

## Impact of Teaching Techniques on the Performance of Learners in Pakistan

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### **Abstract**

*English, being an international medium of communication, is highly valued in Pakistan. It is being taught as a secondary language in all the schools of Pakistan from class one onward. The performance of learners in English is directly connected with teaching techniques. The basic objective of this study was the analysis of impact of teaching techniques on the performance of learners. The population of the study was all the teachers and students of Pakistan, while the access population was delimited to teachers and students of Hyderabad. A sample of 535 students and 26 teachers was selected from access population through random stratified sampling technique. The data were collected through survey method and questionnaire instrument. It was found that there was very strong positive correlation between teaching techniques and performance of learners in English. No significant difference was found in the mean scores between students and teachers regarding teaching techniques. However, the students and teachers were not satisfied with teaching techniques. Teaching techniques employed by teachers were very old, conventional and ineffective. There was no common use of modern technology and AV aids like computers in teaching. Less trained teachers, having no access to AV aids, used only traditional methods in classroom teaching. Less focus was given on teaching of reading but more emphasis was given on the completion of course from examination point of view. Consequently, students took less interest in reading process. The suggestions of the study are presented at the end of this paper.*

**Keywords:** teaching techniques, English reading, performance & learners.

**Introduction**

Teaching techniques play a cardinal role in developing reading skill. Development of reading skill is directly connected with teaching techniques. Effective and efficient teaching techniques enhance reading skill rapidly. Effective teaching techniques depend upon the commitment, personality, attitude, skills and knowledge of the teachers. It is not necessary that teachers having English as a mother tongue can teach better than those, whose native language is not English. Canagarajah (1999) describes that most of teachers do not have English as their mother tongue and it is also not necessary that teachers having English as a mother tongue are better. It has been observed that there are many best classes where the teachers had not English as their mother tongue. Similarly there are many worst classes, where the teachers had English as their mother tongue. Therefore, for effective teaching English as a mother tongue is not necessary.

Effective teaching depends more on good teaching techniques. Tsui (2009) believes that the concept of good teaching techniques varies from subject to subject, culture to culture, place to place and time to time. At some places the teacher centered teaching techniques are said to be good. Those teaching techniques are effective enough to get the students motivated and devoted to reading and those enable the teachers to direct and control the students in an ideal manner. Richards (2011) believes that in teacher centered teaching techniques teacher “maintains a respectful distance between the teacher and the learners. Learners are the more or less passive recipients of the teacher’s expertise” (p. 1). The students feel fear and hesitation to ask question. They often remain calm and quiet and follow what teacher reads before them and asks them to read. While at other places student centered teaching techniques are supposed to be better. They are concerned with the learning outcomes of students. They are very effective to get the students involved in reading the text and students often follow the theory learning by doing. Teachers provide them the atmosphere and guide them when they needed. The students are set free to learn whatever they like to learn. Richards (2011) affirms that in students centered teaching techniques “teacher may be viewed more as a facilitator. The ability to form close interpersonal relations with students is highly valued, and there is a strong emphasis on individual

learner creativity and independent learning” (p. 1). He further adds that “students are encouraged to ‘ask’ question and challenge what the teacher say” (p. 1). Nevertheless, subject centered teaching techniques are also important at various places. They merely focus on the subjects prescribed for the course. Teachers teach only those things that are present in the book. They do not go beyond the book. Students learn and get knowledge that is available in the book only.

However, teaching reading effectively depends upon the skills, knowledge and dedication of teachers. Gujjar, Naureen, Saifi and Bajwa (2010) describe that “good and effective teaching is an achievable art, but hard work, patience and struggle is needed for it” (p. 339). Teacher training is the only way to make the teaching good and effective. The trained and experienced teachers equipped with modern teaching techniques can teach reading more effectively. They can get students motivated from time to time and shift the attitude of students towards reading. They assess and record the progress of students continuously and change the teaching techniques from time to time to keep the interest of students in reading. They make reading enjoyable for students.

