ROLE OF ESL INSTRUCTORS AND LEARNERS’ ATTITUDE TO USE PEDAGOGICAL TECHNIQUES IN DEVELOPING READING SKILLS AT THE SECONDARY LEVEL: A CASE STUDY OF LAHORE, PAKISTAN

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Abstract

This paper focuses on the pedagogical techniques being used by English Language Teachers to develop reading skills at the secondary school level in Lahore, Pakistan. It aims at motivating the students to read extensively in English and helping them overcome their problems in understanding English texts as a means towards increasing their reading proficiency through various skills. The paper discusses the rationale for extensive reading for students in rural and urban secondary schools, the aims and features of the reading programs, the materials used, as well as the perceptions of students undergoing these programs. Through a case study method conducted in five urban and five rural secondary schools, questionnaires are used to collect data and analyzed it quantitatively. The problems faced by the students in understanding texts written in English are particularly highlighted, and implications drawn for the successful implementation of extensive reading programs in rural and urban schools. The indication from the data reveals that the English Language teachers from public sector secondary institutions in Lahore are well educated, have facilities of training and their students are motivated to apply pedagogical techniques for developing reading skills.

Keywords: Reading skills, English Language Teaching, pedagogical techniques, secondary school, Pakistan.

Introduction

This present study endeavors to examine the current situation that which pedagogical techniques are being used in developing reading skills of the English language. It also highlights the problems encountered to learners while they read English textbooks and English newspapers in public secondary schools. It further tries to examine the prevailing syllabus for the teaching of reading, prescribed for secondary classes. Luo et al. have explored the current exam surveys Chinese educators’ learning and beliefs about English as an EFL, and finds that teachers’ information, beliefs, and teaching practices are intervened by Chinese EFL-related elements (Luo, Main, Lock, Joshi, & Zhong, 2019). Of all the basic four skills, (listening, speaking, reading and writing) reading skills is one of the most important skills for non-native learners.

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According to Leung & Valdes (2019), expand the call for additional language guidance/learning and the way it deals with a wide range of still unanswered questions, as well as recently recognized views and the idea of developing multilingualism and versatility in a changing world environment(Leung & Valdes, 2019). Therefore, the problem of reading skills is faced by many of the students at the secondary level in Pakistan due to their multilingualism. However, the text materials available at schools may not be sufficient to develop the reading skills of the learners at the secondary level in Pakistan's case.

In this bilingual context, reading English is a challenging process as it is a task for the EL teachers to promote reading skills of secondary level students. The undertaking research investigates the pedagogical techniques that have been used by EL teachers and the role of students to develop reading skills at the secondary level. It has been one of the disciplines of the great importance of English language teaching and learning. Luo et al. (2019) argue that English Reading Guide has made an important contribution to encouraging students to develop these basic abilities and can enhance the learning ability (Luo et al., 2019). There is a very strong relation between pedagogical techniques employed by EL teachers and student’s role to develop reading skills and learner’s performance and in ELT classroom reading is a very important skill. Habok and Magyar (2019) discuss the creation and approval of the EFL models, including the use of reading methods, reading comprehension and two learning-related variables, general English proficiency and English language framework, FL/L2 students in different ages and proficiency indirectly affecting the program the work done through a mindset(Habók & Magyar, 2019). Moreover, Luo et al. investigate the learning and beliefs of Chinese teachers in guiding English as an unknown dialect (EFL)(Luo et al., 2019). The hypothetical orientation of the reading profile and the basic language structure survey related to literacy acquisition conducted among 262 EFL educators in southeastern China. Despite this, it has found that educators' information, beliefs, and teaching practices disrupted by China's EFL logic components. Indrarathne mentioned the study analyzed an instructor's preparation system to go to Sri Lankan experts to collect English to determine whether these achievements can be accomplished. The survey also discusses the difficulties teachers face in integrating integrated practices into their unique circumstances(Indrarathne, 2019).

