

To my parents

**READING COMPREHENSION DIFFICULTIES AT
TERTIARY LEVEL IN BANGLADESH: IMPLICATION
FOR PEDAGOGY**

**BY
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**A THESIS SUBMITTED TO THE UNIVERSITY OF EAST
WEST FOR THE DEGREE OF MASTERS IN ENGLISH
LANGUAGE TEACHING (ELT).**

**DEPARTMENT OF ENGLISH
UNIVERSITY OF EAST WEST**

APRIL 2012

Date: 18th April, 2012

Declaration

I would like to declare and confirm that no part of the material offered in this thesis has previously been submitted by me for a degree in the present or any other universities.

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Date :

Certificate

This is to certify that the work incorporated into this thesis entitled “Reading comprehension difficulties at Tertiary Level and Its Pedagogical Implication in Bangladesh” was carried out by Md. Fayzar Rahman under my supervision.

Md. Zahid Akter

M.A. Supervisor

ABSTRACT

It is common knowledge that along with the other macro skills reading is considered as an active skill plays an important role in the process of teaching and learning language. It is affirmed by Carrel (1997) "*for many students reading is by far the most important of the four macro skills, particularly English as second or foreign language.*" In term of language proficiency, reading skill has greater importance. It usually known that in the process of developing reading skill some aspects like materials, ways of teaching and students interest have greater importance.

This study investigates an important area of reading skill at tertiary level in Bangladesh.

It examines the present situation of teaching reading skills of English, the problems students encounter during reading an English text and the learners' proficiency level of reading skills when they are at the tertiary level in Bangladesh. It also examines the reading materials used at the tertiary level.

The methods for empirical investigation in the study include students' questionnaire survey. Reading components of the syllabus and the reading materials are also evaluated. The thesis consists of 5 chapters: Chapter 1 introduces and establishes the topic focus, outlines the objectives, highlights the problems in the field of study and discusses the significance of the study.

Chapter 2 describes literature review in which it has been described different studies inside and out side of the country on reading skill.

Chapter 3 briefly discusses the methods usually used in ELT research of this type, and the methods used in the present study. It discusses the instruments used for questionnaire survey, interview, and tests of reading skills. It also presents sampling plans for each method.

Chapter 4 presents the results and analyses the data. It includes the results collected through the empirical investigation.

Chapter 5 presents a summary of the findings, discusses the implications of the findings and makes some recommendations for improving the reading syllabus, materials and pedagogy in Bangladesh. It includes a general conclusion. The findings show that students' present level of reading is not up to the mark; the reading pedagogy used in the country is also in most cases backdated.

ACKNOWLEDGEMENTS

At first I would like to express my gratitude to the Almighty whose mercy enabled me to complete this thesis successfully. I am deeply indebted to Assistant Professor Zahid Akter, an inspirational teacher of the Department of English, East West University, for his friendly guidance and assistance at all stages of this dissertation. I would like to acknowledge humbly that his constant guidance inspired me all through the study. Without his help and careful guidance this thesis would not have been possible. I am very much thankful to Sirajul Islam, my friend and colleague for his help during data collection and Rhenuma Tabassum, my younger classmate for editing some chapters. I also express my gratitude to Mr. Tara Shankar Sinha(lecturer, department of English, East West University) for his help at various stages of the research. Finally, I am very grateful to the students and the honorable teachers of various institutions universities for their co-operation.

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CHAPTER ONE

INTRODUCTION

1.1 Background: English Language Education in Bangladesh

The present structure of formal government sponsored education in Bangladesh, if specifically considered, can be divided into six stages: primary, junior secondary, secondary, higher secondary, undergraduate and post graduate levels. Besides, private educational system can be divided into seven stages: preprimary, primary, junior secondary, secondary, higher secondary, undergraduate and post graduate levels. Both the government sponsored educational system and private educational system at the secondary level can be divided into three sub-systems, such as vocational educational sub-system, general educational sub-system and madrasah educational sub-system. In this study, tertiary level falls within the general education sub-system, which is located between the higher secondary and post graduate ting program. The age of the students, at this level, usually ranges from 18 to above. On completion of four years of study here the students sit for the final examination. In terms of private university, some students have two finals examination in year.

In this study, particularly tertiary level of students were chosen because at this level the students are supposed to receive a certain standard of knowledge and skills necessary for their future lives. First, their opportunities for higher education mostly depend on the standard of education they receive at this level. Secondly, those who would not want to continue their study or would not be qualified for further education will be able to earn their livelihood on the basis of knowledge and skills acquired at this level. Above all, the importance of tertiary level lies in the fact that students shift themselves to the suitable branches of profession according to their merit and interest they receive at this level.

Private sponsored educational system and Government sponsored educational system in Bangladesh.

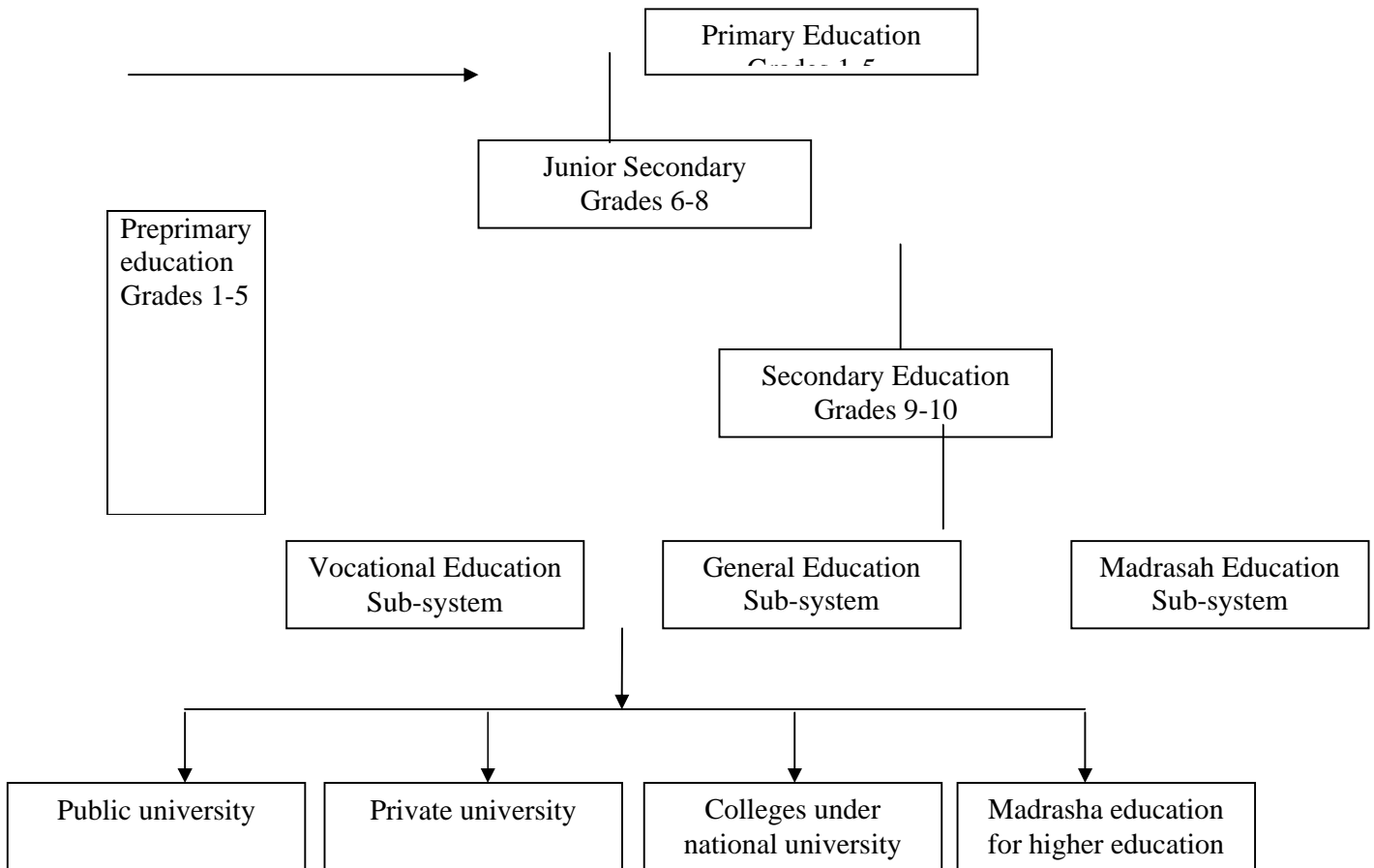


Figure 1: Schematic representation of the private and government educational system unto post graduation level in Bangladesh

1.2 The Statement of the Problem

In the world of globalization, it is generally assumed that English skill is of crucial importance.

In Bangladesh, it might be said that English skill, especially reading skill, is not at all satisfactory. It can be usually said that students' proficiency of reading English is very poor in this country. Students face difficulties at different linguistic levels while comprehending a reading text.

A large number of students at tertiary level in our country cannot access English textbooks prescribed in their syllabus for their lack of required proficiency of reading skills in English (Rahman, 2004).

It usually can be said that at the very beginning of tertiary level students face huge problem to interpret analytical texts. According to Chowdhuri (2009) students in Bangladesh after higher secondary get reading difficulties in analytical texts which are not present at secondary and higher secondary levels.

We know that materials play an important role in comprehending a text. So it might be another reason why students at tertiary level in Bangladesh cannot comprehend text properly as in most cases materials are adopted from foreign culture. In this regard Choudhuri (2009) states:

Students do not get interest in reading texts which do not have co- relation with the readers' cultural background. He also states that students have difficulties in new words, and sentence structures

In secondary and higher secondary levels we have communicative system of English language teaching, but without proper implementation. As a result, students become proficient neither in communication nor in linguistic (grammatical) knowledge. So it has great effect on them when they are at tertiary level.

In this regard Mahmud (2009), observes,

At tertiary level, 40% students agree that reading lessons are not interesting in the class room because of difficult structure, new words and phrases. Teachers express their opinion that 60% students get reading difficulties because of difficulties structures, new words and phrases.

Referring to the present level of proficiency of our learners in English, Tasmin (2001: 52-53), similarly, notes the inadequate proficiency of our learners in English:

There are some other problems that discourage the students to continue reading a text. Most students fail to understand the syntax, especially when the sentence structures are long. They also have problems with understanding text organization. Some ELT researches in Bangladesh found that students' proficiency in reading is very poor. He found out that students' proficiency in almost all the sub-skills of reading is below average.

Based on all these observations, reflections and findings, it may be concluded that to improve students' reading proficiency at tertiary level we need to do a great deal of works.

1.3 The Purpose of the Study

The purpose of the study is to determine the appropriateness of teaching techniques and materials, presently in practice at tertiary level of Bangladeshi classrooms, which have major role comprehending a reading text. The study, alongside, tries to discuss how EFL/ESL reading comprehension involves background knowledge which goes far beyond structural knowledge. In addition, this study, besides, discusses the relevance of students' expectations and their achievements from the present educational system.

1.4 Central Research Questions:

This research will conducted based on three central questions mentioned below:

- a. What are the comprehension difficulties that students face while reading a text?

b. What are the reasons behind such difficulties?

c. What can teachers do to improve students' reading skills?

1.5 Significance of the Study

At the present world, it is obvious that English language has greater importance in international communication and with time it is increasing immensely. English language with its wide range of geographical dispersed, has covered wide range of purposes like economical, social and political aspects of the world. So to cope with present world, Bangladesh needs to pay attention in the development of our English skills.

Here lies the general significance of this study that it will try to point out some areas where steps can be taken to promote the English language teaching-learning (reading skill) conditions in Bangladesh. The present study, in this respect, will try to describe specifically the situations concerning the students' competence, the efficacy of textbook, and materials and examination system and most importantly, the present state of students' competence. Thus, the study is descriptive in nature, which will try to provide us an insight regarding different aspects of students reading skills with its teaching-learning activities at tertiary level. Such an insight will, in turn, suggest us the kind of measures we need to take in order to improve the classroom English language teaching and learning conditions at tertiary level in Bangladesh.

1.6 Definition of Reading Comprehension with its some features:

"Reading is a receptive language process. It is a psycholinguistic guessing game (Kenneth Goodman, 1967). There is an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language as thought" (ibid).

Sometimes, a text suggests something indirectly rather than directly. It is the responsibility of the reader to infer this information. So, inference is the process of reconstructing the

writer's unstated presuppositions. Grellet (1996: 14) has defined inference as "... making use of syntactic, logical and cultural clues to discover the meaning of unknown elements." It is also the process used by the reader to draw a certain conclusion from facts, points in an argument etc. supplied by the text (Nuttall, 1996: 114). Abbott and Wingard (1981) regard inference as a manipulative thinking skill. While inferring, readers manipulate their thinking power to interpret the text– not only explicitly but also implicitly.

Unlike predicting, previewing is a very specific reading skill. It is a quick technique to find out where the required information is likely to be (Grellet, 1996: 17- 18). It involves using the title of a text, the table of contents, the index, the appendix, the preface of the author or publisher, headings or subtitles of chapters and paragraphs, information in the back cover, acknowledgement etc. Anticipation is the process of forming an idea about the contents of a text and expecting the intended items from it before starting reading.

Grellet, (1996), mentions that anticipation in reading motivates the readers to read. She further states that readers start reading a book in order to find out a number of things in it– specific information, ideas, answers to a number of questions etc. They expect that the book will be able to provide them with the intended things. This 'expectation' is inherent in the process of reading 'which is a permanent interrelationship between the reader and the text' (Grellet, 1996: 18).

1.7 Delimitations of the Study

This study focuses on six institutions and these are-- two private universities, two public universities, and two public college and universities because it is difficult to cover all the institutions of Bangladesh in limited time by one researcher; and more importantly not all the institutions have English department. Researcher needs to narrow down the research area because of time constrain. It would better for the researcher to go individual students with particular text and find out the area of difficulties and reasons behind it. However, it is very

difficult to do that as student might feel bored and show dissatisfaction. The researcher decides to focus on tertiary level students of English department to find out different aspects of reading difficulties and reasons behind it. On the other hand, I select these institutions in random basis to show the real picture of different academic (private and public) institutions.

1.8 Limitations of the Study:

The title of the study claims to focus on different aspects of reading comprehension difficulties at tertiary level as a whole and it is also applicable to Bangladesh in general. But data have been collected from six educational institutions in Dhaka city only. Data could be collected from rural places as well to increase the external validity of the study.

In data-gathering instruments, only questionnaire has been used. This could be supplemented by other means of data collection such as classroom observation and interview. The number of students sample covered in this study is only ninety and the number of teacher sample covered in this study is only twelve. This number could be increased to make the findings of the study more to generalize about the students' present state of reading skill and teachers teaching English at tertiary level in Bangladesh. As very few researches have been done on this topic the researcher needs to find information from internet, books journals and MA dissertations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of the major works of researches conducted so far in the field of reading comprehension problems and its importance in language learning. In the first place, we shall look into the large-scale world studies with regard to the importance of reading skills and its relation with learning a language. Then we shall turn to Bangladeshi perspectives of how students are facing difficulties and reasons behind it.

2.2 Foreign Context

Reading might play a crucial role in language learning specially in second language learning. Fry (1965, p. 24), in his studies, shows how reading plays an important role in second language learning:

The benefits of reading widely and relatively long texts are enormous for students with a relatively high level of proficiency in the language. They have different needs and different problems from those which they faced at lower educational levels. As they have already studied the vast majority of structures and ways of expressing meaning in English, these students need to be well familiar with the intricacies of these structures, rather than learning ever more. Through reading they can have better understanding of “the subtleties and shades of meaning carried by the use of a particular choice of words in a particular context.” Grammatical Structures and vocabulary can be learned easily through reading a lot. While students are about to complete their formal study of the “structural elements of English”, vocabulary will continue growing.

On the other hand (Nuttall, 1982, p. 19), focuses on the most typical use of reading in a foreign language class is to teach the language itself. In this way, vocabulary, structures and other things can be learnt through reading in a foreign language and to extend command over that particular language.

According to Addison (n.d.), reading and writing are very closely related. If someone does not understand the material which he or she is supposed to write about, chances are there that he will not write about it very well. Improving reading skills may very well have a positive effect on writing (ibid.).

“It is also true that students who read avidly usually write more complex and develop stories than those who don’t.” (Senior, 2007, p. 119). Reading texts provide good models for writing and provide opportunities to study language vocabulary, grammar, punctuation and the way sentences, paragraphs and texts are constructed (Harmer, 1998, p. 68). “In great many classrooms the reading lesson is used as an opportunity to deal with pronunciation, encourage fluent and expressive speaking and so on.” (Nuttall, 1982, p. 2). For the purpose of learning how to speak a language reading aloud is thus very important especially at early stages of language learning which may, according to Nuttall, last for two to three years. Good reading texts introduce interesting topics, stimulate discussions, excite imaginative responses and are the springboard for well rounded, fascinating lessons (Harmer, 1998, p. 68).

Sometimes the teacher gives a chance to students to speak on a certain topic. Each student for the said topic has to study a lot. It improves his listening, thinking as well as speaking abilities. “Students find it interesting to see other students sharing the news they have gleaned. It makes them better listeners and in turn better speakers as well”. (Sewjee, 2001, p. 23).

Content schema or cultural orientation in terms of background knowledge is also a factor that influences L2/FL reading and has been discussed by Carrell (1983).

Context and contextual reading materials might have greater advantages to understand any reading text. Participants better comprehended and remembered passages that were similar in some way to their native cultures, or that were deemed more familiar to them. Other studies (Carrell, 1981; Johnson, 1981, 1982; Langer, Barolome, Vasquez, & Lucas, 1990; Shimoda, 1989), have shown similar effects in that participants better comprehended and/or remembered passages that were more familiar to them. Further evidence from such studies also suggested that reader's schemata for content affected comprehension and remembering more than did their formal schemata for text organization. For example in the Carrell's (1987) study described above, subjects remembered the most when both the content and rhetorical form was familiar to them. However, when only content or only form was unfamiliar, unfamiliar content caused more difficulty for the readers than did unfamiliar form (ibid).

Extensive reading might have greater importance in increasing language proficiency in different ways. Krashen (1993), as a result of an examination of research on in-school reading and "out of school" self-reported free voluntary reading conducted in many different countries, concludes that free voluntary reading or sustained independent reading results in better reading comprehension, writing style, vocabulary, spelling, and grammatical development. A study by Hayashi (1999) of the effects of extensive reading on Japanese university students' proficiency in English found that students who reported reading more English books experienced significantly greater improvement in reading ability and vocabulary knowledge than those who reported reading less, as measured by pre- and post-tests. The students also reported that the extensive reading program helped them to improve their English. The same perception towards extensive reading was held by the students studied by McQuillan (1994), in which they overwhelmingly found extensive reading to be

not only more pleasurable, but also more beneficial for language acquisition than instruction in grammar. The same results were also found by Dupuy (1997) in replicating McQuillan's study. However, the most convincing evidence for the benefits of extensive reading comes from what has come to be known as the "book flood" studies (Elly & Mangubhai, 1981; Elly & Mangubhai 1983).

2.3 Bangladeshi Context

The weak readers of English in Bangladesh have characteristics in common. These are predictors or symptoms as well as causes of being weak in reading. Quder (1999) has found out many of them.

First of all, her study, conducted on 100 students of five different levels at the Institute of Modern Language of Dhaka University, has found that the weak readers can neither pinpoint their problems nor, do they know the reasons for the problems. They differ from the more proficient learners as they are unable to specify their problems with language.

The learners with little English can say if they are bad at a particular skill. They can also refer to different grammatical items which are problematic for them. But they cannot analyze their problems and identify their causes. On the other hand, the more proficient learners are more conscious about their problems. They can think more effectively of their problems and bring the problems to their instructors' notice where necessary.