All the same, the condition of teaching techniques used in Pakistani schools is dismal. Gujjar, Naureen, Saifi and Bajwa (2010) describe that “in prevailing situation teaching practice is based on conventional style. There is no use of latest techniques; the departments/ institutions are also not providing A V aids and other helping material” (p. 357). The students rather than to enjoy reading are found avoiding reading in most of the Pakistani schools due to ineffective, untrained and incapable teachers. Levin and Lockheed (as cited in Rehmani, 2006) explain that most of the teachers in Pakistan are not so much qualified, experienced, skilled and competent to motivate and enhance the learning outcome of students (p. 500). They often use traditional teaching techniques in the classroom teaching. They are unaware of modern and latest teaching techniques. Gujjar, Naureen, Saifi and Bajwa (2010) believe that “in true spirit we can produce good teachers, but the procedure adopted in Pakistan is just to pass / kill the time” (p. 344).

The lower standard of teachers is reflected in classroom teaching learning of English. Because of incompetency of English

teachers, the teaching learning of English has never got satisfactory position in Pakistan. Pakistani students' failure in annual examinations in large quantity witnesses their English deficiency. Furthermore, due to English deficiency, they are incapable to search and qualify for the jobs.

Additionally, Warsi (2004) points out English teaching learning in Pakistan is not standardized. Nunan (1988) adds that environment of educational organizations is not encouraging and helpful for the learners to take interest in English. Majority of students, rather than to learn English, focuses merely to pass the examination by memorizing few questions and answers that are considered important from examination point of view. Kashef, Viyani, Ghabool and Damavand (2012) affirm that the class room teaching does not promote English learning skills. Due to less focus given on basic skills of English in the classroom teaching learning, the students often fail to understand complicated text prescribed in their course. Reading lengthy text is not possible for them in any situation (p.58).

To sum up, the teaching techniques used in Pakistani schools are very old, and out dated. Keeping in mind the above mentioned variables, survey study has been designed with an aim to analyze the impact of teaching techniques on the performance of selected higher secondary school learners in Pakistan.

### **Objectives of study**

- To analyze the impact of teaching techniques on the performance of learners in English.
- To appraise the mean difference between students and teachers regarding the impact of teaching techniques on the performance of learners in English.
- To suggest the ways and means to improve the teaching techniques for the enhancement of performance of learners in English.

### **Research questions**

- RQ1. To what extent teaching techniques are effective to enhance the performance of learners in English?
- RQ2. What is the difference in the mean scores between teachers and students regarding teaching techniques?

RQ3. How can teaching techniques be improved for the enhancement of performance of learners?

### **Hypotheses**

1. Ho. There is no significant effect of teaching techniques employed by teachers on the performance of learners in English.
2. Ho. There is no significant difference in the mean scores between teachers and students regarding teaching techniques.

### **Review of literature**

English, being the language of technology, science, commerce, business, industry, law and education, is highly valued and appreciated all over the world especially in developing countries like Pakistan. It is used as an effective and common medium of communication. Without proficiency in English, the growth and development of new generation is not possible.

Realizing the need and importance of English in the globalization, Pakistan has introduced English as a secondary language right from class one onward. Now-a-days, English is compulsory from primary to bachelor classes. English has been made as a medium of instruction in most of the private and public schools of Pakistan. Additionally, none can have a charming job without English proficiency. Furthermore, although national language of Pakistan is Urdu but official language of Pakistan is English. In this regard Ghani, Mahmood and Akram (2008) confirm that English, having got the status of official and secondary language in Pakistan, is mostly used as a medium of instruction in most of the private and public schools (p. 2).

