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RESEARCH PAPER

Comparison of Readability of English Text between the Students of Grade 11 of a Private and Public Sector Educational Institution of Rawalpindi

[1]Jamshaid Anjum*, [2]Dr. Saqlain Hassan and [3]Faiza Ghayour Bhatti

1. Lecturer, Department of English, Govt. Gordon Graduate College Rawalpindi, Punjab Pakistan
2. Assistant Professor, Department of English Linguistics and Literature, Riphah International University Islamabad, Pakistan
3. MPhil Scholar, Department of English Linguistics and Literature, Riphah International University Islamabad, Pakistan

| ***Corresponding Author:** | jamshaid1989@gmail.com |

ABSTRACT

The current study is conducted to investigate the reading skills of the students of grade 11 in private and public sector educational institutions in Rawalpindi, Punjab, Pakistan. The participants of the study are judged for their ability of sub skills of reading such as speed or fluency, accuracy in pronunciation, phonetics, and marks of punctuation in the light of standards of reading set internationally. This study helps both the teachers and the students to evaluate their skill of reading a text from a textbook in the actual classroom in particular and in real-life contexts in general. The data for this research is collected through visits to the classrooms of the mentioned institutions. The students are made to read the texts aloud while their responses are recorded in real time. A total of 20 participants aged between 14-18 years have been selected 10 from each institution. The research is both qualitative and quantitative. The results of the study have revealed that the students of both institutions particularly the public sector institution lag far behind the standards of reading skills. This research can pave the way in the future to investigate the reasons why the students at these institutions and others fail to achieve the reading standards.

| **KEYWORDS:** | Fluency, Phonetics, Pronunciation, Punctuation Marks, Reading |

Introduction

Reading is one of the fundamental modules which constitute a language. Good readers are good leaders. According to Napoleon Bonaparte "Show me a family of readers, and I will show you the people who move the world." Reading a text with fluency is important not only at the initial grade levels but also in practical life as well. A fluent reader gets more comprehension of the word acquisition as well as the comprehension. Paige (2020) states that a fluent reader has more chances to get the benefit from both knowledge of the world that is the basis of the reading comprehension and acquisition of the vocabulary that is the result of reading.

Reading speed, accuracy of pronunciation, phonetic accuracy, and punctuation marks are the key components of reading a text. Speed of reading has a strong relationship with comprehension of the text. Seabra & et.al (2017) maintain that "Studies have suggested that reading speed (RS) or fluency should be a component of reading comprehension (RC) models. There is also evidence of a relationship between RS and RC." The importance or role of fluency is undeniable in terms of making the readers automated, accurate, and intonate. Kuhn, et.al (2010) view fluency as a notion that "brings accuracy, automaticity, and prosody in oral learning."

Phonetic accuracy has a major role in making the activity of reading accurate and fluent. Those having expertise in phonetics read a text more fluently and accurately. Campbell, Torr, and Cologon (2012) indicate the way the syllabic structure of English is more complex than that of languages like German, Finnish, Italian, and Spanish. Furthermore, the phoneme-grapheme connection is less consistent, leading to inconsistent spelling systems. Pronunciation while reading a text in any language, particularly English, is as important as anything. Accurate or at least good pronunciation is evidence of the learners' or speakers' competence in the language. Gilakjani, (2012) specifies that having a good pronunciation leads to better learning while bad pronunciation increases the difficulties in learning.

The next component that lays the foundation of a good reader is the realization of the punctuation marks as the writers use these punctuation marks to anticipate the reactions of the reader(s). A good reader realizes these marks of punctuation to demonstrate the same reaction as anticipated by the writer. Ginting (2018) states that punctuation is the result of the authors' anticipation of the reader's reaction.

