

## Assessment of English Language Proficiency in Grade 7 Pakistan

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### Abstract



Standardized tests help learners fulfil their natural desire to learn English and achieve self-actualization needs. The standardized Grade 7 test measured single subject maximum performance on lexical, vocabulary, reading, and writing items. Public schools of Pakistan were the population. Test takers included in this research (n=1500, boys =733, girls =770) were randomly sampled from 56 public schools across Pakistan. However, the pilot study sample was from Lahore district. The percentage of urban schools was 55%, while the rural school percentage was 45%. The percentage of test takers from Punjab was 42.2%, the Northern Areas 24.2%, Sindh 19.1%, and Baluchistan 10.8%. The percentage of female Grade 7 learners was 50.9%, and male learners 49.1%. The sample size for males and females was achieved at 95 % confidence level, margin of error  $\pm 5\%$ , population proportion 70%. The objectives achieved during this research were development of a reliable standardized English test (Cronbach alpha 0.888). The findings indicated urban schools had higher scores on learners' objective items compared to rural schools while the writing tasks indicated no sig. difference in the performance of urban and rural schools suggesting memorization of English essays. This research recommends standardized testing since objective items activate schema retrieval practices.

**Keywords:** Summative Assessment, Standardized Testing, Schema Retrieval.

### Introduction

The present research study was a summative assessment measurement of students' learning in the process of determining if the objectives in the subject of English are achieved by Public schools in Pakistan. This research was a sociolinguistic study based on the theory of English language, as well as empirical research on Grade 7 summative standardized test results. Language proficiency of learners was objectively quantified from concrete, and verifiable evidence of test scores. Standardized test for Grade 7 satisfied the learners' need for measurable evidence of their learning. Language tests teach learners that their learning in English class is beneficial and practical. Summative evaluation research reviewed the Grade 7 students and teachers' performance, appraised the effectiveness of an educational program from evidence of test scores, and facilitated English teachers in ascertaining the degree of change in students. The researcher was able to form valid judgements about the students and the effectiveness of the program. The standardized test was an instrument of comparison of middle schools Grade 7 in Pakistan. Examinees' performance in English language was compared by gender, (male, female) and location (rural, urban) of the school. The standardized test assessment was planned because learning a second language is an intellectual challenge, and learners benefit from enjoyable, interesting, and concrete learning results which they can proudly share with their parents.

The cognitive theory proposes learners think and process information, reorganize details, adapt old learnings, and find new explanations. The concept of the standardized test was based on the constructivist view point which suggested that learners had developed a prior base of knowledge. According to the constructivism, learners are unique and adapt understanding with reference to prior learning. The narrative, and descriptive writing tasks provided learners an opportunity for displaying their use of English language creatively so that teachers could use test results to determine the success of the teaching learning experience.

Every language has four levels of analysis – phonology, morphology, syntax, and semantics. Primary school learners of English are taught distinctive or contrastive units of sound known as phonemes of the English language. They learnt about systematic combinations of sound to produce

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meaningful utterances such as discriminating between the sounds of consonants /p / in pat, /b/ in bat, /c/ in cat. Morphology introduced learners to recognize the free (book, pencil, desk) and bound phonemes such as daily, and freakish. Students were familiarized with the concepts of affix and prefix, plurals (declension adding s to a noun), and verbal inflections (conjugations). Gradually, learners started to comprehend syntax or the grammar of English sentences. Textbooks taught learners that an English sentence is composed of six classes of parts of speech: noun, pronoun, adjective, verb, adverb, and particles. Learners realized that nouns, pronouns, and adjectives change according to number, gender, and case. Verbs are selected keeping categories of voice, tense, aspect, mood, person, and number in mind. Particles (indeclinable) included use of prepositions, conjunctions, and interjections. Semantics was learnt when learners comprehended how the meaning of a word changes according to the context of situation. A sentence of text is read meaningfully when learners can identify the word (linguistic item), referent as the object of discussion, and reference as the relationship between the word and the referent (Moore, 2000). Learners are familiarized with types of semantic relationships synonyms and antonyms, word categories for example haze, fog, smog, cloud (hyponyms of mist), and primary colours as a hypernym of red, yellow, and blue. In development of writing skills, learners are taught use of formulaic expressions “Hi!” “Excuse me,” “How are you?”, “Where are you going?”

The purpose of this research study was to develop a standardized English language test. The assessment of Grade 7 in English was focused on the outcome (test scores). Grade 7 learners are chosen since they are naturally competitive and enjoy opportunities of performing better than their peers.

