# EFFECT OF ENGAGED LEARNING ON ENGLISH READING SKILLS AT SECONDARY SCHOOL LEVEL

**BY**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES**

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# THESIS AND DEFENSE APPROVAL FORM

**The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the faculty of social sciences for acceptance.**

**Thesis Title:** Effect of Engaged Learning on English Reading Skills at Secondary Schoollevel.

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Master of Philosophy
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Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis "**Effect of Engaged Learning on English Reading Skillsat Secondary School Level"** submitted by me in partial fulfillment of M. Phil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/ dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

August-2023 

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# ABSTRACT

**Title: Effect of Engaged Learning on English Reading Skills at Secondary School Level**

The focus of study was investigating the effectiveness of students' cognitive, emotional, and behavioral engagement on English reading skills. Pre-test post-test control group design was used. The population was 24 boys' secondary school of Tehsil Fateh Jang. The sample consisted of one boy's high school and $10^{th}$ grade students and eight Englishteachers. The sample was selected through a simple random sampling technique. Data was collected through a mix-method approach. To collect the data from the students a student engagement module was developed by the researcher. On the other hand, an interview protocol consisted of eight questions was developed for teachers. Independent t-test and paired sample t-test were used for quantitative data analysis. Deductive thematic analysis was done for qualitative data of interviews. In-class comparison of obtained scores of controls and experimental group before and after an intervention was done for analysis. The study found that various socio- linguistic and cultural barriers place hurdles in learning English language. Lack of interest, knowledge, vocabulary, motivation, time, resources and trained teachers, difference in accents and dialects, hesitation, and implications of Traditional Grammar Method (TGM) are some barriers. Some causes are mother tongues, lack of confidence and practice, fear of making mistakes and judgments, religious, political, and ethnic problems and not determination of national aims to compete the today's challenges. This research study indicated that using various strategies; engagement module etc. in classroom instructions, encouraging students' active participation, promoting student's self-evaluation may help to improve English reading skills of students.

**Keywords:** Engaged Learning, Reading Skills, Communication, Interesting text.

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AUSSE        Australasian Survey of Students Engagement

CORI         Concept Oriented Reading Instructions

EL             English Learners

ELL           English Language Learners

GTM         Grammar Translation Method

ICT           Information and Communication Technology

ISR           Independent Silent Reading

NSSE        National Survey of Students Engagements

# ACKNOWLEDGEMENTS

# DEDICATION

*I sincerely dedicated this research work to my adoring (late) parents.*

# CHAPTER 1

# INTRODUCTION

## 1.1 Background of the Study

English is a worldly language, and it has a very vital for more and more people around the world to speak. Those who are non-native English speakers, have numerous assumptions concerning the language. An international language is able to attract all the people in the world, and this also plays a very important role in doing business and in managing, a course of study around the world. English is able to support people who speak English very well. In order to learn English requires constant action and forbearance (Nishanthi, 2018). Despite the fact that learning English is the standard language for a society in the process of globalization, in many countries, English can be used to expand for various purposes, such as economics, education, and tourism. Studying a worldly language complements your mental and inquiring abilities. Learning a brand-new language can be difficult and requires a variety of intellectual workout.

Research shows that engaging students with in the getting to know procedure increases their interest and concentration, motivates them to a higher degree of crucial questioning, capabilities, and promotes significant gaining knowledge of reports. Experts recommended long-term learner's engagement as robust predictive strength on instructional strength, durability, renovation, Gradation (Joseph, 2019).

Currently, one of the major important problems of teaching and mastering is to draw students in instructional sports. According to Asti's idea about students being attracted well, what climate to examine is one that could growth student attraction? For student's interested in studying and in want of one or extra foreign languages, scientific, cultural, political, economic, exchange, and from a bodily opinion, native language access by local orators is pretty difficult, if not impossible, for students of all

nationalities. Engaged reading is a combination of motivation and consideration. Engaged readers can understand and enjoy gaining knowledge of and agree with in their reading skills.