Pakistan is one of those countries where English is treated as a subject, not as a language. Driven by the curriculum-designed textbook, reading of the textbooks orally by the teachers in the class is everyday practice. Teachers consume a lot of TTT during the actual classroom activity on reading. In conventional classroom settings, reading is the only skill that gets maximum attention from the teachers as well as the students. The teachers read a text in the class while the students listen and repeat whenever asked. Despite getting optimum concentration, it has not been focused on. Therefore, the present study aims to investigate the same reading skills from public and private sector institutions to determine whether the students can perform in the skill reading or not.

Further, the study aims to look into the different facets of reading skills that should have been developed by the students during the actual classroom activity. The teacher enters the classroom, asks the students to open books, and starts reading a text rigorously from the book explaining, translating, and telling the meanings of the words. The whole practice revolves around the skill. The teacher spends maximum classroom time in this practice. Resultantly, the students get engrossed in this reading practice and the other skills are ignored in the classroom.

The present study investigates the reading habits of public and private sector students who are regular attendees of the same system in their respective institutions. It further highlights the sub-skills of the reading and calculates the statistical values whether achieved or not in the actual classroom setting in response to the teacher's daily reading plight. It remains to be seen how much readability is inculcated among the students as far as reading and its sub-skills are concerned. This will help the students to weigh their reading skills and abilities as well as the public and private sector teachers to evaluate their pedagogies in terms of reading so that both of them can assess their advantages and shortcomings.

Literature Review

Harrison (1980) defines readability as a method for measuring the level of difficulty which is related to reading material. To check the appropriateness of a textbook for a particular grade level, close tests, formulas of readability, and other means are utilized because several students face difficulty while reading a text from a textbook. For the teachers, texts related to readability and scrutinizing them become more significant. A careful exploration of the texts could make it easier for the teachers to choose texts of readability that are related to their level. Keeping the level of the students in mind, the text choices and production related to readability can be made by the teachers themselves. In the view of Omiko (2011), readability is not just a way of saying the words

shown through texts. To extract the meaning present in the words, the learner should be not only able to understand the sentence structure but also be able to understand the function that is assigned to words in the structure within those words.

In the words of Laufer and Ravenhorst-Kalovski, (2010), at least 100 words are usually required to determine the readability of full texts. The length of a text normalizes and extracts many features of the text to calculate the readability of a text. Local difficulties and their aggregation into mean readability measures are concealed by the normalization. To build an understanding of a complex sentence, to dissolve ambiguities and misconceptions, and for the readers to consolidate information on L1 readability, this approach seems suitable.   For the learners of L2, a full-text understanding can be inhibited by local difficulties—the failure of the described process to map the concept of known words and concepts. Lexical knowledge of the text is crucial for comprehension in this way the learner is unable to build a representation of the content of the text.

According to Adetunji (2007), reading is described as an act of interpreting written symbols and letters into sentences and words that have meaning.

People in general understand reading as a simple terminology that is communicated to the individual by the text. However, the same term of reading has been used by different people in different contexts and times (Nuttall, 2005). The above-mentioned research studies mainly tend to focus on reading material, choice, and length of the text to judge the readability of the students. Moreover, readability has been viewed through the lenses of text comprehension and functions of the text. Similarly, as far as it seems to the researchers, the researchers tend to figure out complications of comprehension of the text for readability. No research, as far as the researchers have seen, has been conducted to investigate the problem of reading focusing on the skills of reading a text from an English textbook at an intermediate level. Also, the previous research, as far as the researchers have seen, is not comparative keeping a particular age group as the population for data collection.

The present research mainly tends to investigate the skills of reading irrespective of understanding of the text. The researchers have focused on the skills of pronunciation, phonetic accuracy, and realization of punctuation marks. The present study is comparative and has selected a particular age group as the population for data collection.