### **Statement of the Problem**

Assessment practices in Pakistan’s public schools do not judge learners’ language competence in the subject of English but reward memorization skills. Hence, teacher made subjective assessments are based on literal, low level learning objectives. This inevitably, leads to low levels of language proficiency in learners and compromises teaching quality. Assessment practices in Pakistan can be reformed with the practice of standardized tests for large scale assessment. Schools need to adopt the practice of using reliable and valid test instruments that are free of technical deficiencies and teacher’s subjectivity in marking. Standardized objective tests are valuable as they expose lack of knowledge and intellectual skills, compel teachers to teach the syllabus completely fearing the subject matter of the standardized tests, and this prevents occurrences of selective study. The goal of this research was to develop a standardized English language test for grade 7 to achieve higher level of cognitive learning such as comprehension, application, and evaluation. Language proficiency standardized tests can be targeted to overcome negative native language interference in second language learning for remedial instruction in English classrooms such as wrong word order in casual speech, present perfect and simple past tenses, use of auxiliary verbs, subject verb agreement, conjunctions, prepositions, adjective clauses, and adverbial phrases. Collocation, and punctuation errors in writing can be highlighted and revised. This research is designed to develop standardized English language proficiency test for grade 7 and to assess English language proficiency of grade 7 students of the rural, urban, public schools in Pakistan.

### **Significance of the Study**

This research may promote advancement in the use of standardized tests for assessment of language in public English medium middle schools. The researcher is hopeful the introduction of a standardized tool for assessment of English in middle school classrooms will encourage other educators of English to design their own standardized tools. This research recommends the use of standardized tests in regular practice. Standardized tests improve the quality of teaching and give additional dimensions to the quality of assessment. Standardized testing practices support learning and improve the overall quality of education. Standardized testing practices distinguish between *assessment of learning* for the purpose of evaluating students’ success in learning while *assessment for learning* reviews assessment practices. Assessment for learning is a process that provides confirmation of student learning and diminishes the summative evaluation practices of grading and assigning marks to students.

### **Objectives of the Study**

The objectives of this research were to

1. Develop a reliable standardized English language test for grade 7.
2. Assess English language proficiency of grade 7 students in Pakistan.
3. Compare students' knowledge of English language based on demographics such as gender, and locale in Pakistan.

### **Research Questions**

1. What is the level of English language of Grade 7 students in Pakistan?
2. What is the effect of demographic variables such as gender and locale on students' English language proficiency in Pakistan?

### **Literature Review**

Educational theorist Vygotsky (1896-1934) suggested children learn from their social context, while interacting with peers and siblings, and negotiating meaning in their surroundings, as well as watching and learning from parents, teachers, and mentors. Vygotsky's notion of scaffolding supported the notion of children learning concepts and skills under the supervision of adults. Vygotsky's sociocultural theory is widely applied in evidence-based educational research. Vygotsky's theory was based on the ZPD (zone of proximal development) which believed that children should be challenged by introducing tasks that are just above their level of understanding. Sigmund Freud suggested childhood experiences shape learners' personality, while Piaget believed that cognitive development of learners is universal and typical regardless of the learning surroundings.

Freud and Vygotsky also acknowledged the role of emotion in consciousness, and feelings in cognition. Vygotsky's support of the MKO, (More Knowledgeable Other) highlighted the role of society, culture, peers, teachers, and parents as educators. Piaget described how learners develop working schemas – clusters of related, interconnected ideas about the world that they can relate to. This is also referred to as equilibrium of the schemas. In a challenging situation, (test situation) schema is in a state of assimilation when the learner feels competent and able to work out a solution. Accommodation happens when learner withdraws from the challenge and finds it too difficult. Accommodation implies that the learner needs to change the schema and has returned to the state of equilibrium. Teachers are watchful of accommodation. Learning follows a cyclic process of Assimilation; Accommodation; Equilibrium (Cherry, 2022).

