from their teachers (see Tables 4.4 to 4.19), possibly because of the lack of resources in the female institutions or because female students are more focused compared to male students. This may be because of the generation gap of teachers and students, female students these days may not be as contented as their teachers were. However, a majority of the teachers and students (see Tables 4.13 and 5.4:6 above) are in favour of assessments for listening and speaking.

Table 5.5 Libraries and Other Books

1. I advise students to go to the library and read books out of syllabus.

Groups	SA	A	DA	SDA	*Comparison*
Male	0	5	2	0	Male / Female
Female	7	6	0	0	

The above Table 5.5 is the reconstruction of Table 20A of Appendix E. It is clear from the table above that more female teachers advise their students to read more texts written in English than the male teachers. Possibly male teachers are more focused and want their pupils to score more in exams. On the other hand, Tables 5.1-5.5 do suggest that women take a broader, more holistic view of language learning. They show a more positive attitude for a wide range of approaches than male teachers, in general.

5.3 Findings from teachers' suggestions on English teaching

Teachers' suggestions for developing the English curriculum are given below, outlining the shortcomings in the field of the teaching of English in Pakistan. This also shows that teachers are themselves clearly aware of the problems in teaching and learning English as

a second language. They are also keen to bring positive changes and are ready to be a part of a desired improvement in the teaching of English, and this can be seen as a positive feature on which to build. Some of these ideas we refer to again in the final chapter, which looks at possible developments in English teaching in Pakistan.

Table 5.6 Illustrative Teacher Suggestions

(1) Text Book	"Syllabus breakdown should have more space for reading". (2)
	"Textbooks need to be revised". (13)
	"Textbook must be loaded with activities so that the knowledge imparted is not only theoretical but practical as well". (7)
	"The textbook may flexibly be exploited for the communicative competence of the learners" (10)
	"Textbooks must contain activities which will improve not only writing skills but speaking as well". (11)
	"The textbooks should focus on the development of the four language skills."(12)
	"Textbooks should be upgraded having activities to improve all the four skills". (14)
(2) Methodology	"Presentation for confidence and speaking skills" (2)
	"Students must be taught by direct method". (7)
	"Communicative and eclectic approaches should be used for better understanding".
	"Audio-visual aids are rarely used, they motivate students". (11)
	"Communicative approach should be followed."
	"Teaching through Translation method only is not correct". (15)

(3) Examination	"Evaluation system should be reconsidered as it is based on cramming and rote learning."
	"Computer based evaluation and learning so that students know their shortcoming and learn with their own pace" (8)
	"Not only writing skill but the rest of three skills should also be evaluated"
	"Both objective and subjective types questions should be included". (12)
	"Students' talking time should be maximised". (12)
(4) Students' Participation	"Teachers should always encourage the students to converse in English"(1)
	"A lighter, frank and encouraging environment can only provoke the motivated participation of the students." (10)
(5) Classroom activities	"Students should be provided with all the audio-visual aids"(1)
(6) Teachers' Training	"Teachers' training would help teachers equip themselves with new skills." (3)
	"Teachers should be trained to motivate the students" (3)
	"Teachers should be provided opportunities on regular basis to participate in teaching training courses, seminars and workshops." (4)
	"Each ELT teacher should be equipped with modern research carried out in the filed of linguistics." (4)
	"Primary teachers should be trained first then the rest"(16)
	"More refresher courses for teachers". (14)

(Numbers in brackets refer to the number of times the statement was repeated or supported)

The table above shows a deep concern of the teachers to bring a positive change for the teaching of English in Pakistan. It also shows their frustrations for not being able to teach in an environment which is based on activities and develops positive attitudes towards the English language.

5.4 Findings from the interviews

The recorded interviews gave a vivid picture of the classroom situation in Pakistani schools. Each of the interviews highlighted a number of problems in the teaching of English in Pakistan but a few particularly interesting comments are given below. These interviews show a great desire for positive change among both teachers and students. The interviews provided a body of data that demands more detailed analysis than was possible in the present study. The cohort was too small for statistical analysis but quotations selected from some of the interviews in the attached CD are used to give some understanding of the teachers' viewpoint, and their own sense of frustration at the educational problems created or increased by the teaching and assessment system in which they work.

Table 5.7 Typical Interview Comments by Teachers

Track A (Teacher)	"We are not producing good listeners, good speakers" in the English language. "No great effort was made by teachers to develop and teach all the skills". All over the world speaking is followed by listening and writing by reading "but in Pakistan the whole situation is upside down."
Track B (Teacher)	"GTM is practised more than any other method" "GTM is mostly used in state schools……..modern technology and AV Aids are used only in advanced private schools in Islamabad or schools at provincial capitals." "It is totally an Utopian idea to demand from teachers the desired levels without giving them sufficient

	training and resources."
Track H (Teacher)	"Most of the time we are using the textbook only that is why we have to stick to the grammar translation method." "A teacher may want to do some experiments but we have to finish the course in the given time." "It is only the textbook determining the directions of the teaching of English." "The conversational part is *very very very* minimum. This area is mostly neglected in Pakistan." "The future of the English will not improve unless drastic steps are taken. As far as Islamabad is concerned government has employed some qualified teachers in primary schools on contract bases."
Track I (Teacher)	"Listening and speaking skills can only be evaluated if teachers are given facilities."
Track J (Teacher)	"The administration will not let teachers use any other teaching method." "Things are changing in private schools but it will take a lot of time in state schools."
Track K (Teacher)	"Students have the only model to listen to and that is teacher."
GTM is Grammar Translation Method.	

Teachers' interviews clearly show that a substantial amount of effort is needed to improve the present classroom environment, which may result in positive change towards the learning of English in Pakistan. However, it is interesting to note that teachers did not mention class numbers, which is usually high in state schools. They also did not mention the high rate of failure in English and the dropouts because of the failures. However, there is a positive attitude for change and both students and teachers have similar views on change: for example, students also want the syllabus to be revised (see Table 4.41 & 4.42) and recognise that *the system forces teachers to use GT method mostly*.

5.5 Summary: This chapter, in comparison with Chapter Four, shows a contrast between teachers' and students' attitudes towards the classroom teaching of English. However, there is a strong agreement between teachers and students about the need to make changes in the curriculum of English and its assessment.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter reviews what has been learned from the data gathered in the study, and considers how far the research questions have been answered.

As outlined in the first chapter, the first research question is:

6.1 What do students (from different types of schools and levels of educational attainment) generally identify as key "attitude objects" in the present teaching environment of English?

In Chapter One an ex-minister for education pointed out the *criticism from two sides – the sides that are working for and against English*. On the one hand, Cadet Colleges are provided with lavish *boarding and lodging arrangements, spacious playgrounds, well equipped libraries, laboratories*, with careful and conscious stress on learning of English while *the ordinary Urdu-medium schools sometimes do not even have benches for pupils to sit on*. This situation brings about an air of experiencing an entirely different type of colonialism, ruled by an elite class of one's own countrymen with a better command over English language. English language in Pakistan has thus become an "attitude object". The exam results in Tables 4.1 and 4.2 in particular and Figure A.1. to A.4 in general have clearly drawn an alarming picture of the unfavourable conditions for students from ordinary families to cherish this "attitude object" positively.

Students have identified a number of key "attitude objects" in the present teaching environment of English, including attitudes towards English with special reference to colonial history, methodology, AV aids, and syllabus content taught through literary genres (see Tables 4.40 to 4.42). For students, English is a compulsory subject, and willingly or unwillingly they need to pass it in order to be promoted to the next class. However, the questionnaire findings in Chapter Four do show that the majority of students have positive attitudes towards the learning of English and mixed attitudes towards the curriculum of English. On the other hand, a significant percentage of students in Table 4.41 show a difference of opinion and they are not very positive about English language. Teachers' detailed suggestions in Table 5.6 highlight not only their desire to improve the English curriculum but also to change the "attitude objects" towards a positive end. Thus

students and teachers are both likely to support curriculum change within particular elements of English teaching.

Question 2 of the research:

6.2 Do any differences in attitudes towards the subject of English arise from different syllabuses taught in private and state schools in Pakistan?

Students' findings confirm that private school students are in a privileged position insofar as material resources and exposure to English language is concerned. They can enjoy a better native context of English language learning by exposure to audio-visual aids like television, computers (see Table 4.30 and 4.31) and selected literature (see Tables 4.15 to 4.23). Tables 4.8 to 4.10 also show that private school students get more attention in conversational English. Despite all these realities, state vernacular school students have a similar positive attitude towards English as private school students do (see Table 4.39), while Tables 4.34 to 4.35 show that it is state school students who are more enthusiastic about the use of AV aids in English learning.

It can therefore be strongly recommended that AV aids should be more effectively exploited for better understanding and motivational purposes as well as to provide a native context, to help with pronunciation difficulties, to let students listen to their conversations by recording them, and to record BBC news from radio and replay these tapes in class etc., as part of the English syllabus.

Research Question 3 was:

6.3 Do any significant statistical differences emerge in the priorities of male and female students in their English studies?

More female students (65% in Table 4.4) are of the opinion that their female teachers *use mother tongue* more frequently as compared to 45% male students' responses. But 34% male and only 17% female students (in Table 4.6) believe that their teachers' use of mother tongue in the class *made it difficult for them* to practise English. Also 80% male and 65% female students (Table 4.5) are of the view that teachers *should not use mother tongue* while teaching English. In Table 5.1 more male teachers confess that they usually use mother tongue. Now, either the male students, out of respect for their teachers are not

going towards "*Disagreement*" or the female students are more critical and precise in their responses. Female students' responses in Tables 4.11 and 4.12 confirm that they are more focused and precise than male students when a smaller number of female students confirm that they were given listening and speaking assessments, which is convincing. However, male dominance in Pakistan cannot be neglected as a factor, and compared with female teachers male teachers may be allowed more exposure to a range of English text and resources, and better training, and often classroom resources too, which help them gain their students' favour. Greater male exposure can be observed in Table 4.15 where more male students read English novels than female students. Also Tables 4.24 to 4.33 further confirm male dominance and exposure to AV experiences in learning.

The stereotypical view of Muslim women in Pakistan is changing and female students believe they are less shy in speaking English. However, they may be less shy in their classes or in front of a female teacher but the situation may be different in the presence of males. Tables 4.34 to 4.37 shows that female students are not giving up and they are more positive about the use of AV aids. There is no statistically significant difference in male and female students' choices and attitudes towards what is important for them in learning English (see Table 4.39), and both male and female students select "*Liking of English*", "*Better job prospects*" and "*Help in examination*" as the key elements of their desire to learn English. The female population is almost 50% (see Appendix H) and it is their right to be given similar educational facilities and equal professional opportunities in order to utilise their potential and motivate more parents to bring cultural change in attitude towards women's participation in all fields of life in Pakistan.

Question 4 of the research study set out to investigate:

6.4 What significant statistical co-relations exist between students' long term aspirations in their English studies and the teaching methodologies they have experienced?

What the curriculum design chooses to examine will dictate teaching methodologies and assessment approaches. However, in developing countries like Pakistan not only are methodological challenges faced by English teachers, but strong political and social agendas dictate policy, enhancing or denying opportunities for progress in the area. The problem is that a uniform education policy was never enforced countrywide. It was promised in every education policy that Urdu would replace English but it was always feared that such a change would lead to chaos. There has been a marked unwillingness on

the part of government departments to make this change. Thus, it is argued that if a government cannot persuade its own departments to conduct their business through the medium of Urdu, how can it hope to persuade the general education authorities?

It seems as if "educational research" and "policy-making" in developing countries are most of the time in a troubled relationship. A brief presentation of exam results in Chapter Four shows that with an increase in the number of students' presentation in exams the success rate in English has actually dropped.

Students know that, particularly in higher education, skills in spoken English are vital to their aspirations towards *better job prospects* and *success in examination.* Statistically there is a medium correlation, (r = 0.42) between teachers' encouragement to speak English and their methods of using dialogue (see Appendix I). There is also medium positive correlation (r = 0.31), between students' liking teachers' methods and teachers' organisation of activities in exercises. A strong correlation between the assessment of speaking and listening skills gives a consistency and uniformity of those who are given listening skills who are also given spoken assessments and the vice versa.

Those students who take an interest in reading short stories also take interest in reading poetry. There is a medium correlation (r = 0.37) found in reading of these two genres. A strong correlation between students' reading of English newspapers and magazines has been found. These materials can be very effectively used for the teaching of English, thus increasing students' interests and motivation and extending the English syllabus that is mainly based on literary works.

Question 5 of the research study set out to investigate:

6.5 What effective amendments to the present assessment system for the English curriculum are suggested by statistical analysis of students' attitudes?

Since there is no space for the assessment of listening, speaking and to some extent even for reading, these skills are therefore mostly neglected. As a teacher in his comments, in Table 5.6 writes, *Evaluation system should be reconsidered as it is based on cramming and rote learning*. Other teachers suggest, *Not only writing skill but the rest of three skills should also be evaluated*. In Table 5.3:4 more teachers believe that activities given for speaking skills are not enough in the text books. Similarly, an overwhelming majority of the students, in Table 4.13, agree that there should be assessment for listening and

speaking skills too. Improvement in listening and speaking will improve general understanding of English language and bring positive change in students' attitudes. Teachers' frequent use of mother tongue should be minimised (see Table 4.6) which would help students listen more to English, gain confidence and find feedback and response. AV aids like tape recorder and radio as well as resources and material available on the internet can be exploited for attitude change, transcending the current curriculum.

As mentioned above, what curriculum design chooses to examine will dictate teaching methodologies and assessment approaches. Therefore, unless assessment of these listening and speaking skills are made a part of annual assessment of students, these skills will not be taught. The majority of teachers in Table 5.2 as well as students in Table 11A (see Appendix D) believe that the teaching of grammar is boring. Teaching of grammar can be motivating and interesting if it is made more interactive with the help of AV aids, since the majority of students (see Tables 4.34 to 4.37) agree about the positive effects of AV aids.

This chapter has responded to the research questions basically in the light of findings from students and partially from teachers' findings. Credibility (see 2.3.2 above) of teachers can be improved by providing up-to-date knowledge and refresher courses in the teaching of interactive English courses, and by improving their living standards. There is no doubt that *compliance, identification* and *internalisation* (see 2.3.5) can be motivating factors but attitudes in the South and North of Pakistan can be more easily changed through belief and religious references. The political and cultural context will also be a part of the development of more positive attitudes to English.

It can be clearly concluded (see Table 4.5) that a majority of the students want their teacher to speak English, yet Table 5.1:2 shows that male teachers switch to mother tongue more often than female teachers and female students record high levels of mother-tongue use by their female teachers. It is very difficult to say when a teacher should use mother tongue but it is clear that the use of mother tongue should be minimised and that is what most of the students want. Students desire teachers to practise speaking skills more because the more frequent use of mother tongue by the teachers makes it difficult for students to practise spoken English (see Table 4.6). Both students' and teachers' comments and suggestions (in Tables 4.42, 4.43 and 5.6, 5.7) give clear evidence that textbooks and syllabus for the teaching of English should be revised and enough space should be given for the teaching of all the four language skills. Improvement in listening

and speaking skills will improve general understanding of English language and bring positive change in students' attitudes.

Although there are mixed attitudes towards the English curriculum, yet students are willing to learn English with more effective methods, using AV aids with more emphasis on listening and speaking skills. There are some complex attitudes as well, expressed by students in their suggestions: (see Table 4.41)

1. *"It is a foreign language, we need to develop our curriculum in our own national language"*
2. *"It seems as if we are still under colonial oppression"*
3. *"The English left this land long ago but their ways are still followed"*

While some students have developed a taste for English literature:

1. *"Romanticism in English poetry is 'beauty, a joy forever'."*
2. *"None on earth can develop hatred for Shakespeare's plays, no matter what language they speak."*
3. *"My liking for English language started with my nursery rhymes."*

That is why different local genres should be included in the syllabus. Some genres like poetry and short stories have already been translated from Urdu into English. Including the works of these national writers with the foreign writers may attract some students. For example, a short story translated from the works of the Urdu writer may represent situations, plots or characters in which the students may feel a sense of belonging and attachment. Table 4.18 shows that students are more interested in reading newspapers than any other materials written in English. Colleges and schools should, therefore, provide students with selections from English newspapers, which may motivate them to read different genres.

