Designing Teachers’ Training Course for Teaching Comprehension to O-Level Students in the CLT Classroom

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Abstract:
The present study was taken up with the presumption that O-level English language learners face many problems in comprehending reading texts when they are taught through sequential and instructional based approaches. The study aims at investigating into the effects of suggested course (Collaborative Strategic Technique) and explicit view of teaching reading comprehension. In this study a proposed teachers’ training course is designed for language teachers to teach reading comprehension successfully and to be acquainted with the difficulties faced by the students. The Pre-posttest control group (experimental) research design was the major source for the collection of quantitative data. It was conducted over a period of a term in Bloomfield Hall School Multan where instructional based approach was in vogue. The finding of the study confirmed the hypothesis that O-level students who are taught through Explicit and CSR techniques become more accurate in reading comprehension than those who have not been taught through this technique. The study also confirms that old view of teaching comprehension enables students to understand the surface structure of the given text while, teaching through Explicit and CSR techniques help students to explore the deep structure of reading texts to yield better results in vocabulary based, inferential questions and
time management (reading fluency). The results can be generalized as all English medium schools in Pakistan are practicing the old view of teaching. The students from such schools face enormous problems whenever they sit in any comprehension examination. The researcher can easily claim the importance of newly proposed course (Explicit and CSR techniques) after looking at the results of reading comprehension test given to the students of both experimental and control groups.

Keywords: TEACHSRES’ TRAINING, COMPREHENSION, CSR TECHNIQUES, READING SKILLS, O-LEVEL LEARNERS

Introduction:

Teachers’ Training Courses prepare teachers to teach in all all-inclusive classrooms and address the needs of all students together. Teacher trainings are imparted to teachers at various schools in order to provide right education to children. A well trained teacher is able to teach his/her students in a more professional way. This training is especially helpful to those teachers as well as to students who want to bring some revolution in society. This whole process of teachers’ training is divided into two parts, the first to develop a skill set to enable one to learn or to teach and the second to gain relevant knowledge about the subjects to be taught. The International O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured in such a way that students attain both practical skills and theoretical knowledge. Every year result statistics reveal that students lose their precious marks in comprehension paper (the table is given below).
Miller (1993) forwarded research ‘Linguistic communication’ – The two main problems he outlined were:

1. Imparting literacy to those who need it.
2. Raising language comprehension in the entire population.

Solutions forwarded were:

1. Curriculum development
2. Improvement in reading instruction at o-level and this mainly focused on teaching skills.

At present O-level language teachers from different schools in Pakistan are being trained internally as well as externally. Both types of training modules are exam oriented.
training opportunities are provided by the school management. Externally, teachers’ training is conducted by the British council, SPELT and Ali Institute Lahore.

Theories about reading and numerous teaching techniques have created an awareness of the influence reading has on listening, speaking, writing, and even translating. Prem Shankar (2003) presents his model of teaching reading comprehension not linguistically but pedagogically, a fresh way for teaching reading comprehension (RC) skills to learners of a language. According to the new view language teachers must be trained to teach reading comprehension well. The new view does not deny the importance of fluent decoding as it emphasizes active construction of meaning from the text. The instructional implication of this view is that readers need to acquire strategies for inferring the author’s message, using the information written on the page in conjunction with their existing knowledge.

The sequential view assumes that readers work their way up the scale of units. First they recognize letters, then words, then sentences, then passage meaning with a requirement that lower level skills to be highly mastered before being applied to higher level tasks. The interactive view maintains that higher order and lower order knowledge are brought to bear and influence each other. As it is clear that interpretation is based on the printed words, a so-called bottom-up process or the reverse influence is not so obvious than the top-down aspect.

Reading is often thought of as a hierarchy of skills, from processing of individual letters and their associated sound to word recognition to text-processing competencies. LaBerge and Samuels (1974) made a fundamental discovery that students being able to sound out a word does not guarantee that the word will be understood as they read. When students first learn to sound out words, it requires real mental effort.

Readers need to acquire strategies for inferring the author’s message. Tan and Nicholson (1997) carried out a study that emphasized the importance of word-recognition instruction to the point of fluency. In their study, struggling primary-level readers were taught 10 new words, with instruction either emphasizing word recognition to the point of automaticity or understanding of the words. Isabel (1982) conducted experiments in which vocabulary was either taught to students or not, comprehension improved as a function of vocabulary instruction. They taught Grade 4 children a corpus of 104 words over a 5-month period. The children who received instructions outperformed non-instructed children on subsequent comprehension tests.