Reading is a very important language skill for learning a new language. This will help students to improve all aspects of any language: vocabulary, spelling, grammar, and writing. By improving your reading skills, you will improve all your English language skills (Kung, 2019). The overall goal of learning a foreign language is to give the opportunity to ask questions and discover the meaning in the text and be independent of your own personal reading.

## 1.2 Rationale of the Study

English as an international language considered an extremely crucial for people around the arena to talk. English Language has a pivotal role in managing, a course of study around the world and in the process of globalization. The people, who are not native English speakers, have various assumptions about the language. Gaining knowledge of an overseas language increases your cognitive and analytical competencies. Learning a new language can be difficult and requires an abundance of intellectual exercises.

Researcher (as a part of School Education Department of Punjab) observed that students and teachers faced many English learning issues, due to lack of educational activities that enable the learners to attain knowledge. Engaged reading is a combination of motivation and consideration. Engaged readers can understand and enjoy studying and can use their analytical skills more effectively. As reading is a very important language skill for learning a new language, engaged learning strategies can help students to improve all aspects of any language: vocabulary, spelling, grammar, and writing. In Pakistan, most of the teachers are still adopting traditional teaching method however it has various drawbacks included student's inactiveness in the classroom, one-way communication because the teacher only delivers lectures and students only take

notes and because of students' least participation in this method they forget the concept in less time (Galindo,2021).

By improving reading skills, the students can improve all their English language skills (Kung, 2019). However, it has been observed that the use of engaging activities or learning is rarely focused on public schools of Pakistan. Previous researches examined the effect of engaged learning on different variables like academic performance or teacher's self-concept. However, there were lack of studies on the effect of engaged learning on English reading skills at school level. So, the current study was initiated to fill the gap.

## 1.3 Statement of the Problem

Engaging students in reading activities allows them to read and learn in a more significant way and recognize them to evolve them as productive readers. Student engagement is a trademark of a successful learning environment in classrooms and schools. Student's engagement plays a pivotal role for improving students reading needs and it is a great concern for teachers to give extra time and energy to make their reading abilities better. In Public Schools of Pakistan traditional approach to teaching is more common. Students are passive learners in this approach that is why their classroom engagement in terms of cognitive, emotional and behavioral engagement may be less. For enhancing students' engagement, teachers can use more effective pedagogies in their teaching. Keeping in view the importance of Engaged learning for improving students' concentration on learning. This study meant to find out the Effect of Engaged Learning on English Reading Skills of Secondary School Students.

## 1.4 Research  Objectives

1. To examine the effect of engaged learning on English reading skills of secondary school students

2. To explore the barriers of reading skills as perceived by English language teachers.

## 1.5 Null Hypotheses

$H_0$1: There is no significant effect of engaged learning on English reading skills at secondary school level.

$H_0$1a: There is no significant difference between the pre-test score of control group and experiment group regarding the effects of engaged learning on English reading skills.

$H_0$1b: There is no significant difference between the post-test score of control group and experiment group regarding the effects of engaged learning on English reading skills.

$H_0$1c: There is no significant difference between the pre-test and post score of control group regarding the effects of engaged learning on English reading skills.

$H_0$1d: There is no significant difference between the pre-test and post-test score of experiment group regarding the effects of engaged learning on English reading skills.

## 1.6 Conceptual Framework

Ferguson (2015) mentioned that Guthrie (2004) stated that engagement theory play role in the integration of motivation and strategy to improve literacy activity. This perspective allows for an overview of several of interests in reading. Engaged reading refers to interplay with textual content that is simultaneously motivating, strategic, and correlated with reading comprehension.

There are different constructs of engagement. Engaged readers have different purposes while reading. Some of them are for the fun of it, to read for the purpose of creating a general impression of, to be able to organize all of the text is to be used for educational purposes only, to read for the study of the content, or practices and to read a new language, learn it.

These constructs help to motivate students intrinsically and this intrinsic motivation helps to create higher level of conceptual understanding. Engagement theory encourages educators to utilize techniques that growth student engagement.

