ASSESSING TEACHING OF READING IN URDU AND ENGLISH AT GRADE 1 LEVEL

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ABSTRACT

The present study was about assessment of teaching reading at grade 1 level. There were two subjects Urdu and English and researcher focused on assessment of teaching reading of Urdu and English. The objectives of the study were to find different teaching reading strategies used by English and Urdu teachers in order to teach their pupils, to explore perception of teachers about teaching of reading, to investigate about the different teaching reading strategies used by Urdu and English teachers to teach components of reading. Teachers were ranked by researcher through four ranking categories mentioned in a tool. A standardized rubric tool was used for research. The study was attained through mix method research, through pilot testing and classroom observation. Classroom based assessment strategy (CBA) was used in the study. Assessment through observation showed that English teachers used grammar translation methodology to teach English reading to students, mostly text translation method was used and their methodologies were useful enough for teaching of reading. There was need of improvement for teaching some components of reading like for teaching fluency and for vocabulary building. Teachers help the students in analyzing the arrangements of paragraphs. Urdu teachers also used different techniques like read aloud strategies for teaching reading and students were able to start reading simple sentences. English and Urdu teachers help the students to make a map of words in their minds and summarize text.
Keywords: Assessment, Teaching, Readings Strategies, Teaching Strategies

INTRODUCTION

Teaching reading is a gradual process and it works differently for each young student. Early primary teachers are responsible for developing reading habits among students through different teaching reading techniques. The primary teachers need different trainings for teaching reading in order to develop competence among early grade students. Teaching reading is a complicated task and it needs so much attention because early grade students must hear the words orally to make sense of those words they see in printed form. So the reading or language teachers must aware about teaching reading strategies and techniques.

Moran et al. (2008) described reading as very important phenomenon for learning. In fact, learning process is depended upon reading, writing and so on. If a child learns how to read, then he will be able to take part in further studies and can also enhance his knowledge through reading. If students of early grades learn how to read and write then they can be able to move further and can compete in different subjects, if early grade students cannot read anything or simple sentences

then how they can participate in class and understand anything.

Singer and Alexander (2017) clarified that reading is necessary for development. In early grades it is important to focus on developing reading habits among students. Nowadays various digital devices are available and with the help of those devices teachers can teach reading components and skills in their classrooms.

Wren (2004) explained that assessment is important element for improvement of anything or any instructional method. It is important to make baseline of students for teaching reading and after assessment one can be able to know whether teachers are teaching on the right way or not. Assessment is mandatory for teaching profession because all students who entered in classroom need special attention. Every student in class has different mindset and different abilities; it is the responsibility of a teacher to treat every student according to his/her capabilities.

Assessing teaching of reading is a very difficult task but the study focused on assessing teaching of reading through different tools and techniques. There are two subjects of reading assessment which are Urdu and English. Early grade students are very weak in reading because after coming school in nursery classes they just became familiar to alphabets and their use in words but long sentences are like new thing for them so the primary teacher's task is very important as well as difficult and challenging. The study illustrated upon the assessment of teacher's skills about teaching of reading.

Students are facing reading problems especially early grade students. Primary school teachers faced many problems and issues but if they are well trained and they have the proper scheme of studies, skills and techniques to develop learning habits among their students then their problems can be solved. The study investigated about the different teaching reading strategies and competencies of teachers while teaching components of reading.

OBJECTIVES OF THE STUDY:
These were the objectives of the study:
i. To identify different teaching reading strategies used by Urdu and English teachers for teaching reading at Grade 1 level.
ii. To find out rating of Urdu and English teachers according to their use of reading strategies for teaching reading components.
iii. To identify different techniques used by majority of English and Urdu teachers for teaching reading at Grade 1 level.

RESEARCH QUESTIONS:
The study was endeavoring to answer the following questions:
i. What are different teaching reading strategies used by Urdu and English teachers?
ii. What are the different types of rating of teachers for reading (Urdu and English)?
iii. What type of techniques majority of teachers used for teaching English and Urdu reading at grade 1 level?