Reading comprehension can be affected by world knowledge, with many demonstrations that readers who possess rich prior knowledge about the topic of a reading. Pearson (1984) said,
Readers do not always relate their world knowledge to the content of a text, even when they possess knowledge relevant to the information it presents. Keith Stanovich’s (1984) Interactive-Compensatory Model of the reading process is more widely accepted among reading researchers. Stanovich (1984) points out that reading involves a number of interactions with the text.

The technique of SQ3R or Survey, Question, Read, Recite, Review (Beard 1990) can be a useful way of approaching a text in a systematic and enquiring manner. Traditionally, there has been a tendency among educators to view the primary grades as the time to hone word-recognition skills, with comprehension developed in the later grades. This viewpoint is not acceptable with many demonstrations that interventions aimed at improving comprehension...

As Brown (1996) suggests that at primary-level students use comprehension strategies and monitoring. Keene and Zimmermann’s (1997) Mosaic of Thought advanced the idea that teachers can become hooked on comprehension strategies themselves as they come to understand the potency of strategies by learning them one at a time.

**Proposed Model by the Researcher:**

Principles for Teaching O-level Reading Comprehension

It is very important to train language teachers on the following mentioned principles for effective Reading Comprehension in O-level Classroom. The Researcher has therefore included the following principles in his course design.

**Principle 1:** Reading is not a Passive Skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do that thing – and if students do not do these things – then we only just scratch the surface of the text and we quickly forget it.

**Principle 2:** Students need to be engaged with what they are reading
As with everything else in lessons, students who are not engaged with the reading text – do not actively participate in what they are doing – are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

**Principle 3:** Students should be encouraged to respond to the content of a reading text (and their feelings about it), not just to the language

Of course, it is important to study reading texts for the way they use language but the number of paragraphs in comprehension texts contain multiple clauses. Therefore, students must not focus on the syntax but on the meaning of its content. But the meaning, the message of the text is just as important and we must give students a chance to respond to that message in some way.

**Principle 4:** Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what’s in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint – the book cover, the heading, the word processed page – our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

**Principle 5:** Match the task to the topic

We could give students Hamlet’s soliloquy ‘To be or not to be’ and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.
Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks— the right kind of questions, engaging and useful puzzles. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

**Principle 6: Good teachers exploit reading texts to the full**

Any reading text is full of sentences, words, ideas and descriptions. It doesn’t make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further task, using the language for Study and later activation. The next inevitable step for teachers is to know about the causes of their students’ failure in Reading Comprehension.

**Methodology:**

The researcher exploited quantitative method in the study as they used hypothesis testing to investigate the truth. The present study was conducted with a view to verify the hypothesis that ELT practitioners after getting training according to the suggested teachers’ training course may impart effective and efficient reading comprehension skills to the students of O-level classes.

The present study had been carried out with a view to investigate the effects of new proposed training course on the reading ability of the O-level English language learners, who were formerly being instructed through sequential or constructivist approach.

The researcher in the present study used post-positivist paradigm which aims to reveal how social reality is constructed by the individuals who participate in the study. As per post-positivist theory of research, the researcher kept in mind all different contextual realities constructed by the research participants as they interacted in a given setting. The researcher was also the part of that social reality being studied. The present study used post-positivist
research paradigm with an experimental research design, i.e. Pretest-posttest Control Group Design. Two sections, one experimental and the other control with 31 and 27 students respectively enrolled in Bloomfield Hall School Multan were contacted. It was conducted for 3 months; over a period of 12 weeks. Results of the pre-test verified the teaching methodology of those teachers who taught through sequential view and constructivist approach. This was achieved by creating control and experimental groups. The experimental group was taught reading through interactiveview. Therefore, by controlling many other related variables, like linguistic environment, textbooks, training aids, quality of teaching staff and testing batteries, the researcher could claim that one variable, i.e. avoidance of teaching through interactive view had the specific effect, i.e. poor show of reading skill in Bloomfield Hall School.

Since BHS was selected as the research site for the present study, the students at the BHS formed the population for the present study. About 58 students in the first term, who had spent 5 years in School, formed the population for the collection of data for the verification of poor reading comprehension. The data were collected examining their written scripts, (Pre-tests).