Secondly, according to her study, the weak readers input through reading both in the first and second language is regular in nature and insufficient in nature. More than half of the learners of English in Bangladesh do not read anything non-textual. And, while about 15% of the learners read in their first language, the learners who read anything in English are not more than 3%.

A report, published by Panorama of Italian readers (2007) prescribed that people who do not read more than three books a year are weak readers. On the other hand Qader's (1999) study, with regard to the amount of input of English through reading Bangladesh, reveals how insignificant it is even the students of tertiary level are concerned. Very few of the learners

(about 12%) read English newspaper or magazine. About 5% are members of any library while only 2% reads book in English.

Thirdly, the weaker the learners, the more importance they give to be master in grammatical rules of the foreign language. They believe that they will be able to learn English by learning the grammatical rules. They also think that if they can do the grammatical exercises properly they can use language properly. The weaker readers are more interested in memorizing the rules because they think they thus will result in better language acquisition. In spite of their devotion to learning grammar rules, the student could hardly put this to any use. She reports the students found many grammatical concepts difficult to understand. They could define these concepts easily but did not have any clear understanding of their functions (ibid p – 197)

Fourthly, all weak readers have problems with vocabulary. This problem has many aspects. Their stock of vocabulary is very small in size. They have problems with phrases and idiomatic expressions too. And, they find it very troublesome to deal with culture bound vocabulary. As a result, they could not comprehend whatever they read in English. As they do not comprehend, reading does not interest them: it appears very difficult and boring to them. They consequently read very little and therefore, the opportunities of picking up the strategies of faster and efficient reading.

Finally apart from vocabulary-problems, Bangladeshi learners find reading difficulty also because they do not have essential background and schematic knowledge.

Then, first difficulty is they do not able to predict factors in the situation because they do not have knowledge of situations and lack of the schema (Ibid: p-196).

Besides, reading becomes more difficult for them if the context contains vocabulary with a different meaning from what they already know: 'During the course, student had problems with vocabulary which were different from what they have been used to and any language use that was foreign culture bound. As result of these difficulties they interpret text may differently from what it means (Ibid: P 201)

To sum up her findings, it is found many reasons for learners being weak at reading. They weak readers are weak because they do not read extensively. As they do not read, they can not avail themselves of the opportunities of picking up vocabulary in context. For the same reason, they fail to develop reading strategies and scheme necessary for faster and more

efficient reading. Since they do not have necessary vocabulary or schematic knowledge and cannot use strategic while reading they remain slow and disinterested.

Another study, conducted in Dhaka university students learning English at (Majid (2003) found that adult learners do not pay enough attention while reading. This habit paying instruction attention is of three types: missing particular words and phrases, not following reading instruction neglected below and above the main text.

Bangladeshi learners of English mostly read for exam purposes. They are always after marks and grades. It is because of the negative backwash of the testing system of language proficiency. As the exam system always short cut way to success the English teachers are always busy teaching grammatical structure and thus ensuring that the learners to well in the exam. All the other stockholders support this teaching learning situation. Ahmed (1999) has pointed out some of the habits of the learners and their reasons. Most of the learners prefer to read notes rather than textbooks. The teachers on their part deal only with sentences and their grammatical features. They do not treat a text as a piece of discourse. As for the lexical items, the learners care very little for them because the tests do not test them. For this reasons the learners' never learn the complex grammatical items and their English remain unacceptably low.

Under these circumstance, the private universities in Bangladesh poses good alternative at the tertiary level. And many like Rahman (1999a) are looking forward to them with hope and expectation. It is because English is the sole medium of instruction at the Private University. The student, they cannot continue with their studies if they do not acquire some workable of proficiency in English. So students of private university are instrumentally motivated to learn English.

CHAPTER THREE

Design of the Study

This chapter presents the techniques and methods that were adopted in the administration of this study. Firstly, the system of sampling is detailed. This is followed by a description of the instruments and the procedures that were used in the collection of data. Then a description is given as to the kind of statistical analysis that was required in the interpretation of the data of this study.

3.1 Sampling Procedures

The data for the investigation were collected from 90 students of different university colleges, public university and private university. The students were studying in English of first year and second year of undergraduate program. Out of the 90 students, data were also collected from teachers who were teaching English university college and university. The total number of teachers covered in this investigation was 12.

The institutions included in the sampling procedures were selected randomly from Dhaka City, namely, Private University one, Private University two, Public University, Public University, Public College one and Public College two.

3.2 Setting

The research has conducted in both formal and informal setting. I tried to use the classroom as a formal setting to collect data but I could not. So , I used cafeteria and seminar room (where students converse) as an informal setting to collect data, because it was not always possible to find or use classroom as some instructors were not willing to let researcher use his or her class to collect data. Students' data has been collected from six different institutions of

Dhaka city, through questionnaire for students and teachers. The questionnaire provides data of tertiary level students of English department.

3.3 Sampling:

Data has been collected from ninety students studying in six different universities (two private university, two public universities and two college and universities) in Bangladesh. The subject is first year and second year undergraduate students of different universities mentioned above. Data has been collected through questionnaire which is combination of close -ended and open-ended question.

3.5 Data-gathering Instruments

Questionnaires were used as a means of data elicitation. The items in each scale of the instrument were randomly distributed throughout the questionnaire. The questionnaires for students were divided into four categories, which were labeled as Part-1 and part-2 part- 3 and part -4 with three open-ended questions. The item format for Part-1 type questionnaire drew on the Linker scale which asks individuals to respond to a series of statements by indicating whether they ‘respond always, ‘very often’, ‘sometimes, ‘occasionally’, and ‘never. The item format for Part-2 type questionnaire was developed on a five-point scale which asks individuals to respond to series of statements by indicating whether the incidents in question take place ‘Always’, ‘Very often’, ‘sometimes’, ‘occasionally and ‘Never’.

The Part-1 type questionnaire for students consisted of 3 statements, which aimed to determine the habit and the motivation of the students for reading. The Part-2 type questionnaire for the teachers, on the other hand, consisted of 3 statements, which likewise aimed to determine the efficacy of the ongoing materials and the textbook.

The Part-3 type of questionnaire for the students consisted of 5 statements respectively. These questionnaires were aimed at determining the competence of reading skill. In part -4 type of questionnaire for the students consisted of 6 statements respectively teaching technique and way of using materials in the class room.

3.6 Data Collection Procedures

Data for this study were collected during January February 2012. The researcher made contact with the Principals/ chairperson university colleges and university in the study and a letter of recommendation given by my supervisor was handed over to them. The significance and the method of administering the questionnaires were explained in detail to the institution authorities and the dates for the administration of the questionnaires were set in accordance with the convenience of both the institutions and the researcher. The questionnaires for students were administered in seminar and class room. The researcher read the general instructions of the questionnaire to the students before they were asked to answer them. Besides, during the questionnaire answer session, the researcher moved around the classroom to make sure that the students were answering the questionnaire properly.

The teachers' questionnaires in most cases were given to principal and chairperson or an English teacher who showed interest in the study and took responsibility to distribute and collect the questionnaires. Later on, the researcher collected the questionnaires from that particular teacher on a date arranged according to their mutual convenience. In other cases, the researcher was able to administer the questionnaires himself when the teachers were sitting in the teachers' room.

3.7 Statistical Treatment

In the evaluation of the reading habits, competence and classroom language teaching methodology, the statistical method like 'weighted average' was used. Each statement representing a particular feature or characteristic of the variables was put against a five-point scale. In the case of the variables such as the reading habits, competence and classroom language teaching methodology this five-point scale comprised the descriptive terms such as 'Often', 'Very Often', 'Sometimes', 'Occasionally', and 'Never'. Each descriptive term was given a point-value, which ranged from +2 to -2. Basing on the characteristic features of a particular statement this range of the point-value was sometimes used descending in the scale such as +2, +1, 0, -1, and -2 while sometimes ascending such as -2, -1, 0, +1 and +2. The point-value of the descriptive term was multiplied by the number of responses against each statement. The addition of the numbers provided the total point-value in respect of a particular statement. Then the average point-value was worked out by dividing the total point-value by the number of respondents. Since the weights allocated to the five different descriptive terms range from +2 to -2, a particular statement receiving an average point-value of more than zero (0), i.e. the mean, was considered to be positive and less than the zero negative. Specifically, the average point-value between 0 and .50 was just positive; more than .50 but less than 1.0 was moderately positive; and more than 1.0 was highly positive. In the tables, the point-value between 0.50 and 01 was regarded as significant finding and the point-value of more than 01 was regarded as highly significant finding. In the case of negative finding, the point value between -0.1 and -0.50 was considered to be significant finding and the point value of more than -0.50 was considered to be highly significant finding. The significant findings were marked with one asterisk whereas the highly significant findings were marked with two asterisks.

In the following chapter, we will concentrate on the presentation and interpretation of the data of this investigation.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

As stated in chapter one, the primary purpose of this study was to investigate the reading difficulties at tertiary level in Bangladesh. In this regard, this chapter will concentrate on the presentation and analysis of the data of this study. First of all, we shall concentrate on the data representing individual institution. Then, we shall look into the data representing two same type universities together. Thirdly, a comparison will be made among three different types of institution based on students' responses regarding reading difficulties at tertiary level in Bangladesh. Finally, we shall concentrate on the data representing all institutions together. We also look into students' and teachers' comments. It will shows the present state of the students' reading skills, their range of problems, the teachers 'activities and their role in teaching reading, among others.

PRIVATE UNIVERSITY- ONE

TABLE-1

Frequency Distribution, Total and Average Point-Value of each Item Based on the Questionnaire for Students

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	12	0.33**
		2x7	1x2	0x2	-1x4	-2x0		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	4	0.13
		2x2	1x5	0x3	-1x3	-2x2		
3.	I think that my reading habit outside the classroom helps me in exam. .	+2	+1	0	-1	-2	11	0.46*
		2x5	1x5	0x2	-1x2	-2x1		

Significant finding-*, Highly significant finding-**)

Part -2

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials I face difficulties when I read some reading tasks which are not practiced in the classroom.	-2	-1	0	+1	+2	-6	-0.33**
		2x2	1x7	0x2	+1x3	+2x1		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	4	0.26*
		2x3	1x6	0x1	-1x2	-2x3		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	11	0.46
		2x5	1x4	0x3	-1x1	-2x1		

Significant finding-*, Highly significant finding-**))

Part -3

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique	-2	-1	0	+1	+2	5	0.04
	Memorization helps me to score better in the exam.	-2x1	-1x4	0x4	+1x1	+2x5		
6	The items in question paper only based on the syllabus covered in the class.	-2	-1	0	+1	+2	8	0.33**
		-2x1	-1x2	0x4	+1x4	+2x4		
7	My teachers expect me to give answer from the text	-2	-1	0	+1	+2	1	0.06
		-2x1	-1x3	0x5	+1x2	+2x2		
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	2	0.04*
		+2x3	+1x4	0x3	-1x2	-2x3		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	6	0.33**
		-2x2	-1x2	0x2	+1x6	+2x3		

Significant finding-*, Highly significant finding-**)

Part -4

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+ 2	-13	-0.46*
		-2x6	-1x3	0x 4	+1x2	+2x 0		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	1	0.04
		+2x1	+1x6	0x4	-1x1	-2x3		
16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	10	0.53*
		+2x 2	+1x8	0x3	-1x2	-2x0		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	6	0.33
		+2x 2	+1x6	0x4	-1x2	-2x1		
18.	I understand shift and transition of ideas in a text	+2	+1	0	-1	-2	5	0.13
		+2x 3	+1x5	0x2	-1x4	-2x1		
19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	5	0.17
		+2x 2	+1x 4	0x7	-1x1	-2x1		

Significant finding-*, Highly significant finding-**)

Determination of the students' interest in English language learning based on students' responses:

To determine the students' interest in English language learning at the tertiary three statements were developed which comprised part-1 of the students' questionnaire. These statements are presented in Table-1

Interpretation:

The first statement on general statement "I read English text" received an average point value 0.33. Seven respondents said that they always read English text, two respondents said that they very often read English text, two respondents could not decide, four respondents said that they occasionally read English text, no respondent was found who never reads English text. As the average point-value is 0.33 but less than 0.5 this item carries just positive value suggesting that students have good habit of reading.

The second statement on general statement "I get pleasure reading English texts" received an average point-value 0.13. Two respondents said that they always get pleasure reading an English text, five respondents said that they very often get pleasure reading English texts, three respondents could not decide, three respondents said that they occasionally read and get pleasure and only two respondents said they never get pleasure reading an English text. As the average point-value is 0.13 this item carries just positive value suggesting that students get pleasure by reading text but it is not satisfactory to be a good reader.

The third statement on general statement, "I think that my reading habit outside the classroom helps me in exam" received an average point-value 0.46. Five respondents said that their reading habit outside the classroom always helps them in exam, five respondents said that their reading habit outside the classroom very often helps them in examination, two respondents could not decide, two respondents said that their reading habit outside the classroom occasionally helps them in examination and one respondent said that his or her reading habit outside the classroom never helps him or her in examination. The average

point-value is 0.46 this item carries just positive value suggesting that students' reading out side of syllabus helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

To determine the effectiveness of the materials in English language learning based on students' responses, three statements were developed which comprised Part-2 of the students' questionnaire. These statements are presented in Table-1.

Interpretation:

The first statement on general statement "I face difficulties when I read some reading tasks which are not practiced in the classroom" received an average point value -0.33. Two respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, seven respondents said that they very often face difficulties when they read some reading tasks which are not practiced in the classroom and ten respondents could not decide and three respondents said that they occasionally face difficulties when they read some reading tasks which are not practiced in the classroom and one respondent said that he or she never face difficulties when they read some reading tasks which are not practiced in the classroom. As the average point-value is -0.33 this item carries just negative value suggesting that students get difficulties while they read some texts which are not practiced in the classroom.

The second statement on general statement "My teachers relate the foreign materials to our own culture or context" received an average point value 0.17. Three respondents said that their teachers always relate the foreign materials to our own culture or context, six respondents said that their teachers very often relate the foreign materials to our own culture or context, one respondent could not decide, two respondents said that their teachers occasionally relate the foreign materials to our own culture or context, three respondents said

that their teachers never relate the foreign materials to our own culture or context. As the average point-value is 0.26 but less than 0.50, this item carries just positive value suggesting that teachers sometimes relate foreign materials with our own culture.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value 0.46. Five respondents said their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, four respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them up in dictionary, three respondents could not decide, one respondent said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and one respondent said that his or her teacher never ask him or her to guess the meaning of unknown. The average point-value is 0.46 mean this item carries just negative value suggesting that teachers scarcely ask students to find some unknown word meaning without looking up the dictionary.

6.1. Evaluation of the Prevalent teaching technique Based on students’ Responses:

To determine the efficacy of the prevalent teaching technique based on students’ response at tertiary level, five statements were developed which comprised Part-3 of the students’ questionnaire. These statements are presented in Table-1

Interpretation:

The first statement, on the prevalent teaching technique “Memorization helps me to score better in the exam” received an average point value 0.04. One respondent said that memorization always helps to score better in the examination, four respondents said that it

helps very often, four respondents could not decide, one respondent said that memorization helps occasionally to score better in the examination and five respondents said that memorization never helps to score better in the examination. As the average point-value is 0.04, this item carries positive value suggesting that students memorize to make better in the exam.

The second statement on the teaching technique, “The items in question paper only based on the syllabus covered in the class” received an average point-value 0.33. One respondent said that the items in question paper are always from the syllabus covered in the class, two respondents said that the items in question paper are very often based on the syllabus covered in the class, four respondents could not decide, four respondents said that the items in question paper are occasionally based on the syllabus covered in the class and the four respondents said that question paper is never from on the syllabus covered in the class. As the average point-value is 0.33, this item carries just positive value suggesting that students can not go beyond texts which are practiced in the class room.

The third statement on teaching technique, “My teachers expect me to give answer from the text” received an average point-value -0.06. One respondent said that their teachers always expect him or her to give answer from the text, three respondents said that their teachers very often expect them to give answer from the text, five respondents could not decide, two respondents said that their teachers occasionally expect them to give answer from the text and two respondents said that their teachers never expect them to give answer from the text. The average point-value-0.06 this item carries just negative value suggesting that both teachers and students are examination oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.04. Three respondents said that their teachers always ask them to relate text with their previous knowledge, five respondents said

that their teachers very often ask them to relate text with their previous knowledge. Two respondents could not decide, two respondents said that their teachers occasionally ask them to relate text with their previous knowledge and three respondents that their teachers never ask them to relate text with their previous knowledge. The average point-value is 0.4 this item carries just positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value 0.33. Two respondents said that their teachers always suggest them to focus on grammatical rules, two respondents said that their teachers very often suggest them to focus on grammatical rules, two respondents could not decide, six respondents said that their teachers occasionally suggest them to focus on grammatical rules while three respondents said that teachers never suggest them to focus on grammatical rules. As the average point-value is 0.33 this item carries just positive value suggesting that teacher are not traditional as they do not emphasis always on grammatical rules.

Evaluation of the students’ competence Based on Teachers’ Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students’ response at tertiary level, six statements were developed which comprised Part-4 of the teacher’s questionnaire. These statements are presented in Table-1

Interpretation:

The first statement on the textbook “I need to search dictionary frequently to find meanings of unknown words” received an average point value -0.46. Six respondents said that they always need to search dictionary to find meanings of unknown words, three respondents said that they very often need to search dictionary to find meanings of unknown words, four respondents could not decide, two respondents said that they occasionally need to search

dictionary to find meanings of unknown words and no one responded for the last item. The average point-value is -0.46 suggesting that students are overly dependent on dictionary to find out unknown words meaning.

The second statement on the competence, “I guess a meaning of an unknown word from the text without the help of dictionary” received an average point-value- 0.04. Only one respondent said that he or she can always guess a meaning of an unknown word from the text without the help of dictionary, six respondents said that he or she can very often guess a meaning of an unknown word from the text without the help of dictionary, four respondents could not decide, one respondent said that he or she can occasionally guess a meaning of an unknown word from the text without the help of dictionary and three respondents said that they can never guess a meaning of an unknown word from the text without the help of dictionary. As the average point-value is -0.04, this item carries just positive value suggesting that students are aware to find out meaning based on context but students are not aware always.

The third statement on competence, “I can guess a particular reading text looking at its title” received an average point-value 0.53. Two respondents said that they can always guess a particular reading text looking at its title, eight respondents said that they can occasionally guess a particular reading text looking at its title, three respondents could not decide, two respondents said that they can occasionally guess a particular reading text looking at its title, no one respondent the final point of never. The average point-value is 0.53 this item carries moderately positive suggesting that students have good skill to analyze a text.

The fourth statement on the examination system, “I can relate my background knowledge with my reading text used in the class room” received an average point-value 0.33. Two respondents said that they can always relate their background knowledge with their reading text used in the class room, six respondents said that they very often can relate their

background knowledge with their reading text used in the class room, four respondents could not decide, two respondents said that they can occasionally relate their background knowledge with their reading text used in the class room and only one responded for the final point. The average point-value is 0.33, this item carries just positive value suggesting that students are able to relate textual knowledge with their own schema.

The fifth statement on the examination system “I understand shift and transition of ideas in a text” received an average point-value .0.13. Three respondents said that they can always understand shift and transition of ideas in a text, five respondents said that they can very often understand shift and transition of ideas in a text, two respondents could not decide, four respondents said that they can occasionally understand shift and transition of ideas in a text while the rest one respondent said that he or she never can understand shift and transition of ideas in a text. As the average point-value is 0.13. This item carries just positive value suggesting that students face difficulties to understand writer’s perspective.

The sixth statement on the examination system, “I understand the writers tone mood and purpose” received an average point-value 0.17. Only two respondents said that they always understand the writers’ tone, mood and purpose, four respondents said that they can very often understand the writers’ tone, mood and purpose, seven respondents could not decide, four respondents said that they can occasionally understand the writers’ tone mood and purpose and two respondents said that they can never understand the writers’ tone mood and purpose. As the average point-value is 0.17, this item carries moderately positive value suggesting that students face difficulties to understand tone or mood of the text.