According to engagement concept and the CORI framework, students can be more engaged if they're presented a desire of interesting texts and have opportunities to socially interact with others about what they may be studying. Engagement develops sense of collaboration, and these strategies can help the students develop social skills and a sense of self-efficacy for reading comprehension (Guthrie, 2014). Based on the researcher's views on student's engagement, various aspects were suggested as engaging involvement and various approaches were introduced to promote student's engagement by improved engagement (DeVito, 2016). When we examine the literature to enhance student's engagement in reading, different factors were endorsed and repeated. Learning issues, learning practices, disciplinary knowledge, leadership, cooperation, observing, specialists, communication, student's teachers' interaction tools, interesting text and scaffolds etc. We have synthesized the following categories from our reading and used these to elaborate further: communication, collaboration, student's teachers' interaction, classroom environment, activities, monitoring, interesting text, and evaluation. The conceptual framework of the current study is given below:

| Engaged Learning | Reading Skills |
|---|---|
| 1. Cognitive Engagement<br><br>2. Emotional Engagement<br><br>3. Behavioral Engagement | 1. Communication<br>2. Collaboration<br>3. Students' Teacher Interaction<br>4. Classroom Environment<br>5. Activities<br>6. Monitoring<br>7. Interesting Text<br>8. Evaluation |
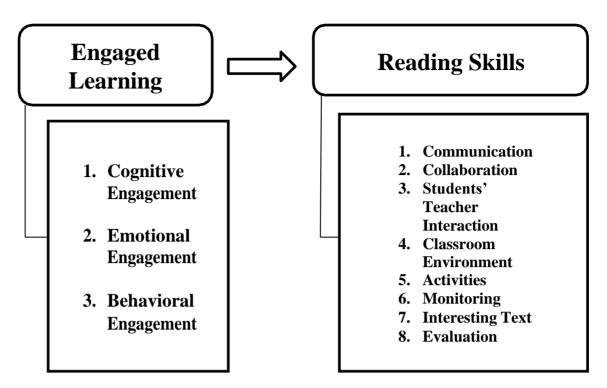
*Figure 1.1* (Source: Unrao, Ragusa, & Bowers, (2015). Modification of an engagement model of reading development initially designed by Guthrie 2014) . Engaged Learning Theory by Wang,2016.

## 1.7 Operational Definitions

### 1.1.1 Engaged Learning

Engaged learning is a process of active participation of learners in learning environment.

### 1.1.2 Reading Skills

Reading skills are those abilities which enable a reader to read the written material in a flow.

### 1.1.3 Communication

The exchange of information in written, spoken or some other medium.

### 1.1.4 Collaboration

The act of working together or helping each other for the completion of a task.

### 1.1.5 Student's Teacher Interaction

The relationship of teachers and students during class activities.

### 1.1.6 Classroom Environment

It refers to the social, emotional, and physical climate of the class.

### 1.1.7 Activities

It is a situation in which a lot of things are happening or being done. The activities of a group are the things that they do in order to achieve their objectives.

### 1.1.8 Monitoring

To check and observe the progress or quality of something.

### 1.1.9 Evaluation

To give a judgment about a number or value of something.

### 1.1.10 Interesting Text

The text which has the ability to engage the readers and develop their interest.

## 1.8 Significance of the Study

The study would be beneficial addition for Secondary School English instructors to adopt the most effective patterns for improving the reading abilities of their students, and also improve their strategies for lesson delivery. As concept of Engaged Learning is rarely addressed in public schools of Pakistan, this study will open new research domain for academia as well. Moreover, the students would perform better if the teaching- learning process is supplemented with engaging strategies for English Reading skills. Furthermore, the study would be a guiding path for policy makers, principals, instructors, publishers, mentors, as well as for scholars and students.

This study would be useful for curriculum developers as they can make changes in the curriculum regarding engaging materials. That may assist students to participate in classroom activities. It may help teachers to add some interesting engaging material for reading, especially for topics that require greater focus and conceptual clarity on the part of students. Teachers' role may shift to that of facilitator. In this way, the teacher can help his students to increase engagement and active participation in learning.

This study can be significant for educational institutions because may be by using engaging reading modules, students show more engagement in reading, which can improve their critical thinking, focus and learning capacity.