Sociolinguistic research views language as a part of culture and society. Language in use varies from one user to the other largely because of the nature of the speech community, language spoken in immediate family, village, town, or city, as well as the geographical region. According to Vygotsky language in use differs according to age, gender, socioeconomics, parents' occupation, as well as the cultural group of the learner's community. Psycholinguists, however, argue that English language learners cannot be taught English using imitation and selective reinforcement. Language is learnt by natural exposure, and learning is facilitated by nature and nurture. Language learning follows a two-way process. Learners' memory, motivation, attention, recall, and perception help them to progress from the lower level of grammatical competence to the higher level of communicative competence. Sociolinguists believe language, community and society are related. On the other hand, psycholinguistics think comprehensible language production and processing is possible from an analysis of sound structure, word structure and sentence structure. Chomsky's mental grammar and cognitive framework relies on the role of memory storage after successful recall of prior learning. Chomsky's Language Acquisition Device (LAD) claimed a specific area of the brain functions exclusively for language processing. Chomsky argued that every learner acquires grammar with the use of an innate mental capacity. Systematic grammar recognizes the subject – object - complement structure. Sentence and clause are the category of unit, while parts of speech such as noun, verb, adjective fall in the category of class. Language as a system presents a range of possibilities with closed choice such as active and passive, sentence types affirmative or negative, as well as the singular and plural. Saussure believed that every word is surrounded by associations, and this helps learners to form connections (Guedim, 2021).

### **Methodology**

This quantitative descriptive survey research empirically reported the results of the administration of standardized tests objectively. The middle schools of Pakistan were the population of the study. Nominal measurement classification of learners in categories was based on gender while middle

schools were classified in the urban or rural school category. Data obtained from schools was calculated and reported as parameter values (Mean and Standard Deviation). Population parameters were unknown and estimated from the sample (sample mean and sample standard deviation). Test items assessed learners' knowledge of grammar, vocabulary, and reading, writing skills. Students' achievement in English was directly measured and the results from the sample were generalized to the population of test takers. The design of the standardized English language test for Grade 7 followed the principles of cognitive and constructivist learning. The Grade 7 pilot test (n=90 items) and final phase test (n=41) followed content sampling method in selecting items for the achievement test from a comprehensive syllabus since all tasks and questions of the Grade 7 English syllabus could not be incorporated. As measure of equivalence, the pilot test, and the final phase test sampled the same content and focused on similar skills. The content validity of the test was established by subject specialists and a psychometrician to ascertain if the content of the test comprehensively sampled the subject matter included in the program of instruction.

### **Sampling**

Stratified sampling was used to divide the sample into four strata (male, female, and urban, rural). Primary data from Grade 7 learners was collected using the questionnaire method. Probability sampling was used to infer a generalization from the sample to the population and for this purpose statistical inferences were made on the sample of Grade 7 learners. The sample statistics helped to infer the population parameters.

An investigation on the Grade 7 learners' English proficiency was undertaken using the sample method. The sample method was chosen for its time efficiency, cost efficiency, flexibility, reliability and for the detailed information that could be drawn from study of the sample. Certain guidelines were observed while drawing a sample of test items as well as test takers such as representativeness, adequacy, independence, and homogeneity (McCombes, 2022). After pilot testing, test items with p values < 0.30 and > 0.85 and were excluded from final phase testing.

### **Design of Standardized English Grade 7 Test**

Multiple choice items with four options were designed for assessment while writing tasks were scored according to an analytic rubric to overcome subjective impression marking in narrative and descriptive writing tasks. Ratio (true zero point) measurement quantitative variables reported numerical values (scores on test items) so that the number of correct scores reflected on the language proficiency variable of the Grade 7 learners. The discrete scores reflected a consistent ratio relationship so that the score of measurement refers to the amount of variable (language proficiency). The number of correct items were calculated for male and female learners from urban and rural middle schools. Ratio measurement proportions accurately reflected the proportions of the numerical scores.

The content area was the English subject and the lexical, reading and writing skills. The criterion referenced test interpreted test scores that compared an examinees' performance to a defined domain. Descriptive and inferential statistics were reported following the collection, presentation, analysis, and interpretation of data as a numerical measure drawn from the sample. The researcher assessed Grade 7 students on the content of study comprehensively to achieve the goal of intended learning outcomes as specified in the curriculum. The specificity of the test reflected knowledge of content.

### **Pilot Testing**

Pilot testing was conducted in Lahore during the months of October-November 2021. The pilot tests were completed before the start of the winter vacations in schools. The pilot test was completed in one hour by the students.

### **Final Phase Testing**

The final try out of the test was conducted from January to June 2022 and lasted for six months. The final try out of the test was completed before the summer break in schools. The one hour timed standardized test assessed students' readiness for English language learning experiences, and motivation in academics.

The researcher contacted friends and colleagues for participation in the two-stage random cluster sample research. Major cities of Sindh (Hyderabad and Karachi), Baluchistan (Quetta), Northern Areas (Gilgit, Sonikot, Swat, Peshawar) and Punjab (Lahore, Multan, Sheikhpura, Kasur and Kahuta) were selected.

