



## Achieving Student Learning Outcomes (SLOs) in English at Secondary School Level: Gender and Geography Based Comparisons of Teachers' Views

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**Abstract-** The study aimed to investigate the problems and the suitable teaching strategies in achieving SLOs relating to four skills (i.e., reading, writing, speaking, and grammar) in the subject of English at secondary school. The population of the study was all English teachers serving at government secondary and higher secondary schools in District Bahawalnagar. Out of the population, twenty four schools (12 for boys and 12 for girls) were randomly selected. Thus, a purposive sampling technique was used to select and include teachers in the study. By making use of a semi-structured interview schedule, survey method was adopted to collect data from 108 teachers which constituted 24 focus groups. Data was analyzed descriptively by using SPSS. Comparisons of opinions of male and female, and of rural and urban teachers about SLOs have been made. Though difference of views were there in disaggregate analyses on the bases of gender and that of geographical locality of teachers, yet overall results agreed on that phonic problem, poor vocabulary, lack of speaking atmosphere, and being weak in functional grammar were respectively the major problems in achieving SLOs relating to reading, writing, speaking, and grammar skills in the subject of English at secondary school. Model reading with lesson planning, self-writing of chapter's summary by the student, dialogue exercise, and more focus on basic grammar were respectively proposed as the key strategies in achieving SLOs relating to reading, writing, speaking, and grammar skills. It was also suggested that for better achievement of SLOs in the subject of English at secondary level teachers' training must be compulsory.

**Keywords:** Student Learning Outcomes(SLOs), English, secondary level

### I. INTRODUCTION

In learning process learning achievements is a level of ability of students to changes in behavior, skills and knowledge and then measured and assessed. In learning process quality of education depends on the quality of teaching for learning achievements. Teaching is an active process in which one person shares information with others to changes in behavior (Marei & Mustafa, 2009).

With dawn of internet age, English is dominating the language of globalization and, hence, it's now command the world. Shahzada, Ghazi & Khan (2012) strongly believed that any state on the earth cannot developed in all arenas, without having expertise and good authority over English language. Authority over English is a now requisite for knowledge and lacking command over it is certain to make knowledge inexpressible (Aggarwal, 1995). The English is predominating language of choice to higher academia, professionals and those in pursuit of scientific knowledge and is favourable the medium of universal trade and commerce (Mahboob, 2002). A pupil's command over the English language may not be just beneficial for academic excellence but can increase prospect of better job opportunity after graduation as firms, organisation or

company always look for hiring graduates those who enjoy command on English (Atek, Jusoh, Alias, Wahid &Tahir, 2012).

English language is crucial to Pakistani economic, social, and cultural competitiveness. After the independence of Pakistan, English was made mandatory course from class VI on toward to graduate level. English language continues to hold an advantaged position since language is worldwide choice of language for communication (Mahboob &Tallat, 2006).

Success of the teaching of English through communicative approach depends entirely on the practice of reading, writing, and speaking skills. According to Mueen (1992), teaching English language in Pakistan is practically does not exist. The practical facet of language is completely overlooked, hence, subsequently in failing the English language standard in this generation and indicating the further deterioration.

Ahmad et al. (2011) also noted that fate of English language at secondary level is poorer and requires urgent attention to resolve these problems. Studying English language is certainly a latent process. The students have limited openings to assimilate language from the atmosphere. It is the learners' absence of capability to learn the language is not matter but, whole academic set up require capability enhancement (Government of Pakistan, 2006).

Investigation performed on the educational problems of pupils by Westwood (2006) Farkota (2005) Kershner (2000), noted that learning challenges for the pupils were associated to the deficiency of inborn or cognition capabilities, perceptual impairment, and learning disability, deficiencies in memory or meager enthusiasm. The scholars detected that learning institutes features have far reaching effect on pupils learning outcome (Lockheed &Komenan, 1989). Bilingualism as Lyytinen (1985) stressed that, people uses language as medium to convey feelings and attitudes and to develop, organise, and govern association with others. Resultantly these interactions developing between major part of globe are now developing into bilingual nation. Scholar noted that the vast number of the individuals in the earth can declare themselves capable of speaking at least two languages ((Smith,1994).