However, having got prominent position, the situation of English teaching learning in most of Pakistani educational organizations, is alarmingly poor. Khan (2011) points out that despite of emphasis given in several education policies, the teaching learning of English is very poor. Adding to this Khan and Pandian (2011) confirm that English teaching learning in Pakistan is harshly criticized, not only by teachers, administrators and scholars but also by policy makers and government itself (p. 4). In this regard education ministry,

government of Pakistan (as cited in Khan & Pandian, 2011) affirms that in Asian countries, the most backward and poor education system is of Pakistan. Furthermore, adding to this Warsi (as cited in Khan & Pandian, 2011) states that in Pakistan, education system rather than to focus and measure the performance of learners, focuses and measures only the knowledge of learners (p. 2). As a result the competency level of learners rather than to grow and develop, starts to decline (Janjua, Malik & Rahman, 2011, p. 1362). Adding to this Nawab (2012) describes that the students, even after passing examinations and getting degrees, do not have any command over English. They are not in position to read and speak English with fluency (p. 696). In the same way Shah, Farooq, Shah and Shams (2010) also believe that Pakistani students, even after getting degrees, are not capable to compete in English in the job market. Although they may be competent in their subject but due to English deficiency they fail to secure charming job (p. 108).

Nevertheless, it is often believed that learning foreign is very difficult. Every language has its unique structure, expressions, quotations, idioms and grammar. Additionally, reading, writing, speaking and listening are the basic learning skills of every language. From learning point of view, these skills are classified into receptive skills and productive skills. The receptive skills are reading and listening and productive skills are writing and speaking. Without learning receptive skills, the learning of productive skills is very difficult. In most of the Pakistani educational institutions, proper emphasis is not given on receptive skills. As a result, the learners, even after getting degrees do not perform well in English. In this regard, Shah (2010) describes that in Pakistani institutions, until and unless, reading habit is not developed, there will be no English proficiency (p. 2). Yigiter, Saricoban and Gurses (as cited in Khan, 2011) adding to this state that reading is useless without understanding. Reading and comprehension should go side by side.

The researches, conducted in the last twenty years, reveal that focus has never been given on reading and comprehension in most of the institutions of Pakistan. As result, the performance of students in English rather than increase is decreasing day by day. The researches, further indicate that teachers and students, mistakenly have made the

basic aim of English teaching learning in Pakistan as only to pass the examination. They do not focus on learning the basic skills of language. Depicting the picture of education system of Pakistan, Khan (2011) describes that passing examination is core of teaching learning of English in Pakistan. The performance and learning outcome of learners have not been given any importance over there. The examination burden enforces the learners towards memorization rather than learning (p. 58). This process of teaching learning of English neither enables learners to pass the examination nor learn the language.

To sum up, the situation of teaching learning of English in Pakistan is alarmingly poor. Teaching learning is examination oriented. Passing examination has been made the aim of learning English. The performance of learners in English is very dismal.

### **Methodology**

The survey research design is adapted in this study. The population of the study is all the students and teachers of Pakistan whereas target population is all the students and teachers of Hyderabad. The method of sampling adapted in this study is random stratified sampling. For this study a sample of 535 students and 26 teachers (both male and female) from 13 higher secondary schools of Hyderabad is brought under study. The data were collected through questionnaire and B.I.S.E annual result of students was also obtained to check the performance of learners in English. Validity of the instruments was checked through self validation, expert validation and pilot validation. The reliability of students' questionnaire was .990, while for teachers' questionnaire the reliability .974. The data were analyzed using SPSS 22. Percentage was used for item analysis. The regression was used for testing hypothesis one and t-test was used for testing hypothesis two and group comparison.