Using probability random sampling at least two Public schools in each cluster were contacted for permission to conduct the standardized test. The researcher then used simple random sampling to select 20 male, and 20 female students from Government school Grade 7.

To overcome subjectivity in the standardized test results, a comprehensive number of test items (n=41) were included along with two extended writing tasks.

Table 3.1 Reliability of Standardized Test Grade 7

| Reliability Cronbach Alpha Final Try out Value | 95% Confidence Interval     | Spearman Brown Split Half Method                     | Flanagan – Rulon Split Half Method |
|--|-----------------------------|--|------------------------------------|
| 0.888<br>(Very Reliable)                       | CI(L) .842<br>CI(U) .925    | 0.902  | 0.899                              |
| Positively correlated Items                    | Negatively correlated Items | No. of Items when deleted increase alpha reliability | Split Reliability of writing items |
| 37   | 4                           | 3  | 0.972                              |

Table 3.2 Pilot Testing

| No. of Examinees | No. of Items | Mean   | SD     |
|------------------|--------------|--------|--------|
| 356              | 90           | 53.438 | 21.121 |

Table 3.3 Final Try out Test

| No. of Examinees    | Province                  | Percentage | City  |
|---------------------|---------------------------|------------|---|
| 300                 | Sindh                     | 19.2       | Hyderabad, Karachi                            |
| 150                 | Baluchistan               | 10.8       | Quetta  |
| 600                 | Punjab                    | 42.2       | Lahore, Multan, Sheikhpura, Kasur and Kahuta. |
| 450                 | Northern Areas (AJK, KPK) | 24.2       | Gilgit, Sonikot, Swat, Peshawar.              |
| Missing Information |                           | 4.0        |   |
| Total of examinees  |                           |            | 1500  |
| Males               |                           |            | 49.1%   |
| Females             |                           |            | 50.9%   |
| Total of schools    |                           |            | 56  |
| Urban               |                           | 55         | No. of schools 31                             |
| Rural               |                           | 45         | No of schools 25                              |

Table 3.4 Descriptive Statistics

| Sample               | Mean   | Median | SD   | Skewness | Kurtosis | Pearson Correlation              | SEM  |
|----------------------|--------|--------|------|----------|----------|----------------------------------|------|
| Baluchistan Girls    | 84.62% | 1.00   | .36  | -1.996   | 2.090    | .051<br>(sig.759)                | 0.15 |
| Punjab Girls         | 81.29% | 0.95   | .29  | -.244    | 8.063    | .260*<br>(sig.000)               | 0.06 |
| Sindh Girls          | 75.03% | 0.84   | .27  | -1.078   | .220     | .430*<br>(sig .000)              | 0.07 |
| Northern Areas Girls | 77.00% | 0.82   | 0.59 | -.542    | -.680    | 0.96 (sig<br>0.348) p >0.05      | 0.17 |
| Northern Areas Boys  | 70.00% | 0.80   | .23  | -.546    | -.693    | 0.56 *(sig<br>0.0004) p<br><0.05 | 0.18 |
| Punjab Boys          | 69.19% | 0.80   | .33  | -.768    | -.840    | .526*<br>(sig.000)               | 0.05 |
| Sindh Boys           | 68.59% | 0.72   | .29  | -.0673   | -.667    | 1.000                            | 0.05 |
| Baluchistan Boys     | 56.41% | 0.50   | .30  | -.017    | -1.366   | .204 (sig.213)<br>p >0.05        | 0.11 |

The distribution of scores from Punjab girls and boys was extremely skewed with a high positive value for kurtosis which indicated the possibility of outliers. It was a leptokurtic (kurtosis >3) positive, right skewed distribution. The distribution of scores for Punjab girls was positive and right tailed (skewness < 0.5) so the data points were clustered on the right side with longer tails on the left. The data of Punjab boys (skewness > 0.5) showed data points clustered on the left with longer tails on the right of the distribution. The distribution of data from Sindh was also positively skewed

(skewness >0.5). Sindh girls' and boys' data points indicated longer, heavier tails on the right side of the distribution. The distribution of Baluchistan girls was negatively skewed but the distribution of scores from Baluchistan boys was positively skewed. The distribution of NWFP boys and girls was positive and right skewed. Baluchistan girls' distribution was platykurtic with short distribution. Baluchistan boys' skewness was >0.5 with longer tails on the right of the platykurtic distribution. The distribution of Northern Areas boys and girls was approximately symmetrical in shape.