There is undeniable importance of English as international language, and subsequently has advantage place as second mandatory language in Pakistan. English is imparted as a obligatory course at different standards usually from class one to Bachelor. According to the National Curriculum for English language, Grade I-XII, (Government of Pakistan,2006), English is most favoured language for the purpose international communication, higher education and healthier job opportunities.

Task of learning a language is always difficult, hence children bound to make mistakes while learning a language. The application of linguistic and psychological theories application to the study of language learning offered a new insight on to discussion of errors (Corder, 1967).

Davies &Ferguson (1998) established that the role of teachers' perceptions and expectations play in prolonging the success gap. He stressed that declaring all pupils' capable learners is incorrect and will provide little help to raise success. Instead, he suggested that requirement of much enhanced teaching quality and pedagogy to maximize student attainment.

Kumar (2011) discovered there is a general assertion that learning is a deep-rooted procedure and an instructor's best practice includes devotion to long lasting learning and a promise to individual and proficient development. For this present teacher's must be furnished with adequate learning, ability and mindfulness so as to do their employments.

Hiradhar(2013) in his study focuses on the elements which are influencing the advancement of enthusiastic knowledge and its part in scholarly accomplishment for understudies. Role of Secondary Level English

Secondary level is just like bridge between elementary and graduation .here occurs change in vocabulary, its applications, and grammar and even in structure formation. Ramirez, (1992) and Fillmore (1991) noted that the scholars are more consumed in school pupils of English learner frequently attention on elementary level pupils. Phenomena of second language learning in secondary level institutions has been overlooked.

Teevno (2011) performed study around difficulties in instruction method and English learning at secondary grade class. Scholar performed study on the sampled 11 instructors of English including gender of male and female of respective seven and four, seventy pupils including forty male and thirty females and also six English

experts including four male and two females. The researcher employed instructors and pupils in Focus Group Discussion (FGD) and used questionnaires and interviews of experts were conducted. Research finding determined the nonexistence of proper instructors' exercise in English instruction. Moreover, scholars, likewise discover that the required services were not extended and syllabus was outdated for students' requirements. The study, the motives generated defects in instruction and learning process.

Quality of performance of students in English language at secondary level in Pakistan is not satisfactory rather on the down the hill day by day. Many causes can be attributed for poor standard of students' performance in English language for example setting unsuitable entrance criteria for entry of aspirants in institutes, apathetic and indolent pupils, lack of competent English instructors, inequity between instructor-educator and prospective-instructor ratio, absence of favorable and positive academic environment. In addition, lack of physical facilities, flawed textbooks, meager facilities and inferior evaluation system have let down the excellence of education. Moreover, continuing obstacles in the development and betterment of English language teaching system in order to attain goals of local and international job market. The poor standard of English language instructor and the produce of higher education system of Pakistan is incapable to compete internationally (Adalat 2005).

Farooq et al. (2011) pointed out that the home based atmosphere also harms the academic output of learners. However, the educated family can offer atmosphere that is best available for the academic excellence of their children.

Arshad et al. (2012) emphasizes that parents' socio-economic status have a straight connection on their children's learning outcomes (Jerrim & Micklewright, 2009) in offering educational resources leverage. The Education and Training department of Australia in 2010 noted in its report that there is significant gap between scores achieved by pupils whose households were financially constrained and those who were haves. These households also transfer effects of haves and have not to their offspring that affect their children's educational success.

Student Learning Outcomes are specific statements about general skills, knowledge, or masteries which students are expected to achieve after completing a scholars', academic program of study leading to an award, or even participating in a structured set of activities. Student learning outcomes (SLOs) of any subject are to attain quality and standard in achievement. Quality possesses two dimensions: relevance and excellence (Khan, 2005). Relevance is the degree to which a produce competes to the needs or standard. Excellence is the degree to which soundness of service is compared to standard (Basha et al., 2013). Quality cannot be realized until we explain the quality in the context (Nazak, 2009).