PRIVATE UNIVERSITY TWO

Table -2

**Frequency Distribution, Total and Average Point-Value of each Item Based on the
Questionnaire for Students**

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	10	0.33
		+2x7	1x2	0x2	-1x2	-2x2		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	10	0.4
		2x5	1x2	0x7	-1x0	-2x1		
3.	I think that my reading habit outside the classroom helps me in exam. .	+2	+1	0	-1	-2	12	0.53
		2x4	1x5	0x5	-1x1	-2x0		

Significant finding-*, Highly significant finding-**)

Part -2

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials	-2	-1	0	+1	+2	-5	-0.13
	I face difficulties when I read some reading tasks which are not practiced in the classroom.	-2x3	-1x1	0x9	+1x2	+2x0		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	9	0.4
		2x4	1x4	0x5	-1x1	-2x1		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	-8	-0.26
		2x1	1x2	0x5	-1x2	-2x5		

Significant finding-*, Highly significant finding-**))

Part -3

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique	-2	-1	0	+1	+2	4	0.06*
	Memorization helps me to score better in the exam.	-2x1	-1x2	0x7	+1x2	+2x3		
6	The items in question paper only based on the syllabus covered in the class.	-2	-1	0	+1	+2	-8	-0.33
		-2x4	-1x4	0x4	+1x2	+2x1		
	My teachers expect me to give	-2	-1	0	+1	+2		

7	answer from the text	-2x8	-1x1	0x2	+1x3	+2x1	-12	-0.33
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	12	0.53
		+2x4	+1x5	0x5	-1x1	-2x0		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	-18	-0.6**
		-2x9	-1x1	0x10	+1x1	+2x0		

Significant finding-*, Highly significant finding-**))

Part -4

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+2	-16	-0.66
		-2x6	-1x5	0x3	+1x1	+2x0		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	7	0.26*
		+2x3	+1x4	0x5	-1x3	-2x0		
16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	15	0.6
		+2x7	+1x3	0x4	-1x0	-2x1		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	13	0.46*
		+2x6	+1x2	0x6	-1x1	-2x0		
	I understand shift and transition of ideas	+2	+1	0	-1	-2		0.46

18.	in a text	+2x 5	+1x4	0x4	-1x2	-2x0	12	
19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	8	0.46
		+2x4	+1x 2	0x8	-1x0	-2x1		

(Significant finding-*, Highly significant finding-**)

Determination of the students' interested in English language learning based on students' responses:

To determine the students' interest in English language learning at the tertiary three statements were developed which comprised Part-1 of the students' questionnaire. These statements are presented in Table-2

Interpretation:

The first statement on general statement "I read English text" received an average point value 0.33. Seven respondents said that they always read English text, two respondents said that they very often read English text, two respondents could not decide, two respondents said that they occasionally read English text, two respondents were found who never read English text. As the average point-value is 0.33 but less than 0.5 this item carries just positive value suggesting that students have good habit of reading.

The second statement on general statement "I get pleasure reading English texts" received an average point-value 0.4. Five respondents said that they always get pleasure reading an English text, two respondents said that they very often get pleasure reading English texts, seven respondents could not decide, no respondent said that they occasionally read and get pleasure and only one respondent said he or she never get pleasure reading an English text. As the average point-value is 0.4, this item carries just positive value suggesting that students get pleasure by reading text but not always.

The third statement on general statement, “I think that my reading habit outside the classroom helps me in examination” received an average point-value 0.53. Four respondents said that their reading habit outside the classroom always helps them in examination, five respondents said that their reading habit outside the classroom very often helps them in examination, five respondents could not decide, one respondent said that his or her reading habit outside the classroom occasionally helps him or her in the examination and no respondent said that his or her reading habit outside the classroom never helps him or her in the examination. The average point-value is 0.53, this item carries just positive value suggesting that students’ reading out side of syllabus helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

To determine the effectiveness of the materials in English language learning based on students’ responses, three statements were developed which comprised Part-2 of the students’ questionnaire. These statements are presented in Table-2

Interpretation:

The first statement on general statement “I face difficulties when I read some reading tasks which are not practiced in the classroom” received an average point value -0.13. Three respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, one respondent said that he or she very often faces difficulties when he or she reads some reading tasks which are not practiced in the classroom and nine respondents could not decide and two respondents said that they occasionally face difficulties when they read some reading tasks which are not practiced in the classroom and

no one responded for the final point. As the average point-value is -0.13 this item carries just negative value suggesting that students do not get difficulties while they read some texts which are not practiced in the classroom.

The second statement on general statement “My teachers relate the foreign materials to our own culture or context” received an average point value 0.4. Four respondents said that their teachers always relate the foreign materials to our own culture or context, four respondents said that their teachers very often relate the foreign materials to our own culture or context, five respondents could not decide, one respondents said that his or her teachers occasionally relate the foreign materials to our own culture or context, one respondent said that his or her teachers never relate the foreign materials to our own culture or context. As the average point-value is 0.4, this item carries just positive value suggesting that teachers hardly relate foreign materials with our own culture.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value - 0.26. One respondent said his or her teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, two respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them up in dictionary, five respondents could not decide, two respondents said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and five respondents said that their teachers never ask him or her to guess the meaning of unknown. The average point-value is -0.26mean this item carries just negative value suggesting that teachers scarcely ask students to find some unknown words meaning without looking up the dictionary.

Evaluation of the Prevalent teaching technique Based on students' Responses:

To determine the efficacy of the prevalent teaching technique based on students' response at tertiary level, five statements were developed which comprised Part-3 of the students' questionnaire. These statements are presented in Table2

Interpretation:

The first statement, on the prevalent teaching technique "Memorization helps me to score better in the exam" received an average point value 0.06. One respondent said that memorization always helps to score better in the exam, two respondents said that it helps very often, seven respondents could not decide, two respondents said that memorization helps occasionally to score better in the exam and three respondents said that memorization never helps to score better in the exam. As the average point-value is 0.06, this item carries positive value suggesting that students do not memorize to make better in the exam.

The second statement on the teaching technique, "The items in question paper only based on the syllabus covered in the class" received an average point-value -0.33. Four respondents said that the items in question paper are always from the syllabus covered in the class, four respondents said that the items in question paper are very often based on the syllabus covered in the class, four respondents could not decide, two respondents said that the items in question paper are occasionally based on the syllabus covered in the class and the one respondents said that question paper is never from on the syllabus covered in the class. As the average point-value is -0.33, this item carries just positive value suggesting that students can not go beyond texts which are practiced in the class room.

The third statement on teaching technique, “My teachers expect me to give answer from the text” received an average point-value -0.33. Eight respondent said that their teachers always expect him or her to give answer from the text, one respondent said that his or her teachers very often expect him or her to give answer from the text, two respondents could not decide, three respondents said that their teachers occasionally expect them to give answer from the text and one respondent said that his or her teachers never expect him or her to give answer from the text. The average point-value-0.33this item carries just negative value suggesting that both teachers and students are examination oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.53.Four respondents said that their teachers always ask them to relate text with their previous knowledge, five respondents said that their teachers very often ask them to relate text with their previous knowledge, five respondents could not decide, one respondent said that his or her teachers occasionally ask him or her to relate text with their previous knowledge and no respondent said that their teachers never ask them to relate text with their previous knowledge. The average point-value 0.53this item carries just positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value -0.6. Nine respondents said that their teachers always suggest them to focus on grammatical rules, one respondent said that their teachers very often suggest them to focus on grammatical rules, ten respondents could not decide, one respondent said that his her teachers occasionally suggest him or her to focus on grammatical rules while three respondents said that his or her teachers never suggest him or her to focus on grammatical rules. As the average point-value is -0.6 this item carries just

positive value suggesting that teachers are very traditional as they emphasize on grammatical rules.

Evaluation of the Students' Competence Based on Students' Responses:

To determine the efficacy of the prevalent students' competence based on students' response at tertiary level, six statements were developed which comprised Part-4 of the teacher's questionnaire. These statements are presented in Table-1

Interpretation:

The first statement on the textbook "I need to search dictionary frequently to find meanings of unknown words" received an average point value -0.66. Six respondents said that they always need to search dictionary to find meanings of unknown words, five respondents said that they very often need to search dictionary to find meanings of unknown words, three respondents could decide, one respondent said that he or she occasionally needs to search dictionary to find meanings of unknown words and no one responded for the last item. The average point-value is -0.66 suggesting that students are overly dependent on dictionary to find out unknown words meaning.

The second statement on the competence, "I guess a meaning of an unknown word from the text without the help of dictionary" received an average point-value 0.26. Three respondents said that they can always guess a meaning of an unknown word from the text without the help of dictionary, four respondents said that they can very often guess a meaning of an unknown word from the text without the help of dictionary, five respondents could not decide, three respondents said that they can occasionally guess a meaning of an unknown word from the text without the help of dictionary and no respondent said that they can never guess very often a meaning of an unknown word from the text without the help of dictionary. As the average point-value is 0.26, this item carries just positive value suggesting that students are aware to find out meaning based on context.

The third statement on competence, “I can guess a particular reading text looking at its title” received an average point-value 0.6. Seven respondents said that they can always guess a particular reading text looking at its title, three respondents said that they can occasionally guess a particular reading text looking at its title, four respondents said that they could not decide, no respondent said that they can occasionally always guess a particular reading text looking at its title, one responded for the final point. The average point-value is 0.6 this item carries just positive suggesting that students have very poor skill to analyze a text.

The fourth statement on the examination system, “I can relate my background knowledge with my reading text used in the class room” received an average point-value 0.46. six respondents said that they can always relate their background knowledge with their reading text used in the class room, two respondents said that they very often can relate their background knowledge with their reading text used in the class room, six could not decide, one respondent said that the or she can occasionally relate their background knowledge with their reading text used in the class room respondents and only one respondent for the final point of never. The average point-value is 0.46; this item carries fairly positive value suggesting that students are able to relate textual knowledge with their own schema.

The fifth statement on the examination system “I understand shift and transition of ideas in a text” received an average point-value 0.46. Five respondents said that they can always understand shift and transition of ideas in a text, four respondents said that they can very often understand shift and transition of ideas in a text, four respondents said that they could not decide, two respondents said that they can occasionally understand shift and transition of ideas in a text while no respondent said that he or she never can understand shift and transition of ideas in a text. As the average point-value is 0.46, this item carries just positive value suggesting that students sometimes face difficulties to understand writer’s perspective.

The sixth statement on the examination system, “I understand the writers tone mood and purpose” received an average point-value 0 .46, Four respondents said that they always understand the writers’ tone, mood and purpose, two respondents said that they can very often understand the writers’ tone, mood and purpose, two respondents said that they could not decide, no respondent said that they can occasionally understand the writers’ tone mood and purpose and one respondent said that they can never understand the writers’ tone mood and purpose. As the average point-value is 0 .46, This item carries just positive value suggesting that students face have difficulties to understand tone or mood of the text.

PUBLIC UNIVERSITY ONE

**Frequency Distribution, Total and Average Point-Value of each Item Based on the
Questionnaire for Students**

Table -3

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	9	0.46
		2x3	1x4	0x7	-1x1	-2x0		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	12	0.53
		2x5	1x3	0x7	-1x1	-2x0		
3.	I think that my reading habit outside the classroom helps me in exam. .	+2	+1	0	-1	-2	7	0.38
		2x3	1x5	0x4	-1x2	-2x1		

Significant finding-*, Highly significant finding-**))

Part -2

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials	+2	+1	0	-1	-2	5	0.31*
	I face difficulties when I read some reading tasks which are not practiced in the classroom.	2x1	1x4	0x9	-1x1	-2x0		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	2	0.08
		2x1	1x3	0x8	-1x3	-2x0		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	0	0
		2x0	1x2	0x9	-1x2	-2x0		

Significant finding-*, Highly significant finding-**)

Part -3

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique	-2	-1	0	+1	+2	-	-0.87
	Memorization helps me to score better in the exam.	-2x1	-1x11	0x2	+1x1	+2x0		
6	The items in question paper only based on the syllabus covered in the class.	-2	-1	0	+1	+2	-	-0.69
		-2x4	-1x5	0x6	+1x0	+2x0		
	My teachers expect me to give	-2	-1	0	+1	+2		

7	answer from the text	-2x1	-1x7	0x6	+1x1	+2x0	-8	-0.54*
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	4	0.23*
		+2x1	+1x5	0x6	-1x3	-2x0		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	-3	-0.15**
		-2x1	-1x3	0x9	+1x2	+2x0		

Significant finding-*, Highly significant finding-**)

Part -4

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+2	-2	-0.08
		-2x1	-1x4	0x6	+1x4	+2x0		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	-1	-0.15*
		+2x1	+1x3	0x5	-1x6	-2x0		
16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	2	0.15
		+2x2	+1x3	0x7	-1x3	-2x0		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	5	0.31
		+2x1	+1x6	0x5	-1x3	-2x0		
18.	I understand shift and transition of ideas in a text	+2	+1	0	-1	-2	4	0.23
		+2x1	+1x5	0x6	-1x3	-2x0		

19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	0	0
		+2x 0	+1x 2	0x11	-1x2	-2x0		

Significant finding-*, Highly significant finding-**))

Determination of the students’ interest in English language learning based on students’ responses:

To determine the students’ interest in English language learning at the tertiary three statements were developed which comprised part-1 of the students’ questionnaire. These statements are presented in Table-3

Interpretation:

The first statement on general statement “I read English text” received an average point value 0.46. Three respondents said that they always read English text, four respondents said that they very often read English text, seven respondents could not decide, one respondent said that he or she occasionally reads English text, no respondent was found who never reads English text. As the average point-value is 0.46 but less than 0.5 this item carries just positive value suggesting that students have good habit of reading.

The second statement on general statement “I get pleasure reading English texts” received an average point-value 0.53. One respondent said that he or she always get pleasure reading an English text, four respondents said that they very often get pleasure reading English texts, nine respondents could not decide, one respondent said that he or she occasionally reads and gets pleasure and no respondent said that they never get pleasure reading an English text. As the average point-value is 0.53, this item carries moderately positive value suggesting that students get pleasure reading text.

The third statement on general statement, “I think that my reading habit outside the classroom helps me in exam” received an average point-value 0.38. Three respondents said that their

reading habit outside the classroom always helps them in exam, five respondents said that their reading habit outside the classroom very often helps them in exam, four respondents could not decide, two respondents said that their reading habit outside the classroom occasionally helps them in the exam and one respondent said that his or her reading habit outside the classroom never helps him or her in the exam. The average point-value is 0.38 this item carries just positive value suggesting that students' reading habit out side of syllabus helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

Determination of the effectiveness of the materials used in the class room in English language learning based on students' responses, three statements were developed which comprised Part-2 of the students' questionnaire. These statements are presented in -Table-3

Interpretation:

The first statement on general statement "I face difficulties when I read some reading tasks which are not practiced in the classroom" received an average point value 0.31. one respondent said that he or she always face difficulties when he or she reads some reading tasks which are not practiced in the classroom, four respondents said that they very often face difficulties when they read some reading tasks which are not practiced in the classroom and nine respondents said that they could not decide and one respondent said that he or she occasionally faces difficulties when he or she reads some reading tasks which are not practiced in the classroom and no respondent said that he or she never faces difficulties when they read some reading tasks which are not practiced in the classroom. As the average

point-value is 0.31 this item carries just positive value suggesting that students sometimes do not difficulties always if they read some texts which are not practiced in the classroom.

The second statement on general statement “My teachers relate the foreign materials to our own culture or context” received an average point value 0.08. One respondent said that his or her teachers always relate the foreign materials to our own culture or context, three respondents said that their teachers very often relate the foreign materials to our own culture or context, eight respondents could not decide, three respondents said that their teachers occasionally relate the foreign materials to our own culture or context, no respondent said that their teachers never relate the foreign materials to our own culture or context. As the average point-value is 0.08, this item carries just positive value suggesting that teachers relate foreign materials with our own culture but teachers do not always relate.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value 0. No respondent said that their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, two respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them up in the dictionary, nine respondents could not decide, two respondents said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in the dictionary and no respondent said that his or her teacher never ask him or her to guess the meaning of unknown. The average point-value is 0 mean this item carries neutral value suggesting that students could not reach in any decision.

Evaluation of the Prevalent teaching technique Based on students’ Responses:

To determine the efficacy of the prevalent teaching technique based on students' response at tertiary level, five statements were developed which comprised Part-3 of the students' questionnaire. These statements are presented in Table3

Interpretation:

The first statement, on the prevalent teaching technique "Memorization helps me to score better in the exam" received an average point value -0.87. One respondent said that memorization always helps to score better in the exam, eleven respondents said that it helps very often, two respondents could not decide, one respondent said that memorization helps occasionally to score better in the exam and no respondents said that memorization never helps to score better in the exam. As the average point-value is -0.87, this item carries negative value suggesting that students memorize to make better in the exam.

The second statement on the teaching technique, "The items in question paper only based on the syllabus covered in the class" received an average point-value -0.69. Four respondents said that the items in question paper are always from the syllabus covered in the class, five respondents said that the items in question paper are very often based on the syllabus covered in the class, six respondents could not decide, no respondent said that the items in question paper are occasionally based on the syllabus covered in the class and no respondents said that question paper is never from on the syllabus covered in the class. As the average point-value is -0.69, this item carries just negative value suggesting that students can not go beyond texts which are practiced in the class room.

The third statement on teaching technique, "My teachers expect me to give answer from the text" received an average point-value 0.54. One respondent said that his or her teachers always expect him or her to give answer from the text, seven respondents said that their teachers very often expect them to give answer from the text, six respondents could not decide, one respondents said that his or her teachers occasionally expect him or her to give

answer from the text and no respondent said that their teachers never expect them to give answer from the text. The average point-value 0.54 this item carries just moderately value suggesting that both teachers and students are not always exam oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.23. One respondent said that his or her teachers always ask him or her to relate text with his or her previous knowledge, five respondents said that their teachers very often ask them to relate text with their previous knowledge, six respondents could not decide, three respondents said that their teachers occasionally ask them to relate text with their previous knowledge and no respondent said that their teachers never ask them to relate text with their previous knowledge. The average point-value is 0.23 this item carries just positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value -0.15. One respondent said that his or her teachers always suggest him or her to focus on grammatical rules, three respondents said that their teachers very often suggest them to focus on grammatical rules, nine respondents could not decide, two respondents said that their teachers occasionally suggest them to focus on grammatical rules while no one responded for the final point. As the average point-value is -0.15 this item carries just negative value suggesting that teacher are traditional as they emphasis on grammatical rules.

Evaluation of the students' competence Based on Students' Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students' response at tertiary level, six statements were developed which comprised Part-4 of the teacher's questionnaire. These statements are presented in Table-3

Interpretation:

The first statement on the textbook "I need to search dictionary frequently to find meanings of unknown words" received an average point value is 0.08. One respondent said that the or she always needs to search dictionary to find meanings of unknown words, four respondents said that they very often need to search dictionary to find meanings of unknown words, six respondents could not decide, four respondents said that they occasionally need to search dictionary to find meanings of unknown words and no one responded for the last item. The average point-value is 0.08 suggesting that students are mostly dependent on dictionary to find out unknown words meaning.

The second statement on the competence, "I guess a meaning of an unknown word from the text without the help of dictionary" received an average point-value- 0.15. Only one respondent said that he or she can always guess a meaning of an unknown word from the text without the help of dictionary, three respondents said that they can very often guess a meaning of an unknown word from the text without the help of dictionary, five respondents could not decide, six respondents said that they occasionally guess a meaning of an unknown word from the text without the help of dictionary and no respondent found for the final point. As the average point-value is -0.15, this item carries just positive value suggesting that students are very few cases aware to find out meaning based on context.