6.6 Future Research

A more detailed study is now needed, in my view, asking students, teachers and ordinary people a range of further questions that can raise awareness of current problems and gather data that might offer convincing evidence about the teaching and learning of English. Some of these questions should deal with the cultural context in which English is studied in Pakistan.

a. Cultural Issues

As we have seen, cultural, historical and religious factors affect contemporary attitudes to English. A research study might be undertaken round the following questions:

1. Can Pakistan do without English?
2. How many people believe that the learning of English is a sin? (Here, we would need to know the area where a respondent belongs.)
3. Will we lose our cultural and religious values by learning English?

b. Female and Madrassa Education

We have considered some of the tensions in education related to female students' education and opportunities. Further research could attempt to provide data on the following issues:

4. How many of the respondents believe that women should also learn English?
5. A detailed survey of madrassas' students and teachers should also be included asking their attitudes about including English in their syllabus.
6. More detailed interviews (if possible, video interviews) could be done to show the difference of resources of private, state, elite and state vernacular schools, as a more authentic proof of the need for a positive change in the English curriculum.

c. Educational Performance

The current failure rate is appallingly high, and damages national growth and individual aspirations. Further research is clearly needed on the following questions:

7. How many students fail every year in English?
8. Is it attitude, teaching methods, curriculum or other individual factors (and if so, what are they) that is mainly responsible for these failures?
9. What is this ratio in state and private schools?
10. Are teachers satisfied with their staff development courses?

d. Classroom Methodology

Linked with educational performance throughout this study has been the need for changes in classroom methodology. To bring about curriculum change, more research is necessary in the following areas:

11. What changes do teachers and teacher trainers want to bring to teacher training for English curriculum in Pakistan?
12. Is there any space for the use of AV aids in the present English curriculum?

13. Students' attitudes towards AV aids can be measured before its introduction to the students and after using them for some lessons.
14. Students' achievements in English can be correlated with their attitudes (Exam results of the students correlated with their attitudes).
15. A more critical analysis can be given of the different syllabus and methodologies used in state and private schools.
16. How many people are in favour of female education? Again with careful reference to respondents' area.

If the school system in Pakistan is to be improved, then policy makers are more likely to heed the sort of statistical evidence and comments outlined in Chapter 4, Chapter 5 and Chapter Six of this study. It may be worth re-emphasising the need for such a statistical analysis of attitudes within the Pakistani educational context where a traditional culture is coming to terms with a rapidly changing world. A confident use of English is crucial for cultural interaction as well as for educational prospects. As things stand at present, many of the brightest and keenest Pakistani students, male and female, are disadvantaged by the educational system. Their teachers know this, and are themselves frustrated by an outdated syllabus. However, this study shows that even small changes in curriculum could bring about significant changes in students' attitudes, and, we should hope, in their academic success in English.

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Appendix A

ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

(Research & Evaluation Centre)

Data of English Courses

Course code	Semester	Enrolment		Appeared		Passed		Failed	
		Male	Female	Male	Female	Male	Female	Male	Female
207	Spring 2000	1455	1467	844	1037	385	409	459	628
	Autumn 2000	1793	1884	716	884	267	443	449	441
SSC	Spring 2001	2368	2346	1421	1623	471	465	950	1158
English	Autumn 2001	2259	1744	1395	1294	560	460	835	834
	Spring 2002	2452	1915	1523	1391	494	405	1029	986
	Autumn 2002	3230	2364	2139	1783	1078	987	1061	796
	Spring 2003	4585	2950	2912	2214	1091	706	1821	1508
	Autumn 2003	5336	3365	3485	2642	1478	957	2007	1685
	Spring 2004	7137	4072	4442	3007	1564	848	2878	2159
	Autumn 2004	7843	4298	5033	3269	1451	826	3582	2443
310	Spring 2000	4512	3944	2498	2713	403	322	2095	2391
	Autumn 2000	5681	5847	3150	4173	889	742	2261	3431
F.A	Spring 2001	5735	7933	3268	5737	1978	3662	1290	2075
English	Autumn 2001	4267	4161	2665	3138	1456	1589	1209	1549
	Spring 2002	5979	5968	3511	4309	1806	2033	1705	2276
	Autumn 2002	7125	7043	4900	5700	3317	3801	1583	1899
	Spring 2003	7727	6648	4999	5142	2897	2577	2102	2565
	Autumn 2003	9182	8965	6429	7238	2943	2657	3486	4581
	Spring 2004	10468	8732	6314	6631	2393	2251	3921	4380
	Autumn 2004	10787	9287	7255	7386	2968	2818	4287	4568

435	Spring 2000	5351	3351	3474	2503	2011	1485	1463	1018
	Autumn 2000	7499	4758	5364	3710	3414	2157	1950	1553
B.A.	Spring 2001	5237	3609	3665	2856	2818	2039	847	817
English	Autumn 2001	5398	3714	4130	6119	3126	2038	1004	4081
	Spring 2002	7063	5478	5091	4448	3585	2910	1506	1538
	Autumn 2002	9172	9065	7263	7829	5720	6260	1543	1569
	Spring 2003	9223	8614	6665	7138	4865	4897	1800	2241
	Autumn 2003	11284	11250	7828	9400	5383	6397	2445	3003
	Spring 2004	11478	10523	8345	8839	4955	4634	3390	4205
	Autumn 2004	12421	12644	8168	10192	4075	4453	4093	5739

A.1 Results of Annual Board Exams at Secondary Level

The annual exams results for the years 2003, 2004 and 2005 of Mardan Board for grade 10 are given in Figure A.1.

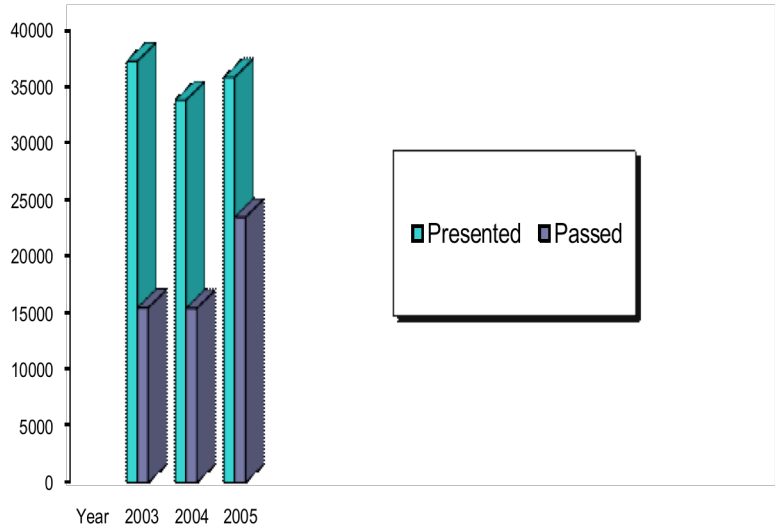

Figure A.1

Mardan division was previously under the Board of Intermediate and Secondary Education, Peshawar. Therefore, we have data available for only three years. The gazette system is not properly computerised; therefore results for English subject only could not be extracted. The results show that there is a gradual development but the failure ratio is very high and most of these failures are in the subject of English. During the year 2003 the total pass rate is less than 50%; it improved slightly in 2004 and there is a positive development in the year 2005, which is almost 60%. If skilled teachers teach English systematically the success ratio can be further improved.

The annual exams results (2003 and 2005) of Mardan Board for grade 9 are shown in Figure A.2.

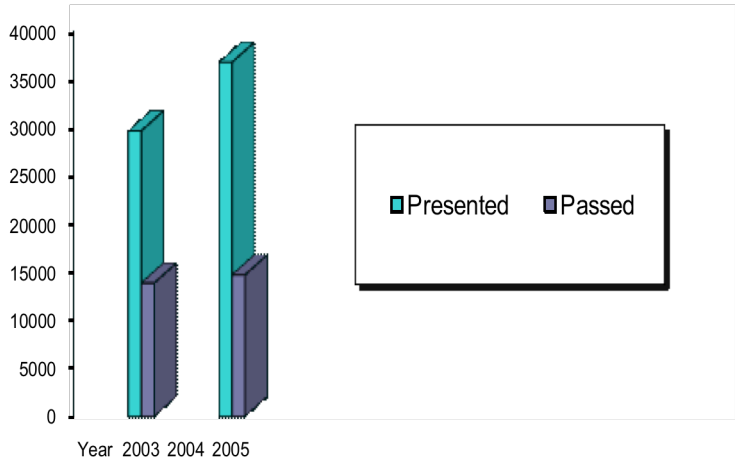

Figure A.2

Unfortunately results for the year 2004 could not be shown due to some policy reasons. Previously every school conducted the 9th grade exams and then in the matric exam both the content taught in 9th and 10th grades used to be assessed in annual exams, known as the 'annual matric exam'. After the introduction of the Mardan Board, it was decided that 9th grade exam will be conducted by the Board and the content taught in 9th grade will be evaluated in the 9th grade annual exam and the content taught in 10th grade will be evaluated in 10th grade annual exam separately.

The annual exams results (2003 and 2004) of Mardan Board for FA (Faculty of Arts) Part 1 and FSc (Faculty of Science) Part I are given in Figure A.3.

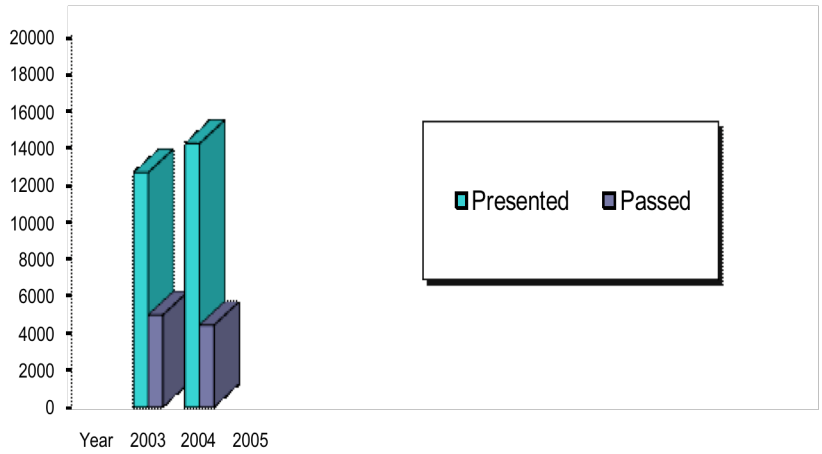

Figure A.3

These are A-level equivalent exams. FA and FSc Part I is the first year of college and second last year of secondary level in Pakistan. The above results show that the failure ratio is very high at this stage too. It is important to note that the more advanced the level the more failures appear in the English subject at college and then university level. These failures increase when students appear in BA (Bachelor of Arts) annual examinations, which are university level exams.

The annual exams results (2003 and 2004) of Mardan Board for FA and FSc. (Part II) are presented in Figure A.4.

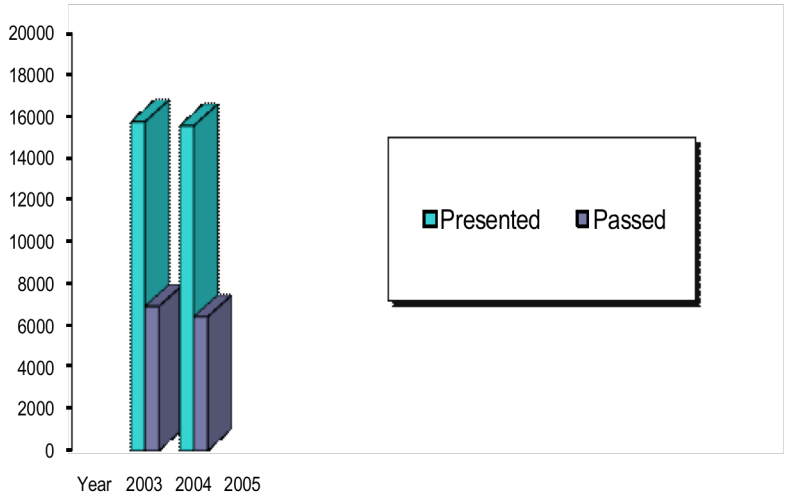

Figure A.4

The above figure shows that even in the last year of college the failure ratio is very high. A majority of students fail in English. Figure A.4 clearly shows that less than 50% of students during the year 2003 and 2004 could pass final year of college. These failures could be avoided had English been taught with better and more modern approaches, as used for the teaching of a second language in the modern world.

Appendix B1

Questionnaire for Students

PART ONE

QUESTIONNAIRE FOR STUDENTS

(About Students)

1. Are you? Male ☐ Female ☐

2. How old are you? 18 – 23 ☐ 24 – 32 ☐ 33 – 41 ☐ Over 40 ☐

3. What is your mother tongue……?

4. Your qualifications.

School leaving certificate ☐ Vocational ☐

A university degree in …… ☐ Teaching qualification ☐

6. You got your school-leaving certificate from: ☐ English Medium School ☐ Urdu Medium School

Your suggestions for the improvement of teaching of English. (Keeping in mind the textbook, methodology, examination and students' participation in the classroom activities during the teaching of English)

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Part Two

Attitudes towards learning English.

(About Teaching learning Experiences)

A. *Think of your English classroom when you were studying in your own country school* / college. Please tick ☐ ONE of the four blocks given for each statement that reflects your opinion. Please try to answer every question, even if you are not absolutely sure.

For each statement below, tick the box that best indicates your opinions about it where

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

	S A	A	D	S D
1. Teachers usually use their mother tongue while teaching English.				
2. Teachers should use mother tongue while teaching English.				
3. We were encouraged by our English teacher to speak in English				
4. The teacher used to engage students in dialogues for the practice of speaking skill.				
5. Use of the mother tongue by English teachers made it difficult for the students to practise their English speaking skills				
6. Teaching of English was more interesting than other subjects.				
7. We were taught thoroughly how to write Standard English.				
8. We were allowed to ask and discuss any ambiguities in English language.				
9. The students were very shy about participating in English class discussions.				
10. Teaching of grammar was boring.				
11. Most of the time grammar was just about memorising rules and little practical spoken work.				
12. I enjoyed doing my written homework in English language.				
13. The textbook for the teaching of English were interesting to me.				
14. The textbook had activities for homework.				
15. The textbook had activities for speaking skills.				
16. All the activities given in the exercises of the textbooks were properly organised by the teacher.				
17. I liked teachers' way of teaching English.				
18. Students were given assessment for their listening skills.				
19. Students were given assessment for their speaking skills.				
20. Students should be given assessment for their listening and speaking skills.				

B. I used to read the following materials written in English.

R O – Read Often S T – Read Sometimes N R – Never Read

S. No	Material	Name/s	R O	S T	N R
1	Novels				
2	Short Stories				
3	Poetry				
4	News paper				
5	Magazines				
6	Religious holy books				
7	Technical books or manuals				
8	Encyclopaedia or general knowledge books				
9	Comics				

Audio Visual Aids in Your Country

C. How often these audio-visual aids were used ***in your country*** (for the teaching of English)?

		Often	Sometimes	Never used
1.	Pictures	☐	☐	☐
2.	Cards	☐	☐	☐
3.	Radio	☐	☐	☐
4.	Tape Recorder	☐	☐	☐
5.	Television	☐	☐	☐
6.	Computer	☐	☐	☐
7.	Charts	☐	☐	☐
8.	Diagrams on blackboard	☐	☐	☐
9.	Original Objects	☐	☐	☐
10.	Teacher's own action / performance	☐	☐	☐

D.

Positive Effects of AV Aids							**Negative Effects of A V Aids**
A	It made learning more interesting						It made learning boring.
B	It made learning more permanent						I forgot things quickly learned by A V Aids.
C	It improved my English understanding.						It did not improve my English understanding.
D	It helped me focus on my lessons.						It diverted me from my lessons.