## Findings

Items		SD (%)	D (%)	UD (%)	A (%)	SA (%)	Sample size
1. The teaching techniques employed by teachers enhance the performance of learners in English.	Students	20.7	37.4	1.9	20.4	19.6	535
	Teachers	42.3	15.4	3.8	3.8	34.6	26
2. The teachers use modern techniques for the enhancement the performance of learners in English.	Students	26.5	40.7	0.4	21.9	10.5	535
	Teachers	61.5	15.4	7.7	3.8	11.5	26
3. The teachers use A.V aids for the enhancement of the performance of learners in English.	Students	69.7	15.7	0.6	8.2	5.8	535
	Teachers	50	30.8	3.8	7.7	7.7	26
4. The teachers employ reading activity daily in the class.	Students	26.2	33.3	1.1	21.5	17.9	535
	Teachers	15.4	3.8	3.8	15.4	61.5	26
5. The teachers themselves read the lesson before asking students to read.	Students	21.7	23.6	0.9	23.6	30.3	535
	Teachers	3.8	3.8	3.8	7.7	80.8	26
6. The teachers ask the students one by one to read in the class.	Students	23.4	19.3	1.1	39.8	16.4	535
	Teachers	3.8	7.7	3.8	46.2	38.5	26
7. The teachers guide the students during reading.	Students	17	22.4	1.1	35.1	24.3	535
	Teachers	11.5	00	7.7	11.5	69.2	26
8. The teachers highlight grammar during reading.	Students	22.6	39.6	0.9	18.5	18.3	535
	Teachers	15.4	3.8	3.8	11.5	65.4	26
9. The teachers allow the students to check new words in the dictionary while reading.	Students	39.8	39.1	0.9	13.3	6.9	535
	Teachers	50	7.7	11.5	3.8	26.9	26
10. The teachers teach students how to read lesson quickly to get its central theme.	Students	13.5	42.4	3.4	19.4	21.3	535
	Teachers	53.8	15.4	3.8	7.7	19.2	26



Items		SD (%)	D (%)	UD (%)	A (%)	SA (%)	Sample size
11. The teachers teach students how to read lesson deeply to understand it thoroughly.	Students	35.7	26.4	2.1	9.7	26.2	535
	Teachers	46.2	26.9	7.7	7.7	11.5	26
12. The teachers teach students how to analyze lesson critically after reading.	Students	40.2	39.1	2.4	3.2	15.1	535
	Teachers	46.2	26.9	3.8	11.5	11.5	26
13. The teachers teach students how to summarize lesson after reading.	Students	20.7	45.8	1.3	16.4	15.7	535
	Teachers	19.2	50	3.8	11.5	15.4	26
14. The teachers encourage the students to read books other than course.	Students	14.8	26.5	0.7	25.8	32.1	535
	Teachers	15.4	3.8	3.8	50	26.9	26
15. The teachers encourage the weak students during reading activity.	Students	14.4	23.9	1.9	20.9	38.9	535
	Teachers	11.5	3.8	7.7	42.3	34.6	26
16. The teachers observe and point out reading problems of students.	Students	18.5	15.7	0.7	38.3	26.7	535
	Teachers	00	7.7	3.8	15.4	73.1	26
17. The teachers solve the reading problems of students.	Students	28.8	43.2	1.1	11.2	15.7	535
	Teachers	15.4	3.8	7.7	11.5	61.5	26

1. SD: Strongly disagree, 2. D: Disagree, 3. UD: Undecided, 4. A: Agree, 5. SA: Strongly Agree

### Analysis

The majority of respondents (both teachers and students) believed that:

1. The teaching techniques employed by teachers were not effective to enhance the performance of learners in English.
2. The higher secondary school teachers did not use modern techniques for teaching reading.
3. They did not use A.V aids for the enhancement of the performance of learners in English.
4. The teachers believed that they used to employ reading activity daily in the class, while students opposing the statement

confirmed that teachers did not employ reading activity daily in the class.

5. The teachers themselves used to read the lesson before asking students to read in the class.
6. They used to ask the students one by one to read in the class.
7. They guided the students during reading.
8. The teachers expressed that they highlighted grammar during reading, while students disagreed with teachers and expressed that teachers did not highlight grammar during reading.
9. The teachers did not allow the students to check new words in the dictionary while reading text in the class before students.
10. The teachers did not teach students how to read lesson quickly to get its central theme.
11. The teachers did not teach students how to read lesson deeply to understand it thoroughly.
12. The teachers did not teach students how to analyze lesson critically after reading.
13. The teachers did not teach students how to summarize lesson after reading.
14. The teachers encouraged the students to read books other than course.
15. The teachers encouraged the weak students during reading activity.
16. The teachers observed and pointed out reading problems of students.
17. The teachers believed that they used to solve the reading problems of students, while students opposing the statement pointed out that teachers did not solve the reading problems of students.