The third statement on competence, "I can guess a particular reading text looking at its title" received an average point-value 0.15. Two respondents said that they can always guess a particular reading text looking at its title, three respondents said that they can occasionally

guess a particular reading text looking at its title, seven respondents could not decide, three respondents said that they can occasionally guess a particular reading text looking at its title, no one responded for the final point. The average point-value is 0.15 this item carries just positive value suggesting that students have very poor skill to analyze a text.

The fourth statement on the examination system, “I can relate my background knowledge with my reading text used in the class room” received an average point-value 0.31. One respondent said that they can always relate their background knowledge with his or her reading text used in the class room, six respondents said that they very often can relate their background knowledge with their reading text used in the class room, five respondents said that they could not decide, three respondents said that they can occasionally relate their background knowledge with their reading text used in the class room and no one responded for the final point of never. The average point-value is 0.31; this item carries just positive value suggesting that students are sometimes cases to relate textual knowledge with their own schema.

The fifth statement on the examination system “I understand shift and transition of ideas in a text” received an average point-value .0.23. One respondent said that he or she can always understand shift and transition of ideas in a text, five respondents said that they can very often understand shift and transition of ideas in a text, six respondents said that they could not decide, three respondents said that they can occasionally understand shift and transition of ideas in a text while the rest no respondent said that he or she never can understand shift and transition of ideas in a text. As the average point-value is 0.23, this item carries just positive value suggesting that students sometimes face difficulties to understand writer’s perspective.

The sixth statement on the examination system, “I understand the writers tone mood and purpose” received an average point-value 0. no respondent said that he or she always understand the writers’ tone, mood and purpose, two respondents said that they can very

often understand the writers' tone, mood and purpose, eleven respondents said that they could not decide, two respondents said that they can occasionally understand the writers' tone mood and purpose and no respondents said that they can never understand the writers' tone mood and purpose. As the average point-value is 0. This item carries neutral value suggesting that students could not reach any decision.

PUBLIC UNIVERSITY TWO

Frequency Distribution, Total and Average Point-Value of each Item Based on the Questionnaire for Students

Table -4

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	12	0.6
		2x4	1x7	0x2	-1x1	-2x1		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	11	0.46
		2x5	1x5	0x2	-1x2	-2x1		
	I think that my reading habit outside	+2	+1	0	-1	-2		

3.	the classroom helps me in exam. .	2x1	1x7	0x3	-1x3	-2x2	1	0.06
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Significant finding-*, Highly significant finding-**)

Part -2

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials	+2	+1	0	-1	-2	10	0.33
	I face difficulties when I read some reading tasks which are not practiced in the classroom.	2x5	1x2	0x6	-1x2	-2x0		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	2	0.06*
		2x1	1x3	0x8	-1x3	-2x0		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2x	+1x	0x	-1x	-2x	7	0.26
		2x4	1x4	0x3	-1x3	-2x1		

Significant finding-*, Highly significant finding-**)

Part -3

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique	-2	-1	0	+1	+2	-4	-.36
	Memorization helps me to score better in the exam.	-2x2	-1x3	0x8	+1x1	+2x1		
6	The items in question paper only based on the syllabus covered in the class.	-2	-1	0	+1	+2	-10	-0.9-
		-2x2	-1x7	0x5	+1x1	+2x0		
7	My teachers expect me to give answer from the text	-2	-1	0	+1	+2	-11	-0.72
		-2x3	-1x6	0x5	+1x1	+2x0		
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	10	0.7
		+2x3	+1x5	0x6	-1x1	-2x0		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	-7	-0.7
		-2x3	-1x4	0x5	+1x3	+2x0		

Significant finding-*, Highly significant finding-**))

Part -4

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value

	Competence	-2	-1	0	+1	+ 2		
13.	I need to search dictionary frequently to find meanings of unknown words	-2x4	-1x3	0x 3	+1x5	+2 x0	-6	-0.13
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	8	0.33
		+2x3	+1x4	0x6	-1x2	-2x0		
16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	2	0.06
		+2x3	+1x3	0x3	-1x5	-2x1		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	2	0.18
		+2x1	+1x4	0x7	-1x2	-2x1		
18.	I understand shift and transition of ideas in a text	+2	+1	0	-1	-2	7	0.33
		+2x 3	+1x4	0x6	-1x1	-2x1		
19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	-1	0.75
		+2x2	+1x2	0x7	-1x5	-2x0		

Significant finding-*, Highly significant finding-**))

Determination of the students' interest in English language learning based on students' responses:

To determine the students' interest in English language learning at the tertiary three statements were developed which comprised part-1 of the students' questionnaire. These statements are presented in Table-4

Interpretation:

The first statement on general statement "I read English text" received an average point value 0.6. Four respondents said that they always read English text, seven respondents said that they very often read English text, two respondents could not decide, one respondent said that

he or she occasionally reads English texts, one respondent was found who never reads English text. As the average point-value is 0.6, this item carries just positive value suggesting that students have good habit of reading.

The second statement on general statement “I get pleasure reading English texts” received an average point-value 0.46. Five respondents said that they always get pleasure reading an English text; five respondents said that they very often get pleasure reading English texts, two respondents could not decide, two respondents said that they occasionally read and get pleasure and only one respondent said he or she never gets pleasure reading an English text. As the average point-value 0.46 this item carries just positive value suggesting that students get pleasure by reading text.

The third statement on general statement, “I think that my reading habit outside the classroom helps me in exam” received an average point-value 0.33. One respondent said that his or her reading habit outside the classroom always helps him or her in the exam, seven respondents said that their reading habit outside the classroom very often helps them in the exam, three respondents could not decide, three respondents said that their reading habit outside the classroom occasionally helps them in the exam and two respondents said that their reading habit outside the classroom never helps them in the exam. The average point-value is 0.33 this item carries just positive value suggesting that students’ reading out side of syllabus helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

Determination of the effectiveness of the materials used in the class room in English language learning based on students’ responses, three statements were developed which comprised Part-2 of the students’ questionnaire. These statements are presented in Table-4

Interpretation:

The first statement on general statement “I face difficulties when I read some reading tasks which are not practiced in the classroom” received an average point value 0.33. Five respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, two respondents said that they very often face difficulties when they read some reading tasks which are not practiced in the classroom and six respondents could not decide, two respondents said that they occasionally face difficulties when they read some reading tasks which are not practiced in the classroom and no one responded for the final point. As the average point-value is 0.33 this item carries just positive value suggesting that students get difficulties while they read some texts which are not practiced in the classroom.

The second statement on general statement “My teachers relate the foreign materials to our own culture or context” received an average point value 0.06. One respondent said that his or her teachers always relate the foreign materials to our own culture or context, three respondents said that their teachers very often relate the foreign materials to our own culture or context, eight respondents could not decide, three respondents said that their teachers occasionally relate the foreign materials to our own culture or context, no respondent said that their teachers never relate the foreign materials to our own culture or context. As the average point-value is 0.06, this item carries just positive value suggesting that teachers hardly relate foreign materials with our own culture.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value 0.33. Four respondents said their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, four respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them up in the dictionary, three respondents could not decide, three respondents said their teachers

occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and one respondent said that his or her teacher never ask him or her to guess the meaning of unknown. The average point-value is 0.33, this item carries just positive value suggesting that teachers sometimes ask students to find some unknown word meaning without looking up the dictionary.

6.1. Evaluation of the Prevalent teaching technique Based on students' Responses:

To determine the efficacy of the prevalent teaching technique based on students' response at tertiary level, five statements were developed which comprised Part-3 of the students' questionnaire. These statements are presented in Table-1

Interpretation:

The first statement, on the prevalent teaching technique "Memorization helps me to score better in the exam" received an average point value -0.36. Two respondents said that memorization always helps to score better in the exam, three respondents said that it helps very often, eight respondents could not decide, one respondent said that memorization helps occasionally to score better in the exam and one respondent said that memorization never helps to score better in the exam. As the average point-value is -0.36, this item carries negative value suggesting that students memorize to make better in the exam.

The second statement on the teaching technique, "The items in question paper only based on the syllabus covered in the class" received an average point-value -0.9. Two respondents said that the items in question paper are always from the syllabus covered in the class, seven respondents said that the items in question paper are very often based on the syllabus covered in the class, five respondents could not decide, one respondent said that the items in question paper are occasionally based on the syllabus covered in the class and no respondent

said that question paper is from the syllabus covered in the class. As the average point-value is -0.9, this item carries just negative value suggesting that students can not go beyond texts which are practiced in the class room.

The third statement on teaching technique, “My teachers expect me to give answer from the text” received an average point-value -0.72. Three respondents said that their teachers always expect him or her to give answer from the text, six respondents said that their teachers very often expect them to give answer from the text, five respondents could not decide, one respondent said that his or her teachers occasionally expect him or her to give answer from the text and no one responded for the final point. The average point-value is -0.72, this item carries just negative value suggesting that both teachers and students are exam oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.7. Three respondents said that their teachers always ask them to relate text with their previous knowledge, five respondents said that their teachers very often ask them to relate text with their previous knowledge, six respondents could not decide, one respondent said that their teachers occasionally ask them to relate text with their previous knowledge and no one responded for the final point. The average point-value is 0.7 this item carries just positive value suggesting that teachers not always make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules” received an average point-value -0.7. Three respondents said that their teachers always suggest them to focus on grammatical rules, four respondents said that their teachers very often suggest them to focus on grammatical rules, five respondents could not decide, three respondents said that their teachers occasionally suggest them to focus on grammatical rules

while no respondent found for the final point. As the average point-value is -0.7 this item carries just negative value suggesting that teacher are very traditional as they emphasis on grammatical rules.

6.1 Evaluation of the students' competence Based on Students' Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students' response at tertiary level, six statements were developed which comprised Part-4 of the teacher's questionnaire. These statements are presented in Table-4

Interpretation:

The first statement on the textbook "I need to search dictionary frequently to find meanings of unknown words" received an average point value -0.13. Four respondents said that they always need to search dictionary to find meanings of unknown words, three respondents said that they very often need to search dictionary to find meanings of unknown words, three respondents could not decide, five respondents said that they occasionally need to search dictionary to find meanings of unknown words and no one responded for the last item. The average point-value is -0.13 suggesting that students are overly dependent on the dictionary to find out unknown words meaning.

The second statement on the competence, "I guess a meaning of an unknown word from the text without the help of dictionary" received an average point-value 0.33. Only three respondents said that they can always guess a meaning of an unknown word from the text without the help of dictionary, four respondents said that they can very often guess a meaning of an unknown word from the text without the help of dictionary, six respondents could not decide, two respondents said that they can occasionally guess a meaning of an unknown word from the text without the help of dictionary and no one responded for the

final point. As the average point-value is 0.33, this item carries just positive value suggesting that students are aware to find out meaning based on context.

The third statement on competence, "I can guess a particular reading text looking at its title" received an average point-value 0.06. Three respondents said that they can always guess a particular reading text looking at its title, three respondents said that they can occasionally guess a particular reading text looking at its title, three respondents could not decide, five respondents said that they can occasionally guess a particular reading text looking at its title, one responded for the final point. The average point-value is 0.06 this item carries just positive value suggesting that students have very poor skill to analyze a text.

The fourth statement on the examination system, "I can relate my background knowledge with my reading text used in the class room" received an average point-value 0.18. One respondent said that he or she can always relate their background knowledge with their reading text used in the class room, four respondents said that they can very often relate their background knowledge with their reading text which used in the classroom, seven respondents could not decide, two respondents said that they can occasionally relate their background knowledge with their reading text used in the class room and only one responded for the final point. The average point-value is 0.18, this item carries just positive value suggesting that students are sometimes can relate textual knowledge with their own schema.

The fifth statement on the examination system "I understand shift and transition of ideas in a text" received an average point-value 0.33. Three respondents said that they can always understand shift and transition of ideas in a text, four respondents said that they can very often understand shift and transition of ideas in a text, six respondents could not decide, one respondent said that he or she can occasionally understand shift and transition of ideas in a text while the rest one respondent said that he or she never can understand shift and

transition of ideas in a text. As the average point-value is 0.33. This item carries just positive value suggesting that students sometimes face difficulties to understand writer's perspective. The sixth statement on the examination system, "I understand the writers tone mood and purpose" received an average point-value 0.75. Only two respondents said that they always understand the writers' tone, mood and purpose, two respondents said that they can very often understand the writers' tone, mood and purpose, seven respondents said that they could not decide, five respondents said that they can occasionally understand the writers' tone mood and purpose and no one responded for the final point. As the average point-value is 0.75. This item carries moderately positive value suggesting that students do not have difficulties to understand tone or mood of the text.

PUBLIC COLLEGE ONE

Table-1

Frequency distribution, Total and Average point-value of each item on based on the questionnaire for students

Table -5

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	11	0.4
		2x5	1x2	0x7	-1x1	-2x0		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	-4	-0.2
		2x1	1x1	0x8	-1x3	-2x2		
3.	I think that my reading habit outside the classroom helps me in exam. .	+2	+1	0	-1	-2	-8	-0.46**
		2x1	1x2	0x4	-1x4	-2x4		

Significant finding-*, Highly significant finding-**)

Part -2

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials	+2	+1	0	-1	-2	10	0.4
	I face difficulties when I read some reading tasks which are not practiced in the classroom.	2x4	1x4	0x5	-1x2	-2x0		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	15	-0.66
		2x1	1x0	0x3	-1x5	-2x6		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	-7	0.33
		2x2	1x1	0x4	-1x4	-2x4		

Significant finding-*, Highly significant finding-**)

Part-3

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique	-2	-1	0	+1	+2	-16	-0.66**
	Memorization helps me to score better in the exam.	-2x6	-1x4	0x5	+1x0	+2x0		
	The items in question paper only	-2	-1	0	+1	+2		

6	based on the syllabus covered in the class.	-2x6	-1x5	0x3	+1x1	+2x0	-16	-0.66
7	My teachers expect me to give answer from the text	-2	-1	0	+1	+2	-12	-0.46*
		-2x5	-1x4	0x4	+1x2	+2x0		
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	6	0.2
		+2x4	+1x2	0x6	-1x2	-2x1		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	13	-0.53*
		-2x5	-1x5	0x3	+1x2	+2x0		

Significant finding-*, Highly significant finding-**))

Part -4

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+2	-14	-1.15
		-2x6	-1x4	0x3	+1x2	+2x0		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	-11	-1.15
		+2x0	+1x0	0x7	-1x5	-2x3		
16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	-2	0.2*
		+2x1	+1x2	0x6	-1x6	-2x0		

17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0x	-1	-2	6	0.2
		+2x4	+1x1	0x8	-1x1	-2x1		
18.	I understand shift and transition of ideas in a text	+2	+1	0	-1	-2	-7	-0.46
		+2x 1	+1x1	0x4	-1x8	-2x1		
19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	-2	0.06
		+2x2	+1x3	0x4	-1x4	-2x2		

Significant finding-*, Highly significant finding-**))

Determination of the students' interest in English language learning based on students' responses:

To determine the students' interest in English language learning at the tertiary three statements were developed which comprised part-1 of the students' questionnaire. These statements are presented in Table-5

Interpretation:

The first statement on general statement "I read English text" received an average point value 0.4. Five respondents said that they always read English text, two respondents said that they very often read English text, seven respondents could not decide, one respondent said that he or she occasionally reads English text, no respondent was found who never reads English text. As the average point-value is 0.4 but less than 0.5 this item carries just positive value suggesting that students have good habit of reading.

The second statement on general statement "I get pleasure reading English texts" received an average point-value -0.2. One respondent said that he or she always gets pleasure reading an English text, one respondent said that he or she very often gets pleasure reading English texts, eight respondents could not decide, three respondents said that they occasionally read and get pleasure and only two respondents said they never get pleasure reading an English text. As

the average point-value is -0.2 this item carries just negative value suggesting that students do not get pleasure by reading text.

The third statement on general statement, “I think that my reading habit outside the classroom helps me in exam” received an average point-value -0.46. One respondent said that his or her reading habit outside the classroom always helps them in the examination, two respondents said that their reading habit outside the classroom very often helps them in exam, four respondents could not decide, four respondents said that their reading habit outside the classroom occasionally helps them in examination and four respondents said that their reading habit outside the classroom never help them in the examination. The average point-value is -0.46 this item carries just negative value suggesting that students’ reading habit outside of syllabus never helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

Determination of the effectiveness of the materials used in the class room in English language learning based on students’ responses, three statements were developed which comprised Part-2 of the students’ questionnaire. These statements are presented in table -5

Interpretation:

The first statement on general statement “I face difficulties when I read some reading tasks which are not practiced in the classroom” received an average point value 0.4. Four respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, four respondents said that they very often face difficulties when they read some reading tasks which are not practiced in the classroom and five respondents could not decide and two respondents said that they occasionally face difficulties

when they read some reading tasks which are not practiced in the classroom and no one responded for the final point. As the average point-value is 0.4 this item carries just positive value suggesting that students some times get difficulties while they read some texts which are not practiced in the classroom.

The second statement on general statement “My teachers relate the foreign materials to our own culture or context” received an average point value 0.17. One respondent said that his or her teachers always relate the foreign materials to our own culture or context, no respondent was found who said that their teachers very often relate the foreign materials to our own culture or context, three respondents could not decide, five respondents said that their teachers occasionally relate the foreign materials to our own culture or context, six respondents said that their teachers never relate the foreign materials to our own culture or context. As the average point-value is 0.17 but less than 0.50, this item carries just positive value suggesting that teachers hardly relate foreign materials with our own culture.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value 0.33. Two respondents said their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, one respondent said that his or her teachers very often ask them to guess the meaning of unknown words without looking them up in dictionary, four respondents could not decide, four respondent said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and four respondent said that their teachers never ask them to guess the meaning of unknown. The average point-value is 0.33 this item carries just positive value suggesting that teachers ask students to find some unknown words meaning without looking up the dictionary. But teacher do not ask always to find some unknown words meaning without looking up the dictionary.

Evaluation of the Prevalent teaching technique Based on students’ Responses:

To determine the efficacy of the prevalent teaching technique based on students' response at tertiary level, five statements were developed which comprised Part-3 of the students' questionnaire. These statements are presented in Table-5

Interpretation:

The first statement, on the prevalent teaching technique "Memorization helps me to score better in the exam" received an average point value 0.04. Six respondents said that memorization always helps to score better in the exam, four respondents said that it helps very often, five respondents could not decide, no one responded for the statement of memorization helps occasionally to score better in the exam and no respondent found who said that memorization helps to score better in the exam. As the average point-value is 0.04, this item carries positive value suggesting that students memorize to make better in the exam.

The second statement on the teaching technique, "The items in question paper only based on the syllabus covered in the class" received an average point-value -0.66. Six respondents said that the items in question paper are always from the syllabus covered in the class, five respondents said that the items in question paper are very often based on the syllabus covered in the class, three respondents could not decide, one respondent said that the items in question paper are occasionally based on the syllabus covered in the class and no responded for the final point. As the average point-value is -0.66, this item carries moderately negative value suggesting that students can not go beyond texts which are practiced in the class room.

The third statement on teaching technique, "My teachers expect me to give answer from the text" received an average point-value -0.46. Five respondents said that their teachers always expect him or her to give answer from the text, four respondents said that their teachers very often expect them to give answer from the text, four respondents could not decide, two

respondents said that their teachers occasionally expect them to give answer from the text and no one responded for the final point. The average point-value -0.46 this item carries just negative value suggesting that both teachers and students are examination oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.02. Four respondents said that their teachers always ask them to relate text with their previous knowledge, two respondents said that their teachers very often ask them to relate text with their previous knowledge six respondents could not decide, two respondents said that their teachers occasionally ask them to relate text with their previous knowledge and one respondent that his or her teachers never ask them to relate text with their previous knowledge. The average point-value 0.02 this item carries just positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value -0.53. Five respondents said that their teachers always suggest them to focus on grammatical rules; five respondents said that their teachers very often suggest them to focus on grammatical rules; three respondents could not decide, two respondents said that their teachers occasionally suggest them to focus on grammatical rules while no respondents found for the final point. As the average point-value is -0.53 this item carries just negative value suggesting that teacher are very traditional as they emphasis on grammatical rules.