English is one of compulsory subjects at secondary level its condition was very poor. Students tried to pass only being subjects, mostly it became hurdle and student felt it difficult in learning. This study was conducted to explore this factor. Fifty percent students failed even annual exams (Umair, 2011). While SLOs of English were concerned to reading and speaking skill as well as grammar were ignored areas. Moreover students had no any particular taste of English. While concerning to teaching methodology and strategies that were using to achieve SLOs of English, teachers taught in ordinary manners, rather they teach only selected subjects and questions answer as well as use of making sentences. They stressed upon mainly translation from English to Urdu and only a few chapters for questions and answer so that they might pass examination. According to (Awais & Ameen, 2013) at the start of every chapter there were written SLOs of chapters, teacher ignored it as a result in final examination results were poor. Mostly teachers shared that they just translated from English to Urdu. While concerning to speaking skill, reading skill and SLOs of grammar they paid no attention because they thought it was additional work, so these SLOs were not taken in exams. Teachers did not adopt all steps to achieve SLOs. Teachers used mother tongue in classes even in the class of English course. There were no any speaking practices in class. There was no any strategy to enhance vocabulary and achieving grammar SLO. They had no any concept of phonetics too.

According to Batool & Qureshi (2007), SLOs are designed on the basis of material in subject and chapter. While concerning to the SLOs in English at secondary level there are various kinds of SLOs, some are concerning to writing skills, some are related to speaking and reading skills, and some are concerned with grammar. Now SLO of phonetics and sound pattern have also included. It is observed that mostly SLOs are ignored. As a result all purpose of teaching and results in English remained incomplete.

According to Jawad (2009), English at secondary level is of more importance because it prepares for all science subjects too in intermediate as well as degree classes. Hence, it plays the role of bridge between studies at secondary level and at advance levels. But unfortunately less concentration is being given.

To achieve SLOs in English the Punjab Text Board had designed a master piece English for secondary classes with specific SLOs in each chapter. When these SLOs are ignored in teaching, Results of English at secondary remain poor as compare to science subjects. This study is going to be conducted to explore where the gap, why all SLOs are not achieved.

## II. RESEARCH METHODOLOGY

### Design of the Study

The study was descriptive in nature. Descriptive research does not fall neatly into definition of either quantitative or qualitative research methodology but instead it can utilize elements of both often within the same study (AECT, 2010). In this study, survey method was used for data collection. Surveys are brief interviews and discussions with individuals about specific topics.

### Population and Sample

The population of the study was all English teachers working at government secondary schools in District Bahawalnagar. A sample is a subgroup of the population you are interested in (Kumar, 2011). In this study, simple random technique was adopted for selecting schools. Out of all secondary schools, twenty four schools (12 male and 12 female) were randomly selected. Then English teachers of these schools were contacted by the researcher and their consent was taken for being part of the study. Thus purposive sampling technique was used to select and include teachers in the study. In total, sample size was 108 teachers who were included in twenty four focus groups.

Table: *Detail about Focus Groups*

Female Focus Groups				Male Focus Groups			
Rural		Urban		Rural		Urban	
Group No	No. of Participants	Group No	No. of Participants	Group No	No. of Participants	Group No	No. of Participants
GRF 1	3	GUF 7	4	RGM 13	3	GUM 18	6
GRF 2	4	GUF 8	5	RGM 14	4	GUM 19	6
GRF 3	4	GUF 9	4	RGM 15	4	GUM 20	5
GRF 4	4	GUF 10	6	RGM 16	3	GUM 21	6
GRF 5	3	GUF 11	5	RGM 17	4	GUM 22	6
GRF 6	4	GUF 12	6	RGM 24	4	GUM 24	5
Total	22	Total	30	Total	22	Total	34

### Characteristics of Respondents

Out of 108 teachers from twenty four schools of District Bahawalnagar, 52% were male and 48% were female teachers. Sixty four percent teachers' designations was SST. Sixty two percent teachers' age range was 35-40 years and 38% were between 40-45 years. Only 19% were SSTs in English with B.Ed.