### **Testing of hypothesis**

#### ***Hypothesis one from students' perspective***

***Ho1: There is no significant effect of teaching techniques on the performance of learners in English.***

**Table: 1a. Descriptive Statistics**

	Mean	Std. Deviation	N
Performance of learners	3.5121	1.02558	535
Teaching Techniques	2.6486	1.38338	535

**Table: 1b. Correlations**

		Performance of learners	Teaching techniques
Pearson Correlation	Performance of learners	1.000	.856
	Teaching techniques	.856	1.000
Sig. (1-tailed)	Performance of learners	.	.000
	Teaching techniques	.000	.

**Table: 1c. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.856	.732	.732	.53124	.732	1457.230	1	533	.000

a Predictors: (Constant), Teaching Techniques

**Table: 1d. ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	411.251	1	411.251	1457.230	.000
	Residual	150.420	533	.282		
	Total	561.671	534			

a Predictors: (Constant), Teaching Techniques b Dependent Variable: performance of learners

**Table: 1e. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.832	.050		36.900	.000
	Teaching Techniques	.634	.017	.856	38.174	.000

a Dependent Variable: performance of learners

### Analysis

The result shows that the teaching techniques and performance of learners in English are very strongly ( $p=000$ ,  $r=.856$ ) correlated. Moreover teaching techniques variable is very strong predictor of performance of learners because the teaching techniques variable carrying R value = .924, has accounted  $R^2 = 85.5\%$  of variance in the performance of learners. Additionally, the value of F ( $p = 000$ ,  $F = 1457.230$ ) is significant at 0.05 level of significant, showing that regression model developed for the prediction of criterion variable performance of learners in English is significant. It reveals that model can significantly predict the performance of learners by teaching techniques. In the same way, significant value of t ( $p=000$ ,  $t = 38.174$ ), reveals that changes in the value of performance of learners in English are significant due to changes obtained in the values of predictor variables. Therefore, null hypothesis is rejected and research hypothesis is accepted. It is concluded that two variables, teaching techniques (independent variable) and performance of learners in English (dependent variable) are very strongly correlated. This shows that an improvement in teaching techniques will significantly bring improvement in the performance of learners in English.

### Testing of hypothesis one from teachers' perspective

**H<sub>01</sub>: There is no significant effect of teaching techniques on the Performance of learners in English.**

**Table: 2a. Descriptive Statistics**

	Mean	Std. Deviation	N
Performance of learners	3.31	.471	26
Teaching Techniques	2.3077	1.53021	26

**Table: 2b. Correlations**

		Performance of learners	Teaching techniques
Pearson Correlation	Performance of learners	1.000	.891
	Teaching techniques	.891	1.000
Sig. (1-tailed)	Performance of learners	.	.000
	Teaching techniques	.000	.

**Table: 2c. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.891 <sup>a</sup>	.793	.785	.218	.793	92.169	1	24	.000

a Predictors: (Constant), Teaching Techniques

**Table: 2d. ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.394	1	4.394	92.169	.000 <sup>b</sup>
	Residual	1.144	24	.048		
	Total	5.538	25			

a Predictors: (Constant), Teaching Techniques b Dependent Variable: performance of learners

**Table: 2e. Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.675	.079		34.058	.000
	Teaching Techniques	.274	.029	.891	9.600	.000

a Dependent Variable: performance of learners

### Analysis

The result shows that the teaching techniques variable and performance of learners are very strongly ( $p=000$ ,  $r=.891$ ) correlated. Moreover teaching techniques variable is very strongly predictor of performance of learners of higher secondary school learners. The teaching techniques variable carrying R value = .891, has accounted  $R^2 = 79.3\%$  of variance in performance of learners. Additionally, the value of F ( $p = .000$ ,  $F = 92.169$ ) is significant at 0.05 level of significant, showing that regression model developed for the prediction of criterion variable performance of learners is significant. It reveals that model can significantly predict the performance of learners by teaching techniques. In the same way, significant value of t

( $p=.000$ ,  $t = 9.600$ ), reveals that changes in the value of performance of learners are significant due to changes obtained in the values of predictor variables. Therefore, null hypothesis is rejected and research hypothesis is accepted. It is concluded that two variables, teaching techniques (independent variable) and performance of learners (dependent variable) are very strongly correlated. This shows that an improvement in teaching techniques will significantly bring improvement in performance of learners in English.