E. Please Tick ✓ THREE of the following, which are most ***important*** to you.

I want to improve my command over the English language because:

1. It will guarantee a better job in the future. ☐
2. I like learning English language. ☐
3. I shall be able to know computers and internet easily. ☐
4. I shall impress my friends and relatives. ☐
5. I shall get better results in exams. ☐
6. My parents will be happy at my achievements. ☐

Appendix B 2

Questionnaire for Teachers

Part One

(About Teachers)

Are You ? Male ☐ Female ☐

How old are you? 20 – 24 ☐ 25 – 29 ☐ 30 – 34 ☐ 35 – 29 ☐ 40 – 44 ☐ 45 – 49 ☐ above 50 ☐

Qualification……..

Type of School or College ……..English Medium ☐ Urdu Medium. ☐

English Language Teaching Qualification……

English Teaching Refresher courses …….....Year ……..

Teaching experience……Teaching to class (level)……...

Teaching for …….hours every day.

No of classes you teach everyday…….……

Part B

(About Teaching Experiences)

1. I usually use students' mother tongue while teaching English.	SA	A	D	SD
2. I should use mother tongue while teaching English.				
3. I think that the use of mother tongue during the English lessons makes learning difficult.				
4. I suggest that English teachers should avoid use of the mother tongue.				
5. Use of mother tongue by English teachers makes it difficult for the students to practise their own speaking skills.				
6. I give students opportunities to practise their speaking skill.				
7. I teach students thoroughly how to write Standard English.				
8. I let students ask about and discuss different ambiguities in English grammar.				
9. The students are usually very shy about participating in English class discussions.				
10. Teaching of grammar is boring.				
11. Grammar rules taught are practised in real life situations.				
12. Students enjoy their homework in English language.				
13. The textbooks for the teaching of English are well written.				
14. The textbooks have activities for homework.				
15. The textbooks have activities for speaking skills.				
16. I get the students to practise all the activities given in the textbook, spoken and written.				
17. It is possible for teachers in my country to teach English as it is taught in develop countries.				
18. I like the teaching methods that are currently practised in our schools, colleges and universities.				
19. I give proper guidance for writing skills.				
20. I advise students to go to the library and read books out of syllabus.				
21. I think that a better assessment should be designed which can evaluate all the four language skills. (Listening, Speaking, Reading, Writing)				

Your suggestions for the improvement of teaching of English. (Keeping in mind the textbook, methodology, examination and students' participation in the classroom activities during the teaching of English)

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Appendix C

Letter attached with questionnaires

June 30, 2005.

To Whom It May Concern:

Dear Students and Teachers.

My name is Tariq Shah and I am a full-time postgraduate student in the Department of Curriculum studies, Glasgow University, UK. I am going to distribute a questionnaire, which will ask you about your past and present experiences and your attitude towards the teaching methods, text books, examination system and audio- visual aids used for the teaching of English at secondary and primary level, when you were at that age.

Your participation is totally voluntary and anonymous and those who do not want to take part are free to do so. Please let me know if any student volunteers to discuss anything in detail or willing to be involved in a short interview. Please do not write your name or name of institution anywhere on the questionnaire. If you have any difficulty in understanding any question let me know and I shall explain that to you.

The questionnaire will be distributed in different English and Urdu medium schools and colleges and universities, both among male and female students to explore the differences and similarities in attitudes of both genders studying in different educational environments.

Information you provide will be anonymous and kept secretly in a locked cabinet and you can withdraw from it at any time. It will be destroyed at the end of this project.

Thanking you in anticipation.

Yours faithfully,

Tariq Shah

Appendix D

Findings from Students' Questionnaires

1. **Appendix D1 Male & Female Students.**
2. **Appendix D2 Private & State Schools.**
3. **Appendix D3 Secondary & University Students.**

Appendix D1

Finding Students (Male/Female Students)

A. (See Appendix B, students' questionnaire for details of questions)

1. Teachers usually use their mother tongue while teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	8	37	44	11	100
		% within Gender	8.0%	37.0%	44.0%	11.0%	100.0%
	Female	Count	22	102	60	8	192
		% within Gender	11.5%	53.1%	31.3%	4.2%	100.0%
Total		Count	30	139	104	19	292
		% within Gender	10.3%	47.6%	35.6%	6.5%	100.0%

Table 1A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.077(a)	3	.007
Likelihood Ratio	11.868	3	.008
Linear-by-Linear Association	10.224	1	.001
N of Valid Cases	292		

2. Teachers <u>should</u> use mother tongue while teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	4	17	46	33	100
		% within Gender	4.0%	17.0%	46.0%	33.0%	100.0%
	Female	Count	9	58	53	72	192
		% within Gender	4.7%	30.2%	27.6%	37.5%	100.0%
Total		Count	13	75	99	105	292
		% within Gender	4.5%	25.7%	33.9%	36.0%	100.0%

Table 2A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.469(a)	3	.009
Likelihood Ratio	11.511	3	.009
Linear-by-Linear Association	.839	1	.360
N of Valid Cases	292		

3. **We were encouraged by our English teacher to speak in English.**							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	37	49	6	7	99
		% within Gender	37.4%	49.5%	6.1%	7.1%	100.0%
	Female	Count	42	82	32	36	192
		% within Gender	21.9%	42.7%	16.7%	18.8%	100.0%
Total		Count	79	131	38	43	291
		% within Gender	27.1%	45.0%	13.1%	14.8%	100.0%

Table 3A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.105(a)	3	.000
Likelihood Ratio	19.405	3	.000
Linear-by-Linear Association	16.432	1	.000
N of Valid Cases	291		

4. **The teacher used to engage students in dialogues for the practice of speaking skill.**							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	23	51	17	9	100
		% within Gender	23.0%	51.0%	17.0%	9.0%	100.0%
	Female	Count	25	50	56	61	192
		% within Gender	13.0%	26.0%	29.2%	31.8%	100.0%
Total		Count	48	101	73	70	292
		% within Gender	16.4%	34.6%	25.0%	24.0%	100.0%

Table 4A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.940(a)	3	.000
Likelihood Ratio	35.896	3	.000
Linear-by-Linear Association	28.485	1	.000
N of Valid Cases	292		

5. Use of the mother tongue by English teachers made it difficult for the students to practise their English speaking skills							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	31	35	30	4	100
		% within Gender	31.0%	35.0%	30.0%	4.0%	100.0%
	Female	Count	55	104	25	7	191
		% within Gender	28.8%	54.5%	13.1%	3.7%	100.0%
Total		Count	86	139	55	11	291
		% within Gender	29.6%	47.8%	18.9%	3.8%	100.0%

Table 5A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.257(a)	3	.002
Likelihood Ratio	14.950	3	.002
Linear-by-Linear Association	2.436	1	.119
N of Valid Cases	291		

6. Teaching of English was more interesting than other subjects.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	16	39	34	10	99
		% within Gender	16.2%	39.4%	34.3%	10.1%	100.0%
	Female	Count	48	94	33	16	191
		% within Gender	25.1%	49.2%	17.3%	8.4%	100.0%
Total		Count	64	133	67	26	290
		% within Gender	22.1%	45.9%	23.1%	9.0%	100.0%

Table 6A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.184(a)	3	.007
Likelihood Ratio	11.901	3	.008
Linear-by-Linear Association	7.294	1	.007
N of Valid Cases	290		

7. We were taught thoroughly how to write Standard English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	16	37	38	9	100
		% within Gender	16.0%	37.0%	38.0%	9.0%	100.0%
	Female	Count	28	77	63	23	191
		% within Gender	14.7%	40.3%	33.0%	12.0%	100.0%
Total		Count	44	114	101	32	291
		% within Gender	15.1%	39.2%	34.7%	11.0%	100.0%

Table 7A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.290(a)	3	.731
Likelihood Ratio	1.303	3	.728
Linear-by-Linear Association	.050	1	.824
N of Valid Cases	291		

8. We were allowed to ask and discuss any ambiguities in English language.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	15	52	29	3	99
		% within Gender	15.2%	52.5%	29.3%	3.0%	100.0%
	Female	Count	38	119	29	6	192
		% within Gender	19.8%	62.0%	15.1%	3.1%	100.0%
Total		Count	53	171	58	9	291
		% within Gender	18.2%	58.8%	19.9%	3.1%	100.0%

Table 8A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.365(a)	3	.039
Likelihood Ratio	8.059	3	.045
Linear-by-Linear Association	4.533	1	.033
N of Valid Cases	291		

9. The students were very shy about participating in English class discussions.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	19	55	18	7	99
		% within Gender	19.2%	55.6%	18.2%	7.1%	100.0%
	Female	Count	52	69	63	8	192
		% within Gender	27.1%	35.9%	32.8%	4.2%	100.0%
Total		Count	71	124	81	15	291
		% within Gender	24.4%	42.6%	27.8%	5.2%	100.0%

Table 9A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.659(a)	3	.003
Likelihood Ratio	13.823	3	.003
Linear-by-Linear Association	.008	1	.929
N of Valid Cases	291		

10. Teaching of grammar was boring.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	19	32	40	8	99
		% within Gender	19.2%	32.3%	40.4%	8.1%	100.0%
	Female	Count	33	58	62	38	191
		% within Gender	17.3%	30.4%	32.5%	19.9%	100.0%
Total		Count	52	90	102	46	290
		% within Gender	17.9%	31.0%	35.2%	15.9%	100.0%

Table 10A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.121(a)	3	.068
Likelihood Ratio	7.784	3	.051
Linear-by-Linear Association	2.174	1	.140
N of Valid Cases	290		

11. Most of the time grammar was just about memorising rules and little practical spoken work.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	21	58	19	1	99
		% within Gender	21.2%	58.6%	19.2%	1.0%	100.0%
	Female	Count	41	122	25	4	192
		% within Gender	21.4%	63.5%	13.0%	2.1%	100.0%
Total		Count	62	180	44	5	291
		% within Gender	21.3%	61.9%	15.1%	1.7%	100.0%

Table 11A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.343(a)	3	.504
Likelihood Ratio	2.328	3	.507
Linear-by-Linear Association	.261	1	.609
N of Valid Cases	291		

12. I enjoyed doing my written homework in English language.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	24	48	19	9	100
		% within Gender	24.0%	48.0%	19.0%	9.0%	100.0%
	Female	Count	47	104	32	8	191
		% within Gender	24.6%	54.5%	16.8%	4.2%	100.0%
Total		Count	71	152	51	17	291
		% within Gender	24.4%	52.2%	17.5%	5.8%	100.0%

Table 12A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.323(a)	3	.344
Likelihood Ratio	3.182	3	.364
Linear-by-Linear Association	1.565	1	.211
N of Valid Cases	291		

13. The textbook for the teaching of English were interesting to me.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	14	54	23	8	99
		% within Gender	14.1%	54.5%	23.2%	8.1%	100.0%
	Female	Count	38	103	43	8	192
		% within Gender	19.8%	53.6%	22.4%	4.2%	100.0%
Total		Count	52	157	66	16	291
		% within Gender	17.9%	54.0%	22.7%	5.5%	100.0%

Table 13A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.017(a)	3	.389
Likelihood Ratio	2.967	3	.397
Linear-by-Linear Association	2.222	1	.136
N of Valid Cases	291		

14. The textbook had activities for homework.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	15	51	25	9	100
		% within Gender	15.0%	51.0%	25.0%	9.0%	100.0%
	Female	Count	62	66	53	9	190
		% within Gender	32.6%	34.7%	27.9%	4.7%	100.0%
Total		Count	77	117	78	18	290
		% within Gender	26.6%	40.3%	26.9%	6.2%	100.0%

Table 14A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.089(a)	3	.003
Likelihood Ratio	14.615	3	.002
Linear-by-Linear Association	4.610	1	.032
N of Valid Cases	290		

15. The textbook had activities for speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	10	39	36	14	99
		% within Gender	10.1%	39.4%	36.4%	14.1%	100.0%
	Female	Count	10	63	91	28	192
		% within Gender	5.2%	32.8%	47.4%	14.6%	100.0%
Total		Count	20	102	127	42	291
		% within Gender	6.9%	35.1%	43.6%	14.4%	100.0%

Table 15A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.913(a)	3	.178
Likelihood Ratio	4.834	3	.184
Linear-by-Linear Association	2.822	1	.093
N of Valid Cases	291		

16. All the activities given in the exercises of the textbooks were properly organised by the teacher.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	9	35	38	17	99
		% within Gender	9.1%	35.4%	38.4%	17.2%	100.0%
	Female	Count	29	87	63	12	191
		% within Gender	15.2%	45.5%	33.0%	6.3%	100.0%
Total		Count	38	122	101	29	290
		% within Gender	13.1%	42.1%	34.8%	10.0%	100.0%

Table 16A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.735(a)	3	.008
Likelihood Ratio	11.388	3	.010
Linear-by-Linear Association	10.199	1	.001
N of Valid Cases	290		

17. I liked teachers' way of teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	23	46	22	9	100
		% within Gender	23.0%	46.0%	22.0%	9.0%	100.0%
	Female	Count	21	100	58	13	192
		% within Gender	10.9%	52.1%	30.2%	6.8%	100.0%
Total		Count	44	146	80	22	292
		% within Gender	15.1%	50.0%	27.4%	7.5%	100.0%

Table 17A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.887(a)	3	.031
Likelihood Ratio	8.588	3	.035
Linear-by-Linear Association	2.517	1	.113
N of Valid Cases	292		

18. Students were given assessment for their listening skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	13	35	43	9	100
		% within Gender	13.0%	35.0%	43.0%	9.0%	100.0%
	Female	Count	8	60	79	45	192
		% within Gender	4.2%	31.3%	41.1%	23.4%	100.0%
Total		Count	21	95	122	54	292
		% within Gender	7.2%	32.5%	41.8%	18.5%	100.0%

Table 18A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.884(a)	3	.002
Likelihood Ratio	15.355	3	.002
Linear-by-Linear Association	11.746	1	.001
N of Valid Cases	292		

19. Students were given assessment for their speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	14	40	35	11	100
		% within Gender	14.0%	40.0%	35.0%	11.0%	100.0%
	Female	Count	17	63	68	44	192
		% within Gender	8.9%	32.8%	35.4%	22.9%	100.0%
Total		Count	31	103	103	55	292
		% within Gender	10.6%	35.3%	35.3%	18.8%	100.0%

Table 19A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.564(a)	3	.056
Likelihood Ratio	7.948	3	.047
Linear-by-Linear Association	6.873	1	.009
N of Valid Cases	292		

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20. Students should be given assessment for their listening and speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	63	34	2	1	100
		% within Gender	63.0%	34.0%	2.0%	1.0%	100.0%
	Female	Count	123	47	17	5	192
		% within Gender	64.1%	24.5%	8.9%	2.6%	100.0%
Total		Count	186	81	19	6	292
		% within Gender	63.7%	27.7%	6.5%	2.1%	100.0%

Table 20A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.731(a)	3	.052
Likelihood Ratio	8.779	3	.032
Linear-by-Linear Association	1.056	1	.304
N of Valid Cases	292		

B. I read the following materials written in English.

1. I read novels.

			Question B. 1			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	31	40	29	100
		% within Gender	31.0%	40.0%	29.0%	100.0%
	Female	Count	44	37	111	192
		% within Gender	22.9%	19.3%	57.8%	100.0%
Total		Count	75	77	140	292
		% within Gender	25.7%	26.4%	47.9%	100.0%

Table 1B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.772(a)	2	.000
Likelihood Ratio	24.136	2	.000
Linear-by-Linear Association	12.989	1	.000
N of Valid Cases	292		

2. I read short stories.

			Question B. 2			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	26	42	31	99
		% within Gender	26.3%	42.4%	31.3%	100.0%
	Female	Count	35	93	63	191
		% within Gender	18.3%	48.7%	33.0%	100.0%
Total		Count	61	135	94	290
		% within Gender	21.0%	46.6%	32.4%	100.0%