### Research Instrument

An interview schedule was used as research tool to find factors affecting achievement of students learning outcomes in subject of English at secondary level. It comprised of fifteen open ended questions. Interviews were taken from focus groups of teachers to identify the problems in achievement of SLOs in English at secondary level. The focus group discussion (FGD) is a technique in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or program are explored through a free and open discussion between members of a group and the researcher. The focus group is a facilitated group discussion in which a researcher raises issues or asks questions that stimulate discussion among members of the group. Issues, questions and different perspectives on them and any significant points arising during these

discussions provide data to draw conclusions and inferences. It is like collectively interviewing a group of respondents(Kumar, 2011).

### **Validity of Tool**

An interview was conducted for a small group of teachers and was discussed with experts in the science education. After discussion with the experts some questions were deleted, some were replaced and some new questions were included in the finalized interview schedule. Fifteen semi-structured or open ended questions were there in the interview schedule.

### **Data Collection**

Data was collected personally through interviews from English teachers in the form of focus groups. Statements of teachers were noted and their thematic feedback was taken. Permission letter was taken from District Education Officer, time was taken from teachers. FGDs were conducted in the selected schools. All statements and details were written. Return rate was 100% from participants.

### **Data Analysis**

Data was analyzed in qualitative form. Broken words were completed which were used by participants of focus groups, themes from interviews were identified and frequencies were derived from output of focus groups. Comparison of feedback between male and female teachers, and rural and urban teachers was made. The data collected through interview survey were qualitatively analyzed. For this purpose, first of all main themes were identified, frequencies for major responses were noted and then findings were descriptively discussed.

## **III. DATA ANALYSIS AND INTERPRETATION**

### **PROBLEMS**

#### **Opinions on Problems in Achieving SLOs Related to Reading Skill**

Regarding problems in achieving SLOs related to reading skill, phonic problem ( $n = 6$ ), poor vocabulary ( $n = 5$ ), lack of suitable atmosphere for speaking ( $n = 4$ ), and lack of confidence or shyness of student ( $n = 4$ ) were identified as the main problems by the male groups, while female groups highlighted mother tongue ( $n = 9$ ), phonic problem ( $n = 7$ ), and poor vocabulary ( $n = 4$ ) as the main problems.

For rural groups, mother tongue ( $n = 7$ ), lack of confidence or shyness of student ( $n = 5$ ), phonic problem ( $n = 5$ ), and lack of suitable atmosphere for speaking ( $n = 2$ ) and for urban groups, poor vocabulary ( $n = 8$ ), phonic problem ( $n = 8$ ), mother tongue ( $n = 4$ ), and lack of suitable atmosphere for speaking ( $n = 4$ ) were the main reasons for not achieving SLOs related to reading skill.

#### **Opinions on Problems in Achieving SLOs Related to Writing Skill**

By male focus groups, poor vocabulary ( $n = 10$ ), weakness in grammar and sentence formation ( $n = 6$ ), shortage of time ( $n = 2$ ), deficiency in prose writing ( $n = 2$ ), and lack of homework ( $n = 2$ ), whereas from female side, poor vocabulary ( $n = 12$ ), weakness in grammar and sentence formation ( $n = 5$ ), deficiency in prose writing ( $n = 3$ ) were identified as the main problems in achieving SLOs related to writing skills.

From rural focus groups, poor vocabulary ( $n = 11$ ), weakness in grammar and sentence formation ( $n = 3$ ), deficiency in prose writing ( $n = 3$ ), and lack of homework ( $n = 2$ ), while from urban focus groups, poor vocabulary ( $n = 11$ ), weakness in grammar and sentence formation ( $n = 8$ ), shortage of time ( $n = 2$ ) were identified as the main reasons for not achieving SLOs relating to writing skill.