### Testing of hypothesis two

*Ho2. There is no significant difference in the mean scores between teachers and students regarding teaching techniques employed by teachers.*

**Table: 3a. Group Statistics**

	Sample	N	Mean	Std. Deviation	Std. Error Mean
Teaching Techniques	Students	535	3.35	1.200	.052
	Teachers	26	3.06	1.169	.229

**Table: 3b. Independent Samples Test**

		t-test for Equality of Means				
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Teaching Techniques	Equal variances assumed	1.201	559	.230	.289	.241
	Equal variances not assumed	1.230	27.621	.229	.289	.235

### Analysis

The table of t-test shows that tabulated t-value is 1.964 at Alpha = 0.05 with df = 559, while the observed t-value is 1.201. Hence Ho is upheld ( $p = .230 \geq 0.05$ ,  $t = 1.201$ ) and it is concluded that there is no significant difference in the mean scores between teachers and students regarding teaching techniques employed by higher secondary school teachers.

**Comparison between groups regarding the performance of students**

	Teachers	N	Mean	Std. Deviation	Std. Error Mean	T	sig
Performance of learners	Male	14	57.32	7.636	2.041	-.879	.388
	Female	12	59.88	7.108	2.052		
Performance of learners	45 or below	19	55.78	4.675	1.072	-3.880	.001
	Above 45	7	65.89	8.564	3.237		
Performance of learners	Urban	18	60.64	7.069	1.666	2.429	.023
	Rural	8	53.69	5.843	2.066		
Performance of learners	15 years or below	19	55.78	4.675	1.072	-3.880	.001
	Above 15 years	7	65.89	8.564	3.237		
Performance of learners	M. A, B. Ed	8	52.45	2.253	.797	-3.30	.003
	M.A, M. Ed & Above	18	61.19	7.265	1.712		
Performance of learners	Two or more teaching methods	11	64.63	6.357	1.917	5.182	.000
	Single teaching method	15	54.00	4.105	1.060		
Performance of learners	Translation method	17	62.25	6.199	1.504	4.986	.000
	Repeated reading method	9	51.42	2.533	.844		
Performance of learners	With A.V aids	5	70.77	1.043	.466	7.257	.000
	Without A.V aids	21	55.58	4.584	1.000		
Performance of learners	Modern teaching techniques	4	70.94	1.119	.560	5.30	.000
	Traditional teaching techniques	22	56.24	5.437	1.159		

**Analysis**

The table of t-test shows that:

1. There was no significant difference between male and female teachers ( $p = .388 \geq 0.05$ ,  $t = -.879$ ) regarding the performance of learners in English.

2. There was significant difference between teachers with age 45 or below and above 45 ( $p = .001 \leq 0.05$ ,  $t = 3.880$ ) regarding the performance of learners in English. The mean score (mean score = 65.89) of teachers having age above 45 years was greater than the mean score (mean score = 55.78) of teachers with an age 45 years or below indicates that above 45 years age teachers were better regarding the performance of learners.
3. There was significant difference between urban and rural area teachers ( $p = .023 \leq 0.05$ ,  $t = 2.429$ ) regarding the performance of learners in English. The mean score (mean score = 60.64) of urban area teachers was greater than the mean score (mean score = 53.69) of rural area teachers indicates that urban area teachers were better regarding the performance of learners.
4. There was significant difference between teachers with less than and more than 15 years experience ( $p = .001 \leq 0.05$ ,  $t = 3.880$ ) regarding the performance of learners in English. The mean score (mean score = 65.89) of teachers having experience more than 15 years was greater than the mean score (mean score = 55.78) of teachers having experience equal or less than 15 years indicates that the teachers having experience more than 15 years were better regarding the performance of learners.
5. There was significant difference between teachers with qualification M.A, B. Ed and M.A, M. Ed or above ( $p = .003 \leq 0.05$ ,  $t = 3.30$ ) regarding the performance of learners in English. The mean score (mean score = 61.19) of teachers having qualification M.A, M. Ed or above was greater than the mean score (mean score = 52.45) of teachers with qualification M.A, B. Ed indicates that the teachers having qualification M.A, M. Ed or above were better regarding the performance of learners.
6. There was significant difference between teachers teaching with single method and more methods ( $p = .000 \leq 0.05$ ,  $t = 5.182$ ) in terms of the performance of learners in English. The mean score (mean score = 64.63) of teachers using more methods while teaching students was greater than the mean score (mean score = 54.00) of teachers taught students using single teaching method, indicates that the teachers using more