Material and Methods

Table 1
Population and Data of the Research

Total Students Sampled	20 (Twenty only)
Govt. Gordon Graduate College	10 (Ten only)
Torcia Academy	10 (Ten only)
Level of the students	Grade 11
Length of the Selected text	A Small Paragraph Consisting of 189 Words
Time allotted	62 seconds
Source of the text:	A Textbook of English Grade 11 Khyber Pakhtunkhwa Textbook Board Peshawar, Pakistan
Location of the text in the book	Unit 1, page no 2-3
Age group	14-18 years

Table 1 above describes the population and data for research. Overall, a total of 20 students whose medium of instruction is English are selected as the population of the research. 10 students from Torcia System of Education Rawalpindi and 10 students from

Govt. Gordon Graduate College of Grade 11 aged between 14-18 years is selected for the study. A small paragraph consisting of 189 words is selected from the English Textbook for grade 11 published by Khyber Pukhtoonkhwah Textbook Book Board, Pakistan.

Data Collection

An information chart is designed to record facts for the above-mentioned aspects of reading the text of English. The chart contains the name, age group, medium of instruction, and name of the institution to which the participants (students) go (Judgement criterion). Separate visits are paid in classes of both institutions. Each student is given the chart and asked to fill in the initial information such as their name, age group, name of institution medium of instruction, etc. After the participants have provided the information, each student is given the text, printed on the page, and is called to the dais to read the text aloud before his class. While the participants are reading the text in a real-time classroom situation right before the rest of the class; notes are taken instantly on the judgment criterion and the relevant data are recorded immediately as the students read the text.

Tools for Data Analysis

The following tools are used to analyze the responses recorded while the participants read the text:

Speed

To monitor the reading speed of the participants, a stopwatch is used to record the time consumed by each participant to read the selected paragraph of the text.

Pronunciation accuracy

The pronunciation accuracy of the participants is judged in the light of the Received Pronunciation (RP) and International Phonetic Alphabet (IPA) chart.

Phonetic accuracy

To monitor the phonetic accuracy of the participants, a Phonemic chart is utilized.

Marks of Punctuation: Realization of the punctuation marks is observed when each participant is reading the text.

Data Analysis

The students are judged for the following capabilities:

Speed of Text Reading

The first thing that is observed is the speed of reading a text aloud. Previously, it has been thought that the average speed of an adult for reading a text is 300 words per minute. However, Brysbaert, (2019) conducted 190 studies on 17, 887 participants, and maintains that silent text reading speed among the adults has been 238 words per minute. Similarly, 77 studies conducted among 5965 participants show reading speed among adults while reading aloud has been 183 words per minute.

Pronunciation Accuracy

The second thing the participants are judged for was pronunciation. Out of the selected passage, 20 words are selected to check the accurate pronunciation of the

students on the Received Pronunciation. The list of the selected words is: of, affection, diplomas, degrees, congratulate, laurels, scholastic, career, threshold, predecessors, implications, revolutionary, birth, shackles, our, government, slavery, freedom, fortunately, sovereign.

Phonetic Accuracy

Out of the selected text, the participants are judged for their ability to accurately sound production of the words. Phonemic chart is used as standard. (of, and, threshold, birth, sovereign, our, shackles, scholastic, laurels, predecessors, yourselves) A total of 10 words are selected to check this meaning that each word was = 10% both in reward or penalty.

Reading with Punctuation

The participants are also judged for their ability to read a text with emotions, symbols, and the rise and fall of their voice meaning the realization of punctuation marks, stop gaps, etc. Punctuation marks are powerful symbols used by writers to direct the reading pace, add emotion, and illustrate relationships between words, phrases, and clauses. It makes sense, therefore, that readers need to understand punctuation to get the true meaning of what has been written. The passage selected for reading contained 20 punctuation marks which means that one punctuation mark is given the weightage of 5%.

Data of the students of Govt. Gordon Graduate College Rawalpindi

Table 2
Reading Skills of Participant 1

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
70 / 89%	35	Zero	Zero

Table 2 above shows the reading skills of the participant 1. The reading speed is recorded to be 89% as he has consumed 70 seconds. Pronunciation is 35% accurate. Both phonetic accuracy and punctuation accuracy are 0%.