RATIONALE OF THE STUDY:
The study was about the assessment of reading skills of English and Urdu teachers that what kind of activities different teachers used in their classrooms for teaching reading. The study is mainly about teaching of reading, its main concern was about teaching of reading at grade 1 level. There are several components of reading and Urdu and English subject teachers used different teaching reading skills in order to teach components of reading. Students are dependent upon their teachers and they don't know how to read, especially early grade students.

The study was aimed to identify those teaching reading skills and techniques which most of Urdu and English teachers used in order to teach their students. This study aims to find out those teaching methods that affects the linguistic learning skills of class 1 students. The study investigated the student's problems and challenges, about reading skills. It is clear fact that reading is most important thing for getting education and the study was held for assessment of teachers about their teaching reading skills at grade 1 level.

LITERATURE REVIEW:
Zavodchikova (2021) explained that English is a language of West Germany and it belongs to the family of Indo-European language. It is a language which is belonged to Dutch, Frisian and German. English language is the main language of many

countries like the Australia, the United States, Canada, The United Kingdom, New Zealand, Ireland, and many other small countries and states of Pacific Ocean Island.

Erdogan et al. (2018) has stated that the majority of other nations chose English as their first foreign language. As a result, English has become the world's "lingua franca." According to Erdogan's studies, approximately over one-third part of the world's population, or around two billion people, currently English speakers.

Kim and Zhang (2018) explained that English is a required subject in the general education curriculum for grades 3 to 12. English is one of the most important subjects in school. It not only helps students develop their ability to communicate in English, but it also helps them develop general skills that will help them live and work better, learn other subjects better, and learn for the rest of their lives. English gives students an important way to communicate with people around the world.

Kim et al. (2019) described that English lets them share information, learn more about science and technology, and learn about other cultures. This helps to build intercultural understanding and a sense of global citizenship, as well as personal qualities and skills. By learning English and about other cultures, students may be able to understand and value their own language and culture more.

Gavora (2018) has clarified that speaking and hearing skills at the lower secondary level are still getting better, while listening, speaking, reading, and writing skills at the higher secondary level are gradually getting better through practice of integrated skills.

English Teaching Strategies:

Abbas and Iqbal (2018) described Language as "a system of signs that lets people talk to each other or work together." These signs could be spoken or written words, hand gestures, or body language. This could be useful for ESOL students and their tutors. We can also define language by the four ways like listening, speaking, reading and writing. Marquitz (2019) clarified listening as important part of conversation because without listening one cannot continue the discussion. Listening is necessary in individual or group discussion so one can respond intelligently.

Seyfried and Pohlenz (2018) explained that after listening some words in English students can pronounce them as well. English speaking is very important thing because it is necessary for learning and for answer different questions. When students speak English or Urdu then they can be able to increase their language proficiency. Students' efforts to speak English with the help of teachers can enhance their vocabulary building as well.