Evaluation of the students’ competence Based on Students’ Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students’ response at tertiary level, six statements were developed which comprised Part-4 of the teacher’s questionnaire. These statements are presented in Table-5

Interpretation:

The first statement on the textbook “I need to search dictionary frequently to find meanings of unknown words” received an average point value -1.15. Six respondents said that they always need to search dictionary to find meanings of unknown words, four respondents said that they very often need to search dictionary to find meanings of unknown words, three respondents could not decide, two respondents said that they occasionally need to search dictionary to find meanings of unknown words and no one responded for the final item. The average point-value is -1.15 suggesting that students are overly dependent on dictionary to find out unknown word meaning.

The second statement on the competence, “I guess a meaning of an unknown word from the text without the help of dictionary” received an average point-value-1.15. No one responded for first item, no respondent was found who said that he or she can very often guess a meaning of an unknown word from the text without the help of dictionary, seven respondents could not decide, five respondents said that he or she can occasionally guess a meaning of an unknown word from the text without the help of dictionary and three respondents said that they can never guess very often a meaning of an unknown word from the text without the help of dictionary. As the average point-value is -1.15, this item carries just positive value suggesting that students are not aware to find out meaning based on context.

The third statement on competence, “I can guess a particular reading text looking at its title” received an average point-value 0.2. One respondent said that he or she can always guess a particular reading text looking at its title, two respondents said that they can occasionally guess a particular reading text looking at its title, six respondents could not decide, six respondents said that they can occasionally guess a particular reading text looking at its title, no one responded for the final point. The average point-value is 0.2 this item carries just positive value suggesting that students have very poor skill to analyze a text.

The fourth statement on the examination system, “I can relate my background knowledge with my reading text used in the class room” received an average point-value 0.2. Four respondents said that they can always relate their background knowledge with their reading text used in the class room, one respondent said that he or she very often can relate their background knowledge with their reading text used in the class room, eight respondents could not decide, one respondent said that he or she can occasionally relate their background knowledge with their reading text used in the class room and only one responded for the final point. The average point-value is 0.2, this item carries just positive value suggesting that students are very few cases can relate with their own schema.

The fifth statement on the examination system “I understand shift and transition of ideas in a text” received an average point-value -0.46. One respondent said that he or she can always understand shift and transition of ideas in a text, one respondents said that he or she can very often understand shift and transition of ideas in a text, four respondents could not decide, eight respondents said that they can occasionally understand shift and transition of ideas in a text while the rest one respondent said that he or she never can understand shift and transition of ideas in a text. As the average point-value is -0.46, this item carries just positive value suggesting that students face difficulties to understand writer’s perspective.

The sixth statement on the examination system, “I understand the writers tone mood and purpose” received an average point-value 0.02. Only two respondents said that they always understand the writers’ tone, mood and purpose, three respondents said that they can very often understand the writers’ tone, mood and purpose, four respondents could not decide, four respondents said that they can occasionally understand the writers’ tone mood and purpose and two respondents said that they can never understand the writers’ tone mood and purpose. As the average point-value is 0.02. This item carries just positive value suggesting that students face difficulties but not always to understand tone or mood of the text.

PUBLIC COLLEGE TWO

Table-6

**Frequency Distribution, Total and Average Point-Value of each Item Based on the
Questionnaire for Students**

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	10	0.47
		2x4	1x4	0x5	-1x2	-2x0		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	6	0.23
		2x4	1x2	0x6	-1x2	-2x1		
3.	I think that my reading habit outside the classroom helps me in exam. .	+2	+1	0	-1	-2	-5	-0.17**
		2x1	1x1	0x8	-1x2	-2x3		

Significant finding-*, Highly significant finding-**)

Part -2

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials	-2	-1	0	+1	+2	-12	-0.52
	I face difficulties when I read some reading tasks which are not practiced in the classroom.	-2x3	-1x6	0x6	+1x0	+2x0		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	-1	-0.11*
		2x2	1x1	0x7	-1x4	-2x1		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	-6	-0.17
		2x2	1x3	0x3	-1x3	-2x5		

Significant finding-*, Highly significant finding-**)

Part -3

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique	-2	-1	0	+1	+2	-11	-0.41**
	Memorization helps me to score better in the exam.	-2x4	-1x4	0x7	+1x1	+2x0		
6	The items in question paper only based on the syllabus covered in the class.	-2	-1	0	+1	+2	-15	-0.47
		-2x8	-1x2	0x3	+1x1	+2x1		

7	My teachers expect me to give answer from the text	- 2	-1	0	+1	+2	-	-0.47
		-2x5	-1x5	0x3	+1x1	+2x1		
12	My teachers ask me to relate text with my previous knowledge	+2	+ 1	0	-1	- 2	18	0.64
		+2x7	+1x5	0x2	-1x1	-2x0		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	-4	-0.6
		-2x1	-1x4	0x8	+1x2	+2x0		

Significant finding-*, Highly significant finding-**)

Part -4

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+ 2	-18	-0.58*
		-2x8	-1x3	0x 3	+1x1	+2 x0		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	-2	0.05
		+2x3	+1x3	0x2	-1x3	-2x4		
16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	-2	0.05**
		+2x0	+1x3	0x8	-1x3	-2x1		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	4	0.23*
		+2x 1	+1x5	0x7	-1x1	-2x1		
	I understand shift and transition of ideas	+2	+1	0	-1	-2		

18.	in a text	+2x1	+1x3	0x4	-1x5	-2x2	-4	-0.17
19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	4	0.11
		+2x2	+1x2	0x9	-1x2	-2x0		

Significant finding-*, Highly significant finding-**))

Determination of the students’ interest in English language learning based on students’ responses:

To determine the students’ interest in English language learning at the tertiary three statements were developed which comprised Part-1 of the students’ questionnaire. These statements are presented in Table-6

Interpretation:

The first statement on general statement “I read English text” received an average point value 0.47. Four respondents said that they always read English text, four respondents said that they very often read English text, five respondents could not decide, two respondents said that they occasionally read English text, no respondent was found who never reads English text. As the average point-value is 0.47 but less than 0.5 this item carries just positive value suggesting that students have good habit of reading.

The second statement on general statement “I get pleasure reading English texts” received an average point-value 0.23. Four respondents said that they always get pleasure reading an English text, two respondents said that they very often get pleasure reading English texts, six respondents could not decide, two respondents said that they occasionally read and get pleasure and only one respondent said he or she never get pleasure reading an English text. As the average point-value is 0.23, this item carries just positive value suggesting that students get pleasure by reading text.

The third statement on general statement, “I think that my reading habit outside the classroom helps me in exam” received an average point-value -0.17. One respondent said

that his or her reading habit outside the classroom always helps them in examination, one respondent said that his or her reading habit outside the classroom very often helps them in the examination, eight respondents could not decide, two respondents said that their reading habit outside the classroom occasionally helps them in the examination and three respondents said that their reading habit outside the classroom never helps them in examination. The average point-value is -0.17 this item carries just negative value suggesting that students' reading out side of syllabus does not helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

Determination of the effectiveness of the materials used in the class room in English language learning based on students' responses, three statements were developed which comprised Part-2 of the students' questionnaire. These statements are presented in Table-6

Interpretation:

The first statement on general statement "I face difficulties when I read some reading tasks which are not practiced in the classroom" received an average point value 0.52. Three respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, six respondents said that they, very often face difficulties when they read some reading tasks which are not practiced in the classroom and six respondents said that they could not decide and no one responded for the point occasionally, no one responded for the final term. As the average point-value is 0.52 this item carries moderately positive value suggesting that students not always face difficulties while they read some texts which are not practiced in the classroom.

The second statement on general statement "My teachers relate the foreign materials to our own culture or context" received an average point value -0.11. Two respondents said that their teachers always relate the foreign materials to our own culture or context, one

respondent said that his or her teachers very often relate the foreign materials to our own culture or context, seven respondents could not decide, four respondents said that their teachers occasionally relate the foreign materials to our own culture or context, one respondent said that his or her teachers never relate the foreign materials to our own culture or context. As the average point-value is -0.11, this item carries just negative value suggesting that teachers do not relate foreign materials with our own culture.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value - 0.17. Two respondents said their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, three respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them up in dictionary, three respondents could not decide, three respondents said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and five respondents said that their teacher never ask him or her to guess the meaning of unknown. The average point-value is -0.17 this item carries just negative value suggesting that teachers scarcely ask students to find some unknown words meaning without looking up the dictionary.

Evaluation of the Prevalent teaching technique Based on students’ Responses:

To determine the efficacy of the prevalent teaching technique based on students’ response at tertiary level, five statements were developed which comprised Part-3 of the students’ questionnaire. These statements are presented in Table-6

Interpretation:

The first statement, on the prevalent teaching technique “Memorization helps me to score better in the exam” received an average point value -0.41. Four respondents said that

memorization always helps to score better in the exam, four respondents said that it helps very often, seven respondents could not decide, one respondent said that memorization helps occasionally to score better in the exam and no one responded for final point. As the average point-value is -0.41, this item carries negative value suggesting that students memorize to make better in the examination.

The second statement on the teaching technique, “The items in question paper only based on the syllabus covered in the class” received an average point-value -0.47. Eight respondents said that the items in question paper are always from the syllabus covered in the class, two respondents said that the items in question paper are very often based on the syllabus covered in the class, three respondents said that they could not decide, one respondent said that the items in question paper are occasionally based on the syllabus covered in the class and only one respondent said that question paper is never from on the syllabus covered in the class. As the average point-value is -0.47, this item carries just negative value suggesting that students can not go beyond texts which are practiced in the class room.

The third statement on teaching technique, “My teachers expect me to give answer from the text” received an average point-value -0.47. Five respondents said that their teachers always expect them to give answer from the text, five respondents said that their teachers very often expect them to give answer from the text, three respondents could not decide, one respondent said that his or her teachers occasionally expect him or her to give answer from the text and one respondent said that his or her teachers never expect them to give answer from the text. The average point-value-0.47this item carries just negative value suggesting that both teachers and students are examination oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.64. Seven respondents said that their teachers always ask them to relate text with their previous knowledge, five respondents said that their teachers very often ask them to relate text with their previous knowledge, two respondents could not decide, one respondent said that his or her teachers occasionally ask them to relate text with their previous knowledge and no one responded for the final point. The average point-value 0.64 this item carries moderately positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value- 0.6. One respondent said that his or her teachers always suggest them to focus on grammatical rules, four respondents said that their teachers very often suggest them to focus on grammatical rules, eight respondents could not decide, two respondents said that their teachers occasionally suggest them to focus on grammatical rules while no respondent said that his or her teachers never suggest them to focus on grammatical rules. As the average point-value is - 0.6 this item carries just negative value suggesting that teacher are very traditional as they emphasis on grammatical rules.

Evaluation of the students’ competence Based on Students’ Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students’ response at tertiary level, six statements were developed which comprised Part-4 of the students’ questionnaire. These statements are presented in Table-6

Interpretation:

The first statement on the textbook “I need to search dictionary frequently to find meanings of unknown words” received an average point value -0.46. Eight respondents said that they always need to search dictionary to find meanings of unknown words, three respondents said that they very often need to search dictionary to find meanings of unknown words, three respondents could not decide, one respondent said that he or she occasionally needs to search dictionary to find meanings of unknown words and no one responded for the last item. The average point-value is -0.46 suggesting that students are overly dependent on dictionary to find out unknown words meaning.

The second statement on the competence, “I guess a meaning of an unknown word from the text without the help of dictionary” received an average point-value- 0.04. Only three respondent said that they always guess a meaning of an unknown word from the text without the help of dictionary, three respondents said that he or she can very often guess a meaning of an unknown word from the text without the help of dictionary, two respondents could not decide, three respondent said that they can occasionally guess a meaning of an unknown word from the text without the help of dictionary and four said that they can never guess very often a meaning of an unknown word from the text without the help of dictionary. As the average point-value is 0.04, this item carries just positive value suggesting that students are not aware to find out meaning based on context.

The third statement on competence, “I can guess a particular reading text looking at its title” received an average point-value 0.53. No respondent found who said that they can always guess a particular reading text from its title, three respondents said that they can occasionally guess a particular reading text looking at its title, eight respondents could not decide, three respondents said that they can occasionally guess a particular reading text looking at its title,

only one responded for the final point. The average point-value is 0.53 this item carries moderately positive suggesting that students can analyze text.

The fourth statement on the examination system, “I can relate my background knowledge with my reading text used in the class room” received an average point-value 0.33. One respondent said that he or she can always relate their background knowledge with their reading text used in the class room, five respondents said that they can very often relate their background knowledge with their reading text used in the classroom, seven could not decide, one respondent said that he or she can occasionally relate their background knowledge with their reading text used in the class room and only one responded for the final point. The average point-value is 0.33, this item carries fairly positive value suggesting that students are sometimes able to relate textual knowledge with their own schema.

The fifth statement on the examination system “I understand shift and transition of ideas in a text” received an average point-value -0.17. one respondents said that they can always understand shift and transition of ideas in a text, three respondents said that they can very often understand shift and transition of ideas in a text, four respondents could not decide, five respondents said that they can occasionally understand shift and transition of ideas in a text while the rest two respondents said that he or she never can understand shift and transition of ideas in a text. As the average point-value is -0.17. This item carries just negative value suggesting that students face difficulties to understand writer’s perspective.

The sixth statement on the examination system, “I understand the writers tone mood and purpose” received an average point-value 0.11. Only two respondents said that they always understand the writers’ tone, mood and purpose, two respondents said that they can very often understand the writers’ tone, mood and purpose, nine respondents could not decide, two respondents said that they can occasionally understand the writers’ tone, mood and purpose and no one responded for the final point. As the average point-value is 0.11. This

item carries just positive value suggesting that students can understand tone or mood of the text but not always.

TWO PRIVATE UNIVERSITY

Frequency Distribution, Total and Average Point-Value of each Item Based on the Questionnaire for Students

Table -7

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	22	0.73
		2x14	1x4	0x4	-1x6	-2x2		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	13	0.43
		2x7	1x7	0x10	-1x3	-2x3		
3.	I think that my reading habit outside the classroom helps me in exam.	+2	+1	0	-1	-2	24	0.8
		2x9	1x14	0x7	-1x3	-2x1		

Significant finding-*, Highly significant finding-**)

Part-2

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials I face difficulties when I read some reading tasks which are not practiced in the classroom.	-2	-1	0	+1	+2	-10	-0.33*
		-2x5	1x8	0x11	+1x5	+2x1		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	13	0.43
		2x7	1x10	0x5	-1x3	-2x4		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	3	0.1
		2x6	1x6	0x8	-1x3	-2x6		

Significant finding-*, Highly significant finding-**)

Part -3

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
	Teaching Technique	-2	-1	0	+1	+2		

5.	Memorization helps me to score better in the exam.	-2x2	-1x6	0x1 1	+1x3	+2x8	17	0.56
6	The items in question paper only based on the syllabus covered in the class.	-2	-1	0	+1	+2	0	0
		-2x5	-1x6	0x8	+1x6	+2x5		
7	My teachers expect me to give answer from the text	-2	-1	0	+1	+2	5	0.16*
		-2x9	-1x4	0x7	+1x5	+2x11		
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	18	0.06
		+2x7	+1x10	0x7	-1x3	-2x3		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	-12	-0.4
		-2x11	-1x3	0x1	+1x7	+2x3		

Significant finding-*, Highly significant finding-**))

Part -4

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+2	29	-0.96
		-2x12	-1x8	0x7	+1x3	+2x0		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	8	0.26
		+2x4	+1x10	0x9	-1x4	-2x3		

16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	25	0.83
		+2x 9	+1x11	0x7	-1x2	-2x1		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	19	0.63*
		+2x 8	+1x8	0x10	-1x3	-2x1		
18.	I understand shift and transition of ideas in a text	+2	+1	0	-1	-2	16	0.53
		+2x 8	+1x9	0x6	-1x6	-2x1		
19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	13	0.43
		+2x 6	+1x 6	0x15	-1x1	-2x2		

Significant finding-*, Highly significant finding-**)

Determination of the students' interest in English language learning based on students' responses:

To determine the students' interest in English language learning at the tertiary three statements were developed which comprised part-1 of the students' questionnaire. These statements are presented in Table-7

Interpretation:

The first statement on general statement "I read English text" received an average point value 0.73. Fourteen respondents said that they always read English text, four respondents said that they very often read English text, four respondents could not decide, six respondents said that they occasionally read English text, two respondent were found who never reads English text. As the average point-value is 0.73 this item carries moderately positive value suggesting that students have good habit of reading.

The second statement on general statement "I get pleasure reading English texts" received an average point-value 0.4. Seven respondents said that they always get pleasure reading an English text; seven respondents said that they very often get pleasure reading English texts;

ten respondents said that they could not decide, three respondents said that they occasionally read and get pleasure and only three respondents said they never get pleasure reading an English text. As the average point-value is 0.4 this item carries just positive value suggesting that students sometimes get pleasure by reading text.

The third statement on general statement, “I think that my reading habit outside the classroom helps me in exam” received an average point-value 0.8. Nine respondents said that their reading habit outside the classroom always helps them in exam, fourteen respondents said that their reading habit outside the classroom very often helps them in exam, seven respondents could not decide, three respondents said that their reading habit outside the classroom occasionally helps them in exam and one respondent said that his or her reading habit outside the classroom never helps him or her in exam. The average point-value is 0.8 this item carries just positive value suggesting that students’ reading out side of syllabus helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

Determination of the effectiveness of the materials used in the class room in English language learning based on students’ responses, three statements were developed which comprised Part-2 of the students’ questionnaire. These statements are presented in Table-7

Interpretation:

The first statement on general statement “I face difficulties when I read some reading tasks which are not practiced in the classroom” received an average point value 0.33. Five respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, eight respondents said that they very often face difficulties when they read some reading tasks which are not practiced in the classroom and eleven respondents said that they could not decide and five respondents said that they occasionally

face difficulties when they read some reading tasks which are not practiced in the classroom and one respondent said that he or she never faces difficulties when they read some reading tasks which are not practiced in the classroom. As the average point-value is 0.33 this item carries just positive value suggesting that students get difficulties while they read some texts which are not practiced in the classroom.

The second statement on general statement “My teachers relate the foreign materials to our own culture or context” received an average point value 0.43. Seven respondents said that their teachers always relate the foreign materials to our own culture or context, ten respondents said that their teachers very often relate the foreign materials to our own culture or context, five respondents could not decide, three respondents said that their teachers occasionally relate the foreign materials to our own culture or context, four respondents said that their teachers never relate the foreign materials to our own culture or context. As the average point-value is 0.43 but less than 0.50, this item carries just positive value suggesting that teachers hardly relate foreign materials with our own culture.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value 0.1. Six respondents said their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, six respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them up in dictionary, eight respondents could not decide, three respondents said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and six respondents said that their teacher never ask them to guess the meaning of unknown. The average point-value is 0.1 mean this item carries just positive value suggesting that teachers scarcely ask students to find some unknown words meaning without looking up the dictionary.