According to Teng, a small-scale study of the impact of metacognitive reading skills on the perception of reading among English school English students in Hong Kong(Teng, 2019). Twenty-five elementary school (fifth grade) students who studied English as a follow-up language participated in the exam. More importantly, the students have a better understanding of the nature and requirements of reading, more profound attention to meta-cognitive information, improved reading appreciation, and expanded trust in processing reading. Previous studies found that the development of the authenticity of English students requires a variety of spaces and considerations(Ramezanzadeh & Rezaei, 2019; Imran et al. 2019a; Rafique et al. 2019). Besides, the test members demonstrate the authenticity of the students through basic information that can be obtained through standard speech and minimized speech. Teng further enlightened the uncertainty which applied in meta-cognitive techniques to build learning, to screen the use of these
systems during the reading process, and then he evaluates appropriate strategies to address developmental problems (Teng, 2018).

Hino is of the view that as long as the models, materials, and systems are Anglo American, teachers must choose to ultimately improve the students' similar old wishes for local speakers (Hino, 2018). Also, pedagogical techniques may not be appropriate for developing reading skills and the syllabus of the secondary level is not up to the mark. In present, still old-fashioned teaching techniques (grammar-translation method) used to develop reading skills in Government Secondary colleges. The study involves a survey of program level activities. The goal of the Spanish course in American universities is to reach the intermediate level of ACTFL in two years (Gass, Van Gorp, & Winke, 2019). An exact question that emerged after an ordinary year-end test was whether these studies did the best in the assessment. It has considered that reading is an interactive and interpretive process, which must be taught through appropriate English Language Teaching methods and techniques.

There are many factors, which are hurdles in the development of reading skills at secondary level institutions in Pakistan. It observed that both English instructors and learners are not familiar with modern techniques to develop reading skills at the secondary level. High-performance EFL learners were found to use more psychology and metacognitive methods than low-performance learners (Han, 2018). The students are not able enough to follow the lectures or to read the textbooks with sufficient understanding. Hempenstall & Buckingham have shown the guidance of the central part of the perusal is the best performance strategy to start reading (Hempenstall & Buckingham, 2016). Other factors, which are big hurdles in promoting reading ability are ineffective teaching material, undeveloped textbooks, untrained English teachers, unavailability of English newspapers and interesting English stories books for reading college library, inattentive reading of students and are many other drawbacks in this very process. Xu mentioned that English is the language of communication in different contexts around the world, and we need a “multicultural perspective, doing things and being” (Xu, 2018). In light of findings, we recognize that new ideas of authenticity can cause another part of English teaching to appear in nearby encounters and decent varieties, and we have the opportunity to gain a multicultural approach. The art of reading becomes more proficient than the person who blindly reads.

It considered by both teachers and learners that reading is a secondary or passive activity. They have a belief that the sole purpose of reading a text is to get recognition of letters and words. However, the students are only interested in passing their secondary school examinations to get certificates. It is very necessary to find out effective ELT techniques for the development of the reading skills of learners. In earlier, many research studies have been undertaken to resolve this very problem at different times in different situations at different levels but their suggestions and recommendations cannot be applied to the said situation. Karimi & Dastgoshadeh break the test result links of strategy and readings; it can be assumed that these studies cannot deliberately apply in the EFL test (Karimi & Dastgosfahadeh, 2018). The next phase may be a systematic system that is preparing researchers to pay more and more attention to the use of methodologies.
Therefore, it is crucial to carry on further investigation into the problem. According to the views, either be integrated into classroom instruction with teacher guidance or embedded in strategy training program solved the understanding problem of readers by grouping the reading strategies into before, during and after reading based on the timing of reading. As the English language is celebrated as a global language, it is spoken in most parts of the world in the fields of education, communication, business, and trade. The stock of knowledge treasure is also in the English version. Therefore, to meet the developmental needs of the world, the ability to read the English text must be developed. It was observed that the reading proficiency of secondary school learners’ is not up to mark.

Following the said situation, it is very crucial to investigate the problem and to find out a compatible solution to the problem. The present study will significantly contribute to the field of teaching and learning reading skills for both instructors and learners. It will introduce some new techniques and activities to execute in the classroom in developing reading skills.

1. It will examine the prescribed syllabi for the development of reading skills at the level of secondary schools.
2. It will also suggest some modern techniques to develop reading skills at secondary level students.

As the reading skill is one of the most important skills, it can help in developing the rest of other skills i.e., speaking, listening and writing. An efficient reader can enhance his quality of learning through his performance and active participation in the activities. Good reading ability also shows learners’ efficiency in other creative skills. Thus, reading skills cannot be ignored at any level. For this study, only Government Boys Secondary colleges of Lahore city and especially of regional areas selected for the collection of data. The most representative institutions are close as sampling. Both teachers and students observed and interviewed to collect the required data.