McClain et al. (2018) defined reading as the method for construction of meaning from the text. He explained reading as a tool for learning. Through reading students can enhance their knowledge and reading is the key of success because without reading no one can understand anything about this world.
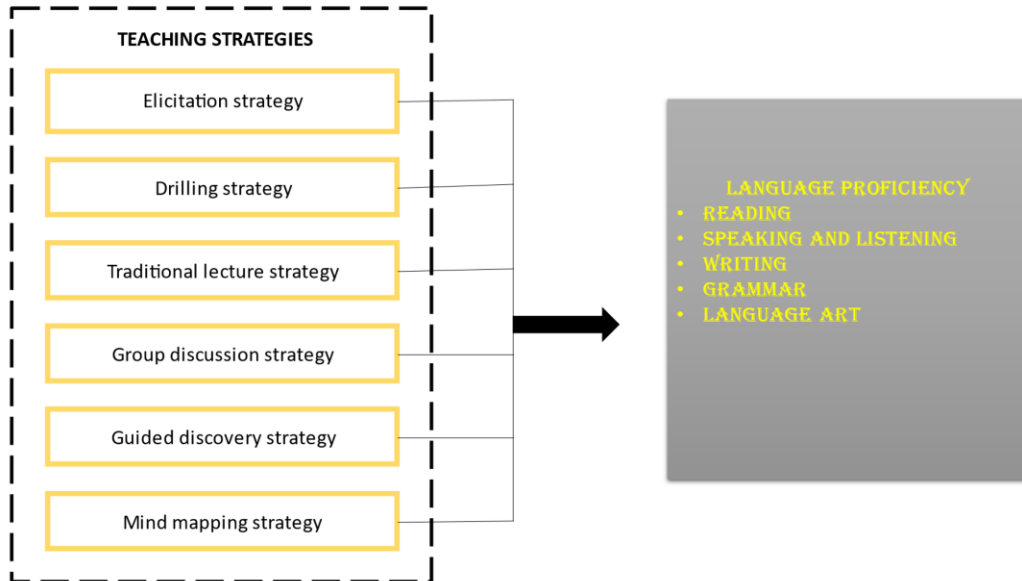
Bohloko et al. (2019) described reading as a beneficial thing for activeness of mind; it reduces stress level and set good examples for new and young generations. Reading increases the persons' knowledge criteria and for young learners reading is first thing by which they can learn and understand their purpose for getting education.

Zepeda et al. (2017) described Writing as the process of forming different words. Writing is the fourth language skill and in writing process students use their hands and brains to produce something. When at grade 1 level students write some words with teachers help and guidance then this will be beginning of their further success. Simonson et al. (2022) illustrated that Spelling, literature and composition are language arts subjects and through learning these subjects' students can develop their capacity of reading and writing especially comprehension. Comprehension Reading is ability to understand the text, draw its meanings, and efforts of reader to amalgamate what he/she already knows.

Miguel et al. (2019) described that students can enhance their skills through using language arts. They can increase their reading skills, their writing skills; improve their spellings, vocabulary, and grammar. So with increasing knowledge students can think in a more creative way. Kujundziski et al. (2019) described that grammar is like the foundation through which one can express his abilities because it is very important for English learning. It is important to learn grammar, write

grammatically, and understand this thing that grammar is a common speech formulated.

There are so many strategies which teachers can use to enhance their knowledge and teaching abilities. These are as under:

TEACHING STRATEGIES
- Elicitation strategy
- Drilling strategy
- Traditional lecture strategy
- Group discussion strategy
- Guided discovery strategy
- Mind mapping strategy

LANGUAGE PROFICIENCY
- READING
- SPEAKING AND LISTENING
- WRITING
- GRAMMAR
- LANGUAGE ART

Competencies of English:
Daud et al. (2017) explained competencies as a first step toward making a framework for teacher language competence and benchmarks around which an evaluation can be made, a literature review was done to answer the following question: What kinds of language skills do K–12 teachers in English-first schools and French-first schools in Canada need to do their jobs well.

Stronge (2018) has clarified in his research that teachers need a wide range of language skills to do their jobs well.

Bambaeeroo and Shokrpour (2017) explained that teachers use language in the classroom both as a way to teach and as something to learn. They must know how language works and how it is put together. They must also be fluent in speaking, writing, listening, and reading and be able to teach these skills to their students. Blazar and Kraft (2017) described that teachers must also be good at speaking, reading, writing, and listening. Teachers do many different things inside and outside of the classroom. Goldhaber et al. (2017) described that the language competency framework was made with help from the research on the literature and the Canadian Language Benchmarks. The language competencies are a list of statements that describe how good you are at speaking, listening, reading, and writing in English or French. The standards say that there are three levels of skill: Level 1, Level 2, and Level 3.