Results were significant for urban and rural schools standardized test scores. The Hotelling's T-squared hypothesis test  $4069.382 F = (40,18) 32.127 \text{ sig.} < 0.001$  computation of differences in the sample mean vectors is significant. So, the  $t_2 H_A$  is supported and group means for populations (urban and rural schools) are different.

The Hotelling's T-squared hypothesis test  $327.399 F = (9,26) 27.818 \text{ sig.} < 0.001$  computation of differences in the sample mean vectors is significant. So, the  $t_2 H_A$  is supported and group means for populations (Sindh, Baluchistan, Punjab, and Northern Areas) are different.

The Kaiser-Meyer-Olkin test was performed to evaluate sampling adequacy and the measure of variance of each variable from tests conducted in Grade 7 Public schools in Pakistan. The Bartlett test approx.  $X^2 85.972 (28).000 \text{ sig.}$  is significant. The Bartlett test measured homoscedasticity to determine if the samples were drawn from a population with equal variance. The Kaiser-Meyer - Olkin measure of sampling adequacy was .645 for each variable in the model as well as the complete data. PCA test was performed to highlight variation in the data. This was a square matrix since equal matrices have equal dimensions in main diagonal  $A=AT (1.000, -.136 = -.136, 1.000)$  This implies  $m=n$  or the number of columns is equal to the number of rows. It is a symmetric matrix since  $AT = AT$  hence transpose equals to a positive  $a_{ij} = a_{ji}$ . The component matrix indicated the higher absolute value loading with more calibration of Sindh factor to the variable of interest. The component transformation matrix indicated correlation among loadings during and after transformation. The results indicated a symmetric matrix since each non diagonal element was the same as the element. The transpose of symmetric matrix  $-.136$  is equal to positive of the original matrix.  $-.136$ . The component transformation matrix exhibited optimal rotation.

The one sample t test (one tailed) objective test items administered in rural schools (M .4892 SD.26656) reported higher scores than the population of middle school Grade 7 learners  $t (37) = 11.314, p=.001$ .

The objective test items administered in urban schools (M .5463 SD.23462) reported higher scores than the population of middle school Grade 7 learners  $t (37) = 14.354, p=.001$ .

The writing tasks administered in Grade 7 urban and rural schools (M 4.6205 SD 2.32123) also reported higher values than the population of Grade 7  $t (19) = 8.902, p = .001$ .

The number of test takers included in the sample drawn from the population (M 192.0000 SD 161.68488) led to higher standardized test scores  $t (9) = 3.755 \text{ sig.} 0.005$ .

Urban Public schools objective scores ( $F (6, 3) = .783, p = .636, 95\% \text{ CI} = .6200, .7940$ ) so the  $H_0$  hypothesis of no difference in the performance of urban schools could not be rejected.

Rural Public schools objective scores ( $F (6, 3) = 1.635, p = .368, 95\% \text{ CI} = .6196, .7664$ ). The  $H_0$  hypothesis of no difference in the performance of urban schools could not be rejected.

Writing task scores from urban and rural schools ( $F (6,3) = 1.409, p = .419, 95\% \text{ CI} = 2.1418, 4.7082$ ). The  $H_0$  hypothesis of no difference in the performance of writing ability in learners could not be rejected.

### Findings

Girls and boys have different cognitive abilities, and this is one finding of this research study. In general girls are more proficient in language skills compared to boys (Table 3.3) Girls are more skilled in word recognition, word identification, decoding, grouping, and categorizing tasks. Girls are creative, and imaginative and empathize with characters they create in narrative and descriptive writing tasks. Boys on the other hand are less keen on academics, although boys might excel in mathematics, science, and sports (Archon, 2015).

The task of the English teacher is arduous since English is a difficult language. The forms of letters, directionality of script (left to right), sentence pattern and construction is quite different from Urdu and Arabic languages. Learning English requires a reorganization of consciousness, and a reorientation from learning of the native language. English spelling and use of idioms is unpredictable, verb tenses (present and perfect), singular and plural rules, and the necessity of

comprehending meanings of words from the context of use is a cause of difficulty for second language learners of English. The public school system is providing good quality education to learners that is free of cost and this has made an difference in educational standards (M 4.6205, SD 2.32123).