- Monitoring of previous exam papers
- Monitoring of notebooks
- Monitoring of Teachers’ Personal Planners
- Classroom observation

After ascertaining that the basic weakness of poor comprehension in the students who had been taught through old view - sequential view, approximately for 5 years formed as the population for the experimental design of the study. They had passed their F=4 Class of ‘O-level’. They had been taught reading skill through sequential view. The students were taught the same syllabus during a period of 12 weeks, 48 classes i.e. 48 hours of class work. They were also exposed to different types of reading passages to analyze the text. Moreover, they were also made to analyze the written work based on (CSR) teaching methodology i.e. collaborative strategic reading learning.

The participants in the study had the same level of motivation and were not affected because of the different treatment. Since type of measurement adopted for the present study, was consistent with
the type of measurement being adopted at other private schools. And the results of the present study can be generalized to other situation in this regard.

Since the study was conducted in an educational set up which followed semester system, the results of the study may not be generalizable in a system which follows annual system of examination as the posttest in this study was conducted quite at the end of teaching practices, whereas, in annual system of examination there has to be a gap of couple of months between the conduct of examination and the last teaching practice. Score obtained by the students were calculated by using the techniques of descriptive statistics, by using the concepts of Central tendency through mean and median, Z tests and the cross tests to confirm the results.

The researcher used the data collection instruments in the study that remained consistent throughout the study, i.e. same format and pattern for all the tests was adopted in the study. To cater for the unsystematic errors, the researcher ensured following aspects. All the participants i.e. in control and experimental groups were equally motivated and alert. The conditions of the administration of the measurement (e.g., providing different instruction, changing the environment or allowing more time) remained same for both the groups, i.e. control and experimental. Changes in the measurement instrument or tasks (e.g. changes in the items on the instrument or the behaviors being sampled) were not made and the measurement remained the same throughout the conduct of the present study. The researcher while using the instrument made it clear that the tests were evaluated with a view to assess the level of comprehension ability of the learners. Tests were designed as such. Tests constructed were non-discriminatory. To achieve the content validity, test items were such as they tested the learner in their reading skill.

Since the present study used an experimental research paradigm with a Pretest-posttest Control Group Design, testing formed the prime source of data collection. The students were pretested, i.e. they were given diagnostic tests before they started their term, followed by teaching sessions. The researcher made the tests based on the O-Level format of Cambridge and London Universities. The pattern of the tests remained consistent throughout the research
i.e. same format which was used in the diagnostic test. These tests were clear enough to have the internal validity as they were in practice for a long time. Since the researcher had been teaching both the groups, i.e. Control and Experimental, he had the opportunity to participate in the class actively, in an effort to teach reading through CSR. Moreover, he was also able to gather the feedback from the students about the utility of teaching reading with interactive view of teaching.

The researcher administered himself pretest and posttest to the population i.e. 58 students of O-level in Bloomfield Hall School Multan. The population of study comprised two groups 27 students in the control group and 31 students in the experimental group respectively. Pretest and posttest were designed according to the set pattern of O-level Cambridge Examination Board. Before intervention, the researcher conducted pretest for both the groups, later students were shifted to two different groups namely control group and experimental group. The researcher also selected students randomly for experimental group. Teaching methodology in the control group remained same while in experimental group students were taught through newly proposed teaching module. Both the groups were administered with posttest by the researcher himself and the results were analyzed with the help of statistical and Z-Tests. To confirm the final results, the researcher further administered the Cross-Tests to the population of study.

**Data Analysis:**

There were 27 students in control group and 31 students in the experimental group. After administering pretest and posttest, the results were confirmed with the help of statistical tests. The first step was to calculate the mean (M) and standard deviation (SD) in each group. In Statistical tests the researcher administered Z tests in control group, experimental group
(Pretest) and (Posttest) and then further cross tests were employed. The researcher in the exploratory phase of the present study consulted primary sources of data, i.e. pre-test examination papers with a view to ascertain the hypothesis that the students who had been taught English through Old view, were inefficient in reading comprehension. They used to commit many mistakes while understanding the passage and answering the comprehension questions. The researcher used the gathered data to classify the learners’ mistakes (Appendix-D). The learners’ mistakes were classified encompassing their approach to answer varied types comprehension questions. The problematic areas of the students in attempting reading comprehension are given below:

1. Time Management Problem
2. Problem in understanding key words and topic words
3. Difficulty to understand vocabulary
4. Problem of concept building about understanding the passage
5. Understanding the difference between the surface structure and deep structure of the text
6. Understanding figures of speech in the passage
7. Understanding parts of speech in the passage
8. Literal and figurative meaning
9. Understanding the importance of context
10. Difficulty in answering own words questions
11. Problems in answering questions that involve deduction from the text
12. Questions involving tests of language
13. Problems in understanding the rubric of summary questions
14. Students’ weakness to understand purpose and audience in summary questions
The students were pre-tested in their reading comprehension skills before the start of study. The performance of the students in both the groups was compared with the results of the posttests. This gave a fair idea about the beneficial effects of the treatment, i.e. teaching through proposed model explicit CSR approach to improve reading comprehension skill of the students. To facilitate the interpretation of the analysis, the researcher presented the data by using graphs. The data was presented on inter-group comparative basis, i.e. Control VS Experimental or old view versus new view.

The learners were post tested in term exams. The data derived from these posttests did reveal that students (experimental group) who had been taught through explicit + CSR approach performed much better than the students (control group) who were not taught explicitly. There had been consistent improvement in the proficiency level of the experimental group throughout the study. This confirmed the hypothesis that if they were continuously taught through explicit and CSR technique, their proficiency level in reading comprehension skills would improve further and it was found that after 3 months, they surpassed the proficiency level of control group.

Since the researcher taught both the groups, he had been taking notes of the responses of the students in both the class towards learning English as a whole. Though the Experimental Group was also selected from the same population, however, treatment, i.e. the teaching through explicit + CSR technique made them perform comparatively better in the reading comprehension skills. Some of the observations, which the researcher made during the conduct of the present study, are described below. The students who had been taught through instructional based approach dominated the group discussions and actively participated in the Control Group. They were assigned many comprehension assignments to do at home. On the face of it, they were the role models for their peers to follow. However, they made glaring mistakes in understanding questions. They had poor concepts about the passage and faced reading problems to answer inferential, own words and summary questions. Moreover, students carried time management problems; they could not complete their
assignments (reading comprehension tasks) in time and eventually teachers had to assign the same task as homework. In this way it was observed the students used different helpful sources at home to complete the homework. Therefore, teachers had no chance to evaluate the students properly. On the other hand it was easy to evaluate students in the experimental group since they performed well in the class and they were taught through explicit and CSR technique where teachers and students are required to work in close collaboration. The students in experimental group were highly confident in reading comprehension skill. They were able to rectify their weak areas by themselves because they knew all required teaching techniques. Likewise students showed their willingness to accept the correction and attempted to change themselves, when they realized that by using the new approaches, they were able to achieve competence in attempting the reading comprehension paper.

**Findings, Implications and Recommendations:**
The students, who are taught reading English through Integrated Approach: Explicit plus CSR techniques, become more accurate in English reading comprehension than those who have not been taught through this technique.

**Findings:**

Based on the analyses of the data in the previous chapter, the researcher could adduce the following findings:

- The students who had been taught through CSR and Explicit view previously performed better than the students who had been taught through Sequential and Constructivists Approach previously. The researcher drew the inference that CSR facilitates the process for the acquisition of better reading comprehension skills. This was further substantiated from the results of those students who had been taught through Sequential view and Instructional Based Approach previously, but when placed in Control Group and taught through CSR they did improve.
• The students took positively to explicit teaching technique and collaborative strategic reading. Students took keen interest to participate in various classroom activities to learn more about the assigned text. They were enthusiastic to know the difference between surface structure and deep structure of the text. Though, they were taught for the first time with these techniques, students praised new teaching methodology and showed an instant improvement in their response. They were least interested in studying with direct method and instructional based teaching as they wanted to study reading comprehension to enhance their reading fluency, vocabulary and level of understanding concepts and types of questions.

• Inferences based on the findings above, the researcher was able to draw following conclusion which confirmed the hypotheses as stated above.

• Old view of teaching reading made learners passive in their reading skill. It does not expose students to extensive reading material and strategies that enable students to work out different textual features consciously. Ultimately, it restricted students’ ability of reading understanding and comprehension.