Urdu Language:
Abbas et al. (2018) explained that Learning Urdu entails acquiring the ability to read, write, and speak the language. Kids benefit much from learning Urdu. It improves their intelligence and makes them better individuals. It is equally as crucial for studying Urdu as any other topic. Urdu is the primary language of Pakistan. It is also one of the languages spoken in India. Urdu is spoken by around 66 million people worldwide. As a result, Urdu is the world's fourth most spoken language. There is a great deal of writing in Urdu. It contains religious prose, poetry, short tales (Afsana), and a variety of other literary styles.

Teaching Reading Strategies:
Ahmadi and Reza (2018) described reading as an essential ability for both acquiring and teaching a language. The most crucial language skill is reading. It is much more significant today than it was before. We had exposed to a variety of media as a result of technological advancements. A

tremendous quantity of information on the internet, and Learn this knowledge and put it to good use, students must be able to read fluently.

Abdullah and Mirza (2020) demonstrated the true substance of the class. Students will often encounter in the real world encounters. It's difficult to comprehend what you're reading. The process of comprehending a piece of text and then determining what it means, reading swiftly and effortlessly. Students must be able to mix knowledge and comprehension. The amount of reading abilities required to be a competent reader reading.

Aslam et al. (2019) discussed about the print concepts. Text is very important thing because students read text of their books and then after reading they will be able to understand it. There are certain passages in the text which are not understandable for students and when teacher explain that text then it will help the students to read in a better way.

Kearney and Garfield (2019) described that printed text is very important for reading. Students make connections between the concepts on the page or in the text are subjected to, which they are clearly aware is one of the core reading objectives. Khalid and Anjum (2019) discussed about cognitive strategies for readers. He said that these strategies are very helpful for readers. There are some students in the classroom who always struggled for understanding the content but they need cognitive strategies to understand the content of lesson. Cognitive strategies are the techniques through which readers can create knowledge and construct the meanings of different things from the text and can memorize them in long term memory.

Reading Assessment:

Asif (2020) has described the evaluation practices of language instructors constitute a significant obstacle. Knowledge and interpretations of the aims of the evaluation might be subjective. Strategies and guiding concepts only a small percentage of educators are aware of the multifaceted approach to evaluation, and a common tendency to overlook their contextual needs while looking for answers that may be applied universally. These contrasting viewpoints and perspectives, as well as disputes arise in ineffective evaluation processes.

Al Zoubi (2018) proposed some solutions that might help mitigate the effects of reading problems. He underlined that the objective of the evaluation should be made completely clear to the students, and they need to take part in the discussion about it assessment judgments.

Jamro (2017) argued that there were the instructors are forced to limit their curriculum as a result of the pressure they face from the primary stakeholders. Curriculum, with just a secondary emphasis on the needs of the tests, at the expense of students' language learning is not acceptable. Lee (2018) described that educators are not succeeding in meeting the learning goals as well as the criteria for the evaluation while simultaneously striving to finish the examination of evaluation about Language Competence in Higher Education. In addition to the burden associated with teaching to alleviate the strain caused by this restriction, the majority of the time, instructors will create objective examinations so that scoring can be done quickly and accurately. Nevertheless, this technique will result in the omission of a number of significant languages.

RESEARCH METHODOLOGY
Research Design:
The current study was quantitative research in nature. Bhandari (2022) described quantitative research as process of analyzing and collection of numerical data. It is the process in which researcher find averages and patterns for collection of authentic data.
The research was quantitative in nature and classrooms were observed. Teaching of reading in Urdu and English subjects were observed and that observation was quantitative observation because it was structured observation in order to obtain reliable data. The data collected from that quantitative observation was in percentages.