Table 3
Reading skills of participant 2

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
131/ 48%	25	Zero	Zero

Table 3 above shows the reading skills of the participant 2. He has consumed 131 seconds which means that he has achieved a speed of 48%. 25% pronunciation accuracy is recorded. Both phonetic accuracy and punctuation accuracy are 0%.

Table 4
Reading skills of participant 3

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
69/ 90%	15	Zero	Zero

The table 4 above shows the reading skills of the participant 3. The participant has a speed of 90% as he has consumed 69 seconds to read the given text. The accuracy of pronunciation is 15%. Both phonetic accuracy and punctuation accuracy are 0%.

Table 5
Reading Skills of Participant 4

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
82/ 76%	25	Zero	Zero

The table 5 above shows the reading skills of the participant 4. The participant has a speed of 76% as he has consumed 82 seconds to read the given text. The accuracy of pronunciation is 25%. Both phonetic accuracy and punctuation accuracy are 0%.

Table 6
Reading Skills of Participant 5

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
91 / 69%	25	Zero	Zero

The table 6 above shows the reading skills of the participant 5. The participant has a speed of 69% as he has consumed 91 seconds to read the given text. The accuracy of pronunciation is 25%. Both phonetic accuracy and punctuation accuracy are 0%.

Table 7
Reading Skills of Participant 6

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
140/ 45%	25	Zero	Zero

The table 7 above shows the reading skills of the participant 6. The participant has a speed of 45% as he took 140 seconds to read the given text. The accuracy of pronunciation is 25%. Both phonetic accuracy and punctuation accuracy are 0%.

Table 8
Reading Skills of Participant 7

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
121 / 52%	25	Zero	Zero

The table 8 above shows the reading skills of the participant 7. The participant has a speed of 52% as he has consumed 121 seconds to read the given text. The accuracy of pronunciation is 25%. Both phonetic accuracy and punctuation accuracy are 0%.

Table 9
Reading Skills of Participant 8

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
68 / 91%	30	10	Zero

The table 9 above shows the reading skills of the participant 8. The participant has a speed of 91% as he has consumed 68 seconds to read the given text. The accuracy of pronunciation is 30%. Phonetic accuracy is 10% and punctuation accuracy is 0%.

Table 10
Reading Skills of Participant 9

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
70 / 89%	30	10	Zero

The table 10 above shows the reading skills of the participant 9. The participant has a speed of 89% as he has consumed 70 seconds to read the given text. The accuracy of pronunciation is 30%. Phonetic accuracy is 10% and punctuation accuracy is 0%.

Table 11
Reading Skills of Participant 10

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
86/ 72%	25	10	Zero

The table 11 above shows the reading skills of the participant 10. The participant has a speed of 72% as he has consumed 86 seconds to read the given text. The accuracy of pronunciation is 25%. Phonetic accuracy is 10% and punctuation accuracy is 0%.

Table 12
Average of time and % of reading speed, accuracy of pronunciation, phonetics, and punctuation marks of participants from Govt. Gordon Graduate College Rawalpindi.

Time consumed	Speed	Pronunciation	Phonetics accuracy	Punctuation
93 seconds	72	26	03	Zero

Table 12 above shows the average time consumed in seconds and % of speed, the accuracy of pronunciation, phonetics, and punctuation marks—the participants of Govt. Gordon Graduate College has consumed an average of 93 seconds to complete the given text which means that they have taken 29 seconds extra on average to complete the given text. They have achieved an average speed of 72% which is 28% less than the standards of average speed/M. Similarly, accuracy of pronunciation is recorded 26% on average which is 76% less than the standards. However, Phonetics accuracy and punctuation have been lowest with 03 and 0% respectively.

Data of the students of Torcia Educational System Rawalpindi

Table 13
Reading Skills of Participant 1

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
49/ 125%	20	60	90

The table 13 above shows the reading skills of the participant 1. He has a reading speed of approximately 125% as he has consumed 49 seconds to read the given text. The accuracy of pronunciation is 20%. Phonetic accuracy is 60% while punctuation accuracy is 90%.