This section will present the view of related literature to the current study. Reading skills has been an area of great interest in English Language Teaching. In developing reading skills, it is very important to define what kind of problems faced by learners while reading some material in the English language. (Mansoor, 2005) enlightened a detailed description of the English language teaching and learning process in Karachi, Pakistan. (Shamim, 2008) Argued that while global change forces primarily drive strategic choices, critical use readiness conditions are determined based on effective method implementation, which affected by nearby conditions and emergencies. “Reading is the process of receiving and interpreting information encoded in language form via the medium of print” (Kamran, 2012). It is not an easy way to define reading in a single word or a sentence. The reading approach varies from person to person, context to context, subject to subject and language to language. (Soomro, Memon, & Memon, 2016) highlights in their studies that this exam to explore contemporary educational methods for teaching and learning English, and to present ideas for ESL / EFL best practices for strong language education in Pakistan. The purpose sampling strategy used to collect data from respondents about contemporary presentations they used in ESL / EFL classes. Studies assume that the extreme performance and more prominent learning beliefs associated with pre-school English teaching are confusing because they are not supported by bilingual/multilingual training assumptions.
and are not supported by the adolescent school and social conditions (Manan, David, & Dumanig, 2016). Yasmin & Islam said about background analysis examine the views of Pakistani English lecturers and their views on the academic work of indoor English educators (Yasmin & Islam, 2018). This is to recognize the gap between observation and practice, which needs to overcome and make ESL as a living language for learning. Point out the current situation of teaching English as a second language and learning process in the Pakistani Education system and highlighted problems in learning and issues in teachings English as a second language in Pakistan (Akram, 2017).

Yang et al. convey that intensive reading is valuable to create an interesting understanding (Yang, Dai, & Gao, 2012). Holiday et al. hold a very strong argument that reading evolves a complete process, having four basic steps, recognition of printed words, understanding of the meaning of the text, effects on the reader and finally the integration of this whole process (Halliday & Hasan, 2014; Hasan, 2014). Hudson elaborates important points that it will be “coherence of a particular text” (Hudson, 2007, p. 165). Many scholars and researchers have tried to define reading in different ways. Fitrisia et al. (2015) investigated the implementation of learning in Indonesian secondary schools in their awareness of reading procedures (Fitrisia, Tan, & Yusuf, 2015). Their results show a weak positive correlation between program usage and careful reading scores.

Pourhosein et al. argue reading skills considered a gigantic ability and have become a special concern for under-learning because of the broad and focused reading skills that are most important to most students’ basic expertise (Pourhosein Gilakjani & Sabouri, 2016). To ensure the student’s performance in learning and enhancing the reading skill. A reader's attitude and purpose towards written words are also very important along with the cause of reading and the contents of the text. Ahmadi & Gilakjani stated that the main purpose of reading is to select the correct information from the content that the author has planned for the user (Ahmadi & Gilakjani, 2012). Therefore, the meanings of reading depend on multifaceted aspects i.e., reading the material, the purpose of the reader, text and its contents, reader's attitude towards text and reader's background knowledge and experience. Varga investigated the relationship between the etymology system used by teachers and the metacognitive perspectives generated by learners, the results suggest that explicit educator presentations allow students to adjust their use of metacognitive methods for appreciation (Varga, 2017; Imran, et al. 2019b). However, scholars’ observations and views can help us to define and understand the nature of reading and its meaning. Some researchers view reading as a conceptual and thinking process through printed words and demonstrate that reading is an ‘interactive process’ through which readers can employ their past experiences and background knowledge to understand the idea of the text.