POPULATION OF THE STUDY:
Best and Kahn (2006) described that any group of individuals with sharing some same characteristics and interests and which are of the interest of the researcher is called population. Population for the study was school teachers teaching reading at grade

1 level in public primary schools, Tehsil Hasan Abdal district Attock. The target population for the study involved those teachers who were teaching reading of English and Urdu subjects at grade 1 level from selected public schools Tehsil Hasan Abdal district Attock. The study emphasized upon teaching of reading so the main concern was about teachers assessment, their strategies and their methods about teaching reading components.

This table shows total number of schools which were observed under the study.

Markaz	Total Primary Schools	No. of Schools visited	No. of teachers Observed
Hasan Abdal(F)	13	01	2
Bhalar Jogi(F)	13	04	8
Hasan Abdal(M)	14	02	4
Bhalar Jogi(M)	13	03	6

Source: SIS Punjab 2021-2022

SAMPLE AND SAMPLING OF THE STUDY:
Combo and Tromp (2006) explained that in order to do research a sample is necessary and sampling is basically like an act or a process through which researcher select sample. There were 10 schools included in the study. Researcher visited 10 primary schools and observed 20 Urdu and English teachers teaching of reading. A purposive sampling technique was used for selection of participants. Patton (2002) stated that this technique is widely used in research for the identification and selection of information-rich cases as well as for the most effective use of limited resources. (Palinkas, Green, Wisdom, & Hoagwood, 2013).

RESEARCH TOOL:
A rubric standardized tool was used for the collection of data. It was consisting of:
- **Print concept** (Tracking, Read aloud, Modeling)
- **Phonemic awareness** (Onset sounds, Rhyming sounds, Segmenting sounds/Syllables)
- **Phonics** (Letter sound practice, Decoding letter sounds, Blending letter sounds)
- **Vocabulary** (Picture support, Word wall, Thematic word banks, Context clues, Multiple meanings)
- **Comprehension** (Pre/during/post-reading questions, Deep/shallow questions, Story maps)

- **Fluency** (Modeling, Sight-word practice, Re-reading, Partner reading, Punctuation instruction)
- **Expression and learning through writing** (Shared writing, Stop and jot, reflection, Inventive spelling).

DATA COLLECTION:
In order to collect relevant data first of all formal permission was taken from Education Department, after getting permission from Department of Education researcher visited selected schools of Tehsil Hasan Abdal. During visits head teachers of different schools also granted permission to researcher for observing scheduled classes of Urdu and English and observed teachers while teaching reading of English and Urdu. After observation, ranking of teachers were done and percentage was given to teachers according to teacher's use of techniques while teaching different components of reading.

DATA ANALYSIS:
The data that were obtained in the study was analyzed thematically. Researcher used percentage method to analyze collected data and after analysis the study come to different findings and conclusions.

ANALYSIS AND INTERPRETATIONS OF DATA:

Analysis of Different Teaching Reading Strategies used by Urdu and English Teachers:

i. On the basis of table 4.1.2 it was found that 60 to70% English teachers used Read aloud technique for reading Print concept. Tracking technique was also used by Urdu and English teachers and approximately 20% Urdu and English teachers used this technique in order to teach print concepts.

ii. On the basis of table 4.1.2 it was found that 90.0% English teachers used Rhyming sounds technique for teaching Phonemic awareness and 70.0% Urdu teachers used Rhyming sounds technique.

iii. On the basis of table 4.1.3 it was found that 40.0% English and Urdu teachers used Letter-sound practice in teaching phonics. Whereas 30.0% English teachers used Blending letter sounds technique and 20.0% Urdu teachers used Blending letter sound technique while teaching phonics.

iv. On the basis of table 4.1.4 it was found that 20.0% English and Urdu teachers used Word wall technique for teaching Vocabulary. Whereas 60.0% English teachers used Thematic word banks for teaching vocabulary and 40.0% of Urdu teachers used word wall bank technique.

v. On the basis of table 4.1.5 it was found that English teachers used 50.0% Story maps technique for teaching Comprehension. Whereas 40.0% Urdu teachers used Deep/Shallow questions technique.

vi. On the basis of table 4.1.6 it was found that 90.0% English teachers used modeling technique for teaching Fluency. Whereas 50.0% Urdu teachers used modeling technique for teaching fluency.

vii. On the basis of table 4.1.7 it was found that 30.0% Urdu teachers used stop and jot technique for teaching expressions. Whereas 20.0% English teachers were used Reflection technique for teaching expressions.