Table 2B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.560(a)	2	.278
Likelihood Ratio	2.504	2	.286
Linear-by-Linear Association	1.150	1	.283
N of Valid Cases	290		

3. I read poetry.

			Question B. 3			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	15	50	34	99
		% within Gender	15.2%	50.5%	34.3%	100.0%
	Female	Count	32	82	78	192
		% within Gender	16.7%	42.7%	40.6%	100.0%
Total		Count	47	132	112	291
		% within Gender	16.2%	45.4%	38.5%	100.0%

Table 3B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.638(a)	2	.441
Likelihood Ratio	1.637	2	.441
Linear-by-Linear Association	.298	1	.585
N of Valid Cases	291		

4. I read newspaper.

			Question B. 4			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	38	44	16	98
		% within Gender	38.8%	44.9%	16.3%	100.0%
	Female	Count	72	82	37	191
		% within Gender	37.7%	42.9%	19.4%	100.0%
Total		Count	110	126	53	289
		% within Gender	38.1%	43.6%	18.3%	100.0%

Table 4B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.405(a)	2	.817
Likelihood Ratio	.411	2	.814
Linear-by-Linear Association	.209	1	.647
N of Valid Cases	289		

5. I read magazines.

			Question B. 5			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	26	50	23	99
		% within Gender	26.3%	50.5%	23.2%	100.0%
	Female	Count	74	64	54	192
		% within Gender	38.5%	33.3%	28.1%	100.0%
Total		Count	100	114	77	291
		% within Gender	34.4%	39.2%	26.5%	100.0%

Table 5B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.373(a)	2	.015
Likelihood Ratio	8.334	2	.015
Linear-by-Linear Association	.590	1	.442
N of Valid Cases	291		

6. I read religious holy books in English.

			Question B. 6			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	35	38	26	99
		% within Gender	35.4%	38.4%	26.3%	100.0%
	Female	Count	50	69	73	192
		% within Gender	26.0%	35.9%	38.0%	100.0%
Total		Count	85	107	99	291
		% within Gender	29.2%	36.8%	34.0%	100.0%

Table 6B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.700(a)	2	.095
Likelihood Ratio	4.760	2	.093
Linear-by-Linear Association	4.587	1	.032
N of Valid Cases	291		

7. I read technical books or manuals.

			Question B. 7			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	12	19	69	100
		% within Gender	12.0%	19.0%	69.0%	100.0%
	Female	Count	10	36	145	191
		% within Gender	5.2%	18.8%	75.9%	100.0%
Total		Count	22	55	214	291
		% within Gender	7.6%	18.9%	73.5%	100.0%

Table 7B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.400(a)	2	.111
Likelihood Ratio	4.172	2	.124
Linear-by-Linear Association	3.259	1	.071
N of Valid Cases	291		

8. I read encyclopaedias or general knowledge books.

			Question B. 8			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	19	45	35	99
		% within Gender	19.2%	45.5%	35.4%	100.0%
	Female	Count	21	94	77	192
		% within Gender	10.9%	49.0%	40.1%	100.0%
Total		Count	40	139	112	291
		% within Gender	13.7%	47.8%	38.5%	100.0%

Table 8B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.789(a)	2	.150
Likelihood Ratio	3.642	2	.162
Linear-by-Linear Association	2.388	1	.122
N of Valid Cases	291		

9. I read comics.

			Question B. 9			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	19	33	48	100
		% within Gender	19.0%	33.0%	48.0%	100.0%
	Female	Count	37	70	85	192
		% within Gender	19.3%	36.5%	44.3%	100.0%
Total		Count	56	103	133	292
		% within Gender	19.2%	35.3%	45.5%	100.0%

Table 9B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.426(a)	2	.808
Likelihood Ratio	.427	2	.808
Linear-by-Linear Association	.181	1	.670
N of Valid Cases	292		

C. How often these audio-visual aids were used?

1. Pictures

			Question C. 1			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	21	31	48	100
		% within Gender	21.0%	31.0%	48.0%	100.0%
	Female	Count	37	70	85	192
		% within Gender	19.3%	36.5%	44.3%	100.0%
Total		Count	58	101	133	292
		% within Gender	19.9%	34.6%	45.5%	100.0%

Table 1C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.866(a)	2	.649
Likelihood Ratio	.874	2	.646
Linear-by-Linear Association	.045	1	.833
N of Valid Cases	292		

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2. Cards

			Question C. 2			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	9	25	65	99
		% within Gender	9.1%	25.3%	65.7%	100.0%
	Female	Count	10	37	145	192
		% within Gender	5.2%	19.3%	75.5%	100.0%
Total		Count	19	62	210	291
		% within Gender	6.5%	21.3%	72.2%	100.0%

Table 2C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.486(a)	2	.175
Likelihood Ratio	3.400	2	.183
Linear-by-Linear Association	3.454	1	.063
N of Valid Cases	291		

3. Radio

			Question C. 3			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	12	16	72	100
		% within Gender	12.0%	16.0%	72.0%	100.0%
	Female	Count	5	24	162	191
		% within Gender	2.6%	12.6%	84.8%	100.0%
Total		Count	17	40	234	291
		% within Gender	5.8%	13.7%	80.4%	100.0%

Table 3C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.794(a)	2	.003
Likelihood Ratio	11.164	2	.004
Linear-by-Linear Association	10.518	1	.001
N of Valid Cases	291		

4. Tape recorder

			Question C. 4			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	18	24	57	99
		% within Gender	18.2%	24.2%	57.6%	100.0%
	Female	Count	11	33	148	192
		% within Gender	5.7%	17.2%	77.1%	100.0%
Total		Count	29	57	205	291
		% within Gender	10.0%	19.6%	70.4%	100.0%

Table 4C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.352(a)	2	.000
Likelihood Ratio	14.723	2	.001
Linear-by-Linear Association	15.169	1	.000
N of Valid Cases	291		

5. Television

			Question C. 5			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	26	27	45	98
		% within Gender	26.5%	27.6%	45.9%	100.0%
	Female	Count	25	37	130	192
		% within Gender	13.0%	19.3%	67.7%	100.0%
Total		Count	51	64	175	290
		% within Gender	17.6%	22.1%	60.3%	100.0%

Table 5C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.854(a)	2	.001
Likelihood Ratio	13.647	2	.001
Linear-by-Linear Association	13.508	1	.000
N of Valid Cases	290		

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6. Computer

			Question C. 6			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	24	31	44	99
		% within Gender	24.2%	31.3%	44.4%	100.0%
	Female	Count	43	41	108	192
		% within Gender	22.4%	21.4%	56.3%	100.0%
Total		Count	67	72	152	291
		% within Gender	23.0%	24.7%	52.2%	100.0%

Table 6C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.458(a)	2	.108
Likelihood Ratio	4.413	2	.110
Linear-by-Linear Association	1.818	1	.178
N of Valid Cases	291		

7. Charts

			Question C. 7			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	27	53	20	100
		% within Gender	27.0%	53.0%	20.0%	100.0%
	Female	Count	64	95	33	192
		% within Gender	33.3%	49.5%	17.2%	100.0%
Total		Count	91	148	53	292
		% within Gender	31.2%	50.7%	18.2%	100.0%

Table 7C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.294(a)	2	.524
Likelihood Ratio	1.308	2	.520
Linear-by-Linear Association	1.151	1	.283
N of Valid Cases	292		

8. Diagrams or blackboard

			Question C. 8			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	31	37	32	100
		% within Gender	31.0%	37.0%	32.0%	100.0%
	Female	Count	79	83	30	192
		% within Gender	41.1%	43.2%	15.6%	100.0%
Total		Count	110	120	62	292
		% within Gender	37.7%	41.1%	21.2%	100.0%

Table 8C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.721(a)	2	.005
Likelihood Ratio	10.338	2	.006
Linear-by-Linear Association	8.201	1	.004
N of Valid Cases	292		

9. Original objects

			Question C. 9			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	6	42	51	99
		% within Gender	6.1%	42.4%	51.5%	100.0%
	Female	Count	24	82	86	192
		% within Gender	12.5%	42.7%	44.8%	100.0%
Total		Count	30	124	137	291
		% within Gender	10.3%	42.6%	47.1%	100.0%

Table 9C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.256(a)	2	.196
Likelihood Ratio	3.494	2	.174
Linear-by-Linear Association	2.571	1	.109
N of Valid Cases	291		

10. Teacher's own action/performances

			Question C. 10			Total
			Read Often	Sometimes	Never Read	
Gender	Male	Count	46	33	21	100
		% within Gender	46.0%	33.0%	21.0%	100.0%
	Female	Count	82	68	42	192
		% within Gender	42.7%	35.4%	21.9%	100.0%
Total		Count	128	101	63	292
		% within Gender	43.8%	34.6%	21.6%	100.0%

Table 10C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.297(a)	2	.862
Likelihood Ratio	.297	2	.862
Linear-by-Linear Association	.188	1	.664
N of Valid Cases	292		

D. Positive or negative effects of audio-visual aids

1. AV aids made learning of English Interesting/boring.

			Question D. 1					Total
			Made lessons v intersting	Made lessons intersting	Neither interesting nor boring	made lessons boring	Made lessond V boring	
Gender	Male	Count	51	25	23	1		100
		% within Gender	51.0%	25.0%	23.0%	1.0%		100.0%
	Female	Count	138	35	14	1	4	192
		% within Gender	71.9%	18.2%	7.3%	.5%	2.1%	100.0%
Total		Count	189	60	37	2	4	292
		% within Gender	64.7%	20.5%	12.7%	.7%	1.4%	100.0%

Table 1D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.002(a)	4	.000
Likelihood Ratio	21.542	4	.000
Linear-by-Linear Association	9.066	1	.003
N of Valid Cases	292		

2. AV aids made learning of English

Permanent/Temporary.

			Question D. 2					Total
			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	
Gender	Male	Count	40	31	27		2	100
		% within Gender	40.0%	31.0%	27.0%		2.0%	100.0%
	Female	Count	106	42	30	4	9	191
		% within Gender	55.5%	22.0%	15.7%	2.1%	4.7%	100.0%
Total		Count	146	73	57	4	11	291
		% within Gender	50.2%	25.1%	19.6%	1.4%	3.8%	100.0%

Table 2D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.911(a)	4	.012
Likelihood Ratio	14.190	4	.007
Linear-by-Linear Association	1.285	1	.257
N of Valid Cases	291		

3. AV aids Improved/ did not improve my learning of English

			Question D. 3					Total
			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	
Gender	Male	Count	51	23	22	1	3	100
		% within Gender	51.0%	23.0%	22.0%	1.0%	3.0%	100.0%
	Female	Count	97	53	32		10	192
		% within Gender	50.5%	27.6%	16.7%		5.2%	100.0%
Total		Count	148	76	54	1	13	292
		% within Gender	50.7%	26.0%	18.5%	.3%	4.5%	100.0%

Table 3D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.190(a)	4	.381
Likelihood Ratio	4.447	4	.349
Linear-by-Linear Association	.000	1	.986
N of Valid Cases	292		

4. AV aids made learning of English focus/ not focused.

			Question D. 4					Total
			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	
Gender	Male	Count	29	30	28	6	6	99
		% within Gender	29.3%	30.3%	28.3%	6.1%	6.1%	100.0%
	Female	Count	107	50	28	4	3	192
		% within Gender	55.7%	26.0%	14.6%	2.1%	1.6%	100.0%
Total		Count	136	80	56	10	9	291
		% within Gender	46.7%	27.5%	19.2%	3.4%	3.1%	100.0%

Table 4D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.850(a)	4	.000
Likelihood Ratio	23.808	4	.000
Linear-by-Linear Association	23.231	1	.000
N of Valid Cases	291		

5. AV aids helped me focus/diverted my attention.

			Question D. 5					Total
			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	
Gender	Male	Count	38	23	26	9	4	100
		% within Gender	38.0%	23.0%	26.0%	9.0%	4.0%	100.0%
	Female	Count	119	34	31	3	5	192
		% within Gender	62.0%	17.7%	16.1%	1.6%	2.6%	100.0%
Total		Count	157	57	57	12	9	292
		% within Gender	53.8%	19.5%	19.5%	4.1%	3.1%	100.0%

Table 5

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.512(a)	4	.000
Likelihood Ratio	20.215	4	.000
Linear-by-Linear Association	15.992	1	.000
N of Valid Cases	292		

E. I want to improve my command over the English language because:

1. It will guarantee a better job in the future.

Question E. 1				
			Better Job	%age
Gender	Male	Count	89	89%
		Total male	100	
	Female	Count	147	76%
		Total female	192	
Total		Count	236	80%
		Total students	292	

Table1E

2. I like learning English language.

Question E. 2				
			Like English	%age
Gender	Male	Count	53	
		Total male	100	53%
	Female	Count	122	
		Total female	192	63%
Total		Count	175	
		Total students	292	59%

Table2E

3. I shall be able to know computers and internet easily.

Question E. 3				
			Know Computers Well	%age
Gender	Male	Count	31	
		Total male	100	31%
	Female	Count	69	
		Total female	192	35%
Total		Count	100	
		Total Students	292	34%

Table3E

4. I shall impress my friends and relatives.

Question E. 4				
			Impress my friends	%age
Gender	Male	Count	24	
		Total Male	100	24%
	Female	Count	31	
		Total female	192	16%
Total		Count	55	
		Total students	292	18%

Table4E

5. I shall get better results in exams.

Question E. 5				
			Better results in exams	%age
Gender	Male	Count	59	
		Total male	100	59%
	Female	Count	126	
		Total female	192	65%
Total		Count	185	
		Total students	292	63%

Table5E

6. My parents will be happy at my achievements.

Question E. 6				
			Parents will be happy	%age
Gender	Male	Count	42	
		Total male	100	42%
	Female	Count	81	
		% within Gender	192	42%
Total		Count	123	
		% within Gender	100.0%	42%

Table6E

Appendix D2

Finding Students (English/Urdu Medium)

1. Teachers usually use their mother tongue while teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	4	21	30	5	60
		% within MSCHOL	6.7%	35.0%	50.0%	8.3%	100.0%
	Urdu Medium	Count	26	118	74	14	232
		% within MSCHOL	11.2%	50.9%	31.9%	6.0%	100.0%
Total		Count	30	139	104	19	292
		% within MSCHOL	10.3%	47.6%	35.6%	6.5%	100.0%

Table 1A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.250(a)	3	.041
Likelihood Ratio	8.163	3	.043
Linear-by-Linear Association	6.163	1	.013
N of Valid Cases	292		

2. Teachers <u>should</u> use mother tongue while teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	1	5	21	33	60
		% within MSCHOL	1.7%	8.3%	35.0%	55.0%	100.0%
	Urdu Medium	Count	12	70	78	72	232
		% within MSCHOL	5.2%	30.2%	33.6%	31.0%	100.0%
Total		Count	13	75	99	105	292
		% within MSCHOL	4.5%	25.7%	33.9%	36.0%	100.0%

Table 2A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.809(a)	3	.000
Likelihood Ratio	19.787	3	.000
Linear-by-Linear Association	16.684	1	.000
N of Valid Cases	292		

3. We were encouraged by our English teacher to speak in English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	21	31	3	4	59
		% within MSCHOL	35.6%	52.5%	5.1%	6.8%	100.0%
	Urdu Medium	Count	58	100	35	39	232
		% within MSCHOL	25.0%	43.1%	15.1%	16.8%	100.0%
Total		Count	79	131	38	43	291
		% within MSCHOL	27.1%	45.0%	13.1%	14.8%	100.0%

Table 3A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.681(a)	3	.021
Likelihood Ratio	10.981	3	.012
Linear-by-Linear Association	7.994	1	.005
N of Valid Cases	291		

4. The teacher used to engage students in dialogues for the practice of speaking skill.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	5	32	20	3	60
		% within MSCHOL	8.3%	53.3%	33.3%	5.0%	100.0%
	Urdu Medium	Count	43	69	53	67	232
		% within MSCHOL	18.5%	29.7%	22.8%	28.9%	100.0%
Total		Count	48	101	73	70	292
		% within MSCHOL	16.4%	34.6%	25.0%	24.0%	100.0%