This study highlighted the effectiveness of engaged learning for students' cognitive, emotional, and behavioral engagement. In this way, we can increase students' cognitive, emotional, and behavioral engagement for reading in the classroom. In this way engaged learning may be useful for students to improve their performance and overall learning.

## 1.9 Methodology

### 1.9.1 Research Approach

The researcher used mix-method approach for this study.

### 1.9.2 Research Design

The researcher used Pre-test, Post-test control group design for quantitative portion of this research study whereas, for qualitative portion, the researcher used interview protocol to explore the opinions of English Language teachers.

**Table 1.1**

*Pre-Test Post-Test Control Group Design*

| Groups | Pre-test | Intervention | Post-test |
|--------|----------|--------------|-----------|
| Experimental Group | O1 | Taught by Engagement Module | O2 |
| Control Group | O1 | Taught by Traditional Method | O2 |

## 1.9.3 Population of the Study

Population was based on 24 boys Public Secondary Schools of Tehsil Fateh Jang District, Attock. There were 157 teachers who taught English on different levels and 739 students of 10th grade. All 10th grade students of Tehsil Fateh Jang were used as the population in this research. The researcher personally met with the administration of each institution to obtain the actual respondents. Firstly, researcher obtained actual list of all Tehsil Fateh Jang government schools to concerned authorities.

**Table 1.2**

*Detail of Population*

| Categories | No. Of Participants |
|------------|---------------------|
| **Schools** | 24 |
| **Teachers** | 157 |
| **Students** | 739 |

**1.9.4 Sampling Technique**

The researcher used Cluster random sampling technique. For the concerned study, the researcher assumed that all the 24 four boys' schools of Tehsil Fateh Jang are the said clusters and picked out one cluster from all the given clusters.

**1.9.5 Sample Size**

Eight English language teachers and 42 students of one boy's secondary school of Tehsil Fateh Jang were selected as sample of the study.

**Table.1.3**

*Detail of Sample*

| Categories | No. of Participants |
|---|:---:|
| Boys Secondary Schools | 01 |
| English Teachers | 08 |
| Students (10th Grade) | 42 |

**1.9.6 Instrumentation**

The researcher used pre and post tests for students' assessment and for intervention the researcher used self-developed module based on different activities, and for teachers interview protocol was used.

**Table.1.4**

*Detail of Instruments*

| Students | | Teachers |
|---|---|---|
| **Pre & Post Test** | **Module** | **Interview Protocol** |
| 20 | 4 | Structured |
| MCQ's | Units | Interview |

**1.9.7 Validation of Instrument**

. Validity means "an instrument is measured what is supposed to measure". Validation of present study tool was analyzed. Researcher consulted two specialists to evaluate construct and content validity. To check the content validity specialists analytically tested sentence structures and linguistic or meaning correction (See Appendix B).

**1.9.8 Pilot Testing**

To test the tool reliability, before conducting the research the pilot testing of the research tool was done by the researcher. For this purpose, the developed module was taught to the small number of the students and assesses their achievement for English reading.

For pilot trial researcher selected 15 respondents. These respondents were taken from the original sample of the population. In the Pre-test students were taught for a short time using the developed module. All parts of module were taught instead of some module to ensure the reliability, regardless of the shortage of time and schooling constraints. After teaching the post-test was conducted. The researcher taken all pretest and posttest responses and manually checked the reliability of the instruments.

Following are the consequences of reliability test:

**Table No 1.5**

*Statistics of the Post-test Instrument*

| Sr. No | Cronbach's Alpha | No of Items |
|--------|------------------|-------------|
| 1      | .794             | 20          |

Above table shows Cronbach'sAlphavalueis.794. This value shows the reliability of the tool.

**1.9.9 Data Collection**

At the first hand the researcher took a Textbook of English for 10th- grade students. From the textbook four units were selected for making effective Students Engagement Module'. The next step was creating a 'Students Engagement Module'.

To create a complete English Module, the researcher designed a lesson plan following a standard pattern. The lesson plan was comprised of the details of all practices and time duration of practices that conducted by the teacher in class activities. Researcher wants to produce English Modules from the entire book but because of short time researcher avoided rest of the units and only created 'Students Engagement Module for four units.