Teacher's Rating Reading Components

i. On the basis of table 4.2.1it was found that while teaching print concepts teachers were behaving proficient and it was observed that both English and Urdu teachers guide the students for reading print concepts and directed them to read simple words.

ii. On the basis of table 4.2.2 it was observed that while teaching sounds teachers were using charts in classrooms and also guides their students to pronounce different sounds. It was observed that English teachers were more proficiently using efforts to teach sounds to their students but some Urdu teachers were on emerging category.

iii. On the basis of table 4.2.3 it was found that teachers were using efforts to teach phonics. English teachers in some schools behaving proficiently while teaching phonics. Urdu teachers while teaching phonics behaving exemplary in some schools.

iv. On the basis of table 4.2.4 it was analyzed that while teaching vocabulary teachers are not putting so much efforts even some English teachers were fall on not yet started category. Urdu teachers in some schools proficiently teaching Urdu and they were building vocabulary of their students.

v. On the basis of table 4.1.5 it was found that English teachers were teaching comprehension but no English teacher was fall on exemplary category, 40% were fall on proficient category and 40% were on emerging category. Mostly Urdu teachers were using efforts to teach comprehension to their students because it is like first start of reading so 30% Urdu teachers were fall on exemplary category and 60% on proficient category.

vi. On the basis of table 4.1.6 it was found that both English and Urdu teachers were not making fruitful efforts to work upon fluency of reading among their students. In some schools teachers were proficient in teaching fluency but in some schools teachers were just on emerging category.

vii. On the basis of table 4.1.7 it was observed that teachers were trying to teach their students through expression and through writing as well. English teachers were on 40% proficient ranking while Urdu teachers were on 60% proficient ranking.

Analysis of Techniques majority of Teachers used

i. On the basis of table 4.3.1 it was found that read aloud strategy is most popular strategy for teaching print concepts for Urdu and English reading.

ii. On the basis of table 4.3.2 it was found that Rhyming sounds technique is most common technique among Urdu and English teachers for teaching phonemic awareness.

iii. On the basis of table 4.3.3 it was found that most of the teachers while teaching reading of English and Urdu used letter-sound practice technique.

iv. On the basis of table 4.3.4 it was found that 60% English teachers used word wall technique for teaching vocabulary and 40% Urdu teachers used word wall strategy so this is most common technique among teachers.

v. On the basis of table 4.3.5 it was found that majority of English and Urdu teachers used story maps technique for teaching comprehension.

vi. On the basis of table 4.3.6 it was found that Modeling technique is very common technique of English teachers for teaching fluency and 50% Urdu teachers also used modeling technique for teaching of fluency.

vii. On the basis of table 4.3.7 it was analyzed that English and Urdu teachers used reflection and inventive spelling technique for teaching expression and learning through writing.

FINDINGS OF THE STUDY:

Analysis of different Teaching Reading Strategies used by Urdu and English Teachers

i. It was concluded that most of English and Urdu teachers used Read aloud strategy for teaching print concepts. There are many other techniques for teaching print concept but 60 to 70% teachers using only read aloud techniques. (Finding 1)

ii. It was concluded that 70 to 90% English and Urdu teachers used Rhyming sounds technique inspite of using other techniques for teaching phonemic awareness. (Finding 2)

iii. It was concluded that there was variety of techniques used by Urdu and English teachers for teaching phonics like Letter-sound practice, Decoding letter sounds and Blending letter sounds. (Finding 3)

iv. It was concluded that for teaching vocabulary mostly teachers used Word wall technique and as compare to English teachers, Urdu teachers used more techniques for teaching vocabulary.(Finding 4)

v. It was concluded that mostly English teachers used Story maps and Modeling techniques for teaching Comprehension and Fluency in reading. On the other hand Urdu teachers used Deep question technique for teaching comprehension. (Finding 5,6,7)