**Research Methodology**

The focused aim of this study is to explore the usage of pedagogical techniques by ESL teachers to develop reading skills at the secondary level. This study is descriptive in nature and quantitative method adopted to examine the role of English teachers and students about pedagogical techniques and practices used in secondary level classes and components of reading materials in developing reading skills. For this purpose, the survey method adopted to get a response from two groups (Lahore City and Regional Areas) secondary level students and ESL teachers.
Participants:
The said research conducted in 2017-2018 at public secondary schools in Lahore, Punjab, Pakistan. The researchers have used judgmental sampling techniques to get unbiased samples from two groups consisting of secondary class students and ELS teachers in these colleges. Total ten colleges selected from Lahore district for this study in two groups; five from the city and five from regional areas and two hundred samples collected from secondary level students and twenty samples from English teachers. Two different questionnaires designed (one for secondary class students and other for ESL Teachers) to get a response from them separately. The questionnaire, which designed for students, consists of ten basic questions to know about reading skills development measures taken by these selected colleges. The second questionnaire was designed to get a response from English teachers to know about which pedagogical techniques they are using in teaching English and about their professional development. The most important thing that both teachers and students were native Urdu speakers, students were learning English as the second language, and teachers were teaching English as Second Language.

Data Collection Process
For the said study, data collected from secondary class students and ESL teachers often Govt. boys’ colleges of Lahore district and it classified into two groups comprising Lahore city and regional areas. The survey method used for this research and questionnaire used as a tool for data collection. Two different types of questionnaires used to collect data, from English teachersthrough observation checklist process and secondary level studentsthrough questionnaires. An appropriate questionnaire designed for students to collect desired data, it comprises ten important questions to get required response from students, and a same standard questionnaire designed for English teachers and five basic statements arises to ask from teachers during observation. The researcher visited selected colleges to collect samples for this research and proper guidance given to respondents before filling the questionnaire. Total of twenty samples collected from students and two observational checklistsamples filled by the responses given by ESL teachers in one college. By this way one hundred students’ and 10 teachers’ samples collected from one group. Twenty questionnaires used in one college during collecting data from students and two questionnaires served per college during collecting data from ESL teachers. A total of two hundred responses from students and twenty observations from English teachers collected from both groups to get the desired results. A balance data collected from both groups without any biased element.

Data Analysis
This section of the study discusses the data analysis process, which collected from two groups through questionnaires and observations. After obtaining data, the quantitative research methodology used to analyze it with the help of SPSS and presented in tabulation form later on the interpretation of datagiven as well. Endley defined a reading system as a variable capability in the EFL study was also explored (Endley, 2016). He found that the inadequacies in this example were many strategies at the time, but they often could not use them successfully. You et al. studied how some imagery-specific factors in the L2 inspiration model differ in gender among Chinese English students (You, Dörnyei, & Csizér, 2016). Pinner clarified the notion that credibility misunderstood in English education and learning because researchers and scientists limit this idea to
It is a very important point to notice that reading requires a sufficient capability of recognition of written language or words. The school of New Criticism holds that reading is a kind of process of ‘recreating’ the mental state of the writers and authors in the mind of the readers. After recognizing the text, the next step is to understand and to get the meanings of written words. Analyzed data of both groups presented in four tables with descriptive statistics and table one & two belongs to the Lahore city group and table three & four presenting regional areas. Two different statistical tests (Means and Std. Deviation) applied for data analysis to get the desired results and the box plots presenting the comparative analysis of two categories (Secondary Class Students and ESL Teachers) of both Lahore city regional areas for comparative understandings.

**Table 1: Response of public secondary school Students of Lahore City.**

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>Agree %</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you read English Newspapers regularly?</td>
<td>7</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Do you have phonological awareness while reading English texts at the secondary level?</td>
<td>10</td>
<td>15</td>
<td>12</td>
<td>40</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Do you read site words for better-meaning construction?</td>
<td>32</td>
<td>14</td>
<td>9</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>After reading a lesson, do you repeat it for improving fluency?</td>
<td>44</td>
<td>25</td>
<td>14</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>While reading English do you consult Thesaurus for accurate word meanings and vocabulary building?</td>
<td>15</td>
<td>19</td>
<td>11</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>What Govt. Colleges libraries provide you interesting short stories to read it for fun?</td>
<td>46</td>
<td>25</td>
<td>13</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Is Call applications used to in Govt. Colleges to develop concrete vocabulary and correct pronunciation at the secondary level?</td>
<td>18</td>
<td>16</td>
<td>17</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>What reading activities practiced in secondary level classes of Govt. Colleges by using Microteaching activities?</td>
<td>43</td>
<td>23</td>
<td>17</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Do you have background knowledge of a specific lesson before reading it?</td>
<td>29</td>
<td>20</td>
<td>18</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>How English poems in secondary level textbooks increase your interest to read them repeatedly?</td>
<td>41</td>
<td>27</td>
<td>14</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