Table 14
Reading Skills of Participant 2

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
87/ 71%	25	50	90

The table 14 above shows the reading skills of the participant 2. He has a reading speed of 71% as he has consumed 87 seconds to read the given text. The accuracy of pronunciation is 25%. Phonetic accuracy is 50% while punctuation accuracy is 90%.

Table 15
Reading Skills of Participant 3

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
66/ 94%	60	60	85

The table 15 above shows the reading skills of the participant 3. He has a reading speed of 94% as he has consumed 66 seconds to read the given text. Accuracy of pronunciation is 60%. Phonetic accuracy is also 60% while punctuation accuracy is 85%.

Table 16
Reading Skills of Participant 4

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
62/ 100%	60	60	85

The table 16 above shows the reading skills of the participant 4. He has the reading speed of 100% as he has consumed 66 seconds to read the given text. Accuracy of pronunciation is 60%. Phonetic accuracy is also 60% while punctuation accuracy is 85%.

Table 17
Reading Skills of Participant 5

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
54/ 110%	65	60	90

The table 17 above shows the reading skills of the participant 5. He has a reading speed of approximately 110% as he has consumed 54 seconds to read the given text. The accuracy of pronunciation is 65%. Phonetic accuracy is also 60% while the punctuation accuracy is 90%.

Table 18
Reading Skills of Participant 6

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
67/ 93%	55	70	80

The table 18 above shows the reading skills of the participant 6. He has a reading speed of 93% as he has consumed 67 seconds to read the given text. The accuracy of pronunciation is 55%. Phonetic accuracy is 70% while punctuation accuracy is 80%.

Table 19
Reading Skills of Participant 7

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
83/ 54%	35	60	85

The table 19 above shows the reading skills of the participant 7. He has a reading speed of 75% as he has consumed 83 seconds to read the given text. The accuracy of pronunciation is 35%. Phonetic accuracy is 60% while punctuation accuracy is 85%.

Table 20
Reading Skills of Participant 8

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
63/ 98%	55	40	85

Table 20 above shows the reading skills of the participant 8. He has a reading speed of 98% as he has consumed 63 seconds to read the given text. The accuracy of pronunciation is 55%. Phonetic accuracy is 40% while punctuation accuracy is 85%.

Table 21
Reading Skills of Participant 9

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
77/ 81%	35	90	85

Table 21 above shows the reading skills of the participant 9. He has a reading speed of 81% as he has consumed 77 seconds to read the given text. The accuracy of pronunciation is 35%. Phonetic accuracy is 90% while punctuation accuracy is 85%.

Table 22
Reading Skills of Participant 10

Seconds taken/ Speed %	Pronunciation Accuracy %	Phonetic Accuracy %	Punctuation Accuracy %
80/ 77%	75	80	80

The table 22 above shows the reading skills of the participant 10. He has a reading speed of 77% as he has consumed 80 seconds to read the given text. The accuracy of pronunciation is 75%. Phonetic accuracy is 80% while punctuation accuracy is 80%.

Table. 23
Average of time and % of reading speed, accuracy of pronunciation, phonetics, and punctuation marks participants from Torcia System of Education Rawalpindi.

Time consumed	Speed	Pronunciation	Phonetics accuracy	Punctuation
64 seconds	93	49	63	**86**

Table 23 above shows the average time consumed in seconds and % of speed, accuracy of pronunciation, phonetics, and punctuation marks by the participants from Torcia System of Education Rawalpindi. The participants of this institution have consumed 64 seconds to complete the given text which means that they have taken 2 seconds extra on average to complete the given text. They have achieved an average speed of 93% which is meagerly 07% less than the standards of average speed/M. Similarly, the accuracy of pronunciation is recorded at 59% on average which is 51% less than the standard. Phonetics accuracy is recorded at 63% which means 37% less than the standards of IPA. The second highest number is seen in the accuracy of punctuation marks at 86%. This is also short by 14% though.