6.1. Evaluation of the Prevalent teaching technique Based on students' Responses:

To determine the efficacy of the prevalent teaching technique based on students' response at tertiary level, five statements were developed which comprised Part-3 of the students' questionnaire. These statements are presented in Table-1

Interpretation:

The first statement, on the prevalent teaching technique "Memorization helps me to score better in the exam" received an average point value 0.56. Two respondents said that memorization always helps to score better in the exam, six respondents said that it helps very often, eleven respondents could not decide, three respondents said that memorization helps occasionally to score better in the exam and eight respondents said that memorization never helps to score better in the exam. As the average point-value is 0.56, this item carries moderately positive value suggesting that students memorize to make better in the exam.

The second statement on the teaching technique, "The items in question paper only based on the syllabus covered in the class" received an average point-value 0. Five respondents said that the items in question paper are always from the syllabus covered in the class, six respondents said that the items in question paper are very often based on the syllabus covered in the class, eight respondents could not decide, six respondents said that the items in question paper are occasionally based on the syllabus covered in the class and five respondents said that question paper is never from on the syllabus covered in the class. As the average point-value is 0, this item carries neutral value.

The third statement on teaching technique, “My teachers expect me to give answer from the text” received an average point-value 0.16. Nine respondents said that their teachers always expect them to give answer from the text, four respondents said that their teachers very often expect them to give answer from the text, seven respondents could not decide, five respondents said that their teachers occasionally expect them to give answer from the text and eleven respondents said that their teachers never expect them to give answer from the text. The average point-value 0.16 this item carries just positive value suggesting that both teachers and students are to some extent exam oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.06. Seven respondents said that their teachers always ask them to relate text with their previous knowledge, seven respondents said that their teachers very often ask them to relate text with their previous knowledge, seven respondents could not decide, three respondents said that their teachers occasionally ask them to relate text with their previous knowledge and three respondents that their teachers never ask them to relate text with their previous knowledge. The average point-value 0.06 this item carries just positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value -0.4. Eleven respondents said that their teachers always suggest them to focus on grammatical rules, three respondents said that their teachers very often suggest them to focus on grammatical rules, twenty one respondents could not decide, seven respondents said that their teachers occasionally suggest them to focus on grammatical rules while three respondents said that teachers never suggest them to focus on

grammatical rules. As the average point-value is -0.4 this item carries just negative value suggesting that teacher are very traditional as they emphasis on grammatical rules.

Evaluation of the students' competence Based on Students' Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students' response at tertiary level, six statements were developed which comprised Part-4 of the teacher's questionnaire. These statements are presented in Table-7

Interpretation:

The first statement on the textbook "I need to search dictionary frequently to find meanings of unknown words" received an average point value -0.96. Twelve respondents said that they always need to search dictionary to find meanings of unknown words, eight respondents said that they very often need to search dictionary to find meanings of unknown words, seven respondents could decide, three respondents said that they occasionally need to search dictionary to find meanings of unknown words and no one responded for the last item. The average point-value is -0.96 this item carries strongly negative value suggesting that students are overly dependent on dictionary to find out unknown words meaning.

The second statement on the competence, "I guess a meaning of an unknown word from the text without the help of dictionary" received an average point-value 0.26. Only four respondents said that he or she can always guess a meaning of an unknown word from the text without the help of dictionary, ten respondents said that he or she can very often guess a meaning of an unknown word from the text without the help of dictionary, nine respondents said that they could not decide, four respondent said that he or she can occasionally guess a

meaning of an unknown word from the text without the help of dictionary and three respondents said that they can never guess very often a meaning of an unknown word from the text without the help of dictionary. As the average point-value is 0.26, this item carries just positive value suggesting that students are to some extent not aware to find out meaning based on context.

The third statement on competence, "I can guess a particular reading text looking at its title" received an average point-value 0.83. Nine respondents said that they can always guess a particular reading text looking at its title, eleven respondents said that they can occasionally guess a particular reading text looking at its title, seven respondents could not decide, two respondents said that they can occasionally always guess a particular reading text looking at its title, one responded for the final point of never. The average point-value is 0.83 this item carries moderately positive suggesting that students have very good skill to analyze a text.

The fourth statement on the examination system, "I can relate my background knowledge with my reading text used in the class room" received an average point-value 0.63. Eight respondents said that they can always relate their background knowledge with their reading text used in the class room, eight respondents said that they very often can relate their background knowledge with their reading text used in the class room, ten respondents could not decide, three respondents said that they can occasionally relate their background knowledge with their reading text used in the class room and only one respondent for the final point of never. The average point-value is 0.63, this item carries fairly positive value suggesting that students are able to relate textual knowledge with their own schema.

The fifth statement on the examination system "I understand shift and transition of ideas in a text" received an average point-value .0.53. Eight respondents said that they can always understand shift and transition of ideas in a text, nine respondents said that they can very often understand shift and transition of ideas in a text, six respondents could not decide, six

respondents said that they can occasionally understand shift and transition of ideas in a text while the rest one respondent said that he or she never can understand shift and transition of ideas in a text. As the average point-value is 0.53. This item carries just positive value suggesting that students face hardly any difficulty to understand writer's perspective.

The sixth statement on the examination system, "I understand the writers tone mood and purpose" received an average point-value 0.43. Only six respondents said that they always understand the writers' tone, mood and purpose, six respondents said that they can very often understand the writers' tone, mood and purpose, fifteen respondents said that they could not decide, one respondent said that they can occasionally understand the writers' tone mood and purpose and two respondents said that they can never understand the writers' tone mood and purpose. As the average point-value is 0.43. This item carries just positive value suggesting that students usually do not face difficulties to understand tone or mood of the text.

TWO PUBLIC UNIVERSITY

**Frequency Distribution, Total and Average Point-Value of each Item Based on the
Questionnaire for Students**

Table -8

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	21	0.7
		2x7	1x11	0x9	-1x2	-2x1		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	23	0.76
		2x10	1x8	0x9	-1x3	-2x1		
3.	I think that my reading habit outside the classroom helps me in exam.	+2	+1	0	-1	-2	9	0.3
		2x4	1x12	0x7	-1x5	-2x3		

Significant finding-*, Highly significant finding-**)

Part -2

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials	+2	+1	0	-1	-2	15	0.5
	I face difficulties when I read some reading tasks which are not practiced in the classroom.	2x6	1x6	0x16	-1x3	-2x0		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	4	0.13*
		2x2	1x6	0x16	-1x6	-2X0		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	7	0.13
		2x4	1x6	0x13	-1x5	-2x1		

Significant finding-*, Highly significant finding-**)

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique	-2	-1	0	+1	+2	16	-0.53*
	Memorization helps me to score better in the exam.	-2x3	-1x14	0x7	+1x2	+2x1		
6	The items in question paper only based on the syllabus covered in the class.	-2	-1	0	+1	+2	-18	-0.6**
		-2x5	-1x12	0x10	+1x3	+2x0		
7	My teachers expect me to give answer from the text	-2	-1	0	+1	+2	-16	-0.53
		-2x2	-1x13	0x10	+1x1	+2x0		
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	11	0.36
		+2x2	+1x1	0x11	-1x3	-2x0		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	-10	-0.33
		-2x4	-1x6	0x14	+1x4	+2x0		

Significant finding-*, Highly significant finding-**))

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+ 2	-8	-0.26*
		-2x4	-1x8	0x10	+1x8	+2x0		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	3	0.1
		+2x3	+1x10	0x9	-1x7	-2x3		
16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	5	0.16
		+2x5	+1x6	0x11	-1x5	-2x3		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	12	0.4*
		+2x 5	+1x10	0x9	-1x5	-2x1		
18.	I understand shift and transition of ideas in a text	+2	+1	0	-1	-2	11	0.36
		+2x 4	+1x9	0x11	-1x4	-2x1		
19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	5	0.16
		+2x 2	+1x 8	0x13	-1x7	-2x0		

Significant finding-*, Highly significant finding-**))

Determination of the students' interested in English language learning based on students' responses:

To determine the students' interest in English language learning at the tertiary three statements were developed which comprised part-1 of the students' questionnaire. These statements are presented in Table-8

Interpretation:

The first statement on general statement "I read English text" received an average point value 0.7. Seven respondents said that they always read English text, eleven respondents said that they very often read English text, nine respondents could not decide, two respondents said that they occasionally read English text one respondent was found who never reads English text. As the average point-value is 0.7, this item carries moderately positive value suggesting that students have good habit of reading.

The second statement on general statement "I get pleasure reading English texts" received an average point-value 0.76. Ten respondents said that they always get pleasure reading an English text, eight respondents said that they very often get pleasure reading English texts, nine respondents could not decide, three respondents said that they occasionally read and get pleasure and only one respondent said he or she never gets pleasure reading an English text. As the average point-value is 0.76 this item carries moderately positive value suggesting that students get pleasure by reading text.

The third statement on general statement, "I think that my reading habit outside the classroom helps me in exam" received an average point-value 0.3, four respondents said that their reading habit outside the classroom always helps them in exam, twelve respondents said that their reading habit outside the classroom very often helps them in exam, seven respondents could not decide, five respondents said that their reading habit outside the classroom occasionally helps them in exam and three respondent said that their reading habit outside the classroom never helps him or her in examination. The average point-value is 0.3 this item

carries just positive value suggesting that students' reading habit sometimes out side of syllabus sometimes helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

Determination of the effectiveness of the materials used in the class room in English language learning based on students' responses, three statements were developed which comprised Part-2 of the students' questionnaire. These statements are presented in Table-7

Interpretation:

The first statement on general statement "I face difficulties when I read some reading tasks which are not practiced in the classroom" received an average point value 0.5. Six respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, six respondents said that they very often face difficulties when they read some reading tasks which are not practiced in the classroom and six respondents could not decide and three respondents said that they occasionally face difficulties when they read some reading tasks which are not practiced in the classroom and no one responded for the final point. As the average point-value is 0.5 this item carries just positive value suggesting that students get difficulties while they read some texts which are not practiced in the classroom.

The second statement on general statement "My teachers relate the foreign materials to our own culture or context" received an average point value 0.13. Two respondents said that their teachers always relate the foreign materials to our own culture or context, six respondents said that their teachers very often relate the foreign materials to our own culture or context, sixteen respondents said that he or she could not decide, six respondents said that their teachers occasionally relate the foreign materials to our own culture or context, no one

responded for the final point. As the average point-value is 0.13, this item carries just positive value suggesting that teachers relate foreign materials with our own culture but not always.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value 0.13.

Four respondents said their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, six respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them up in dictionary, thirteen respondents could not decide, five respondent said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and one respondent said that his or her teacher never ask him or her to guess the meaning of unknown. The average point-value is 0.13 mean this item carries just negative value suggesting that teachers very few cases ask students to find some unknown word meaning without looking up the dictionary.

Evaluation of the Prevalent teaching technique Based on students’ Responses:

To determine the efficacy of the prevalent teaching technique based on students’ response at tertiary level, five statements were developed which comprised Part-3 of the students’ questionnaire. These statements are presented in Table-8

Interpretation:

The first statement, on the prevalent teaching technique “Memorization helps me to score better in the exam” received an average point value -0.53. Three respondents said that memorization always helps to score better in the exam, fourteen respondents said that it helps very often, seven respondents could not decide, two respondents said memorization helps

occasionally to score better in the exam and one respondent said that memorization never helps to score better in the exam. As the average point-value is -0.53 this item carries negative value suggesting that students memorize to make better in the examination.

The second statement on the teaching technique, “The items in question paper only based on the syllabus covered in the class” received an average point-value -0.06. Five respondents said that the items in question paper are always from the syllabus covered in the class, twelve respondents said that the items in question paper are very often based on the syllabus covered in the class, ten respondents could not decide, three respondents said that the items in question paper are occasionally based on the syllabus covered in the class and the no one responded for the final point. As the average point-value is -0.06, this item carries just positive value suggesting that students do not need to go beyond texts which are practiced in the class room.

The third statement on teaching technique, “My teachers expect me to give answer from the text” received an average point-value -0.53. two respondents said that their teachers always expect him or her to give answer from the text, thirteen respondents said that their teachers very often expect them to give answer from the text, ten respondents could not decide, one respondents said that their teachers occasionally expect them to give answer from the text and no one responded for the final point. The average point-value-0.53 this item carries just negative value suggesting that both teachers and students are exam oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.36. Two respondents said that their teachers always ask them to relate text with their previous knowledge, ten respondents said that their teachers very often ask them to relate text with their previous knowledge, eleven

respondents could not decide, three respondents said that their teachers occasionally ask them to relate text with their previous knowledge and no one responded for the final point. The average point-value 0.36 this item carries just positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value -0.33. Four respondents said that their teachers always suggest them to focus on grammatical rules, six respondents said that their teachers very often suggest them to focus on grammatical rules, fourteen respondents could not decide, four respondents said that their teachers occasionally suggest them to focus on grammatical rules while no respondents said that their teachers never suggest them to focus on grammatical rules. As the average point-value is -0.33 this item carries just negative value suggesting that teacher are very traditional as they emphasis on grammatical rules.

Evaluation of the students’ competence Based on Students’ Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students’ response at tertiary level, six statements were developed which comprised Part-4 of the teacher’s questionnaire. These statements are presented in Table-8

Interpretation:

The first statement on the textbook “I need to search dictionary frequently to find meanings of unknown words” received an average point value -0.26. Four respondents said that they always need to search dictionary to find meanings of unknown words, eight respondents said that they very often need to search dictionary to find meanings of unknown words, ten

respondents could not decide, eight respondents said that they occasionally need to search dictionary to find meanings of unknown words and no one responded for the last item. The average point-value is -0.26 suggesting that students are overly dependent on dictionary to find out unknown word meaning.

The second statement on the competence, “I guess a meaning of an unknown word from the text without the help of dictionary” received an average point-value 0.01. Only three respondents said that they can always guess a meaning of an unknown word from the text without the help of dictionary, ten respondents said that they can very often guess a meaning of an unknown word from the text without the help of dictionary, nine respondents could not decide, seven respondents said that they can occasionally guess a meaning of an unknown word from the text without the help of dictionary and seven respondents said that they can never guess very often a meaning of an unknown word from the text without the help of dictionary. As the average point-value is 0.01, this item carries just positive value suggesting that students are not aware to find out meaning based on context.

The third statement on competence, “I can guess a particular reading text looking at its title” received an average point-value 0.16. Five respondents said that they can always guess a particular reading text looking at its title, six respondents said that they can occasionally guess a particular reading text looking at its title, eleven respondents could not decide, five respondents said that they can occasionally always guess a particular reading text looking at its title, three respondents said that they can never guess a particular reading text looking at its title. The average point-value is 0.16 this item carries moderately positive value suggesting that students have very poor skill to analyze a text.

The fourth statement on the examination system, “I can relate my background knowledge with my reading text used in the class room” received an average point-value 0.4. Five respondents said that they can always relate their background knowledge with their reading

text used in the class room, ten respondents said that they very often can relate their background knowledge with their reading text used in the class room, nine respondents could not decide, five respondents said that they can occasionally relate their background knowledge with their reading text used in the class room and only one responded for the final point. The average point-value is 0.4, this item carries just positive value suggesting that students are very few cases able to relate textual knowledge with their own schema.

The fifth statement on the examination system “I understand shift and transition of ideas in a text” received an average point-value .0.36. Four respondents said that they can always understand shift and transition of ideas in a text, nine respondents said that they can very often understand shift and transition of ideas in a text, eleven respondents could not decide, four respondents said that they can occasionally understand shift and transition of ideas in a text while the rest one respondent said that he or she can never understand shift and transition of ideas in a text. As the average point-value is 0.36. This item carries just positive value suggesting that students not always face difficulties to understand writer’s perspective.

The sixth statement on the examination system, “I understand the writers tone mood and purpose” received an average point-value 0.16. Only two respondents said that they always understand the writers’ tone, mood and purpose, eight respondents said that they can very often understand the writers’ tone, mood and purpose, thirteen respondents could not decide, seven respondents said that they can occasionally understand the writers’ tone mood and purpose and no respondent said that they can never understand the writers’ tone mood and purpose. As the average point-value is 0.16. This item carries just positive value suggesting that students face have difficulties sometimes to understand tone or mood of the text.

PUBLIC COLLEGE TOGETHER

**Frequency Distribution, Total and Average Point-Value of each Item Based on the
Questionnaire for Students**

Table -9

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General I read English text.	+2	+1	0	-1	-2	21	0.7
		2x9	1x6	0x12	-1x3	-2x0		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	2	0.06
		2x5	1x3	0x14	-1x5	-2x3		
3.	I think that my reading habit outside the classroom helps me in exam.	+2	+1	0	-1	-2	-11	-0.36
		2x2	1x3	0x12	-1x6	-2x7		

Significant finding-*, Highly significant finding-**))

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials	+2	+1	0	-1	-2	22	0.73
	I face difficulties when I read some reading tasks which are not practiced in the classroom.	2x7	1x10	0x10	-1x2	-2x0		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	16	0.53*
		2x3	1x1	0x10	-1x9	-2x7		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	-13	-0.43
		2x4	1x4	0x6	-1x7	-2x9		

Significant finding-*, Highly significant finding-**))

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique	-2	-1	0	+1	+2	-17	-0.56
	Memorization helps me to score better in the exam.	-2x10	-1x8	0x12	+1x1	+2x0		
6	The items in question paper only based on the syllabus covered in the class.	-2	-1	0	+1	+2	-19	-0.63
		-2x14	-1x7	0x6	+1x2	+2x1		
	My teachers expect me to give	-2	-1	0	+1	+2		

7	answer from the text	-2x10	-1x9	0x7	+1x3	+2x1	-23	-0.76*
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	23	0.76
		+2x11	+1x7	0x8	-1x3	-2x1		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	-17	-0.56
		-2x6	-1x9	0x11	+1x4	+2x0		

Significant finding-*, Highly significant finding-**))

No.	Statements	Always	Very often	sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+2	-32	-
		-2x14	-1x7	0x6	+1x3	+2x0		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	-1	-2	-12	-0.4
		+2x3	+1x3	0x9	-1x8	-2x7		
16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	-3	-0.1
		+2x1	+1x5	0x14	-1x9	-2x1		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	10	0.33*
		+2x5	+1x6	0x15	-1x2	-2x2		
18.	I understand shift and transition of ideas in a text	+2	+1	0	-1	-2	-11	-0.36
		+2x2	+1x4	0x8	-1x13	-2x3		
	I understand the writers tone mood	+2	+1	0	-1	-2		

19	and purpose	+2x4	+1x5	0x13	-1x6	-2x2	3	0.1
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Significant finding-*, Highly significant finding-**))

Determination of the students’ interest in English language learning based on students’ responses:

To determine the students’ interest in English language learning at the tertiary three statements were developed which comprised part-1 of the students’ questionnaire. These statements are presented in Table-9

Interpretation:

The first statement on general statement “I read English text” received an average point value 0.7. Nine respondents said that they always read English text, six respondents said that they very often read English text, twelve respondents could not decide, three respondents said that they occasionally read English text, no respondent was found who never reads English text. As the average point-value is 0.7 this item carries just positive value suggesting that students have good habit of reading.

The second statement on general statement “I get pleasure reading English texts” received an average point-value 0.06. Five respondents said that they always get pleasure reading an English text, three respondents said that they very often get pleasure reading English texts, fourteen respondents could not decide, five respondents said that they occasionally read and get pleasure and only three respondents said they never get pleasure reading an English text. As the average point-value is 0.06 this item carries just positive value suggesting that students get pleasure by reading text.