After module development researcher approved the permission letter from the desired school for conducting experimental study within45days.After getting permission from the school management researcher took a pre-test and divided the participants into Experimental and Control groups.

Each group consisted of twenty-one members for the experimental and control groups. It ensured the confidentiality of the participants in order to get honest answers from the participants. After the division of the respondents within the group researcher himself selected the experimental group and taught them through Student's Engagement Module' and the control group without Students Engagement Module'. After 45 days of teaching, the researcher took a post-test from the members of two groups and recorded the reactions. For teachers the researcher used structured interviews and then data was analyzed through deductive thematic analysis.

**1.9.10 Data Analysis**

The researcher analyzed the data through SPSS and independent t-test and paired sample t-test was used to analyze quantitative data, whereas deductive thematic analysis was done for qualitative data collected through teachers' interviews.

## 1.10   Delimitations

As the consequences of time and resources the current research was delimited to:

1.  The Boys Public Secondary Schools of Tehsil Fateh Jang, district Attock.

2.  The students of 10th grade only.

# CHAPTER 2

# REVIEW OF THE RELATED LITERATURE

This section is consisted of literature, theoretical back ground and research on learning, schooling, and students' engagements etc. The main purpose of the reading varies from person to person. Different situations identify their purposes of reading. Some people read for entertainment purposes and some for-information purposes. Davies (2004) describes five purposes for reading:

1. Read for the fun of it.

2. To read for the purpose of creating a general impression of.

3. To be able to organize all of the text is to be used for educational purposes only.

4. To read for the study of the content, or practices.

5. To read a new language, learn it.

## 2.1 Student   Engagement

Engagement is a broader term not having a particular definition. Most of them say that students' engagement is the students taking part in class activities, but it is more than that. It is mostly taken as thinking and feeling of students (Zepke, 2018; Alba & Fraumeni, 2019).

The degree that reflects on learner's engagement is influencing their gaining knowledge or achievement. Those Learner who engaged in their class, can perform superior to those who contribute smaller. It shows significant relationship among student's engagement and performance Parsons et al., (2018). Students who are less engaged in

teaching have poor academic performance and do not have constructive consequences on student learning Wang et al., (2014).

According to Carter (2016) the important cause of schools are to provide gaining knowledge of opportunities which could ease students' assumptions, however learners faced "suffering from a wide range of educational distracters, such as frustration, disinterest, and disenchantment, thus widening the achievement divide." School, Community, Classrooms and learning activities are four major vertical components which effect student's engagement (Skinner & Pitzer, 2012; Alba & Fraumeni, 2019). Students who experience engaged and find out connections inside their day-by-day college existence reap greater academic fulfillment. Student engagement is an essential structure used to recognize the behavior of student in the learning and teaching program.

By understanding the psychology of a student in schools will provide an overview of the educational guidelines and procedures continued in a certain school. Therefore, it can be used as a significant tool for teachers as well education managers have developed effective teaching strategies to enhance learning student practices. Student engagement data has an edge of supplying information about what students actually do. Data has a wide range of importance for controlling educational organizations, students, and education programs. Instead of working from theoretical or incomplete reports on student projects, institutions can take a stand centered on additional meaningful information (Coates, 2005).

In preference to college students building their academic self-assurance, extra frequently they are losing interest in getting to know. Understanding that student contentment, hobby in school is going downward therefore, the school should actively seek to the back of the outdated learning models. In order to do this, schools need to

develop a methodology to satisfy the needs of the students. There is a requirement of extra assistance and restore the school's construction, and to manage classroom environment considered a focal point on enhancing students ' engagement (Alba & Fraumeni, 2019).

## 2.1.1 Engagement Improves Students Reading Skill

The researchers advocate that the lengthy time period student engagement can be a robust predictive power on academic strength, durability, maintenance, Gradation (Joseph, 2019). Students' engagement plays a pivotal role for improving students reading needs and it is a great concern for teachers to give extra time and energy to make their reading abilities better (Ferguson, 2015). Engagement is necessary for gaining knowledge because there is more than one blessing for engaged newbies, including schools belonging, showing better skills for crucial questioning, tremendous private development, and inclinations, and accomplishing higher academically.