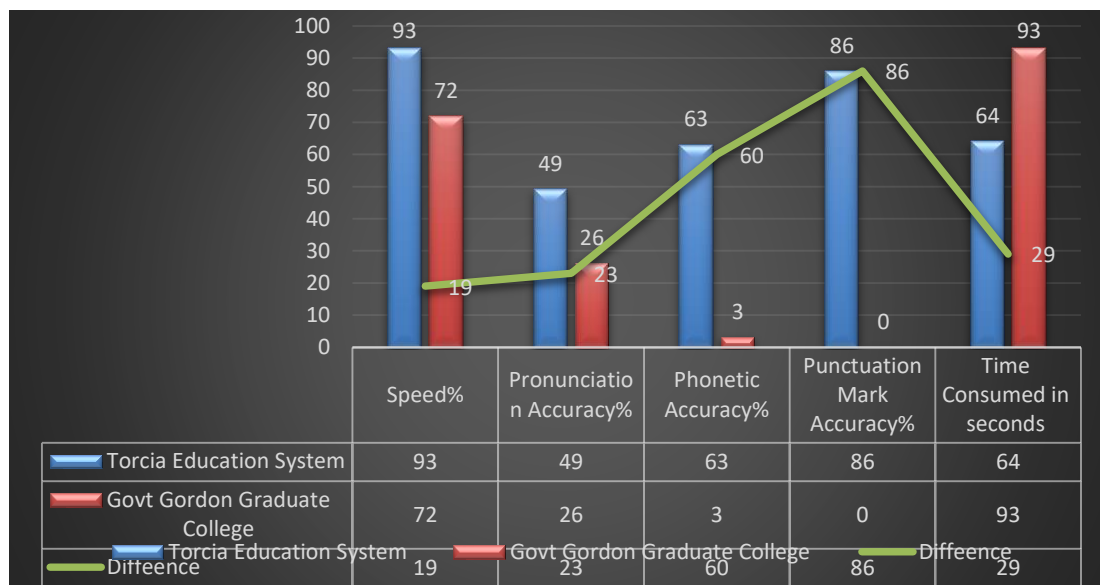|	Speed%	Pronunciation Accuracy%	Phonetic Accuracy%	Punctuation Mark Accuracy%	Time Consumed in seconds
Torcia Education System	93	49	63	86	64
Govt Gordon Graduate College	72	26	3	0	93
Diffeence	19	23	60	86	29

Figure 1: Comparison between the participants from Torcia Education System and Govt. Gordon College Rawalpindi

Figure 1 above shows the comparison of reading skills of the selected institutions. As far as speed of reading is concerned the participants from Torcia Education System achieved 93% and the participants from Govt. Gordon Graduate College achieved 72%. Similarly, in pronunciation skills, the former achieved 49% accuracy compared to the latter's 26%. Phonetic, punctuation accuracy of 63% and 86% respectively have been achieved by the former while the latter has achieved a mere of 3% and zero% respectively. The participants from Torcia Education System have spent 64 seconds on

average to complete the given text which is 29 seconds less than that of 93 seconds consumed by the participants from Govt. Gordon Graduate College.

Discussion

In this section, the readability of the students' is further explored in terms of its objectives, previous research done in the area, and keeping in view the data analytical results. One of the primary aims of the study was to skim into the reading habits of the targeted students' and investigate their skills statistically and scientifically.

Naviwala, a Wilson Center global fellow and former public policy fellow has also conducted a research project titled "Why can't Pakistani Children Read?". This research also highlights the weaknesses and reasons why the Pakistani system is unable to impart the skills of reading in particular and learning in general. She collected data by visiting almost 100 Pakistani Classrooms, discussions with government ministers, other senior officials, technical experts, and international donors; and interviews with teachers and students.