#### **Opinions on Problems in Achieving SLOs Related to Speaking Skill**

Regarding problems in achieving SLOs related to speaking skill, lack of suitable atmosphere for speaking ( $n = 8$ ), poor vocabulary ( $n = 5$ ), poor pronunciation ( $n = 5$ ), and lack of confidence or shyness of student ( $n = 4$ ) were identified as the main problems by the male groups, while female groups highlighted poor pronunciation ( $n = 6$ ), lack of confidence or shyness of student ( $n = 5$ ), and poor vocabulary ( $n = 4$ ), and lack of suitable atmosphere for speaking ( $n = 4$ ) as the main problems.

For rural groups, lack of suitable atmosphere for speaking ( $n = 6$ ), poor pronunciation ( $n = 5$ ), and poor vocabulary ( $n = 4$ ) and for urban groups, lack of confidence or shyness of student ( $n = 7$ ), lack of suitable atmosphere for speaking ( $n = 6$ ), poor pronunciation ( $n = 6$ ), and poor vocabulary ( $n = 5$ ) were the main reasons for not achieving SLOs related to speaking skill.

#### **Opinions on Problems in Achieving SLOs Related to Grammar Skill**

Male focus groups pointed out that poor application of grammar( $n = 7$ ), weakening in functional grammar( $n = 6$ ), weakening in tenses( $n = 2$ ), and inability of teacher( $n = 2$ ), whereas female groups highlighted that weakening in functional grammar( $n = 9$ ), poor application of grammar( $n = 6$ ), weakening in tenses( $n = 5$ ), and deficiency in prose writing ( $n = 3$ ) were the main problems in achieving SLOs related to grammar skills.

Similar trend was observed in the opinions from the focus groups of rural and urban areas. Rural focus groups identified poor application of grammar( $n = 7$ ), weakening in functional grammar( $n = 6$ ), weakening in tenses( $n = 2$ ), and inability of teacher( $n = 2$ ), while urban focus groups mentioned weakening in functional grammar( $n = 9$ ), poor application of grammar( $n = 6$ ), weakening in tenses( $n = 5$ ), and deficiency in prose writing ( $n = 3$ ) as the main reasons for not achieving SLOs relating to grammar skill.

## APPROPRIATE TEACHING STRATEGIES

### Appropriate Teaching Strategies for Achieving SLOs Related to Reading Skill

Regarding appropriate teaching strategies for achieving SLOs related to reading skill, presentation of model reading with lesson planning by the teacher( $n = 7$ ), drill exercises( $n = 5$ ), and students' loud reading ( $n = 4$ ) were proposed as the main strategies by the male groups, while female groups also proposed presentation of model reading with lesson planning by the teacher( $n = 9$ ), drill exercises( $n = 3$ ), and students' loud reading ( $n = 3$ ) as the main strategies.

By rural groups, presentation of model reading with lesson planning by the teacher( $n = 7$ ), drill exercises( $n = 6$ ), arranging reading competition with time limits( $n = 3$ ), and students' loud reading ( $n = 3$ )

Problems in achieving SLOs							
	11. Problems in achieving SLOs relating to reading skills	Comparison-I			Comparison-II		
		Male	Female	Total	Rural	Urban	Total
a	mother tongue	2	9	11	7	4	11
b	lack of confidence, complex, shyness	4	3	7	5	2	7
c	no atmosphere/opportunity for speaking	4	2	6	2	4	6
d	poor vocabulary	5	4	9	1	8	9
e	phonic problem	6	7	13	5	8	13
f	number of students in class/class size	1	0	1	1	0	1
	<b>12. Problems in achieving SLOs relating to writing skills</b>						
a	poor vocabulary	10	12	22	11	11	22
b	grammar sentence formation	6	5	11	3	8	11
c	shortage of time	2	0	2	0	2	2
d	long sentences/ essay-writing	2	3	5	3	2	5
e	lack of home work	2	0	2	2	0	2
	<b>13. Problems in achieving SLOs relating to speaking skills</b>						
a	accent/pronunciation	5	6	11	5	6	11
b	poor vocabulary	5	4	9	4	5	9
c	lack of confidence, shyness	4	5	9	2	7	9
d	lack of atmosphere	8	4	12	6	6	12
e	speaking is not included in exam	2	2	4	1	3	4
f	shortage of time	1	0	1	1	0	1
	<b>14. Problems in achieving SLOs relating to grammar skills</b>						
a	Being weak in functional grammar	6	9	15	6	9	15
b	Being weak in tenses	2	5	7	2	5	7
c	application of grammar	7	6	13	7	6	13
d	teachers' inability	2	0	2	12	1	2