Table 4A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.126(a)	3	.000
Likelihood Ratio	27.903	3	.000
Linear-by-Linear Association	3.303	1	.069
N of Valid Cases	292		

5. Use of the mother tongue by English teachers made it difficult for the students to practise their English speaking skills							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	17	27	12	4	60
		% within MSCHOL	28.3%	45.0%	20.0%	6.7%	100.0%
	Urdu Medium	Count	69	112	43	7	231
		% within MSCHOL	29.9%	48.5%	18.6%	3.0%	100.0%
Total		Count	86	139	55	11	291
		% within MSCHOL	29.6%	47.8%	18.9%	3.8%	100.0%

Table 5A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.874(a)	3	.599
Likelihood Ratio	1.653	3	.647
Linear-by-Linear Association	.777	1	.378
N of Valid Cases	291		

6. Teaching of English was more interesting than other subjects.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	8	30	14	7	59
		% within MSCHOL	13.6%	50.8%	23.7%	11.9%	100.0%
	Urdu Medium	Count	56	103	53	19	231
		% within MSCHOL	24.2%	44.6%	22.9%	8.2%	100.0%
Total		Count	64	133	67	26	290
		% within MSCHOL	22.1%	45.9%	23.1%	9.0%	100.0%

Table 6A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.539(a)	3	.316
Likelihood Ratio	3.777	3	.287
Linear-by-Linear Association	2.126	1	.145
N of Valid Cases	290		

7. We were taught thoroughly how to write Standard English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	9	33	15	2	59
		% within MSCHOL	15.3%	55.9%	25.4%	3.4%	100.0%
	Urdu Medium	Count	35	81	86	30	232
		% within MSCHOL	15.1%	34.9%	37.1%	12.9%	100.0%
Total		Count	44	114	101	32	291
		% within MSCHOL	15.1%	39.2%	34.7%	11.0%	100.0%

Table 7A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.037(a)	3	.012
Likelihood Ratio	11.844	3	.008
Linear-by-Linear Association	5.847	1	.016
N of Valid Cases	291		

8. We were allowed to ask and discuss any ambiguities in English language.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	6	36	18		60
		% within MSCHOL	10.0%	60.0%	30.0%		100.0%
	Urdu Medium	Count	47	135	40	9	231
		% within MSCHOL	20.3%	58.4%	17.3%	3.9%	100.0%
Total		Count	53	171	58	9	291
		% within MSCHOL	18.2%	58.8%	19.9%	3.1%	100.0%

Table 8A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.001(a)	3	.029
Likelihood Ratio	10.861	3	.013
Linear-by-Linear Association	2.209	1	.137
N of Valid Cases	291		

9. The students were very shy about participating in English class discussions.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	8	26	19	6	59
		% within MSCHOL	13.6%	44.1%	32.2%	10.2%	100.0%
	Urdu Medium	Count	63	98	62	9	232
		% within MSCHOL	27.2%	42.2%	26.7%	3.9%	100.0%
Total		Count	71	124	81	15	291
		% within MSCHOL	24.4%	42.6%	27.8%	5.2%	100.0%

Table 9A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.718(a)	3	.052
Likelihood Ratio	7.651	3	.054
Linear-by-Linear Association	6.619	1	.010
N of Valid Cases	291		

10. Teaching of grammar was boring.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	9	23	23	3	58
		% within MSCHOL	15.5%	39.7%	39.7%	5.2%	100.0%
	Urdu Medium	Count	43	67	79	43	232
		% within MSCHOL	18.5%	28.9%	34.1%	18.5%	100.0%
Total		Count	52	90	102	46	290
		% within MSCHOL	17.9%	31.0%	35.2%	15.9%	100.0%

Table 10A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.609(a)	3	.055
Likelihood Ratio	8.944	3	.030
Linear-by-Linear Association	1.637	1	.201
N of Valid Cases	290		

11. Most of the time grammar was just about memorising rules and little practical spoken work.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	6	35	15	3	59
		% within MSCHOL	10.2%	59.3%	25.4%	5.1%	100.0%
	Urdu Medium	Count	56	145	29	2	232
		% within MSCHOL	24.1%	62.5%	12.5%	.9%	100.0%
Total		Count	62	180	44	5	291
		% within MSCHOL	21.3%	61.9%	15.1%	1.7%	100.0%

Table 11A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.462(a)	3	.002
Likelihood Ratio	13.483	3	.004
Linear-by-Linear Association	13.543	1	.000
N of Valid Cases	291		

12. I enjoyed doing my written homework in English language.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	8	32	12	7	59
		% within MSCHOL	13.6%	54.2%	20.3%	11.9%	100.0%
	Urdu Medium	Count	63	120	39	10	232
		% within MSCHOL	27.2%	51.7%	16.8%	4.3%	100.0%
Total		Count	71	152	51	17	291
		% within MSCHOL	24.4%	52.2%	17.5%	5.8%	100.0%

Table 12A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.549(a)	3	.036
Likelihood Ratio	8.304	3	.040
Linear-by-Linear Association	7.486	1	.006
N of Valid Cases	291		

13. The textbook for the teaching of English were interesting to me.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	6	24	26	4	60
		% within MSCHOL	10.0%	40.0%	43.3%	6.7%	100.0%
	Urdu Medium	Count	46	133	40	12	231
		% within MSCHOL	19.9%	57.6%	17.3%	5.2%	100.0%
Total		Count	52	157	66	16	291
		% within MSCHOL	17.9%	54.0%	22.7%	5.5%	100.0%

Table 13A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.749(a)	3	.000
Likelihood Ratio	18.183	3	.000
Linear-by-Linear Association	11.946	1	.001
N of Valid Cases	291		

14. The textbook had activities for homework.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	15	36	4	3	58
		% within MSCHOL	25.9%	62.1%	6.9%	5.2%	100.0%
	Urdu Medium	Count	62	81	74	15	232
		% within MSCHOL	26.7%	34.9%	31.9%	6.5%	100.0%
Total		Count	77	117	78	18	290
		% within MSCHOL	26.6%	40.3%	26.9%	6.2%	100.0%

Table 14A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.401(a)	3	.000
Likelihood Ratio	22.084	3	.000
Linear-by-Linear Association	4.308	1	.038
N of Valid Cases	290		

15. The textbook had activities for speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count		40	13	6	59
		% within MSCHOL		67.8%	22.0%	10.2%	100.0%
	Urdu Medium	Count	20	62	114	36	232
		% within MSCHOL	8.6%	26.7%	49.1%	15.5%	100.0%
Total		Count	20	102	127	42	291
		% within MSCHOL	6.9%	35.1%	43.6%	14.4%	100.0%

Table 15A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.574(a)	3	.000
Likelihood Ratio	38.488	3	.000
Linear-by-Linear Association	6.124	1	.013
N of Valid Cases	291		

16. All the activities given in the exercises of the textbooks were properly organised by the teacher.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	5	28	20	6	59
		% within MSCHOL	8.5%	47.5%	33.9%	10.2%	100.0%
	Urdu Medium	Count	33	94	81	23	231
		% within MSCHOL	14.3%	40.7%	35.1%	10.0%	100.0%
Total		Count	38	122	101	29	290
		% within MSCHOL	13.1%	42.1%	34.8%	10.0%	100.0%

Table 16A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.743(a)	3	.627
Likelihood Ratio	1.860	3	.602
Linear-by-Linear Association	.171	1	.679
N of Valid Cases	290		

17. I liked teachers' way of teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Tota
MSCHOL	English Medium	Count	6	33	19	2	60
		% within MSCHOL	10.0%	55.0%	31.7%	3.3%	100.0%
	Urdu Medium	Count	38	113	61	20	232
		% within MSCHOL	16.4%	48.7%	26.3%	8.6%	100.0%
Total		Count	44	146	80	22	292
		% within MSCHOL	15.1%	50.0%	27.4%	7.5%	100.0%

Table 17A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.936(a)	3	.268
Likelihood Ratio	4.399	3	.222
Linear-by-Linear Association	.010	1	.920
N of Valid Cases	292		

18. Students were given assessment for their listening skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	5	20	30	5	60
		% within MSCHOL	8.3%	33.3%	50.0%	8.3%	100.0%
	Urdu Medium	Count	16	75	92	49	232
		% within MSCHOL	6.9%	32.3%	39.7%	21.1%	100.0%
Total		Count	21	95	122	54	292
		% within MSCHOL	7.2%	32.5%	41.8%	18.5%	100.0%

Table 18A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.588(a)	3	.133
Likelihood Ratio	6.362	3	.095
Linear-by-Linear Association	1.840	1	.175
N of Valid Cases	292		

19. Students were given assessment for their speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	5	21	26	8	60
		% within MSCHOL	8.3%	35.0%	43.3%	13.3%	100.0%
	Urdu Medium	Count	26	82	77	47	232
		% within MSCHOL	11.2%	35.3%	33.2%	20.3%	100.0%
Total		Count	31	103	103	55	292
		% within MSCHOL	10.6%	35.3%	35.3%	18.8%	100.0%

Table 19A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.977(a)	3	.395
Likelihood Ratio	3.034	3	.386
Linear-by-Linear Association	.004	1	.950
N of Valid Cases	292		

20. Students should be given assessment for their listening and speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
MSCHOL	English Medium	Count	30	25	5		60
		% within MSCHOL	50.0%	41.7%	8.3%		100.0%
	Urdu Medium	Count	156	56	14	6	232
		% within MSCHOL	67.2%	24.1%	6.0%	2.6%	100.0%
Total		Count	186	81	19	6	292
		% within MSCHOL	63.7%	27.7%	6.5%	2.1%	100.0%

Table 20A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.444(a)	3	.024
Likelihood Ratio	10.248	3	.017
Linear-by-Linear Association	1.952	1	.162
N of Valid Cases	292		

F. I read the following materials written in English.

10. I read novels.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	26	22	12	60
		% within MSCHOL	43.3%	36.7%	20.0%	100.0%
	Urdu Medium	Count	49	55	128	232
		% within MSCHOL	21.1%	23.7%	55.2%	100.0%
Total		Count	75	77	140	292
		% within MSCHOL	25.7%	26.4%	47.9%	100.0%

Table 1B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.494(a)	2	.000
Likelihood Ratio	25.777	2	.000
Linear-by-Linear Association	22.781	1	.000
N of Valid Cases	292		

11. I read short stories.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	20	25	14	59
		% within MSCHOL	33.9%	42.4%	23.7%	100.0%
	Urdu Medium	Count	41	110	80	231
		% within MSCHOL	17.7%	47.6%	34.6%	100.0%
Total		Count	61	135	94	290
		% within MSCHOL	21.0%	46.6%	32.4%	100.0%

Table 2B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.829(a)	2	.020
Likelihood Ratio	7.304	2	.026
Linear-by-Linear Association	6.572	1	.010
N of Valid Cases	290		

12. I read poetry.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	11	24	24	59
		% within MSCHOL	18.6%	40.7%	40.7%	100.0%
	Urdu Medium	Count	36	108	88	232
		% within MSCHOL	15.5%	46.6%	37.9%	100.0%
Total		Count	47	132	112	291
		% within MSCHOL	16.2%	45.4%	38.5%	100.0%

Table 3B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.735(a)	2	.693
Likelihood Ratio	.733	2	.693
Linear-by-Linear Association	.001	1	.971
N of Valid Cases	291		

13. I read newspaper.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	18	34	6	58
		% within MSCHOL	31.0%	58.6%	10.3%	100.0%
	Urdu Medium	Count	92	92	47	231
		% within MSCHOL	39.8%	39.8%	20.3%	100.0%
Total		Count	110	126	53	289
		% within MSCHOL	38.1%	43.6%	18.3%	100.0%

Table 4B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.226(a)	2	.027
Likelihood Ratio	7.366	2	.025
Linear-by-Linear Association	.013	1	.910
N of Valid Cases	289		

14. I read magazines.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	32	20	7	59
		% within MSCHOL	54.2%	33.9%	11.9%	100.0%
	Urdu Medium	Count	68	94	70	232
		% within MSCHOL	29.3%	40.5%	30.2%	100.0%
Total		Count	100	114	77	291
		% within MSCHOL	34.4%	39.2%	26.5%	100.0%

Table 5B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.990(a)	2	.001
Likelihood Ratio	15.266	2	.000
Linear-by-Linear Association	14.555	1	.000
N of Valid Cases	291		

15. I read religious holy books in English.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	20	27	12	59
		% within MSCHOL	33.9%	45.8%	20.3%	100.0%
	Urdu Medium	Count	65	80	87	232
		% within MSCHOL	28.0%	34.5%	37.5%	100.0%
Total		Count	85	107	99	291
		% within MSCHOL	29.2%	36.8%	34.0%	100.0%

Table 6B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.256(a)	2	.044
Likelihood Ratio	6.674	2	.036
Linear-by-Linear Association	3.951	1	.047
N of Valid Cases	291		

16. I read technical books or manuals.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	11	5	44	60
		% within MSCHOL	18.3%	8.3%	73.3%	100.0%
	Urdu Medium	Count	11	50	170	231
		% within MSCHOL	4.8%	21.6%	73.6%	100.0%
Total		Count	22	55	214	291
		% within MSCHOL	7.6%	18.9%	73.5%	100.0%

Table 7B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.069(a)	2	.000
Likelihood Ratio	14.690	2	.001
Linear-by-Linear Association	2.417	1	.120
N of Valid Cases	291		

17. I read encyclopaedias or general knowledge books.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	17	30	12	59
		% within MSCHOL	28.8%	50.8%	20.3%	100.0%
	Urdu Medium	Count	23	109	100	232
		% within MSCHOL	9.9%	47.0%	43.1%	100.0%
Total		Count	40	139	112	291
		% within MSCHOL	13.7%	47.8%	38.5%	100.0%

Table 8B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.704(a)	2	.000
Likelihood Ratio	17.620	2	.000
Linear-by-Linear Association	17.647	1	.000
N of Valid Cases	291		

18. I read comics.

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	22	25	13	60
		% within MSCHOL	36.7%	41.7%	21.7%	100.0%
	Urdu Medium	Count	34	78	120	232
		% within MSCHOL	14.7%	33.6%	51.7%	100.0%
Total		Count	56	103	133	292
		% within MSCHOL	19.2%	35.3%	45.5%	100.0%

Table 9B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.374(a)	2	.000
Likelihood Ratio	22.266	2	.000
Linear-by-Linear Association	22.295	1	.000
N of Valid Cases	292		

G. How often these audio-visual aids were used?

11. Pictures

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	19	18	23	60
		% within MSCHOL	31.7%	30.0%	38.3%	100.0%
	Urdu Medium	Count	39	83	110	232
		% within MSCHOL	16.8%	35.8%	47.4%	100.0%
Total		Count	58	101	133	292
		% within MSCHOL	19.9%	34.6%	45.5%	100.0%

Table 1C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.620(a)	2	.037
Likelihood Ratio	6.084	2	.048
Linear-by-Linear Association	4.628	1	.031
N of Valid Cases	292		

12. Cards

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	3	18	38	59
		% within MSCHOL	5.1%	30.5%	64.4%	100.0%
	Urdu Medium	Count	16	44	172	232
		% within MSCHOL	6.9%	19.0%	74.1%	100.0%
Total		Count	19	62	210	291
		% within MSCHOL	6.5%	21.3%	72.2%	100.0%

Table 2C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.795(a)	2	.150
Likelihood Ratio	3.571	2	.168
Linear-by-Linear Association	.825	1	.364
N of Valid Cases	291		

13. Radio

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	3	10	46	59
		% within MSCHOL	5.1%	16.9%	78.0%	100.0%
	Urdu Medium	Count	14	30	188	232
		% within MSCHOL	6.0%	12.9%	81.0%	100.0%
Total		Count	17	40	234	291
		% within MSCHOL	5.8%	13.7%	80.4%	100.0%