• Providing corrective feedback to the students formed part of teaching reading comprehension explicitly as the teaching of reading skill through CSR plus Explicit technique (Sharon Vaughn – Meghan Edmonds 2006) is resorted to in the case the students face problems in reading comprehension. Reading comprehension lessons should not be planned in a way that isolates students from teachers’ attention or involvement. Silent reading (direct method) by the students themselves does not provide in time corrective feedback. Consequently, students become prone to commit mistakes in their reading comprehension. Instead, collaborative strategic reading techniques not only motivated the students but also maintained students’ teacher
interaction towards a common objective i.e. successful reading understanding and comprehension.

- The students who had been taught through CSR and Explicit view of teaching improved their cognitive ability (Sharon Vaugh and Meaghan Edmond, 2006) as they felt more confident while attempting any reading comprehension exercise assigned to them.

Their level of understanding text improved and they committed less mistakes in vocabulary, inference and own words questions. During intervention students were taught through designed course which is comprised of the following contents:

- Texts from different O-level books and papers
- Reading books (novels and short stories)
- Varied types of questions with elaborate activities
- Semantic mapping, concept diagrams
- Group work

These all activities were carried out in a very interesting way. There was time when students wished for more English language lessons at Bloomfield Hall School Multan. This motivation was really amazing. After the test, the researcher strongly believe that integrated approach (explicit and CSR techniques) for teaching English Language is the best technique. In this way, the researcher noticed that students become aware of their mistakes and its solution too. For instance, the students in the experimental group always faced problems in answering vocabulary questions.

The students taught through sequential view lacked in comprehension ability. They could not attempt inferential and vocabulary based questions. The researcher noticed the instant remedy of all types of problems faced by the students while teaching through integrated approach CSR and Explicit approach. It means students were not taught explicitly and they never read and understood the given
text consciously. But currently, if reading comprehension was not taught through CSR and Explicit approach, it was hard to expect good results in reading comprehension.

**Recommendations for Introducing Integrated Approach:**

Integrated approach comprised of explicit teaching and collaborative strategic reading draw students attention to the deep structure, vocabulary, concept and comprehension questions of the given text. Moreover, this method provided opportunity to the students to improve their vocabulary and reading speed as this module focused on extensive reading practices. In this study, researcher not only designed a training course for teachers but also presented proper syllabus to be covered during intervention period. Modeled lessons by the teachers enable students to analyze the given discourse semantically as well as contextually.

**The Role of Awareness:**

Learners can acquire reading fluency, understanding and comprehension of text only when they are aware of their objectives or goals. Collaborative strategic reading techniques invite students’ attention to the functions, attitudes, meanings and ideas conveyed through text. Teachers deliver model lessons in the class and teach reading explicitly so that students may follow the same rules or activities later. They get awareness of the text when they deconstruct the text as gist expert, clunk expert, group leader and note taker. Students got even more awareness of text and reading material when they worked through the following techniques:

- Before reading: preview
- During reading: clunks and gist
- After reading: wrap up

This suggests that teaching reading needs emphasis on the awareness of decoding text, vocabulary of the text, word knowledge about the topic, active comprehension strategies and monitoring of reading comprehension. Learners who are taught through suggested course encounter text consciously and get awareness about the needed factors. Thus, awareness can
facilitate and trigger learning; it is a crutch that helps students work until they can do so by themselves.

**Integrated Approach:**

The Researcher reports that the students with LD can improve their reading comprehension if teachers:

- Teach strategies that have been documented as effective in promoting reading comprehension
- Design instruction considering principles of effective, explicit strategy instruction
- Provide modeling, support, guided instruction, attribution feedback, and opportunities to practice across text types
- Monitor students’ progress and make adjustments accordingly
- Teach students about the types of comprehension questions given in O-level paper with detailed and elaborated activities
- Context based vocabulary building exercises and inferential exercises
- Provide students reinforcement work, feedback and discussion
- Improve students reading fluency by assigning one book per week
- Provide extra lessons to weak or absent students
- Provide Healthy interaction with parents