and by urban groups, presentation of model reading with lesson planning by the teacher( $n = 9$ ), students' loud reading( $n = 4$ ), drill exercises( $n = 2$ ), and activity based reading ( $n = 2$ ) were the main teaching strategies for achieving SLOs related to reading skill.

### **Appropriate Teaching Strategies for Achieving SLOs Related to Writing Skill**

By male focus groups, asking the students to write the summary in their own words at the end of each chapter( $n = 8$ ), writing exercise (from easy to difficult) in the classroom( $n = 5$ ), arranging a writing competition among the students ( $n = 5$ ), and practice of small sentence writing ( $n = 3$ ), whereas from female side, practice of small sentence writing ( $n = 6$ ), writing exercise (from easy to difficult) in the classroom( $n = 6$ ), and asking the students to write the summary in their own words at the end of each chapter( $n = 4$ ) were proposed as the main strategies for achieving SLOs related to writing skills.

From rural focus groups, writing exercise (from easy to difficult) in the classroom( $n = 7$ ), asking the students to write the summary in their own words at the end of each chapter( $n = 5$ ), arranging a writing competition among the students ( $n = 4$ ), and practice of small sentence writing ( $n = 4$ ), while from urban focus groups, asking the students to write the summary in their own words at the end of each chapter( $n = 7$ ), practice of small sentence writing ( $n = 5$ ), and writing exercise (from easy to difficult) in the classroom( $n = 4$ ) were suggested as the appropriate strategies for achieving SLOs relating to writing skill.

### **Appropriate Teaching Strategies for Achieving SLOs Related to Speaking Skill**

Regarding appropriate teaching strategies for achieving SLOs related to speaking skill, dialogue exercise( $n = 10$ ), discussion among students( $n=9$ ), and oral presentation( $n=6$ ), were proposed as the main tactics by the male groups, while female groups highlighted oral presentation( $n = 6$ ), speaking exclusively in English within the class( $n = 4$ ), dialogue exercise( $n = 3$ ), and discussion among students( $n = 3$ ) as the main teaching strategies for achieving SLOs related to speaking skill.

For rural groups, dialogue exercise( $n = 7$ ), speaking exclusively in English within the class( $n = 4$ ), and oral presentation( $n = 2$ ) whereas for urban groups, discussion among students( $n = 8$ ), oral presentation( $n = 7$ ), and dialogue exercise( $n = 6$ ) were the appropriate teaching strategies for achieving SLOs related to speaking skill.

### **Appropriate Teaching Strategies for Achieving SLOs Related to Grammar Skill**

Male focus groups suggested comparative study of grammar1 and English grammar( $n = 6$ ), focusing on basic grammar( $n = 6$ ), and focusing on sentence formation( $n = 3$ ), whereas female groups proposed focusing on basic grammar( $n = 6$ ), comparative study of grammar1 and English grammar( $n = 3$ ), and focusing on sentence formation( $n = 2$ ), and use of audio-video aids ( $n = 2$ ) as the appropriate teaching strategies for achieving SLOs related to grammar skills.

Rural focus groups proposed focusing on basic grammar( $n = 5$ ), comparative study of grammar1 and English grammar( $n = 3$ ), and organizing competition among students( $n = 3$ ), and use of audio-video aids ( $n = 3$ ), while urban focus groups mentioned focusing on basic grammar( $n = 7$ ), comparative study of grammar1 and English grammar( $n = 6$ ), and focusing on sentence formation( $n = 3$ ) as the main teaching strategies for achieving SLOs related to grammar skills.