All learners who engaged effectively are magnificent, teacher's intentions and build up strong criteria for a hit gaining knowledge of. By reviewing the literature, we have come to know that authors described that connection between students' engagement in mastering and educational achievement became encouraged by means of the approach of reporting engagement, cultural value, and gender (Han, 2021). As Fredriccks et al., (2004) engagement is a multivariate aspect that covers three components at least, which are behavioral, emotional, and cognitive engagement.

In today's American advanced education, engagement is increasingly being identified as the separating standard for the best learning. Vision statements, well-thought-out practices, learning outcomes, and public change development plans strive to engage learning and connect with students (Bowen, 2005).

## 2.2 Types of Engagement

Engagement can be divided into three types; behavioral, emotional, and cognitive engagement consisted of such interrelated elements, the design and implementation of educational activities can contribute to increasing students ' commitment, behavioral, emotional, cognitive, and social development. In the pursuit of full-fledged learning, it is very important that students view their activities as correct. Studies have shown that if students do not consider a learning activity worthy of their time and effort, they may not be in a satisfactory state, or even get fired in response to it.

To make the activity personally meaningful to them, for example, we can combine students with previous knowledge and experience, with an emphasis on the value attached to the activity in personally meaningful ways. We can also recognize autonomy aid as nurturing the students' feel of manages over their behaviors and desires. Autonomy support may be applied through welcoming college students' opinions and thoughts. In addition to engagement in learning activities collaborative learning is also a powerful tool.

For making the work more effective and productive the students should participate in group work because it will enhance their engagement. A good relationship between teacher and students are one of the best tools in determining student engagement. Eventually, students' angle of learning activities additionally determines their degree of engagement. These abilities can be taken as a continuous personal assessment of a student as to whether they can achieve perfection in class activities or quizzes. To strengthen students' ability to do learning activities, assigned tasks can:

1.    To make understand the students byusing activities.

2.    Feedback should be the part of learning activities.

Here are some definitions by researcher.

*"Students are more engaged and gain more confidence in their academic abilities when they feel that they can be successful. Student's responses showed that they were less engaged when they were learning difficult material" (Clara, 2017).*

*"Using social media as an educational tool can lead to increase student engagement" (Elham, Ahmad2016).*

*"Engagement in this context as a multidimensional construct, arguing that behavioral, cognitive, social, and emotional dimensions operate interdependently and mutually influence one another."*

The following factors can influence student engagement:

1. Communicating, cooperation, actively participation in class, and inspiring learning proficiencies.

2. Cooperation between learners and instructors.

3. Learning issues.

4. Advocating class atmosphere.

5. Encouraging domestic atmosphere.

A set of five items with higher or lower range has been originate have impact on learners' interest to participate in learning activities (DeVito, 2016). Effective teaching methods and the strategies adopted by the teachers to be well-familiar as one of the pivotal parts that to change the situation for the students to learn. Good ways of learning can not only learner's engagement in learning, but also to the strengthening of the teachers ' sense of self-worth. However, it is not known how these different approaches will contribute to the students ' and the teacher's self-assessment as well be considered (Han, 2021).

In incorporation to the more than one side of engagement, it additionally makes feel to me that there is one-of-a-kind degree of engagement. Definitely engaged, students need to display an actual hobby and dedication to the responsibilities at school, in addition to commitment to now not accomplishing activities or behaviors that detract from their gaining knowledge of (Finn & Zimmer, 2012). However, some students are capable of simply do what's requested of them, and undergo the motions, without in reality accomplishing their schooling. Finn & Zimmer (2012) would in addition contend the need for engagement, starting in the beginning of a pupil's basic level of learning, to ensure their fulfillment all through their schooling. They noticed a strong connection among early classes and their production in later classes Finn & Zimmer (2012)

We understand that the greater engaged a student is in gaining knowledge of, the extra his/her chances for success in school. Now the question mark is at this point how we can engage our students? We can see so many hurdles for creating engaging environment. The biggest challenge is to conquer a student's personal self-notion. (Daoud et al, 2002). If they will enough motivated, the chances for their future success will be more.