Table 3C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.680(a)	2	.712
Likelihood Ratio	.655	2	.721
Linear-by-Linear Association	.069	1	.793
N of Valid Cases	291		

14. Tape recorder

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	7	9	43	59
		% within MSCHOL	11.9%	15.3%	72.9%	100.0%
	Urdu Medium	Count	22	48	162	232
		% within MSCHOL	9.5%	20.7%	69.8%	100.0%
Total		Count	29	57	205	291
		% within MSCHOL	10.0%	19.6%	70.4%	100.0%

Table 4C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.039(a)	2	.595
Likelihood Ratio	1.072	2	.585
Linear-by-Linear Association	.005	1	.945
N of Valid Cases	291		

15. Television

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	17	20	22	59
		% within MSCHOL	28.8%	33.9%	37.3%	100.0%
	Urdu Medium	Count	34	44	153	231
		% within MSCHOL	14.7%	19.0%	66.2%	100.0%
Total		Count	51	64	175	290
		% within MSCHOL	17.6%	22.1%	60.3%	100.0%

Table 5C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.531(a)	2	.000
Likelihood Ratio	16.206	2	.000
Linear-by-Linear Association	14.545	1	.000
N of Valid Cases	290		

16. Computer

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	31	11	17	59
		% within MSCHOL	52.5%	18.6%	28.8%	100.0%
	Urdu Medium	Count	36	61	135	232
		% within MSCHOL	15.5%	26.3%	58.2%	100.0%
Total		Count	67	72	152	291
		% within MSCHOL	23.0%	24.7%	52.2%	100.0%

Table 6C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.890(a)	2	.000
Likelihood Ratio	32.864	2	.000
Linear-by-Linear Association	30.975	1	.000
N of Valid Cases	291		

17. Charts

Charts						
			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	24	32	4	60
		% within MSCHOL	40.0%	53.3%	6.7%	100.0%
	Urdu Medium	Count	67	116	49	232
		% within MSCHOL	28.9%	50.0%	21.1%	100.0%
Total		Count	91	148	53	292
		% within MSCHOL	31.2%	50.7%	18.2%	100.0%

Table 7C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.483(a)	2	.024
Likelihood Ratio	8.719	2	.013
Linear-by-Linear Association	6.525	1	.011
N of Valid Cases	292		

18. Diagrams or blackboard

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	34	15	11	60
		% within MSCHOL	56.7%	25.0%	18.3%	100.0%
	Urdu Medium	Count	76	105	51	232
		% within MSCHOL	32.8%	45.3%	22.0%	100.0%
Total		Count	110	120	62	292
		% within MSCHOL	37.7%	41.1%	21.2%	100.0%

Table 8C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.293(a)	2	.002
Likelihood Ratio	12.185	2	.002
Linear-by-Linear Association	6.419	1	.011
N of Valid Cases	292		

19. Original objects

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	7	29	23	59
		% within MSCHOL	11.9%	49.2%	39.0%	100.0%
	Urdu Medium	Count	23	95	114	232
		% within MSCHOL	9.9%	40.9%	49.1%	100.0%
Total		Count	30	124	137	291
		% within MSCHOL	10.3%	42.6%	47.1%	100.0%

Table 9C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.947(a)	2	.378
Likelihood Ratio	1.963	2	.375
Linear-by-Linear Association	1.566	1	.211
N of Valid Cases	291		

20. Teacher's own action/performances

			Read Often	Sometimes	Never Read	Total
MSCHOL	English Medium	Count	44	12	4	60
		% within MSCHOL	73.3%	20.0%	6.7%	100.0%
	Urdu Medium	Count	84	89	59	232
		% within MSCHOL	36.2%	38.4%	25.4%	100.0%
Total		Count	128	101	63	292
		% within MSCHOL	43.8%	34.6%	21.6%	100.0%

Table 10C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.416(a)	2	.000
Likelihood Ratio	28.448	2	.000
Linear-by-Linear Association	24.548	1	.000
N of Valid Cases	292		

H. Positive or negative effects of audio-visual aids

6. AV aids made learning of English Interesting/boring.

			Made lessons v intersting	Made lessons intersting	Neither interesting nor boring	made lessons boring	Made lessond V boring	Total
MSCHOL	English Medium	Count	44	11	4		1	60
		% within MSCHOL	73.3%	18.3%	6.7%		1.7%	100.0%
	Urdu Medium	Count	145	49	33	2	3	232
		% within MSCHOL	62.5%	21.1%	14.2%	.9%	1.3%	100.0%
Total		Count	189	60	37	2	4	292
		% within MSCHOL	64.7%	20.5%	12.7%	.7%	1.4%	100.0%

Table 1D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.759(a)	4	.440
Likelihood Ratio	4.482	4	.345
Linear-by-Linear Association	2.422	1	.120
N of Valid Cases	292		

7. AV aids made learning of English Permanent/Temporary.

			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	Total
MSCHOL	English Medium	Count	20	24	14	1	1	60
		% within MSCHOL	33.3%	40.0%	23.3%	1.7%	1.7%	100.0%
	Urdu Medium	Count	126	49	43	3	10	231
		% within MSCHOL	54.5%	21.2%	18.6%	1.3%	4.3%	100.0%
Total		Count	146	73	57	4	11	291
		% within MSCHOL	50.2%	25.1%	19.6%	1.4%	3.8%	100.0%

Table 2D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.455(a)	4	.014
Likelihood Ratio	12.301	4	.015
Linear-by-Linear Association	1.554	1	.213
N of Valid Cases	291		

8. AV aids Improved/ did not improve my learning of English

			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	Total
MSCHOL	English Medium	Count	19	12	25		4	60
		% within MSCHOL	31.7%	20.0%	41.7%		6.7%	100.0%
	Urdu Medium	Count	129	64	29	1	9	232
		% within MSCHOL	55.6%	27.6%	12.5%	.4%	3.9%	100.0%
Total		Count	148	76	54	1	13	292
		% within MSCHOL	50.7%	26.0%	18.5%	.3%	4.5%	100.0%

Table 3D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.463(a)	4	.000
Likelihood Ratio	26.254	4	.000
Linear-by-Linear Association	16.258	1	.000
N of Valid Cases	292		

9. AV aids made learning of English focus/ not focused.

			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	Total
MSCHOL	English Medium	Count	13	22	16	6	3	60
		% within MSCHOL	21.7%	36.7%	26.7%	10.0%	5.0%	100.0%
	Urdu Medium	Count	123	58	40	4	6	231
		% within MSCHOL	53.2%	25.1%	17.3%	1.7%	2.6%	100.0%
Total		Count	136	80	56	10	9	291
		% within MSCHOL	46.7%	27.5%	19.2%	3.4%	3.1%	100.0%

Table 4D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.007(a)	4	.000
Likelihood Ratio	24.369	4	.000
Linear-by-Linear Association	18.682	1	.000
N of Valid Cases	291		

10. AV aids helped me focus/diverted my attention.

			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	Total
MSCHOL	English Medium	Count	28	10	18	4		60
		% within MSCHOL	46.7%	16.7%	30.0%	6.7%		100.0%
	Urdu Medium	Count	129	47	39	8	9	232
		% within MSCHOL	55.6%	20.3%	16.8%	3.4%	3.9%	100.0%
Total		Count	157	57	57	12	9	292
		% within MSCHOL	53.8%	19.5%	19.5%	4.1%	3.1%	100.0%

Table 5D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.801(a)	4	.066
Likelihood Ratio	10.075	4	.039
Linear-by-Linear Association	1.187	1	.276
N of Valid Cases	292		

I. I want to improve my command over the English language because:

7. It will guarantee a better job in the future.

			Better Job	Total
MSCHOL	English Medium	Count	49	49
		% within MSCHOL	100.0%	100.0%
	Urdu Medium	Count	187	187
		% within MSCHOL	100.0%	100.0%
Total		Count	236	236
		% within MSCHOL	100.0%	100.0%

Table 1E

8. I like learning English language.

			Like English	Total
MSCHOL	English Medium	Count	25	25
		% within MSCHOL	100.0%	100.0%
	Urdu Medium	Count	150	150
		% within MSCHOL	100.0%	100.0%
Total		Count	175	175
		% within MSCHOL	100.0%	100.0%

Table 2E

9. I shall be able to know computers and internet easily.

			Know Computers	Total
MSCHOL	English Medium	Count	14	14
		% within MSCHOL	100.0%	100.0%
	Urdu Medium	Count	86	86
		% within MSCHOL	100.0%	100.0%
Total		Count	100	100
		% within MSCHOL	100.0%	100.0%

Table 3E

10.I shall impress my friends and relatives.

			Impress my friends	Total
MSCHOL	English Medium	Count	12	12
		% within MSCHOL	100.0%	100.0%
	Urdu Medium	Count	43	43
		% within MSCHOL	100.0%	100.0%
Total		Count	55	55
		% within MSCHOL	100.0%	100.0%

Table 4E

11.I shall get better results in exams.

			Better results in exams	Total
MSCHOL	English Medium	Count	48	48
		% within MSCHOL	100.0%	100.0%
	Urdu Medium	Count	137	137
		% within MSCHOL	100.0%	100.0%
Total		Count	185	185
		% within MSCHOL	100.0%	100.0%

Table 5E

12.My parents will be happy at my achievements.

			Parents will be happy	Total
MSCHOL	English Medium	Count	30	30
		% within MSCHOL	100.0%	100.0%
	Urdu Medium	Count	93	93
		% within MSCHOL	100.0%	100.0%
Total		Count	123	123
		% within MSCHOL	100.0%	100.0%

Table 6E

Appendix D3
Finding Students (Secondary School/University Students)

1. Teachers usually use their mother tongue while teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	16	86	51	10	163
		% within QF	9.8%	52.8%	31.3%	6.1%	100.0%
	University	Count	14	53	53	9	129
		% within QF	10.9%	41.1%	41.1%	7.0%	100.0%
Total		Count	30	139	104	19	292
		% within QF	10.3%	47.6%	35.6%	6.5%	100.0%

Table 1A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.156(a)	3	.245
Likelihood Ratio	4.166	3	.244
Linear-by-Linear Association	1.368	1	.242
N of Valid Cases	292		

2. Teachers should use mother tongue while teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	7	47	49	60	163
		% within QF	4.3%	28.8%	30.1%	36.8%	100.0%
	University	Count	6	28	50	45	129
		% within QF	4.7%	21.7%	38.8%	34.9%	100.0%
Total		Count	13	75	99	105	292
		% within QF	4.5%	25.7%	33.9%	36.0%	100.0%

Table 2A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.127(a)	3	.372
Likelihood Ratio	3.136	3	.371
Linear-by-Linear Association	.182	1	.670
N of Valid Cases	292		

3. We were encouraged by our English teacher to speak in English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	34	69	23	36	162
		% within QF	21.0%	42.6%	14.2%	22.2%	100.0%
	University	Count	45	62	15	7	129
		% within QF	34.9%	48.1%	11.6%	5.4%	100.0%
Total		Count	79	131	38	43	291
		% within QF	27.1%	45.0%	13.1%	14.8%	100.0%

Table 3A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.659(a)	3	.000
Likelihood Ratio	21.261	3	.000
Linear-by-Linear Association	18.503	1	.000
N of Valid Cases	291		

4. The teacher used to engage students in dialogues for the practice of speaking skill.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	23	54	38	48	163
		% within QF	14.1%	33.1%	23.3%	29.4%	100.0%
	University	Count	25	47	35	22	129
		% within QF	19.4%	36.4%	27.1%	17.1%	100.0%
Total		Count	48	101	73	70	292
		% within QF	16.4%	34.6%	25.0%	24.0%	100.0%

Table 4A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.478(a)	3	.091
Likelihood Ratio	6.617	3	.085
Linear-by-Linear Association	4.687	1	.030
N of Valid Cases	292		

5. Use of the mother tongue by English teachers made it difficult for the students to practise their English speaking skills							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	35	93	28	7	163
		% within QF	21.5%	57.1%	17.2%	4.3%	100.0%
	University	Count	51	46	27	4	128
		% within QF	39.8%	35.9%	21.1%	3.1%	100.0%
Total		Count	86	139	55	11	291
		% within QF	29.6%	47.8%	18.9%	3.8%	100.0%

Table 5A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.723(a)	3	.001
Likelihood Ratio	15.831	3	.001
Linear-by-Linear Association	3.175	1	.075
N of Valid Cases	291		

6. Teaching of English was more interesting than other subjects.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	32	77	33	19	161
		% within QF	19.9%	47.8%	20.5%	11.8%	100.0%
	University	Count	32	56	34	7	129
		% within QF	24.8%	43.4%	26.4%	5.4%	100.0%
Total		Count	64	133	67	26	290
		% within QF	22.1%	45.9%	23.1%	9.0%	100.0%

Table 6A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.404(a)	3	.144
Likelihood Ratio	5.560	3	.135
Linear-by-Linear Association	1.288	1	.256
N of Valid Cases	290		

7. We were taught thoroughly how to write Standard English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	27	64	51	20	162
		% within QF	16.7%	39.5%	31.5%	12.3%	100.0%
	University	Count	17	50	50	12	129
		% within QF	13.2%	38.8%	38.8%	9.3%	100.0%
Total		Count	44	114	101	32	291
		% within QF	15.1%	39.2%	34.7%	11.0%	100.0%

Table 7A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.289(a)	3	.515
Likelihood Ratio	2.297	3	.513
Linear-by-Linear Association	.205	1	.651
N of Valid Cases	291		

8. We were allowed to ask and discuss any ambiguities in English language.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	31	96	30	6	163
		% within QF	19.0%	58.9%	18.4%	3.7%	100.0%
	University	Count	22	75	28	3	128
		% within QF	17.2%	58.6%	21.9%	2.3%	100.0%
Total		Count	53	171	58	9	291
		% within QF	18.2%	58.8%	19.9%	3.1%	100.0%

Table 8A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.981(a)	3	.806
Likelihood Ratio	.990	3	.804
Linear-by-Linear Association	.099	1	.753
N of Valid Cases	291		

9. The students were very shy about participating in English class discussions.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	23	62	65	12	162
		% within QF	14.2%	38.3%	40.1%	7.4%	100.0%
	University	Count	48	62	16	3	129
		% within QF	37.2%	48.1%	12.4%	2.3%	100.0%
Total		Count	71	124	81	15	291
		% within QF	24.4%	42.6%	27.8%	5.2%	100.0%

Table 9A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.625(a)	3	.000
Likelihood Ratio	42.809	3	.000
Linear-by-Linear Association	37.399	1	.000
N of Valid Cases	291		

10. Teaching of grammar was boring.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	31	44	51	35	161
		% within QF	19.3%	27.3%	31.7%	21.7%	100.0%
	University	Count	21	46	51	11	129
		% within QF	16.3%	35.7%	39.5%	8.5%	100.0%
Total		Count	52	90	102	46	290
		% within QF	17.9%	31.0%	35.2%	15.9%	100.0%

Table 10A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.093(a)	3	.011
Likelihood Ratio	11.604	3	.009
Linear-by-Linear Association	1.874	1	.171
N of Valid Cases	290		

11. Most of the time grammar was just about memorising rules and little practical spoken work.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	23	109	25	5	162
		% within QF	14.2%	67.3%	15.4%	3.1%	100.0%
	University	Count	39	71	19		129
		% within QF	30.2%	55.0%	14.7%		100.0%
Total		Count	62	180	44	5	291
		% within QF	21.3%	61.9%	15.1%	1.7%	100.0%

Table 11A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.413(a)	3	.002
Likelihood Ratio	16.261	3	.001
Linear-by-Linear Association	8.692	1	.003
N of Valid Cases	291		

12. I enjoyed doing my written homework in English language.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	41	83	27	11	162
		% within QF	25.3%	51.2%	16.7%	6.8%	100.0%
	University	Count	30	69	24	6	129
		% within QF	23.3%	53.5%	18.6%	4.7%	100.0%
Total		Count	71	152	51	17	291
		% within QF	24.4%	52.2%	17.5%	5.8%	100.0%