Appropriate teaching strategies for achieving SLOs							
	7. Appropriate teaching strategies for achieving SLOs relating to reading skills	Comparison-I			Comparison-II		
		Male	Female	Total	Rural	Urban	Total
a	teacher should present model reading with lesson planning	7	9	16	7	9	16
b	student loud reading	4	3	7	3	4	7
c	cramming	0	1	1	0	1	1
d	inductive method/drill exercises	5	3	8	6	2	8
e	reading competition with time limit	2	2	4	3	1	4
f	activity based reading	2	2	4	2	2	4
	<b>12. Appropriate teaching strategies for achieving SLOs relating to writing skills</b>						
a	practice of small sentence writing/self-writing	3	6	9	4	5	9
b	writing concerning to topics of syllabus	1	1	2	0	2	2
c	exercise of writing in class room./easy to difficult	5	6	11	7	4	11
d	story writing	0	1	1	1	0	1
e	students are asked to write summery in their own word at the end of each chapter	8	4	12	5	7	12
f	home work	0	0	0	0	0	0
g	Writing competition among students	5	1	6	4	2	6
	<b>13. Appropriate teaching strategies for achieving SLOs relating to speaking skills</b>						
a	pair of words /word pronunciation	0	0	0	0	0	0
b	dialogue exercise	10	3	13	7	6	13
c	English speaking in class	3	4	7	4	3	7
d	presentation	6	7	13	2	7	9
e	over time for speaking should be given	1	2	3	1	2	3
f	discussion	9	3	12	0	8	8
g	teacher should present model speaking	2	0	2	0	1	1
h	English listening programs	1	0	1	0	0	0
	<b>14. Appropriate teaching strategies for achieving SLOs relating to grammar skills</b>						
a	sentence formation	3	2	5	2	3	5
b	comparative study of grammar 1 and English grammar	6	3	9	3	6	9
c	there should be exercise of grammar in each chapter	2	1	3	2	1	3
d	basic grammar	6	6	12	5	7	12
e	English environment	1	1	2	1	1	2
f	competition	1	2	3	3	0	3
g	use of audio-video aids	2	2	4	3	1	4
h	grammar learning through games	1	1	2	2	0	2

#### IV. SUGGESTIONS

##### Suggestions for better Achievement of SLOs in the subject of English at Secondary Level

For better achievement of SLOs in the subject of English at secondary school level, both male ( $n = 9$ ) and female ( $n = 8$ ) focus groups proposed that teachers training must be compulsory. Moreover, male groups suggested that students should not be promoted until he or she does not qualify for next class ( $n = 5$ ), and students should be encouraged ( $n = 4$ ). Female groups suggested that vocabulary should be improved ( $n = 5$ ) and basic grammar should be taught ( $n = 4$ ).



Suggestions for better achievement of SLOs in the subject of English at secondary level						
Suggestions	Comparison-I			Comparison-II		
	Male	Female	Total	Rural	Urban	Total
a. vocabulary should be improved	0	4	4	2	2	4
b. basic grammar should be taught	1	4	5	2	3	5
c. speaking in class should be English	1	0	1	0	1	1
d. study should be from bottom to upper level	1	2	3	2	1	3
e. teachers training must be compulsory	9	8	17	8	9	17
f. SLOs should be easy to achieve	0	1	1	1	0	1
g. viva should be included in exams	1	1	2	1	1	2
h. strength should not more than thirty	3	2	5	1	4	5
i. students should not be promoted until s/he does not qualify for next class	5	2	7	0	7	7
j. students should be encouraged	4	1	5	2	3	5
k. monthly test should be taken	2	1	3	1	2	3

Likewise, both rural ( $n = 8$ ) and urban ( $n = 9$ ) focus groups proposed that teachers training must be compulsory. Furthermore, rural groups suggested that students should be encouraged ( $n = 2$ ), vocabulary should be improved ( $n = 2$ ), and basic grammar should be taught ( $n = 2$ ). Urban groups suggested that students should not be promoted until he or she does not qualify for next class ( $n = 7$ ), class strength should not be more than thirty ( $n = 4$ ), basic grammar should be taught ( $n = 3$ ), and students should be encouraged ( $n = 3$ ).