**Descriptive Statistics**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
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<tbody>
<tr>
<td>SA</td>
<td>10</td>
<td>28.500</td>
<td>14.99074</td>
</tr>
<tr>
<td>A</td>
<td>10</td>
<td>19.400</td>
<td>5.60159</td>
</tr>
<tr>
<td>Agree %</td>
<td>10</td>
<td>14.000</td>
<td>2.86744</td>
</tr>
</tbody>
</table>
Analyzed data of table 1 shows that secondary level students of Lahore city have basic facilities to improve their reading skills and they have participated in different reading activities designed by their colleges. As statistics show the majority of the students are agree that school provides them proper English reading materials and advances techniques as microteaching activities and computer-assisted language learning technologies to improve their reading skills.

**Table 2: Response of public secondary school ESL Teachers of Lahore City.**

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you use the question-answering strategy during improving reading skills in secondary level students?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Do you elaborate on background knowledge of a lesson before reading a new lesson in secondary level class?</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Do you correct the pronunciation of students by using a phonological pattern?</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Do you have a professional Diploma for teaching English as a foreign language at the secondary level?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Were you join PEELI training to improve the ELT?</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>2.8000</td>
<td>2.8000</td>
<td>2.0000</td>
<td>2.4000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.30384</td>
<td>.83666</td>
<td>.70711</td>
<td>1.14018</td>
</tr>
</tbody>
</table>

The statistical analysis shows that ESL teachers of Govt. boys’ colleges of Lahore city are well educated and fully aware of professional knowledge. The responses of 10 teachers from five public secondary schools of Lahore city and five from allied regional areas of Lahore city show that they pay proper attention to enhance students’ reading skills and pronunciation. They also use CALL applications and microteaching activities as well to improve students’ reading skills.

**Table 3: Response of public secondary school students of Regional Areas**

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>Agree %</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you read English Newspapers regularly?</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>Do you have phonological awareness while reading English texts at the secondary level?</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>39</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Do you read site words for better-meaning construction?</td>
<td>24</td>
<td>17</td>
<td>14</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>
After reading a lesson, do you repeat it for improving fluency?

While reading English do you consult Thesaurus for accurate word meanings and vocabulary building?

What Govt. Colleges libraries provide you interesting short stories to read it for fun?

Is Call applications used to develop concrete vocabulary and correct pronunciation at the secondary level?

What reading activities practiced in secondary level classes of public institutions by using Microteaching?

Do you have background knowledge of a specific lesson before reading it?

How English poems in secondary level textbooks increase your interest to read them repeatedly?

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you use the question-answering strategy during improving reading skills in secondary level students?</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Do you elaborate on background knowledge of a lesson before reading a new lesson in secondary level class?</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
3. Do you correct the pronunciation of students by using a phonological pattern? 0 1 5 4
4. Do you have a professional Diploma for teaching English as a foreign language at the secondary level? 0 0 6 4
5. Were you join PEELI training to improve the ELT? 2 1 3 4

<table>
<thead>
<tr>
<th>Report</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>1.0000</td>
<td>1.4000</td>
<td>4.2000</td>
<td>3.4000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.0000</td>
<td>1.14018</td>
<td>1.30384</td>
<td>.89443</td>
</tr>
</tbody>
</table>

The statistics show that ELT teachers of regional areas in Govt. boys’ secondary schools are old-fashioned and adopting traditional teaching techniques. They are unaware of the new strategies of English teaching because they have no professional qualification such as PGD in TEFL or ELT to improve their teaching skills.

**Box Plots Description**

After quantitative analysis of the data, box plots designed for clear-cut descriptions and presentation of both two groups with two different students and teachers categories. Therein box plots, two dimensions were discussed at the end as the researcher examined these dimensions in both groups before in tables. The dimensions are secondary level students of both groups and ESL teachers also. The researcher used statistical software to design this comprehensive box plot for getting the desired comparative results. The comparative analysis was made of all two-dimensions, which clearly shown in box plots and further descriptions described below.
The analysis of two hundred questionnaires and twenty observation checklists has shown how the secondary level students of these frequently adopt the reading skills selected Govt. boys’ secondary schools of both groups. It also highlights the role of teachers who belongs to different experiences in teaching English as a second language in both groups.