Table 12A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.910(a)	3	.823
Likelihood Ratio	.921	3	.820
Linear-by-Linear Association	.001	1	.976
N of Valid Cases	291		

13. The textbook for the teaching of English were interesting to me.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	31	90	32	10	163
		% within QF	19.0%	55.2%	19.6%	6.1%	100.0%
	University	Count	21	67	34	6	128
		% within QF	16.4%	52.3%	26.6%	4.7%	100.0%
Total		Count	52	157	66	16	291
		% within QF	17.9%	54.0%	22.7%	5.5%	100.0%

Table 13A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.175(a)	3	.537
Likelihood Ratio	2.168	3	.538
Linear-by-Linear Association	.526	1	.468
N of Valid Cases	291		

14. The textbook had activities for homework.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	62	57	35	7	161
		% within QF	38.5%	35.4%	21.7%	4.3%	100.0%
	University	Count	15	60	43	11	129
		% within QF	11.6%	46.5%	33.3%	8.5%	100.0%
Total		Count	77	117	78	18	290
		% within QF	26.6%	40.3%	26.9%	6.2%	100.0%

Table 14A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.276(a)	3	.000
Likelihood Ratio	29.062	3	.000
Linear-by-Linear Association	20.424	1	.000
N of Valid Cases	290		

15. The textbook had activities for speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	11	64	70	17	162
		% within QF	6.8%	39.5%	43.2%	10.5%	100.0%
	University	Count	9	38	57	25	129
		% within QF	7.0%	29.5%	44.2%	19.4%	100.0%
Total		Count	20	102	127	42	291
		% within QF	6.9%	35.1%	43.6%	14.4%	100.0%

Table 15A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.017(a)	3	.111
Likelihood Ratio	6.017	3	.111
Linear-by-Linear Association	3.784	1	.052
N of Valid Cases	291		

16. All the activities given in the exercises of the textbooks were properly organised by the teacher.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	26	75	42	19	162
		% within QF	16.0%	46.3%	25.9%	11.7%	100.0%
	University	Count	12	47	59	10	128
		% within QF	9.4%	36.7%	46.1%	7.8%	100.0%
Total		Count	38	122	101	29	290
		% within QF	13.1%	42.1%	34.8%	10.0%	100.0%

Table 16A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.437(a)	3	.004
Likelihood Ratio	13.485	3	.004
Linear-by-Linear Association	3.652	1	.056
N of Valid Cases	290		

17. I liked teachers' way of teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	21	91	38	13	163
		% within QF	12.9%	55.8%	23.3%	8.0%	100.0%
	University	Count	23	55	42	9	129
		% within QF	17.8%	42.6%	32.6%	7.0%	100.0%
Total		Count	44	146	80	22	292
		% within QF	15.1%	50.0%	27.4%	7.5%	100.0%

Table 17A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.018(a)	3	.111
Likelihood Ratio	6.023	3	.110
Linear-by-Linear Association	.058	1	.809
N of Valid Cases	292		

18. Students were given assessment for their listening skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	15	45	73	30	163
		% within QF	9.2%	27.6%	44.8%	18.4%	100.0%
	University	Count	6	50	49	24	129
		% within QF	4.7%	38.8%	38.0%	18.6%	100.0%
Total		Count	21	95	122	54	292
		% within QF	7.2%	32.5%	41.8%	18.5%	100.0%

Table 18A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.626(a)	3	.131
Likelihood Ratio	5.701	3	.127
Linear-by-Linear Association	.034	1	.853
N of Valid Cases	292		

19. Students were given assessment for their speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	20	53	53	37	163
		% within QF	12.3%	32.5%	32.5%	22.7%	100.0%
	University	Count	11	50	50	18	129
		% within QF	8.5%	38.8%	38.8%	14.0%	100.0%
Total		Count	31	103	103	55	292
		% within QF	10.6%	35.3%	35.3%	18.8%	100.0%

Table 19A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.467(a)	3	.141
Likelihood Ratio	5.559	3	.135
Linear-by-Linear Association	.491	1	.484
N of Valid Cases	292		

20. Students should be given assessment for their listening and speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
QF	S. SCHOOL	Count	113	39	7	4	163
		% within QF	69.3%	23.9%	4.3%	2.5%	100.0%
	University	Count	73	42	12	2	129
		% within QF	56.6%	32.6%	9.3%	1.6%	100.0%
Total		Count	186	81	19	6	292
		% within QF	63.7%	27.7%	6.5%	2.1%	100.0%

Table 20A

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.829(a)	3	.078
Likelihood Ratio	6.824	3	.078
Linear-by-Linear Association	3.627	1	.057
N of Valid Cases	292		

I read the following materials written in English.

19. I read novels.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	38	35	90	163
		% within QF	23.3%	21.5%	55.2%	100.0%
	University	Count	37	42	50	129
		% within QF	28.7%	32.6%	38.8%	100.0%
Total		Count	75	77	140	292
		% within QF	25.7%	26.4%	47.9%	100.0%

Table 1B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.231(a)	2	.016
Likelihood Ratio	8.272	2	.016
Linear-by-Linear Association	4.977	1	.026
N of Valid Cases	292		

20. I read short stories.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	35	74	52	161
		% within QF	21.7%	46.0%	32.3%	100.0%
	University	Count	26	61	42	129
		% within QF	20.2%	47.3%	32.6%	100.0%
Total		Count	61	135	94	290
		% within QF	21.0%	46.6%	32.4%	100.0%

Table 2B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.114(a)	2	.945
Likelihood Ratio	.114	2	.945
Linear-by-Linear Association	.047	1	.829
N of Valid Cases	290		

21. I read poetry.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	18	77	67	162
		% within QF	11.1%	47.5%	41.4%	100.0%
	University	Count	29	55	45	129
		% within QF	22.5%	42.6%	34.9%	100.0%
Total		Count	47	132	112	291
		% within QF	16.2%	45.4%	38.5%	100.0%

Table 3B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.909(a)	2	.032
Likelihood Ratio	6.882	2	.032
Linear-by-Linear Association	4.590	1	.032
N of Valid Cases	291		

22. I read newspaper.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	51	71	39	161
		% within QF	31.7%	44.1%	24.2%	100.0%
	University	Count	59	55	14	128
		% within QF	46.1%	43.0%	10.9%	100.0%
Total		Count	110	126	53	289
		% within QF	38.1%	43.6%	18.3%	100.0%

Table 4B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.778(a)	2	.005
Likelihood Ratio	11.117	2	.004
Linear-by-Linear Association	10.386	1	.001
N of Valid Cases	289		

23. I read magazines.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	50	64	48	162
		% within QF	30.9%	39.5%	29.6%	100.0%
	University	Count	50	50	29	129
		% within QF	38.8%	38.8%	22.5%	100.0%
Total		Count	100	114	77	291
		% within QF	34.4%	39.2%	26.5%	100.0%

Table 5B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.700(a)	2	.259
Likelihood Ratio	2.710	2	.258
Linear-by-Linear Association	2.691	1	.101
N of Valid Cases	291		

24. I read religious holy books in English.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	46	62	54	162
		% within QF	28.4%	38.3%	33.3%	100.0%
	University	Count	39	45	45	129
		% within QF	30.2%	34.9%	34.9%	100.0%
Total		Count	85	107	99	291
		% within QF	29.2%	36.8%	34.0%	100.0%

Table 6B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.358(a)	2	.836
Likelihood Ratio	.359	2	.836
Linear-by-Linear Association	.001	1	.976
N of Valid Cases	291		

25. I read technical books or manuals.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	13	15	134	162
		% within QF	8.0%	9.3%	82.7%	100.0%
	University	Count	9	40	80	129
		% within QF	7.0%	31.0%	62.0%	100.0%
Total		Count	22	55	214	291
		% within QF	7.6%	18.9%	73.5%	100.0%

Table 7B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.261(a)	2	.000
Likelihood Ratio	22.547	2	.000
Linear-by-Linear Association	7.358	1	.007
N of Valid Cases	291		

26. I read encyclopaedias or general knowledge books.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	24	76	62	162
		% within QF	14.8%	46.9%	38.3%	100.0%
	University	Count	16	63	50	129
		% within QF	12.4%	48.8%	38.8%	100.0%
Total		Count	40	139	112	291
		% within QF	13.7%	47.8%	38.5%	100.0%

Table 8B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.364(a)	2	.834
Likelihood Ratio	.366	2	.833
Linear-by-Linear Association	.131	1	.718
N of Valid Cases	291		

27. I read comics.

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	34	58	71	163
		% within QF	20.9%	35.6%	43.6%	100.0%
	University	Count	22	45	62	129
		% within QF	17.1%	34.9%	48.1%	100.0%
Total		Count	56	103	133	292
		% within QF	19.2%	35.3%	45.5%	100.0%

Table 9B

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.874(a)	2	.646
Likelihood Ratio	.878	2	.645
Linear-by-Linear Association	.857	1	.354
N of Valid Cases	292		

J. How often these audio-visual aids were used?

21. Pictures

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	24	61	78	163
		% within QF	14.7%	37.4%	47.9%	100.0%
	University	Count	34	40	55	129
		% within QF	26.4%	31.0%	42.6%	100.0%
Total		Count	58	101	133	292
		% within QF	19.9%	34.6%	45.5%	100.0%

Table 1C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.193(a)	2	.045
Likelihood Ratio	6.161	2	.046
Linear-by-Linear Association	3.464	1	.063
N of Valid Cases	292		

22. Cards

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	6	33	123	162
		% within QF	3.7%	20.4%	75.9%	100.0%
	University	Count	13	29	87	129
		% within QF	10.1%	22.5%	67.4%	100.0%
Total		Count	19	62	210	291
		% within QF	6.5%	21.3%	72.2%	100.0%

Table 2C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.335(a)	2	.069
Likelihood Ratio	5.351	2	.069
Linear-by-Linear Association	4.436	1	.035
N of Valid Cases	291		

23. Radio

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	4	18	140	162
		% within QF	2.5%	11.1%	86.4%	100.0%
	University	Count	13	22	94	129
		% within QF	10.1%	17.1%	72.9%	100.0%
Total		Count	17	40	234	291
		% within QF	5.8%	13.7%	80.4%	100.0%

Table 3C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.602(a)	2	.005
Likelihood Ratio	10.769	2	.005
Linear-by-Linear Association	10.456	1	.001
N of Valid Cases	291		

24. Tape recorder

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	9	19	134	162
		% within QF	5.6%	11.7%	82.7%	100.0%
	University	Count	20	38	71	129
		% within QF	15.5%	29.5%	55.0%	100.0%
Total		Count	29	57	205	291
		% within QF	10.0%	19.6%	70.4%	100.0%

Table 4C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.465(a)	2	.000
Likelihood Ratio	26.662	2	.000
Linear-by-Linear Association	23.115	1	.000
N of Valid Cases	291		

25. Television

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	20	33	109	162
		% within QF	12.3%	20.4%	67.3%	100.0%
	University	Count	31	31	66	128
		% within QF	24.2%	24.2%	51.6%	100.0%
Total		Count	51	64	175	290
		% within QF	17.6%	22.1%	60.3%	100.0%

Table 5C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.140(a)	2	.010
Likelihood Ratio	9.133	2	.010
Linear-by-Linear Association	9.097	1	.003
N of Valid Cases	290		

26. Computer

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	36	36	90	162
		% within QF	22.2%	22.2%	55.6%	100.0%
	University	Count	31	36	62	129
		% within QF	24.0%	27.9%	48.1%	100.0%
Total		Count	67	72	152	291
		% within QF	23.0%	24.7%	52.2%	100.0%

Table 6C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.812(a)	2	.404
Likelihood Ratio	1.811	2	.404
Linear-by-Linear Association	.928	1	.335
N of Valid Cases	291		

27. Charts

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	58	86	19	163
		% within QF	35.6%	52.8%	11.7%	100.0%
	University	Count	33	62	34	129
		% within QF	25.6%	48.1%	26.4%	100.0%
Total		Count	91	148	53	292
		% within QF	31.2%	50.7%	18.2%	100.0%

Table 7C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.198(a)	2	.004
Likelihood Ratio	11.202	2	.004
Linear-by-Linear Association	9.195	1	.002
N of Valid Cases	292		

28. Diagrams or blackboard

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	62	65	36	163
		% within QF	38.0%	39.9%	22.1%	100.0%
	University	Count	48	55	26	129
		% within QF	37.2%	42.6%	20.2%	100.0%
Total		Count	110	120	62	292
		% within QF	37.7%	41.1%	21.2%	100.0%

Table 8C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.273(a)	2	.872
Likelihood Ratio	.273	2	.872
Linear-by-Linear Association	.016	1	.901
N of Valid Cases	292		

29. Original objects

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	17	72	73	162
		% within QF	10.5%	44.4%	45.1%	100.0%
	University	Count	13	52	64	129
		% within QF	10.1%	40.3%	49.6%	100.0%
Total		Count	30	124	137	291
		% within QF	10.3%	42.6%	47.1%	100.0%

Table 9C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.616(a)	2	.735
Likelihood Ratio	.616	2	.735
Linear-by-Linear Association	.402	1	.526
N of Valid Cases	291		

30. Teacher's own action/performances

			Read Often	Sometimes	Never Read	Total
QF	S. SCHOOL	Count	62	57	44	163
		% within QF	38.0%	35.0%	27.0%	100.0%
	University	Count	66	44	19	129
		% within QF	51.2%	34.1%	14.7%	100.0%
Total		Count	128	101	63	292
		% within QF	43.8%	34.6%	21.6%	100.0%

Table 10C

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.867(a)	2	.020
Likelihood Ratio	8.034	2	.018
Linear-by-Linear Association	7.653	1	.006
N of Valid Cases	292		

K. Positive or negative effects of audio-visual aids

11. AV aids made learning of English Interesting/boring.

			Made lessons v intersting	Made lessons intersting	Neither interesting nor boring	made lessons boring	Made lessond V boring	Total
QF	S. SCHOOL	Count	117	28	14	1	3	163
		% within QF	71.8%	17.2%	8.6%	.6%	1.8%	100.0%
	University	Count	72	32	23	1	1	129
		% within QF	55.8%	24.8%	17.8%	.8%	.8%	100.0%
Total		Count	189	60	37	2	4	292
		% within QF	64.7%	20.5%	12.7%	.7%	1.4%	100.0%

Table 1D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.352(a)	4	.035
Likelihood Ratio	10.375	4	.035
Linear-by-Linear Association	5.058	1	.025
N of Valid Cases	292		

12. AV aids made learning of English Permanent/Temporary.

			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	Total
QF	S. SCHOOL	Count	84	39	27	3	9	162
		% within QF	51.9%	24.1%	16.7%	1.9%	5.6%	100.0%
	University	Count	62	34	30	1	2	129
		% within QF	48.1%	26.4%	23.3%	.8%	1.6%	100.0%
Total		Count	146	73	57	4	11	291
		% within QF	50.2%	25.1%	19.6%	1.4%	3.8%	100.0%

Table 2D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.600(a)	4	.231
Likelihood Ratio	5.943	4	.203
Linear-by-Linear Association	.096	1	.756
N of Valid Cases	291		

13. AV aids Improved/ did not improve my learning of English

			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	Total
QF	S. SCHOOL	Count	78	44	32		9	163
		% within QF	47.9%	27.0%	19.6%		5.5%	100.0%
	University	Count	70	32	22	1	4	129
		% within QF	54.3%	24.8%	17.1%	.8%	3.1%	100.0%
Total		Count	148	76	54	1	13	292
		% within QF	50.7%	26.0%	18.5%	.3%	4.5%	100.0%

Table 3D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.186(a)	4	.527
Likelihood Ratio	3.590	4	.464
Linear-by-Linear Association	1.445	1	.229
N of Valid Cases	292		