## V. DISCUSSION

The findings of the study are in line with the outcomes from the following studies:

Hafeez, (2007) also found that grammar was considered less important and boring in secondary English in Punjab, moreover there was problem of speaking even for teachers. As a result teachers ignored SLOs or speaking and grammar.

Another researcher after conducting a study about difficulties faced in speaking English with L2 schools learners of countryside pastoral of Pakistan suggested that strategic curriculum with qualified instructors and offering space of public speaking atmosphere in institute was necessary to resolve problems in speaking English (Bilal et al. 2013). Other scholars performed a research on experience of second language learners about writing problems in English language and revealed that pupils faced problems in spelling, vocabulary and in grammar (Farooq et al. 2012). Zahid (2011) conducted a research on impact of reading in SLOs achievement, this study showed that reading again and again created competency but there was lack of environment, reading in class room was good strategy. The scholars led investigation on the difficulties in learning and teaching English pronunciation in Burewala and Vehari, Pakistan (Akram & Qureshi, 2012). They concluded that in order to enhancing the students' pronunciation, instructor should be aware of their strength and shortcomings related with English pronunciation and they should offer themselves as model of excellence for the pupils.

Batool and Qureshi (2007) narrated a number of problems which had great impacts on poor performance in English. Poor communication skills, poor vocabulary and mother tongue hindrance were identified as the main reasons of poor quality. Ahmad et al. (2011) performed an investigation on the modes of challenges in learning English by secondary school pupils of Federal and provincial governments in Pakistan. The study noted that the pupils at government schools of province endured more challenges in learning grammar and English as second language as compare to government school of Federal. Jamshaid (2003) in his study revealed that instructing grammatical item to a big class was very challenging job. It was because face to face interaction between pupils and instructors was simply not humanly possible. Pupils never receive any opportunity to participate to with their instructors and discuss their difficulties. This conclusion was also

endorsed by Light (2001) his research and demonstration that pupils of a small class had positive influence on their educational outcome. However, Hoxby (2000) contend that size of class is insignificant to effect on student's learning outcomes.

Present study revealed that general SSTs, who were not Masters in English, should not compel to teach English at secondary level, it would create bad impact in achievement of SLOs of English, only the teachers who are at home in English should be allowed to teach English at secondary level. According to Kabombwe, & Mulenga (2019) there are many factors associated with teachers which directly affect student's academic performance. These include content knowledge, experience in field, training certifications, knowledge of classroom dynamics, knowledge of individual differences in classroom, motivational techniques, ability to adopt different circumstances, ability to relate subject with everyday life, commitment with work, enthusiasm, enjoyment of social interactions, caring attitude and managerial skills (Rocno et al., 2012).

The present research also indicates that instructors must demonstrate the difference of syntax between L1 and L2. Main causes related with these difficulties is linked to outdated approach of instructing grammar and devoid of preparation. Instructors at various level (i.e. primary, middle, secondary or higher secondary level) have absence of information about practical linguistics hence cramming is increasing day by day. Present research favours that conditions for speaking in English is essential to achieve SLO of speaking; dialogue and conversation are appropriate strategies in speaking.

## VI. RECOMMENDATIONS

As discussed above in this research, following suggestions are made:

1. SLOs should be written clearly, each chapter should have not more than three SLOs.
2. Every SLO should be given equal importance.
3. Especial training of teachers related to SLOs should be given.
4. To enhance vocabulary and to teach English grammar, games, plays, audio video aids and interesting books for students should be provided.
5. Basic grammar should be practiced even from primary classes.
6. Spoken English period should be introduced; English speaking should be used to achieve SLO of speaking skill.
7. Competition of essays writing should be arranged to achieve writing skill.
8. No any student should be promoted in matric class until he/she passes middle class.
9. Phonetics in English should be compulsory.
10. SSTs (general), should not allow teaching English at secondary level.
11. Classroom strength should not more than twenty five students.

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