- methods in their teaching were better regarding the performance of learners.
7. There was significant difference between teachers teaching with translation method and repeated reading method ( $p = .000 \leq 0.05$ ,  $t = 4.986$ ) in terms of the performance of learners in English. The mean score (mean score = 62.25) of teachers using translation methods while teaching students was greater than the mean score (mean score = 51.42) of teachers taught students using repeated reading method, indicates that the teachers using translation method in their teaching were better regarding the performance of learners.
  8. There was significant difference between teachers teaching with A.V aids and without A.V. aids ( $p = .000 \leq 0.05$ ,  $t = 7.257$ ) in terms of the performance of learners in English. The mean score (mean score = 70.77) of teachers using A.V aids while teaching students was greater than the mean score (mean score = 55.58) of teachers taught students without using A.V. aids, indicates that the teachers using A.V. aids in their teaching were better regarding the performance of learners.
  9. There was significant difference between teachers teaching with modern teaching techniques and traditional teaching techniques ( $p = .000 \leq 0.05$ ,  $t = 5.30$ ) in terms of the performance of learners in English. The mean score (mean score = 70.94) of teachers using modern teaching techniques while teaching students was greater than the mean score (mean score = 56.24) of teachers taught students with traditional teaching techniques, indicates that the teachers using modern teaching techniques in their teaching were better regarding the performance of learners.\

## **Results**

The responses of students and teachers regarding teaching techniques were collected through a questionnaire comprising 17 items. The results showed that students and teachers had nearly same perceptions. The responses of teachers and students were nearly same. Both teachers and students had positive views on only six items, negative views on eight items and contradictory views on three items. However,

the teachers and students were not satisfied with teaching techniques. The responses of both students and teachers regarding teaching techniques and performance of learners in annual examination laid the foundation of regression.

However, the main analysis revealed that teaching techniques and performance of learners were very strongly ( $p=000$ ,  $r=.856$ ) correlated. The teaching techniques variable was very strong predictor of performance of learners with the value of  $R = .924$  and  $R^2 = 85.5\%$  of variance in the performance of learners. Similarly significant value of  $F$  ( $p = 000$ ,  $F = 1457.230$ ) revealed that model was significantly fit to predict the performance of learners by teaching techniques. Additionally significant  $t$ -value ( $p=000$ ,  $t = 38.174$ ) made it clear that changes will occur in performance of learners in English with changes occurring in teaching techniques. The result of  $t$ -test revealed that there was no significant difference in the means score between teachers and students regarding the effect of teaching techniques on the performance of learners in English.

### **Suggestion**

1. The learning of English as a second language is impossible without proper reading and teachers and students will not pay attention on reading until and unless it is not made the part of examination. Government should introduce reading as separate subjects carrying marks equal to other subjects.
2. Modern and latest multiple teaching techniques based on activities should be used to attract the students towards reading.
3. The reading should be taught by using A. V aids like computers, multimedia and projectors etc.
4. The teachers should be experienced and well trained specially in using modern technologies like computers, multimedia and projectors etc.
5. The issue of overcrowded classes should be addressed seriously and number of students in any class should be less than 18.
6. The teachers rather than to focus only on spelling, should teach lessons in such a way that students should be capable to read

lesson quickly, deeply as well as critically so that they may understand and summarize the lesson completely.

7. The problems of students regarding reading should be kept at top priority and solved at once.

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