

Second language reading skills are the most important skills to make a person functionally literate to face the challenges of the modern world, whereas Pakistani learners lack functional competency at advance level of second language reading. Basic bottleneck is the ignorance of the factors involved in reading and inappropriate teaching skills. Difficulty in reading relates to the mental faculty of learning, motivation, perception, reasoning and problem solving of learners. Pragmatic factors generated by socio- cultural and situational elements also play a vital role. The research done in the field indicates that there are external as well a internal forces working while second language teaching and learning takes place, therefore, if these factors are ignored while planning lessons the desired results can not be achieved.

Assumptions about psychological processes have always been present in decisions about course content and teaching strategies often without the teacher being aware of them. It is commonly observed that many English language teachers in Pakistan are trained to be ignorant; to rely on the opinions of others instead of their own. There are two major implications for a language teacher, one is related to “teaching skills” and the second to “understanding” the process involved in it. The research done in the field confirms that essential element in literacy instruction is “the teacher” and that literacy is not accomplished through the “external controls” of prescribed programmes. To solve the problem we need to run professional development programs and cultivate the culture of “action research” in our educational institutions by acknowledging and improving the socio-cultural status of teachers