14. AV aids made learning of English focus/ not focused.

			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	Total
QF	S. SCHOOL	Count	78	42	27	9	7	163
		% within QF	47.9%	25.8%	16.6%	5.5%	4.3%	100.0%
	University	Count	58	38	29	1	2	128
		% within QF	45.3%	29.7%	22.7%	.8%	1.6%	100.0%
Total		Count	136	80	56	10	9	291
		% within QF	46.7%	27.5%	19.2%	3.4%	3.1%	100.0%

Table 4D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.301(a)	4	.081
Likelihood Ratio	9.307	4	.054
Linear-by-Linear Association	.550	1	.458
N of Valid Cases	291		

15. AV aids helped me focus/diverted my attention.

			Made learning V permanat	Made learning permanent	Neither Per. nor Temp.	Made learning Temporary	Made learning V Temp.	Total
QF	S. SCHOOL	Count	96	26	30	6	5	163
		% within QF	58.9%	16.0%	18.4%	3.7%	3.1%	100.0%
	University	Count	61	31	27	6	4	129
		% within QF	47.3%	24.0%	20.9%	4.7%	3.1%	100.0%
Total		Count	157	57	57	12	9	292
		% within QF	53.8%	19.5%	19.5%	4.1%	3.1%	100.0%

Table 5D

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.614(a)	4	.329
Likelihood Ratio	4.609	4	.330
Linear-by-Linear Association	1.638	1	.201
N of Valid Cases	292		

L. I want to improve my command over the English language because:

13. It will guarantee a better job in the future.

			Better Job	Total
QF	S. SCHOOL	Count	130	130
		% within QF	100.0%	100.0%
	University	Count	106	106
		% within QF	100.0%	100.0%
Total		Count	236	236
		% within QF	100.0%	100.0%

Table 1E

14. I like learning English language.

			Like English	Total
QF	S. SCHOOL	Count	82	82
		% within QF	100.0%	100.0%
	University	Count	93	93
		% within QF	100.0%	100.0%
Total		Count	175	175
		% within QF	100.0%	100.0%

Table 2E

15. I shall be able to know computers and internet easily.

			Know Computers Well	Total
QF	S. SCHOOL	Count	56	56
		% within QF	100.0%	100.0%
	University	Count	44	44
		% within QF	100.0%	100.0%
Total		Count	100	100
		% within QF	100.0%	100.0%

Table 3E

16. I shall impress my friends and relatives.

			Impress my friends	Total
QF	S. SCHOOL	Count	36	36
		% within QF	100.0%	100.0%
	University	Count	19	19
		% within QF	100.0%	100.0%
Total		Count	55	55
		% within QF	100.0%	100.0%

Table 4E

17. I shall get better results in exams.

			Better results in exams	Total
QF	S. SCHOOL	Count	116	116
		% within QF	100.0%	100.0%
	University	Count	69	69
		% within QF	100.0%	100.0%
Total		Count	185	185
		% within QF	100.0%	100.0%

Table 5E

18. My parents will be happy at my achievements.

			Parents will be happy	Total
QF	S. SCHOOL	Count	68	68
		% within QF	100.0%	100.0%
	University	Count	55	55
		% within QF	100.0%	100.0%
Total		Count	123	123
		% within QF	100.0%	100.0%

Table 6E

Appendix E
Finding Teachers (Male/Female)

1. I usually use students' mother tongue while teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	3	1	2	1	7
		% within Gender	42.9%	14.3%	28.6%	14.3%	100.0%
		% within Q.A.1	75.0%	33.3%	33.3%	14.3%	35.0%
	Female	Count	1	2	4	6	13
		% within Gender	7.7%	15.4%	30.8%	46.2%	100.0%
		% within Q.A.1	25.0%	66.7%	66.7%	85.7%	65.0%
Total		Count	4	3	6	7	20
		% within Gender	20.0%	15.0%	30.0%	35.0%	100.0%
		% within Q.A.1	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1A

2. I should use mother tongue while teaching English.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	1	2	2	2	7
		% within Gender	14.3%	28.6%	28.6%	28.6%	100.0%
		% within Q.A.2	100.0%	33.3%	33.3%	28.6%	35.0%
	Female	Count	0	4	4	5	13
		% within Gender	.0%	30.8%	30.8%	38.5%	100.0%
		% within Q.A.2	.0%	66.7%	66.7%	71.4%	65.0%
Total		Count	1	6	6	7	20
		% within Gender	5.0%	30.0%	30.0%	35.0%	100.0%
		% within Q.A.2	100.0%	100.0%	100.0%	100.0%	100.0%

Table 2A

3. I think that the use of mother tongue during the English lessons makes learning difficult.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	0	6	1	0	7
		% within Gender	.0%	85.7%	14.3%	.0%	100.0%
		% within Q.A.3	.0%	42.9%	50.0%	.0%	35.0%
	Female	Count	3	8	1	1	13
		% within Gender	23.1%	61.5%	7.7%	7.7%	100.0%
		% within Q.A.3	100.0%	57.1%	50.0%	100.0%	65.0%
Total		Count	3	14	2	1	20
		% within Gender	15.0%	70.0%	10.0%	5.0%	100.0%
		% within Q.A.3	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3A

4. I suggest that English teachers should avoid use of the mother tongue.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	1	6	0	0	7
		% within Gender	14.3%	85.7%	.0%	.0%	100.0%
		% within Q.A.4	25.0%	46.2%	.0%	.0%	35.0%
	Female	Count	3	7	2	1	13
		% within Gender	23.1%	53.8%	15.4%	7.7%	100.0%
		% within Q.A.4	75.0%	53.8%	100.0%	100.0%	65.0%
Total		Count	4	13	2	1	20
		% within Gender	20.0%	65.0%	10.0%	5.0%	100.0%
		% within Q.A.4	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4A

5. Use of mother tongue by English teachers makes it difficult for the students to practise their own speaking skills.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	4	3	0	7
		% within Gender	57.1%	42.9%	.0%	100.0%
		% within Q.A.5	40.0%	37.5%	.0%	35.0%
	Female	Count	6	5	2	13
		% within Gender	46.2%	38.5%	15.4%	100.0%
		% within Q.A.5	60.0%	62.5%	100.0%	65.0%
Total		Count	10	8	2	20
		% within Gender	50.0%	40.0%	10.0%	100.0%
		% within Q.A.5	100.0%	100.0%	100.0%	100.0%

Table 5A

6. I give students opportunities to practise their speaking skill.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	3	1	3	7
		% within Gender	42.9%	14.3%	42.9%	100.0%
		% within Q.A.6	50.0%	10.0%	75.0%	35.0%
	Female	Count	3	9	1	13
		% within Gender	23.1%	69.2%	7.7%	100.0%
		% within Q.A.6	50.0%	90.0%	25.0%	65.0%
Total		Count	6	10	4	20
		% within Gender	30.0%	50.0%	20.0%	100.0%
		% within Q.A.6	100.0%	100.0%	100.0%	100.0%

Table 6A

7. I teach students thoroughly how to write Standard English.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	3	3	1	7
		% within Gender	42.9%	42.9%	14.3%	100.0%
		% within Q.A.7	50.0%	27.3%	33.3%	35.0%
	Female	Count	3	8	2	13
		% within Gender	23.1%	61.5%	15.4%	100.0%
		% within Q.A.7	50.0%	72.7%	66.7%	65.0%
Total		Count	6	11	3	20
		% within Gender	30.0%	55.0%	15.0%	100.0%
		% within Q.A.7	100.0%	100.0%	100.0%	100.0%

Table 7A

8. I let students ask about and discuss different ambiguities in English grammar.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	3	2	2	7
		% within Gender	42.9%	28.6%	28.6%	100.0%
		% within Q.A.8	33.3%	28.6%	50.0%	35.0%
	Female	Count	6	5	2	13
		% within Gender	46.2%	38.5%	15.4%	100.0%
		% within Q.A.8	66.7%	71.4%	50.0%	65.0%
Total		Count	9	7	4	20
		% within Gender	45.0%	35.0%	20.0%	100.0%
		% within Q.A.8	100.0%	100.0%	100.0%	100.0%

Table 8A

9. The students are usually very shy about participating in English class discussions.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	4	3	0	7
		% within Gender	57.1%	42.9%	.0%	100.0%
		% within Q.A.9	57.1%	25.0%	.0%	35.0%
	Female	Count	3	9	1	13
		% within Gender	23.1%	69.2%	7.7%	100.0%
		% within Q.A.9	42.9%	75.0%	100.0%	65.0%
Total		Count	7	12	1	20
		% within Gender	35.0%	60.0%	5.0%	100.0%
		% within Q.A.9	100.0%	100.0%	100.0%	100.0%

Table 9A

10. Teaching of grammar is boring.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	2	3	2	0	7
		% within Gender	28.6%	42.9%	28.6%	.0%	100.0%
		% within Q.A.10	66.7%	42.9%	28.6%	.0%	35.0%
	Female	Count	1	4	5	3	13
		% within Gender	7.7%	30.8%	38.5%	23.1%	100.0%
		% within Q.A.10	33.3%	57.1%	71.4%	100.0%	65.0%
Total		Count	3	7	7	3	20
		% within Gender	15.0%	35.0%	35.0%	15.0%	100.0%
		% within Q.A.10	100.0%	100.0%	100.0%	100.0%	100.0%

Table 10A

11. Grammar rules taught are practised in real life situations.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	1	0	6	0	7
		% within Gender	14.3%	.0%	85.7%	.0%	100.0%
		% within Q.A.11	25.0%	.0%	75.0%	.0%	35.0%
	Female	Count	3	6	2	2	13
		% within Gender	23.1%	46.2%	15.4%	15.4%	100.0%
		% within Q.A.11	75.0%	100.0%	25.0%	100.0%	65.0%
Total		Count	4	6	8	2	20
		% within Gender	20.0%	30.0%	40.0%	10.0%	100.0%
		% within Q.A.11	100.0%	100.0%	100.0%	100.0%	100.0%

Table 11A

12. Students enjoy their homework in English language.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	2	4	1	7
		% within Gender	28.6%	57.1%	14.3%	100.0%
		% within Q.A.12	66.7%	30.8%	25.0%	35.0%
	Female	Count	1	9	3	13
		% within Gender	7.7%	69.2%	23.1%	100.0%
		% within Q.A.12	33.3%	69.2%	75.0%	65.0%
Total		Count	3	13	4	20
		% within Gender	15.0%	65.0%	20.0%	100.0%
		% within Q.A.12	100.0%	100.0%	100.0%	100.0%

Table 12A

13. The textbooks for the teaching of English are well written.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	0	4	3	0	7
		% within Gender	.0%	57.1%	42.9%	.0%	100.0%
		% within Q.A.13	.0%	33.3%	50.0%	.0%	35.0%
	Female	Count	1	8	3	1	13
		% within Gender	7.7%	61.5%	23.1%	7.7%	100.0%
		% within Q.A.13	100.0%	66.7%	50.0%	100.0%	65.0%
Total		Count	1	12	6	1	20
		% within Gender	5.0%	60.0%	30.0%	5.0%	100.0%
		% within Q.A.13	100.0%	100.0%	100.0%	100.0%	100.0%

Table 13A

14. The textbooks have activities for homework.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	0	4	3	7
		% within Gender	.0%	57.1%	42.9%	100.0%
		% within Q.A.14	.0%	33.3%	60.0%	35.0%
	Female	Count	3	8	2	13
		% within Gender	23.1%	61.5%	15.4%	100.0%
		% within Q.A.14	100.0%	66.7%	40.0%	65.0%
Total		Count	3	12	5	20
		% within Gender	15.0%	60.0%	25.0%	100.0%
		% within Q.A.14	100.0%	100.0%	100.0%	100.0%

Table 14A

15. The textbooks have activities for speaking skills.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	1	1	3	2	7
		% within Gender	14.3%	14.3%	42.9%	28.6%	100.0%
		% within Q.A.15	33.3%	16.7%	50.0%	40.0%	35.0%
	Female	Count	2	5	3	3	13
		% within Gender	15.4%	38.5%	23.1%	23.1%	100.0%
		% within Q.A.15	66.7%	83.3%	50.0%	60.0%	65.0%
Total		Count	3	6	6	5	20
		% within Gender	15.0%	30.0%	30.0%	25.0%	100.0%
		% within Q.A.15	100.0%	100.0%	100.0%	100.0%	100.0%

Table 15A

16. I get the students to practise all the activities given in the textbook, spoken and written.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	0	6	1	7
		% within Gender	.0%	85.7%	14.3%	100.0%
		% within Q.A.16	.0%	50.0%	25.0%	35.0%
	Female	Count	4	6	3	13
		% within Gender	30.8%	46.2%	23.1%	100.0%
		% within Q.A.16	100.0%	50.0%	75.0%	65.0%
Total		Count	4	12	4	20
		% within Gender	20.0%	60.0%	20.0%	100.0%
		% within Q.A.16	100.0%	100.0%	100.0%	100.0%

Table 16A

17. It is possible for teachers in my country to teach English as it is taught in develop countries.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	0	2	3	2	7
		% within Gender	.0%	28.6%	42.9%	28.6%	100.0%
		% within Q.A.17	.0%	33.3%	37.5%	66.7%	35.0%
	Female	Count	3	4	5	1	13
		% within Gender	23.1%	30.8%	38.5%	7.7%	100.0%
		% within Q.A.17	100.0%	66.7%	62.5%	33.3%	65.0%
Total		Count	3	6	8	3	20
		% within Gender	15.0%	30.0%	40.0%	15.0%	100.0%
		% within Q.A.17	100.0%	100.0%	100.0%	100.0%	100.0%

Table 17A

18. I like the teaching methods that are currently practised in our schools, colleges and universities.							
			Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Gender	Male	Count	1	2	4	0	7
		% within Gender	14.3%	28.6%	57.1%	.0%	100.0%
		% within Q.A.18	50.0%	28.6%	40.0%	.0%	35.0%
	Female	Count	1	5	6	1	13
		% within Gender	7.7%	38.5%	46.2%	7.7%	100.0%
		% within Q.A.18	50.0%	71.4%	60.0%	100.0%	65.0%
Total		Count	2	7	10	1	20
		% within Gender	10.0%	35.0%	50.0%	5.0%	100.0%
		% within Q.A.18	100.0%	100.0%	100.0%	100.0%	100.0%

Table 18A

19. I give proper guidance for writing skills.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	1	5	1	7
		% within Gender	14.3%	71.4%	14.3%	100.0%
		% within Q.A.19	25.0%	33.3%	100.0%	35.0%
	Female	Count	3	10	0	13
		% within Gender	23.1%	76.9%	.0%	100.0%
		% within Q.A.19	75.0%	66.7%	.0%	65.0%
Total		Count	4	15	1	20
		% within Gender	20.0%	75.0%	5.0%	100.0%
		% within Q.A.19	100.0%	100.0%	100.0%	100.0%

Table 19A

20. I advise students to go to the library and read books out of syllabus.						
			Strongly Agree	Agree	Disagree	Total
Gender	Male	Count	0	5	2	7
		% within Gender	.0%	71.4%	28.6%	100.0%
		% within Q.A.20	.0%	45.5%	100.0%	35.0%
	Female	Count	7	6	0	13
		% within Gender	53.8%	46.2%	.0%	100.0%
		% within Q.A.20	100.0%	54.5%	.0%	65.0%
Total		Count	7	11	2	20
		% within Gender	35.0%	55.0%	10.0%	100.0%
		% within Q.A.20	100.0%	100.0%	100.0%	100.0%

Table 20A

21. I think that a better assessment should be designed which can evaluate all the four language skills. (Listening, Speaking, Reading, Writing)				
		Strongly Agree	Agree	Total
Gender	Male	Count	7	0	7
		% within Gender	100.0%	.0%	100.0%
		% within Q.A.21	46.7%	.0%	35.0%
	Female	Count	8	5	13
		% within Gender	61.5%	38.5%	100.0%
		% within Q.A.21	53.3%	100.0%	65.0%
Total		Count	15	5	20
		% within Gender	75.0%	25.0%	100.0%
		% within Q.A.21	100.0%	100.0%	100.0%

Table 21A