Public schools located in urban cities (M .5463 SD.23462) have shown better performance on objective items than schools located in the rural districts (M .4892 SD.26656). Urban centers have access to mass media and electronic media, so these learners are more likely to belong to educated families and interact with peer groups. The results of standardized English Language Test for Grade 7 research also concluded that the urban schools have an advantage over rural schools which are less technologically developed and do not enjoy the benefits of mass media literacy. Urban cities have higher wages for the more qualified workers. Therefore, parents of urban schools have better wages and are more educated compared to children from the rural schools. Parents' wealth, education, and the family's socio-economic status are advantageous factors which have profound impact on these children's education. Learners' achievement on standardized tests varies due to geographical location of the school, resources, availability of technology, and quality of teachers (UKEssays, 2018).

Summative standardized assessment is effective when the sample of test takers is widespread. The number of test takers (n=1500) increased standardized Grade 7 test scores  $t(9) = 3.755$  sig.005. Teachers dictate compositions and translate the textbooks (use of native language) so that learners prepare for English exam by cramming. Learners scores on writing reflect teachers' dictation of essays ( $F(6,3) = 1.409$ ,  $p = .419$ , 95% CI=2.1418,4.7082).

### **Discussion**

Education is a means to develop students' self-efficacy and motivation and educational research should be promoted. Supporting the right to education is a global priority. Sustainable Development Goals (SDGs) highlight the role of efforts of governments to prioritize the right to education for all, children, men, and women. The agenda of Education 2030 foci is to develop access to education opportunities, encouraging learners to complete programs of education and build the capacity of empowerment through education. In rural schools' boys are less likely than girls to excel academically as they do not value education. Along with gender, low income, uneducated parents, geographical isolation from overcrowded cities, societal norms of early marriage and childbirth are responsible for low male and female interest in education (UNESCO, 2022). Grade 7 learners are twelve years of age, and their learning practices are centered on mastery of reading and writing skills. Egan (1997) proposed Romantic understanding as a tool to improve literacy to arrive at greater understanding of the world. These learners are not familiar with the reality that is not a part of their experience, but they are curious to learn, and explore. Since these learners can read and write, they can access any amount of information and move from the fictional world to observe their existence. These learners love to read and as The Romantic they may associate themselves with heroic, public figures. Learners can understand and infer the qualities, strengths of character in the central figures they learn about as they try to arrive at an understanding of their world.

### **Conclusion**

English is a second language in Pakistan, and it is a language of great value and utility. The conditions of language teaching are mostly, unsatisfactory. Although learners are taught English six days a week for a period of six years in public schools in Pakistan however, their vocabulary and knowledge of the structures of English remains limited. Students benefit from exposure to English in school and learn about sentence patterns, words, and phrases in common use, but they are generally, more proficient in writing compared to speaking since English is a subject that is learnt. Classroom conditions of 30 or more students studying a second language discourage oral use of language or widespread use of audio-visual aids. In the elementary level, teachers do not classify the aims and objectives of teaching English but focus on completing units of the textbooks. Hence, the structural and situational teaching of English language is not currently in use. Textbooks incorporate careful selection and grading of vocabulary and grammar exercises. The subject matter is adequate, and relevant but unfortunately, the public-school English textbooks present an abridged version of stories to suit Pakistan's teaching. Evaluation procedures rely on essay type detailed questions which prioritize writing and are easy for learners to prepare by rote learning the content. Furthermore, learners are assessed on their knowledge and there is not enough focus on steady skills development.

### Recommendation

Rosenshine (1998) with Robert Stevens recommended six instructional teaching functions after concluding observations of successful teacher training and student achievement programs. These six instructional functions were: 1) reteach the previous day's work, 2) to incorporate new content and skills in the lesson, 3) to enable student practice routines to check for understanding, 4) to have teachers' feedback on students' work, 5) to have students' gain in confidence and practice independently, and 6) to enforce regular weekly and monthly reviews of students' progress. Rosenshine's recommendations for successful learning are directions to teachers to 1) review previous learning, 2) adopt slow, spaced and gradual introduction of new concepts, 3) provide clear, detailed instructions with tasks, 4) direct students' attention with a large number of questions to arrive at an understanding of the degree that learning has occurred, 5) provide opportunities for active practice, 6) teachers as guide to use think aloud and model for learners, 7) teachers check students' work and give feedback on corrections, 8) and teachers' monitor students independent practice work (over learning) to achieve high rate of success. These principles were based on use of questioning techniques, development of metacognition in learners, practice retrieval, activation of schemas for deeper retention, use of models, and frequent examples, practice opportunities, and direct questioning. When modifications are in place, optimal success rate of understanding in a class is as high as 80% (cited in Rosenshine, 2010). Summative standardized assessment practices should thus, be continued for their multiple benefits.

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