The third statement on general statement, “I think that my reading habit outside the classroom helps me in examination” received an average point-value -0.36. Two respondents said that their reading habit outside the classroom always helps them in examination, three

respondents said that their reading habit outside the classroom very often helps them in examination, twelve respondents could not decide, six respondents said that their reading habit outside the classroom occasionally helps them in the examination and seven respondents said that their reading habit outside the classroom never helps them in the examination. The average point-value is -0.36, this item carries just negative value suggesting that students' reading out side of syllabus never helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

Determination of the effectiveness of the materials used in the class room in English language learning based on students' responses, three statements were developed which comprised Part-2 of the students' questionnaire. These statements are presented in Table-9

Interpretation:

The first statement on general statement "I face difficulties when I read some reading tasks which are not practiced in the classroom" received an average point value 0.73. Seven respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, ten respondents said that they very often face difficulties when they read some reading tasks which are not practiced in the classroom and ten respondents could not decide and two respondents said that they occasionally face difficulties when they read some reading tasks which are not practiced in the classroom and no one responded for the final point. As the average point-value is 0.73 this item carries moderately positive value suggesting that students very few cases get difficulties while they read some texts which are not practiced in the classroom.

The second statement on general statement "My teachers relate the foreign materials to our own culture or context" received an average point value 0.56. Three respondents said that their teachers always relate the foreign materials to our own culture or context, one

respondent said that his or her teachers very often relate the foreign materials to our own culture or context, ten respondents could not decide, nine respondents said that their teachers occasionally relate the foreign materials to our own culture or context, seven respondents said that their teachers never relate the foreign materials to our own culture or context. As the average point-value is 0.56, this item carries just positive value suggesting that teachers not always relate foreign materials with our own culture.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value-0.43. Four respondents said their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, four respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them up in dictionary, six respondents could not decide, seven respondents said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and nine respondents said that their teacher never ask them to guess the meaning of unknown words. The average point-value is -0.43 mean this item carries just negative value suggesting that teachers usually do not ask students to find some unknown words meaning without looking up the dictionary.

Evaluation of the Prevalent Teaching Technique Based on Students’ Responses:

To determine the efficacy of the prevalent teaching technique based on students’ response at tertiary level, five statements were developed which comprised Part-3 of the students’ questionnaire. These statements are presented in Table-1

Interpretation:

The first statement, on the prevalent teaching technique “Memorization helps me to score better in the exam” received an average point value -0.56.Ten respondents said that

memorization always helps to score better in the exam, eight respondents said that it helps very often, twelve respondents could not decide, one respondent said that memorization helps occasionally to score better in the exam and one respondent said that memorization never helps to score better in the exam. As the average point-value is -0.56, this item carries positive value suggesting that students memorize to make better in the examination.

The second statement on the teaching technique, “The items in question paper only based on the syllabus covered in the class” received an average point-value -0.63. Fourteen respondents said that the items in question paper are always from the syllabus covered in the class, seven respondents said that the items in question paper are very often based on the syllabus covered in the class, eight respondents could not decide, two respondents said that the items in question paper are occasionally based on the syllabus covered in the class and one respondent said that question paper is never from on the syllabus covered in the class. As the average point-value is -0.63, this item carries just negative value suggesting that students do not go beyond texts which are practiced in the class room.

The third statement on teaching technique, “My teachers expect me to give answer from the text” received an average point-value -0.76. Ten respondents said that their teachers always expect them to give answer from the text, nine respondents said that their teachers very often expect them to give answer from the text, seven respondents could not decide, three respondents said that their teachers occasionally expect them to give answer from the text and one respondents said that his or her teachers never expect them to give answer from the text. The average point-value -0.76 this item carries moderately negative value suggesting that both teachers and students are exam oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.76. Eleven respondents said that their

teachers always ask them to relate text with their previous knowledge, seven respondents said that their teachers very often ask them to relate text with their previous knowledge. Eight respondents could not decide three respondents said that their teachers occasionally ask them to relate text with their previous knowledge and one respondent said that his or her teachers never ask him or her to relate text with their previous knowledge. The average point-value 0.76 this item carries just positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value -0.56. Six respondents said that their teachers always suggest them to focus on grammatical rules, nine respondents said that their teachers very often suggest them to focus on grammatical rules, eleven respondents could not decide, four respondents said that their teachers occasionally suggest them to focus on grammatical rules while no one responded for the final point. As the average point-value is -0.56 this item carries moderately negative value suggesting that teacher are very traditional as they emphasis on grammatical rules.

Evaluation of the students’ competence Based on Students’ Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students’ response at tertiary level, six statements were developed which comprised Part-4 of the teacher’s questionnaire. These statements are presented in Table -8

Interpretation:

The first statement on the textbook “I need to search dictionary frequently to find meanings of unknown words” received an average point value -1.06. Fourteen respondents said that they

always need to search dictionary to find meanings of unknown words, seven respondents said that they very often need to search dictionary to find meanings of unknown words, six respondents could not decide, three respondents said that they occasionally need to search dictionary to find meanings of unknown words and no one responded for the last item. The average point-value is -1.06 this item carries strongly negative value suggesting that students are overly dependent on dictionary to find out unknown words meaning.

The second statement on the competence, “I guess a meaning of an unknown word from the text without the help of dictionary” received an average point-value- 0.04. Only three respondents said that they can always guess a meaning of an unknown word from the text without the help of dictionary, three respondents said that they can very often guess a meaning of an unknown word from the text without the help of dictionary, nine respondents could not decide, eight respondents said that they can occasionally guess a meaning of an unknown word from the text without the help of dictionary and seven respondents said that they can never guess very often a meaning of an unknown word from the text without the help of dictionary. As the average point-value is -0.4, this item carries just positive value suggesting that students are not aware to find out meaning based on context.

The third statement on competence, “I can guess a particular reading text looking at its title” received an average point-value -0.1. One respondent said that he or she can always guess a particular reading text looking at its title, five respondents said that they can occasionally guess a particular reading text from its title, fourteen respondents could not decide, nine respondents said that they can occasionally always guess a particular reading text looking at its title, one responded for the final point. The average point-value is -0.1 this item carries just positive suggesting that students have very poor skill to analyze a text.

The fourth statement on the examination system, “I can relate my background knowledge with my reading text used in the class room” received an average point-value 0.33. Five

respondents said that they can always relate their background knowledge with their reading text used in the class room, six respondents said that they very often can relate their background knowledge with their reading text used in the class room, fourteen respondents could not decide, two respondents said that they can occasionally relate their background knowledge with their reading text used in the class room and only two respondents for the final point of never. The average point-value is 0.33, this item carries fairly positive value suggesting that students are, to some extent, able to relate textual knowledge with their own schema.

The fifth statement on the examination system “I understand shift and transition of ideas in a text” received an average point-value -0.36. Two respondents said that they can always understand shift and transition of ideas in a text, four respondents said that they can very often understand shift and transition of ideas in a text, eight respondents could not decide, thirteen respondents said that they can occasionally understand shift and transition of ideas in a text while the rest three respondent said that they can never understand shift and transition of ideas in a text. As the average point-value is -0.36. This item carries just negative value suggesting that students face difficulties to understand writer’s perspective.

The sixth statement on the examination system, “I understand the writers tone mood and purpose” received an average point-value 0.1 Only four respondents said that they always understand the writers’ tone, mood and purpose, five respondents said that they can very often understand the writers’ tone, mood and purpose, thirteen respondents could not decide, six respondents said that they can occasionally understand the writers’ tone mood and purpose and two respondents said that they can never understand the writers’ tone mood and purpose. As the average point-value is 0.1. This item carries just positive value suggesting that students very few cases understand tone or mood of the text.

COMPARATIVE SYUDY

Frequency Distribution, Total and Average Point-Value of each Item Based on the Questionnaire for Students

Table -10

Part -1

SL NO	Name of the institutions	Always (%)	Very often (%)	Sometimes (%)	Occasionally (%)	Never(%)	Total point value	Average point value
1	Private university	46.6	13.33	13.33	20	6.66	22	0.73
	Public university	23.33	36.66	-30	-6.66	-3.33	21	0.7
	College and university	30	20	40	10	10	11	0.36
I get pleasure reading English text	Private university	23.33	23.33	33.33	-10	-10	13	0.43
	Public university	33.33	26.33	-30	10	-3.33	23	0.76
	College and university	16.66	10	46.66	16.66	10	2	0.06
I think that my reading habit outside the classroom helps me in exam.	Private university	30	46.66	23.33	-10	-3.33	24	0.8
	Public university	13.33	40	23.33	16.66	10	4	0.3
	College and university	6.66	10	40	20	23.33	-11	-0.36

Significant finding-*, Highly significant finding-**))

Interpretation of the Comparative Study

The differences present the comparative pictures of the learning of different universities. It shows that the picture of teaching and learning indifferent universities (private, public and colleges) is almost same. In some cases, there are significant differences. These differences have been taken under consideration when these are 0.50 or above it.

One important thing to be noticed is that the differences are, in almost all cases, positive values, that is, in these cases the performance of private universities seems to be better than that of public universities and colleges.

Considering the overall results it can be said that the condition of the teaching of reading in both government and non-government colleges is almost identical.

The first questions of the students' questionnaire asked for an indication of whether the students read English text or not. The question for private university received the average point-value 0.73, public university 0.7 and public college and university received 0.36. The finding shows that, students of these three types of different universities have good reading habit. However, the reading habit the private universities have higher than the students of public universities and colleges.

The second questions of the students' questionnaire asked for an indication of whether they get pleasure reading English text. The question for private university received the average point-value 0.43, public university 0.76 and public college and university received 0.06. The finding shows that, students of these three types of different universities get pleasure reading a text. However, the students of private universities have higher than the students of public universities and colleges.

The third questions of the students' questionnaire asked for an indication of whether they think that their reading habit outside the classroom helps them in exam. The question for private university received the average point-value 0.8, public university 0.3 and public

college and university received-0.36. The finding shows that their reading habit outside the classroom helps them in exam and it is only applicable for private and public university not for colleges.

SL. NO	Name of the institutions	Always (%)	Very often (%)	Sometimes (%)	Occasionally (%)	Never(%)	Total point value	Average point value
If face difficulties when I read some reading tasks which are not practiced in the classroom.	Private university	16.66	26.66	36.66	-16.66	-3.66	10	0.33
	Public university	20	20	20	10	0	15	0.13
	College and university	23.33	33.33	33.33	6.66	0	22	0.73*
My teachers relate the foreign materials to our own culture or context.	Private university	23.33	33.33	16.66	-10	-13.33	13	0.43*
	Public university	6.66	20	53.33	20	0	4	0.13*
	College and university	10	3.33	33.33	30	23.33	16	0.53
My teachers ask me to guess the meaning of	Private university	20	20	26.66	-10	-20	3	0.1
	Public university	13.33	20	23.33	6.66	3.33	7	0.13

unknown words without looking them up in dictionary	College and university	13.33	13.33	20	23.33	30	-13	-0.43
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Significant finding-*, Highly Significant finding-**)

The first questions of the students' questionnaire asked for an indication of whether they face difficulties when they read some reading tasks which are not practiced in the classroom. The question for private university received the average point-value 0.33, public university 0.13 and public college and university received 0.73.

The finding shows that, students of these three types of different universities face almost equal problems while analyzing a text. However, this difficulty for the public colleges has higher than the students of public universities and private universities.

The second questions of the students' questionnaire asked for an indication of whether their teachers relate the foreign materials to our own culture or context. The question for private university received the average point-value 0.43, public university 0.13 and public college and university received 0.53. The finding shows that, students of these three types of different universities' teachers relate foreign materials to our own culture or context equally. However, in private universities, an appropriate usage of different materials is better than the students of public universities and colleges.

The third questions of the students' questionnaire asked for an indication of whether their teachers ask me to guess the meaning of unknown words without looking them up in dictionary. The question for private university received the average point-value 0.1, public university 0.13 and public college and university received -0.6.

The finding shows that, almost the same way teachers of private and public universities ask their students to guess the meaning of unknown words without looking them up in dictionary

but it might not be satisfactory. On the other hand, teachers of public colleges never ask their students to guess the meaning of unknown words without looking them up in dictionary.

SL. NO	Name of the institutions	Always (%)	Very often (%)	Sometimes (%)	Occasionally (%)	Never(%)	Total point value	Average point value
Memorization helps me to score better in the exam.	Private university	-6.66	-20	36.66	10	26.66	17	0.56*
	Public university	-10	-46.66	23.33	6.66	3.33	16	-0.53*
	College and university	-30	-26.66	40	3.33	0	-17	-0.56*
The items in question paper only based on the syllabus covered in the class.	Private university	-16.66	-20	26.66	20	16.66	0	0
	Public university	-16.66	-40	33.33	10	0	-18	-0.6
	College and university	46.66	23.33	20	6.66	3.33	-19	-0.63
My teachers expect me to give answer from the text	Private university	30	13.33	23.33	16.66	36.66	5	0.16
	Public university	-6.66	43.33	33.33	10	0	18	0.6
	College and university	33.33	30	23.33	10	3.33	-23	-0.76

My teachers ask me to relate text with my previous knowledge	Private university	23.33	33.33	23.33	-10	-10	-12	-0.4
	Public university	6.66	-43.33	33.33	10	0	18	0.6
	College and university	40	23.33	26.33	-10	-3.33	23	0.56
My teachers suggest me to focus on grammar rules	Private university	36	10	40	23.33	10	12	0.4*
	Public university	13.33	20	46.66	13.33	0	10	0.53*
	Public college	23.33	30	36.66	13.33	0	-17	-0.56*

Significant finding-*, Highly significant finding-**))

The first questions of the students' questionnaire asked for an indication of whether Memorization helps me to score better in the exam. The question for private university received the average point-value 0.56, public university-0.53 and public college and university received -.56. The finding shows that, both public universities and public colleges have same result that they are almost dependent on memorization for their result but private university students are almost far away from memorization.

The second questions of the students' questionnaire asked for an indication of whether the items in question paper only based on the syllabus covered in the class. The question for private university received the average point-value 0, public university-0.6and public college

and university received -0.63. The finding shows that, students of public universities and public colleges are overly dependent on the syllabus covered in the classroom. On the other hand, it does not happened to the private universities context.

The third questions of the students' questionnaire asked for an indication of whether my teachers expect me to give answer from the text. The question for private university received the average point-value 0.16, public university 0.6 and public college and university received-0.76. The finding shows that, both public and private universities have result that most of the cases questions' answers are not from text. But, in the context of colleges, it happens opposite of public and private universities.

The fourth questions of the students' questionnaire asked for an indication of whether my teachers ask me to relate text with my previous knowledge. The question for private university received the average point-value -0.4, public university 0.6 and public college and university received 0.56. The finding shows that, both public colleges and public universities have result that most of the cases teachers relate text with student's previous knowledge. But, in the context of private universities, it happen very cases.

The fifth questions of the students' questionnaire asked for an indication of whether my teachers suggest me to focus on grammar rules. The question for private university received the average point-value 0.4, public university-0.53and public college and university received-0.56. The finding shows that, both public colleges and public universities have negative, it means that they are overly dependent on grammatical rules and regulation but it is opposite in the context of private university where students are used to with English to English thinking almost all cases.

SL. NO	Name of the institutions	Always (%)	Very often (%)	Sometimes (%)	Occasionally (%)	Never(%)	Total point value	Average point value
I need to search dictionary frequently to find meanings of unknown words	Private university	-40	-26.66	23.33	+10	+0	29	-0.96*
	Public university	13.33	26.66	33.33	-26.66	-0	-8	-0.26*
	College and university	46.66	23.33	20	-10	-0	-32	-1.06*
I guess a meaning of an unknown words from the text without the help of dictionary	Private university	13.33	33.33	30	-13.33	-10	8	0.26
	Public university	10	33.33	30	-23.33	-10		0.1
	College and university	10	10	30	-26.66	-23.33	-12	-0.4
I can guess a particular reading text looking at its title.	Private university	30	36.66	23.33	6.66	3.33	25	0.83
	Public university	16.66	20	36.66	-16.66	-10	5	0.16
	College and university	3.33	16.66	46.66	30	-3.33	-3	-0.1
I can relate my background knowledge with my reading text	Private university	26.66	26.66	33.33	-10	-3.33	19	0.63
	Public university	16.66	33.33	30	-16.66	-3.33	12	0.9

used in the class room.	College and university	16.66	20	50	-6.66	-6.66	10	0.33
I understand shift and transition of ideas in a text	Private university	26.66	30	20	-20	-3.33	16	0.53
	Public university	16.66	30	36.66	-6.66	-3.33	11	0.36**
	College and university	6.66	13.33	26.66	-43.33	-10	-11	-0.36
I understand the writers tone mood and purpose	Private university	30	30	50	-3.33	-6.66	13	0.43
	Public university	6.66	26.66	43.33	-23.33	-0	5	0.16
	College and university	13.33	16.66	43.33	-20	-6.66	3	01

Significant finding-*, Highly significant finding-**))

The first questions of the students' questionnaire asked for an indication of whether I need to search dictionary frequently to find meanings of unknown words

The question for private university received the average point-value -0.96, public university-0.26 and public college and university received -1.06. The finding shows that all these universities have same result that they need to search dictionary frequently to find meanings of unknown words. However, it is higher in the context of public colleges.

The second questions of the students' questionnaire asked for an indication of whether I guess a meaning of unknown words from the text without the help of dictionary. The question for private university received the average point-value 0.26, public university-0.1 and public college and university received -0.4. the finding shows that both public universities and private universities have same result though private universities have a bit higher positive result than public university. On the other hand, public colleges have very poor result as most

of the cases students of public college need to search dictionary frequently to find out unknown words meaning.

The third questions of the students' questionnaire asked for an indication of whether I can guess a particular reading text looking at its title. The question for private university received the average point-value 0.83, public university 0.16 and public college and university received 0.1. The finding shows that both public universities and private universities have same result though private universities have a bit higher positive result than public university. On the other hand, public colleges have very poor result as most of the cases students of public college can not understand the text by seeing its title.

The fourth questions of the students' questionnaire asked for an indication of whether I can relate my background knowledge with my reading text used in the class room

The question for private university received the average point-value 0.63, public university 0.9 and public college and university received 0.33. The finding shows that all the universities have positive result but private universities have higher positive result than public universities and colleges.

The fifth questions of the students' questionnaire asked for an indication of whether I understand shift and transition of ideas in a text. The question for private university received the average point-value 0.53, public university 0.36 and public college and university received 0.36. The finding shows that both private and public universities have positive result but private universities have higher positive result than public universities. But, public colleges have very poor result as they can not understand shift and transition of ideas in a text.

The sixth questions of the students' questionnaire asked for an indication of whether I understand the writers tone mood and purpose. The question for private university received the average point-value 0.43, public university 0.16 and public college and university received 0.1. The finding shows that all the universities have positive result but private universities have higher positive result than public universities and colleges.