Several instructional practices for improving reading comprehension in this newly designed course serve as guidelines for classroom teachers, reading specialists. When skillfully enacted, these practices can enhance comprehension of students who have difficulty in understanding what they read. Course Design, Course Content & Course Breakup are given in (Appendix E) for the support and guideline of all O-level English Language Teachers.
Pedagogical Implication:
The present study was quite innovative as it incorporated the teaching of reading comprehension through integrated approach (CSR and Explicit view). Since the researcher has been teaching at BHS for almost 9 years, therefore did not face any problem in finding a suitable linguistic environment. Teaching methodology at BHS is already through communicative approach. So, the researcher had a very conducive atmosphere to investigate the effects of integrated approach (CSR and Explicit view) on students reading comprehension ability in the CLT classroom. The present study is important in a sense that the population represented the students who belonged to multivariate linguistic, academic and cultural traditions. Since Bloomfield Hall School has the students from out stations as well. This makes the results and the inferences drawn from the study are generalizable to other situations in the country.

Implications for Teaching Reading Comprehension:
There have been a great debate and ideological controversy in Pakistan on choosing the best methodology for teaching reading comprehension. Two clear theoretical orientations have provided the bases for this controversy:

(a) Sequential, implicit, holistic, whole-language or constructivist approach

(b) Explicit code-based instructional approach

Currently, constructivist approach is being followed for teaching reading comprehension where students are considered as inherently active, self-regulating learners who construct knowledge for themselves, with little or no explicit decoding instruction. But there is a strong evidence that constructivist approach is not suitable for students who are weak in reading comprehension or those who belong to disadvantaged backgrounds; students with poor phonological and phonemic awareness. Many students in the school who are taught through constructivist approach claim that reading comprehension classes are always boring as
teachers’ job is to assign the work only. Students are expected to do their work by themselves by sharing ideas with other learners with minimal corrective intervention by the teacher. In this way, they never feel motivated to complete reading tasks with interest. Assignments based on extensive reading are not the part of existing syllabus therefore, they have narrow and restricted approach to attempt reading comprehension task. To summarize, constructivist approaches and direct teaching approach have been overtly and covertly criticized and dismissed as inappropriate, with the suggestion that they simply do not work and are dull and boring for learners. Students at present need a view of teaching which emphases that the role of the teacher is to intervene vigorously and systematically to analyze students’ weak areas and suggest them intervention which could help them to achieve better results in reading comprehension.

**Pedagogical Implications for the Authorities:**

Pakistan is highly influenced in the wave or move for globalization. However, the state of ELT in Pakistan is not quite encouraging. Authorities need to check out the strategies to rectify the problems faced by the students in learning English Language. Following can be some suggestions to improve the situation of ELT in Pakistan:

1. Teaching through (CSR and Explicit view) for better reading comprehension
2. Focus on four skills through integrated approach
3. Hard and fast testing rules
4. Much importance to reading comprehension skill in all entry tests
5. Teacher’s Training
6. Focus on reading fluency (Reading Tasks)
7. Selection of syllabus based on integrated approach (CSR and Explicit view)
8. Focus on corrective feedback
9. Regular features of review writing
10. Model lessons by the teachers (Explicit view)
Pedagogical Implications for the Teachers:

In Pakistan, language teachers as well as the students of English language are paying less attention towards the attainment of reading skill. The followers of old view encourage students to read silently and focus on simple questions based on facts ignoring the most important skill of reading understanding and inferring the text. Language teachers can design and prepare the teaching methods which could help students achieve their goal. With the same intention the researcher has proposed teachers’ training module for the guidance of teachers and students. Many researchers have undertaken different researches on how to improve the writing skills of the students as many local as well as international examinations are focused on the writing skill. But a few have probed into the reasons of poor writing skills of the student. However, the present researcher claims that weakness in the students’ writing skill is due to the lack of reading culture amongst them. Unless we address the core issue that is inculcating reading habits in the students, their writing ability cannot improve. The researcher after conducting the test strongly believes that integrated approach for teaching reading is a best approach.

The researcher has himself observed the improvement in students’ reading comprehension skill which could never produce such improvement in the last 5 years. It is also suggested that the language classroom should be different from other classes i.e. Chemistry, Physics as they should portray a real life like situation and communication that occurs in an authentic and natural environment. A language teacher cannot afford to teach in an environment where the learners have “monitors on” (Krashen, 1985) are put on defense, and have low affective domain towards the teaching/learning process. This may be normal practice for reading text at the surface level but is never recommended for the acquisition of language creatively and inferentially.
References