## 2.3 Teaching for Engagement

Teachers recognize that positive attitudes in school have a positive effect student performance in education. These good circumstances involve but are not bounded to students and teachers' positive association among their colleagues; students psychologically, socially / ethically, and emotionally involved in their classes; and students with a firm cause and existence in their institution conditions (Quaglia Center for Voice & Desires School, 2016). According to Cooper (2016) teacher's higher

involvement act on a sense of agency related to learners circumstantial. Though, whenever learner distracts in communicating may be noticeable.

Cooper (2014) has identified incorporated coaching techniques, wherein teachers help students to exercise personal and classroom verbal exchange, sturdy instructional practices in which college students ought to keep a high popular stage of concentration and emphasis on their cognitive skills, in addition to live, associated coaching practices delivery such as games, a laugh activity, and team work and initiatives.

## 2.4 Teacher Student Communication

As Cooper (2016) defined that highly collaborative teachers work with duty related to the background and status of students. Though, whenever learners faced difficulties in participating, communication failure may be noticeable. The maximum cooperative teachers act with an experience of functionality regardless of the background of the scholars and conditions (Boonstra, et al., 2020). When students lose consciousness or are interrupted, a communication breakdown is noticeable.

Student involvement can be seen as marked behavior and participation in the work, or the emotional and spiritual factors surrounding a student's imagined interest (and emotions dignity, happiness, and adherence), yet learners support in learning or the recognized phase of endurance in the face of limitations (Fredrick's et al., 2011).The point is to coordinate thoughts related to enhanced learning by emphasizing on the idea of commitment, more extensive conversation by new experimental investigation of the view of understudies assembled by contextual investigation in UK College.

The recommendation was to commitment based separated to connected, furthermore it occurs at various stages inside a similar understudy might show various levels of

commitment. That's what we contend if the built-in distancing impacts inside advanced education are to be countered, multi-faceted commitment is required. Students, we finish up, are bound to draw in assuming they thusly are upheld by showing staff who connect with understudies, with the subject, and with the showing system, and besides that the homeroom educator needs help in accomplishing this (Bryson & Hand, 2007).

This exploration distinguished the homeroom exercises that associated with lower and undeniable level science accomplishment young men and ladies. In December and May, understudies in 36 4th class science and mathematics test that have lower undeniable things from the National Assessment of Educational Progress. January to April, the commitment/non-engagement in science exercises noticed for six arbitrarily chosen understudies of six in each class.

Outcomes demonstrated that young ladies and young men didn't contrast altogether in either arithmetic accomplishment or in noticed commitment/non-engagement in math exercises. Nonetheless, commitment to the accompanying four kinds of exercises was reliably and differentially connected with young ladies versus young men's low level and significant level math accomplishment: cutthroat science exercises, agreeable arithmetic exercises, social exercises, and off-task conduct (Bryson & Hand, 2007).

Winter, 2015, stated in issue of the "School Quarterly," Donovan McFarlane gave a few rules to the utilization of contextual investigations in school showing situated to some extent on his own insight and to a limited extent on the distributed writing. This was not whenever that case-first based educating was the focal point of work in the "School Quarterly." Skliarenko and Bhardwaj (2004) gave an exceptionally concise prologue to case-based instructing; however, their article was basically centered on giving a profoundly natty gritty business showing case zeroed in on Bombardier Inc.

The case was intended to be of worth in showing statistical surveying and market examination. The article truly didn't manage the way that case (or cases overall) would/could/ought to utilize in educate. Part of McFarlane's (2015) concern was that numerous school and college staff could utilize cases because of inadequate comprehension of the cycle. He especially noticed that the accessible cases, including a portion of those from Harvard, were excessively lengthy or potentially excessively complex to function admirably in numerous study halls. His paper included ideas for how to utilize cases in educating.

In the current article, Bill Hunter expands upon and broadens the counsel that McFarlane gave. He does this in a progression of articles managing research on and assets for an assortment of dynamic learning models, including case-based educating. In this, Hunter gives applicable hypothesis and examination on constructivist learning, the standards of which underlie all of the dynamic learning models (Hunter, 2015).