ALL UNIVERSITIES TOGETHER

TABLE-10

Frequency Distribution, Total and Average Point-Value of each Item Based on the Questionnaire for Students

Table -10

Part -1

No.	Statements	Always	Very often	Sometimes	Occasionally	Never	Total point value	Average point value
1.	General	+2	+1	0	-1	-2	66	0.73
	I read English text.	2x30	1x21	0x25	-1x11	-2x3		
2.	I get pleasure reading English texts.	+2	+1	0	-1	-2	37	0.41
		2x22	1x18	0x33	-1x11	-2x7		
	I think that my reading habit outside	+2	+1	0	-1	-2		

3.	the classroom helps me in exam. .	2x15	1x29	0x26	-1x14	-2x11	24	0.26*
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Significant finding-*, Highly significant finding-**))

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
9.	Materials I face difficulties when I read some reading tasks which are not practiced in the classroom.	+2	+1	0	-1	-2	28	0.31
		2x18	1x24	0x37	-1x10	-2x1		
10.	My teachers relate the foreign materials to our own culture or context.	+2	+1	0	-1	-2	1	0.01*
		2x12	1x17	0x31	-1x18	-2x11		
11.	My teachers ask me to guess the meaning of unknown words without looking them up in dictionary	+2	+1	0	-1	-2	6	0.06
		2x14	1x16	0x27	-1x18	-2x16		

Significant finding-*, Highly significant finding-**))

No.	Statements	always	Very often	sometimes	occasionally	never	Total point value	Average point value
5.	Teaching Technique Memorization helps me to score better in the exam.	-2	-1	0	+1	+2	- 34	-0.37**
		-2x15	-1x28	0x30	+1x6	+2x9		
	The items in question paper only	-2	-1	0	+1	+2		

6	based on the syllabus covered in the class.	-2x24	-1x25	0x24	+1x10	+2x6	51	-0.56
7	My teachers expect me to give answer from the text	-2	-1	0	+1	+2	33	0.36
		-2x21	-1x26	0x24	+1x9	+2x12		
12	My teachers ask me to relate text with my previous knowledge	+2	+1	0	-1	-2	48	0.53
		+2x19	+1x27	0x26	-1x9	-2x4		
14.	My teachers suggest me to focus on grammar rules	-2	-1	0	+1	+2	39	0.43*
		-2x21	-1x18	0x37	+1x1	+2x3		

Significant finding-*, Highly significant finding-**)

No.	Statements	Always	Very often	Sometimes	occasionally	never	Total point value	Average point value
13.	Competence I need to search dictionary frequently to find meanings of unknown words	-2	-1	0	+1	+2		0.03
		-2x11	-1x21	0x28	1x20	+2x10		
15	I guess a meaning of an unknown words from the text without the help of dictionary	+2	+1	0	+1	-2	2	0.02**
		+2x10	+1x23	0x27	1x19	2x13		

16.	I can guess a particular reading text looking at its title.	+2	+1	0	-1	-2	6	0.28
		+2x15	+1x22	0x32	-1x16	-2x5		
17	I can relate my background knowledge with my reading text used in the class room.	+2	+1	0	-1	-2	19	0.21*
		+2x 14	+1x24	0x25	-1x23	-2x5		
18.	I understand shift and transition of ideas in a text	+2	+1	0	- 1	-2	7	0.18
		+2x14	+1x22	0x25	-1x23	-2x5		
19	I understand the writers tone mood and purpose	+2	+1	0	-1	-2	21	0.23
		+2x 12	+1x 19	0x41	-1x14	-2x4		

Significant finding-*, Highly significant finding-**))

Determination of the students' interest in English language learning based on students' responses:

To determine the students' interest in English language learning at the tertiary three statements were developed which comprised part-1 of the students' questionnaire. These statements are presented in Table-10

Interpretation:

The first statement on general statement "I read English text" received an average point value 0.33. Thirty respondents said that they always read English text, twenty one respondents said that they very often read English text, twenty five respondents said that they could not decide, eleven respondents said that they occasionally read English text, three respondents said that they never read English text. As the average point-value is 0.73 this item carries moderately positive value suggesting that students have good habit of reading.

The second statement on general statement “I get pleasure reading English texts” received an average point-value 0.41. Twenty two respondents said that they always get pleasure reading an English text, eighteen respondents said that they very often get pleasure reading English texts, thirty three respondents could not decide, eleven respondents said that they occasionally read and get pleasure and only seven respondents said they never get pleasure reading an English text. As the average point-value is 0.41 this item carries just positive value suggesting that students get pleasure by reading text.

The third statement on general statement, “I think that my reading habit outside the classroom helps me in examination” received an average point-value 0.26. Fifteen respondents said that their reading habit outside the classroom always helps them in examination, twenty nine respondents said that their reading habit outside the classroom very often helps them in examination, twenty six respondents could not decide, fourteen respondents said that their reading habit outside the classroom occasionally helps them in examination and eleven respondent said that his or her reading habit outside the classroom never helps him or her in examination. The average point-value is 0.26 this item carries just positive value suggesting that students’ reading out side of syllabus sometimes helps in their examination.

Determination of the effectiveness of the materials used in the class room in English language learning based on students Responses:

Determination of the effectiveness of the materials used in the class room in English language learning based on students’ responses, three statements were developed which comprised Part-2 of the students’ questionnaire. These statements are presented in Table-10

Interpretation:

The first statement on general statement “I face difficulties when I read some reading tasks which are not practiced in the classroom” received an average point value 0.31. Eighteen respondents said that they always face difficulties when they read some reading tasks which are not practiced in the classroom, twenty four respondents said that they very often face difficulties when they read some reading tasks which are not practiced in the classroom and thirty seven respondents could not decide and ten respondents said that they occasionally face difficulties when they read some reading tasks which are not practiced in the classroom and one respondent said that he or she never face difficulties when they read some reading tasks which are not practiced in the classroom. As the average point-value is 0.31 this item carries just positive value suggesting that students get difficulties but not always while they read some texts which are not practiced in the classroom.

The second statement on general statement “My teachers relate the foreign materials to our own culture or context” received an average point value 0.01. Twelve respondents said that their teachers always relate the foreign materials to our own culture or context, seventeen respondents said that their teachers very often relate the foreign materials to our own culture or context, thirty one respondents could not decide, eighteen respondents said that their teachers occasionally relate the foreign materials to our own culture or context, eleven respondents said that their teachers never relate the foreign materials to our own culture or context. As the average point-value is 0.01 this item carries just positive value suggesting that teachers hardly relate foreign materials with our own culture.

The third statement on general statement, “my teachers ask me to guess the meaning of unknown words without looking them up in dictionary” received an average point-value 0.06. Fourteen respondents said their teachers always ask them to guess the meaning of unknown words without looking them up in dictionary, sixteen respondents said that their teachers very often ask them to guess the meaning of unknown words without looking them

up in dictionary, twenty seven respondents could not decide, eighteen respondents said their teachers occasionally ask them to guess the meaning of unknown words without looking them up in dictionary and sixteen respondents said that his or her teacher never ask him or her to guess the meaning of unknown words . The average point-value is 0.06 mean this item carries just positive value suggesting that teachers scarcely ask students to find some unknown word meaning without looking up the dictionary.

Evaluation of the Prevalent Teaching Technique Based on Students' Responses:

To determine the efficacy of the prevalent teaching technique based on students' response at tertiary level, five statements were developed which comprised Part-3 of the students' questionnaire. These statements are presented in Table-10

Interpretation:

The first statement, on the prevalent teaching technique "Memorization helps me to score better in the exam" received an average point value -0.37. Fifteen respondents said that memorization always helps to score better in the exam, twenty eight respondents said that it helps very often, thirty respondents could not decide, six respondents said that memorization helps occasionally to score better in the exam and nine respondents said that memorization never helps to score better in the exam. As the average point-value is -0.37, this item carries negative value suggesting that students memorize to make better in the exam.

The second statement on the teaching technique, “The items in question paper only based on the syllabus covered in the class” received an average point-value -0.56. Twenty four respondent said that the items in question paper are always from the syllabus covered in the class, twenty five respondents said that the items in question paper are very often based on the syllabus covered in the class, twenty four respondents said that they could not decide, ten respondents said that the items in question paper are occasionally based on the syllabus covered in the class and six respondents said that question paper is never from on the syllabus covered in the class. As the average point-value is -0.56, this item carries negative value suggesting that students can not go beyond texts which are practiced in the class room.

The third statement on teaching technique, “My teachers expect me to give answer from the text” received an average point-value 0.36. Twenty one respondents said that their teachers always expect them to give answer from the text, twenty six respondents said that their teachers very often expect them to give answer from the text, twenty four respondents could not decide, nine respondents said that their teachers occasionally expect them to give answer from the text and twelve respondents said that their teachers never expect them to give answer from the text. The average point-value-0.36 this item carries just negative value suggesting that both teachers and students are examination oriented.

The fourth statement on the teaching technique, “My teachers ask me to relate text with my previous knowledge” received an average point-value 0.53. Nineteen respondents said that their teachers always ask them to relate text with their previous knowledge, twenty seven respondents said that their teachers very often ask them to relate text with their previous knowledge, twenty six respondents could not decide, nine respondents said that their teachers occasionally ask them to relate text with their previous knowledge and four respondents that their teachers never ask them to relate text with their previous knowledge.

The average point-value 0.53, this item carries positive value suggesting that teachers are careful to make recall students of their schematic knowledge regarding the text that teachers teach.

The fifth statement on the teaching technique, “My teachers suggest me to focus on grammar rules’ received an average point-value- 0.33. Twenty one respondents said that their teachers always suggest them to focus on grammatical rules, eighteen respondents said that their teachers very often suggest them to focus on grammatical rules, thirty seven respondents could not decide, fifteen respondents said that their teachers occasionally suggest them to focus on grammatical rules while three respondents said that teachers never suggest them to focus on grammatical rules. As the average point-value is -0.43 this item carries just negative value suggesting that teacher are very traditional as they emphasis on grammatical rules.

Evaluation of the students’ competence Based on Students’ Responses:

To determine the efficacy of the prevalent the prevalent students competence based on students’ response at tertiary level, six statements were developed which comprised Part-4 of the teacher’s questionnaire. These statements are presented in Table-1

Interpretation:

The first statement on the textbook “I need to search dictionary frequently to find meanings of unknown words” received an average point value -0.46. Eleven respondents said that they always need to search dictionary to find meanings of unknown words, twenty one respondents said that they very often need to search dictionary to find meanings of unknown words, twenty eight respondents could not decide, twenty respondents said that they occasionally need to search dictionary to find meanings of unknown words and ten

respondents said that they very often need to search dictionary to find meanings of unknown words. The average point-value is -0.46 suggesting that students are overly dependent on dictionary to find out unknown word meaning.

The second statement on the competence, "I guess a meaning of an unknown word from the text without the help of dictionary" received an average point-value- 0.04. Only ten respondent said that he or she can always guess a meaning of an unknown word from the text without the help of dictionary, twenty three respondents said that he or she can very often guess a meaning of an unknown word from the text without the help of dictionary, twenty seven respondents could not decide, nineteen respondents said that he or she can occasionally guess a meaning of an unknown word from the text without the help of dictionary and thirteen said that they can never guess very often a meaning of an unknown word from the text without the help of dictionary. As the average point-value is -0.02, this item carries just negative value suggesting that students are not aware to find out meaning based on context.

The third statement on competence, "I can guess a particular reading text looking at its title" received an average point-value 0.53. Fifteen respondents said that they can always guess a particular reading text looking at its title, twenty two respondents said that they can occasionally guess a particular reading text looking at its title, thirty two respondents could not decide, sixteen respondents said that they can occasionally guess a particular reading text looking at its title, five respondents for the final point of never. The average point-value is 0.53 this item carries moderately positive value suggesting that students have very poor skill to analyze a text.

The fourth statement on the examination system, "I can relate my background knowledge with my reading text used in the class room" received an average point-value 0.33. fourteen respondents said that they can always relate their background knowledge with their reading

text used in the class room, twenty two respondents said that they very often can relate their background knowledge with their reading text used in the class room, twenty five could not decide, twenty three respondents said that they can occasionally relate their background knowledge with their reading text used in the class room respondents and only five respondents for the final point of never. The average point-value is 0 .33, this item carries fairly positive value suggesting that students are, to some extent, not able to relate textual knowledge with their own schema.

The fifth statement on the examination system “I understand shift and transition of ideas in a text” received an average point-value .0.13. fourteen respondents said that they can always understand shift and transition of ideas in a text, twenty two respondents said that they can very often understand shift and transition of ideas in a text, twenty five respondents said that they could not decide, twenty three respondents said that they can occasionally understand shift and transition of ideas in a text while the rest five respondent said that he or she never can understand shift and transition of ideas in a text. As the average point-value is 0.13. This item carries just positive value suggesting that students face difficulties to understand writer’s perspective.

The sixth statement on the examination system, “I understand the writers tone mood and purpose” received an average point-value 0.17. Only twelve respondents said that they always understand the writers’ tone, mood and purpose, nineteen respondents said that they can very often understand the writers’ tone, mood and purpose, nineteen respondents said that they could not decide, forty one respondents said that they can occasionally understand the writers’ tone mood and purpose and fourteen respondents said that they can never understand the writers’ tone mood and purpose and four respondents said that they can never understand the writers’ tone, mood and purpose. As the average point-value is 0.17. This

item carries moderately positive value suggesting that students face have difficulties to understand tone or mood of the text.

STUDENTS' COMMENTS

It might be said that reading materials used in the classroom taken from foreign culture and teachers very often try to relate it with our own culture and some teachers do not do relate .Do you think that it helps student to improve their reading skill and or do you have any opinion?

In response of question most of the students give their view that it is better to adapt foreign materials as if they can learn both culture and language. On the other hand very few students say disagree with foreign materials as it is very difficult to lean. They suggest using Bangladeshi materials that might help them to learn better.

In comprehension testing, we are tested in different ways –open ended (Questions' answer, summary writing, paraphrasing), close ended (true false, tick mark, fill in the blanks) and sometimes combination of these two types. Among these three which is suitable for testing your reading comprehension? Why?

Most of the students express their opinion that both open ended and close ended questions are necessary for testing your reading comprehension. As reason they say that it helps improving their reading skill.

How do you want reading to be taught?

In response of this question students view that it is better if teacher introduce the main idea and then they might read to figure out the necessary information.

TEACHERS' COMMENTS

Lack of information is one of the most obvious reasons comprehension difficulties.

What might be the best way to motivate students, give your opinion?

Most of the teachers agree with the statement that lack of information is one of the most obvious reasons comprehension difficulties. Most of the teachers responded that students can be motivate by introducing interesting topics and designing or setting tasks that students can connect with their real life situation. Some teachers said that some activities like group works, pair works and assignment can motivate students.

Materials adaptation or adoption which is the best way of learning language and culture?

To respond this question, most of the teachers say that material adaptation is the best way of teaching language and culture. To support their opinion, they said that in material adaptation teachers get chance to go down students' level, interest, needs and learning goal. They said that teachers can relate social cultural factors while adapting materials.

What might be best way to teach students out said of the classroom?

In response of this question most of teachers say that reading home work from different articles report, assignment, response paper etc.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In the preceding chapter, we concentrated on the presentation and analysis of the data of this study. This chapter presents the summary, conclusions and recommendations based upon the review of the related literature and the data collected and analyzed for the present research. Firstly, we shall consider the major findings of this study. Conclusions are then drawn in the light of the findings. And finally, certain recommendations are made for the consideration of the teachers and students with a view to improving the reading skill situation at tertiary level in Bangladesh.

5.1 Major Findings

The total score based of the students on the statements “I read English text” and “I get pleasure reading English texts” 0.73 and 0.41 respectably. These indicate that students ‘reading habit is satisfactory but their level of interest is not satisfactory.

The total score based on the students’ responses of statement “I think that my reading habit outside the classroom helps me in exam” is 0.26. Thus, responses of this statement determine that students some times go beyond academic texts as outside reading hardly help them to make better in the examination.

Based on the findings, it might be said that materials are not appropriately used in the class room and it causes serious difficulties in reading. In this regard, the totals score, based on the students’ responses on materials practiced in the classroom were-0.31 and0.01 respectively.

It was found that most of the students are very much exam oriented and their target is to get good marks. So it determines that they are not learning rather memorizing temporary basis. It also determines that classroom environment is not creative rather it spoils students’ originality and creativity by inspiring them to memorize. In this regard, the total score based

on the students' responses on students' way of learning and teaching were -0.37, 0.56 and 0.36.

The total score based on the students' responses on teaching technique was 0.43. Thus, it was found that most of the students thought that they are overly dependent on grammatical rules for developing language skill. They have knowledge in the rule but they can not use practically. The total score based on the students' responses on learning or teaching style was -0.43.

The total score based on the students' responses on statement of competence "I need to search dictionary frequently to find meanings of unknown words" and "I guess a meaning of an unknown words from the text without the help of dictionary" were 0.03 and -0.02 respectively. Thus, it shows that students are not able to find contextual meaning without the help of dictionary to any unknown words. It happens as they don't know the techniques of finding contextual meaning.

The total score based on the students' responses on the prevalent statement "I can guess a particular reading text looking at its title" was 0.28. It shows that very few cases students can guess a story from its title.

The total score based on the students' responses on statement "I can relate my background knowledge with my reading text used in the class room" was 0.21. It determines that in very few cases students can relate their background knowledge with the text they read, especially for academic purpose.

The total score based on the students' responses on the statement "I understand the writers' tone, mood and purpose" was 0.18. It determines that students might face some difficulties to understand writers' style and way of presentation while reading a text.

5.2 Recommendations

In the light of the present condition of teaching and learning of reading at tertiary level in Bangladesh, this section presents some recommendations with a view to improving students' overall reading skills.

Recommendations for Reading Habits

With present reading habit, students need to be motivated more intrinsically and extrinsically to their reading habit. Students can be motivated intrinsically in different ways by making them understand the importance of reading for mental satisfaction and mental development. Beside intrinsic motivation, students can be motivated extrinsically by assigning them oral presentation on a given topic.

Recommendations for Material \Text Selection

Both adopted and adapted, reading materials should be changed based on the students' interest and skill. If it is text book, teacher must relate it with our own context by giving examples and explanations. Texts of all the different types of writing– descriptive, narrative, expository, argumentative, literary etc. – should be used. Sports, culture, global issues, scenario, history etc. prove interesting for learners. So, topics that interest the learners most should be included in the materials. Reading materials should provide more texts– both longer and shorter ones. The materials should be task-based or activities oriented that involve the students in reading. The book should be of both lower and higher order skills. There also should be a large amount of literary texts. More and varied reading activities such as reading cloze, using clues to guess meanings, general comprehension check tasks, supplying title to a passage, identifying the topic sentence, arranging jumbled text, jigsaw reading, writing an outline of the text, finding surface and deeper meaning, transferring information from one form to another etc. have to be included in the book.

5.3 Recommendations for Pedagogy

Though reading skill covers large area it is possible to develop students' reading skills by engaging in reading with different sub- skills. It is not possible to teach or learn only within classroom and that is why students should engage actively in the reading process that can be in class room or outside of the classroom.

Teachers' Role to Improve Students Competence

The roles of teachers are to engage students actively with reading activities in the class room.

They should help students by giving some schematic knowledge of the topic.

Sometimes, teachers should help them with hints and clues, and train them the cognitive and met cognitive strategies to make their reading task more easy and comprehensible. Teachers must not lecture always, and explain everything to the students. They should make the students read and find out for themselves the different layers of meanings in the texts. Teachers should monitor students' activities, assist them and provide guidance, feedback and techniques how to guess meaning of some unknown words without looking at dictionary that distracts reading speed.

Learners' Role

Learners not to be exam oriented or marks oriented but they need to be engaged in the reading process that can help them to read any text easily. Besides learning grammar, they should learn its implication. They read individually; work in pairs or groups to find out meanings of words, sentences and texts. Students should be active organizers, not passive recipients

5.4 Conclusion

Based on the findings as presented, it can be concluded in different ways. Before that, it is very important that we consider certain constraints on the scope of these conclusions.

Firstly, this study is descriptive in nature. It tried to find out students' habit and interested area of reading which determine English practice (reading) at tertiary level in our country. Secondly, I tried to find out what the English language teaching (reading) and learning procedures that were going on at our tertiary level. Thereby, it was out of the scope of this study to legitimately claim that very few reading practices are good whereas certain others are not. Still, based on the findings of this study attempts have been made to the way of reading practices by students, way teaching reading in the classroom, students' motivation to reading task or text.

The present study refers to the needs of reading skills for the students of Bangladesh and finds out different aspects like to some extent not proper use of materials lack of students motivation, way of analyzing a reading text at tertiary level in Bangladesh. At the same time the study has also proved that the teachers and teaching methods are mostly responsible for the students' poor proficiency in reading. The problems of the students regarding reading are multifaceted. The study has tried to identify these problems and examine the nature of them in some detail. The study helps to develop insights in the modern approaches to teaching reading. The implications of the findings of this study discussed earlier in this chapter should be taken into careful considerations, and steps should be taken to implement the recommendations made in the preceding section of this chapter, and if implemented, the state of the teaching and learning of reading skills in the country will improve significantly.

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