Teachers Rating Reading Components

i. It was concluded that while teaching print concepts both English and Urdu teachers fall in proficient category. This was a good sign that shows that teachers are behaving proficiently but only 50% teachers were on this category, remaining 30 to 50% were on emerging category. (Finding 1)

ii. It was concluded that while teaching phonemic awareness mostly teachers were fall on proficient category but 40% teachers were on emerging category. (Finding 2)

iii. It was concluded that 60% of English teachers while teaching components of reading were fall on proficient category and 40% Urdu teachers were fall on proficient category but only 20% Urdu teachers were fall on exemplary category. (Finding 3)

iv. It was concluded that 20% English teachers were fall on not yet started category while teaching vocabulary which shows their careless behavior towards teaching of reading comprehension but 40% were on proficient and emerging category so it looks that there was chances for improvement. (Finding 4)

v. It was concluded that categorization of teachers showed that while teaching comprehension both Urdu and English teachers struggling hard to convey their ideas in a better way to their pupils. (Finding 5)

vi. It was concluded that both English and Urdu teachers approximately fall on emerging and proficient category. (Finding 6)

vii. It was concluded that Urdu teachers were putting more efforts for teaching with expressions as compare to English teachers. (Finding 7)

Analysis of Techniques majority of Teachers used

i. It was concluded that Read aloud technique was used by most of Urdu and English teachers (Finding 1)

ii. It was concluded that Rhyming sounds techniques used by most of English and Urdu teachers while teaching phonemic awareness. (Finding 2)

iii. It was concluded that most of English and Urdu teachers used Letter-sound practice technique for teaching phonics. (Finding 3)

iv. It was concluded that Picture support technique was used by some Urdu and English teachers for teaching reading but most common technique for teaching vocabulary was word wall technique. (Finding 4)

v. It was concluded that story maps and Modeling techniques were common techniques among Urdu and English teachers for teaching comprehension and fluency. (Finding 5,6)

CONCLUSION:

The present study was about the assessment of teaching reading. Assessment is very important thing and necessary element of judgment of anything. Teaching is a very holy occupation and students' future is depended upon teachers teaching. Teaching reading is essential part of teaching at grade 1 level. Young students are not able to read and write so after complete understanding of English and Urdu alphabets there is need to read complete sentences. In this regard assessment of teaching is necessary. There are many components of reading and when teachers teach the components of reading then we can assess whether teachers' teaching method is correct or not. Different teachers use different teaching reading strategies for example ,for teaching print

concepts teachers mostly use read aloud strategy, for teaching fluency teachers mostly use modeling strategies, for teaching expressions teachers use inventive spelling strategy, for teaching comprehension mostly English teachers use story maps techniques and Urdu teachers use pre-reading questions techniques, for teaching vocabulary mostly English and Urdu teachers use word wall strategy, English teachers use letter-sound practice and mostly Urdu teachers use blending-letter sound practice techniques. So in this way teachers teach reading according to their abilities. The objective for holding this study was to assess teacher's practices, strategies and techniques for improvement of students reading skills. The main reason behind the study was to know about language problems faced by junior students and how they can be possibly resolved. The findings of the study included rating of teachers categorically and analysis of teacher's competencies with reference to their abilities of teaching reading of English and Urdu at grade 1 level.

RECOMMENDATIONS:

It is suggested that teachers needed to identify the skills of their students that whether student adopting teachers' way and whether it was according to students' skill level or not.

It may be suggested that teachers review his /her skills in order to cover content for moving forward.

It may be suggested that teacher change his/her instructional method in order to give more appropriate learning skills to their students.

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