Similarly, The Pakistan Reading Project (PRP), a project of the United States Agency for International Development (USAID), has benefitted 1.7 million children. It has provided training to more than 27, 000 teachers based on reading instructions. This training aimed at reading instructions across Pakistan in five local languages including Urdu, Sindhi, Pashto, Balochi, and Brahui; and two dialects of Sindhi and Pashto spoken in Baluchistan. Deputy Mission Director Michael Nehrbass stated that one of the successes of the project was to further validate the importance of learning to read in local languages in the early grades of school.

Further, another study conducted by *Muhammad Arslan Raheem,b Madiha Tahir,c Samee Ullah,d Muhammad Arshad Javaid titled "Reading Difficulties of Primary School English Language Learners: A Case Study of District Dera Ghazi Khan"* revealed that the students faced many difficulties when it came to reading a text of English. These complications entailed decoding of lexical items, pronunciation issues, and identification of the multisyllabic words.

Reading Skills Problems and Their Solutions Yulianah Prihatin[1], Resdianto Permata Raharjo[2], Arisni Kholifatu A.S[3] 1, 2, 3 Universitas Hasyim Asy'ari has found out the problems of reading of students at the High School (2) level. The research has mentioned two objectives of reading, namely i.e. use of small and clear terms to watch when someone is going to read and the ability to describe what has been read and understood. The problems highlighted in the research are conventional learning problems, improper reading techniques (Vocalization, Lip movement, Head movement, Regression (backward), etc.

The research studies mentioned here are either done at the macro-level funded by different organizations such as USAID etc. or the research studies are not done to exclusively focus on the problems faced by the students in reading a text of English from a textbook. This research doesn't converge with the other research except for a nominal amount. Further, it seems to the researchers that no research shows a comparison of two or more categories of the students where the potentialities of the skill of reading are compared and the problem traced. In this way, the present research is placed on a diverging path from all other research conducted before as far as the local context of the country Pakistan is concerned. This makes the research unique in its data, methodology, and analysis. The researcher has looked into the actual classroom problems of the students regarding reading skills who find it hard to read a text of English from the textbook in grade 11.

Conclusion

The researchers have found out that the students of both the public sector and private sector have failed to achieve the standard speed of reading a text i.e. 183W/m or 3.05W/s. The students of the Public sector college fell short by 28% with an average speed of 72%. The students of the private educational institution achieved a reading speed of 93% being 7% slower than the standard.

Similarly, the next question asked to the targeted students' was about pronunciation skills in the light of RP, i.e. Queen's English. The result shows that private-sector students performed a little better in comparison with the public-sector boys. But by and large both sectors of students have drastically failed to achieve the desired outcome.

Regarding pronunciation, the research shows that students of both public and private institutions have failed to achieve pronunciation accuracy while reading a text of English from the textbook. The students of the Private sector have achieved 49% accuracy while the students of the public sector have achieved 23% accuracy both legging by 51% and 77% respectively.

In the same vein, the next question regarding the readability of the students tested the phonetic accuracy in terms of Standard English-RP. The results show an astounding failure among the students in which the public sector boys fall at the bottom as compared to the private sector boys.

Another area of the researcher has dug out is the phonetic accuracy of the students while reading a text in English. The results show that students have a great problem in this aspect of reading. The students of Public sector colleges attained a phonetic accuracy of only 03% while the students of the private sector were able to achieve a phonetic accuracy of 63%. It shows that students of both institutions have failed to achieve phonetic accuracy.

Proceeding in the same direction the students are given different punctuation marks of the intermediate text to evaluate their skills of realizing them while reading it. The students of the public sector remained at the bottom as usual and the private sector boys excelled in the performativity of punctuation.

The research has also shown that another problem the students have faced while reading a text of English from a textbook is the inability to realize the marks of punctuation. The students of the public sector colleges can realize punctuation marks only by 0% while the students of the private institutions have achieved an accuracy of 86% though less by standards.

This study can be a pathway for the future to investigate the factors behind problems faced by students in reading a text of English in the Pakistani contexts in particular and in the non-native contexts in general. Similarly, in the future, actual classroom observation-based research can be conducted to see to what extent is the reading skill focused on during the real classroom activity.

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