**Findings and Discussion**

The purpose of this study was to determine the role of the ESL instructors and learners’ attitudes toward using pedagogical techniques in developing reading skills at the secondary level by the qualitative descriptive way. Through data analysis collected from questionnaires and observatory checklists from Secondary school students and their English language teachers show that the pedagogical techniques are used by the urban institutions instructors for students’ improvement in reading skills while in regional and allied areas of the city Lahore most of the ESL teachers are unaware of the use of latest technologies and pedagogical techniques in their classes.

The data analysis highlights that students from almost all public secondary schools are not competent enough to understand English words at a high level of proficiency. The reason assessed for this problem in reading and understanding English texts among these students is the inability of the ESL teachers to utilize the latest pedagogical techniques in classes. There are certain believes kept in mind of both the teachers and students observed during observatory checklists that they believe that English is a foreign language and they can’t become proficient in it like natives. Besides, during questionnaires’ answers, the students and teachers exposed that they could not read English newspapers regularly or any other book in English rest of textbooks. Another reason found during both observation and questionnaires’ answers that most of the ESL classes in urban and allied areas are conducted
in local Urdu language as a medium of instruction. The students are used to be taught in native language than English that's why they are unable to expand and improve reading ability and acquire the latest techniques to enhance proficiency in reading skills.

However, the situation in urban institutions is much different from the rural ones as table 1 above shows that secondary level students of Lahore city have basic facilities to improve their reading skills and they have participated in different reading activities designed by their institutions. As statistics show the majority of the students are agreeing that school provides them proper English reading materials and advances techniques as microteaching activities and computer-assisted language learning technologies to improve their reading skills. Therefore, the govt. should focus on the rural areas where the institutions lack basic latest facilities and staff to implement reading skills accelerating activities through innovative pedagogical techniques.

On the contrary, the ESL teachers also have shared their opinion during observatory classes and discussed the reasons behind the poor reading ability of the students in English. Most of the teachers opine that lack of training, refresh courses, and induction of language specialist teachers are the major causes behind these reading issues. They also exposed that the students are also habitual of cramming English texts instead of understanding it through proper phonological patterns. During cramming and memorizing, they imitate their peers and adopt their wrong pronunciation that creates hindrance for better reading skills. Moreover, students in public schools hesitate and fear from asking questions from their teachers either they are getting them or not during class. This is also a major reason as discussed by the teachers because when a student can’t understand well any concept either English or any other subject than how he can perform well.

**Conclusion**

From the data analysis, findings and discussion, it has become evident that there are several basic factors and aspects which affect the development of reading skills among non-native English learners. In the present case study of public institutions in Lahore city and its allied areas in Pakistan, the primary issue among learners and teachers is their belief that they can’t get mastery over a foreign language like English because of their inferiority complex and fear of making errors. Therefore, the very topic of this article *Role of ESL Instructors and Learners’ Attitude to use Pedagogical Techniques in Developing Reading Skills at the Secondary Level* justifies that if proper training and latest material for activities to promote new pedagogical techniques for reading skills are employed in these understudy secondary schools, much better results can be found. A proper reading skills-based module should be implemented in public schools where students and teachers without caring about exams and grades can practice to read well through new techniques.

Thus, reading skill should be considered as ‘two-fold processes’ and it cannot ignore the involvement of linguistic analysis; phonology and phonetics in the text hypothesized that the teaching of reading is a kind of ‘cued speculation’; ELT teachers should teach developing reading as a kind of ‘linguistic analyses’ as well. According to Kormos & Nijakowska, students with dyslexia should use a comprehensive motivation system to perform and they should personally help themselves(Kormos & Nijakowska, 2017). Especially in the supplementary language learning, they show problems in reading comprehension, spelling, voice mindfulness, proficiency and vocabulary procurement.
However, reading pedagogy has been an area of great interest for many scholars and experts. Therefore, the experts in curriculum, textbooks developers and responsible authorities in designing and implementing pedagogical techniques in schools should include the models and studies suggested by those scholars who contributed a lot to the development of reading skills such as Eddie Williams, Christine, Francois, Nuttall, Grellet to name a few in the field of reading pedagogy.

References:


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