## 2.5 Improving Student Learning

Working on substitutes learning, it could be contended, has forever been the objective of teachers. Be that as it may, as HE has opened up to additional members, and as specialists have taken a nearer notice in the understudies' growth opportunities, ISL has created as an over-arching objective for HE. ISL has been seen from various points. Inside the HE area, there, first and foremost, is worried about bigger quantities of bombing understudies and unfortunate degrees of consistency, especially against a background of enlarging cooperation. As Wareham (2002) there is a call to work on the nature of learning and training to decrease the significant expenses of disappointment (individual, institutional and public), and to further develop consistency standards.

A 2nd component of ISL is worried about the importance of understudies' learning. Here the emphasis is on the abilities and qualities that understudies take from their encounters in HE, Cligg (2000) defined connected to governmental and financial market goals, and initiating, numerous nations started both a commoditization and basification of higher education.

Bryson and Hand (2007) stated the definition of schooling as a 'becoming' process has become compliant to the 'having' viewpoints and for some purposes, the quantifiable results and adaptable abilities of understudies have become substitute estimates to improve quality learning. In 1997, an illustration of one nation considering the characteristics and abilities that was considered suitable for 21[st]century alumni by The Dearing Report in the UK (National Committee of investigation into Higher Education).

## 2.6 Part of Student Opinion in Student Engagement

Schools decides the students as the main participants, then add the learner's opinion in conversation it is not only rational, but obligatory. These processes can be described as plans that respond equally to the requirements of each student and is sensitive to exchanging demographical as well the power of non-economic opposition (Fowler, 2013). Student's engagement refers to meaningful engagement throughout gaining knowledge of nature. It is better acknowledged as an association among students, school, teachers, peers, education, and curriculum (Trowler, 2010).

In the course of study, engagement was considered as separate factor. According to the research context, it was assumed that an engaging student is a student who participates in external learning and activities, describes himself and the institution, and is committed to investing in practical learning more to get better educational

results (DeVito, 2016). Recognizing that student satisfaction, attentiveness in school, and a sense of attachments are all going downhill, schools should try to replace old-fashioned teaching methods. For doing this, schools must evolve ways to mark the requirements of the learners in a positive way, words as an effective option to help shape teaching decisions, to work tirelessly to make school is more rational and related to students, and we strive to grow the student firm (Alba & Fraumeni, 2019).

Urban faculties confronted with finding methods to fight the decline of respect inside the group, the want for greater guide and preparatory school arrangements, as well as the want to establish more manipulate within the classroom space must cognizance on growing students' engagement (Manigault, 2014). Engaged students attend school at a better rate whilst getting to know alternatives seem boundless, their movements feel liked, opinion as a stand, identification as traditional or adored. As Fredricks (2011) explained vigorously for minority and disadvantaged corporations, college has not always been a sensible, narrate-able, and sympathetic location.

Wellborn et al., (2009) considered person's involvement into classroom as soft process and is possible demonstration of related power of learner's interaction with teachers as well as peer in classroom. Student engagement alludes to an expansive scope of exercises where understudies partake in administration, training, examination, and local area exercises inside their foundations. It is a commonly useful cooperative methodology among understudies and their establishments. This article gives commonsense exhortation to the execution or further advancement of understudy commitment at clinical, dental, and veterinary schools.

The tips gave depend on the encounters of a gathering of colleges as of late perceived for best practice in understudy commitment and are upheld by proof from the writing.

The tips cover general subjects which incorporate the making of an institutional culture and formal structure for understudy commitment and expand correspondence courses between understudies with companions and staff. Tips are for explicit areas of dynamic understudy commitment, covering educational plan and improvement, peer instructing, administration processes, research exercises, peer support projects, and connection with the nearby local area (Peters et al., 2019).

## 2.7 Advanced Education and Student Engagement

Student engagement is progressively important for advanced education way of talking. It is viewed as a method for colleges to comprehend and upgrade the understudy insight. This has been provoked by various possibly clashing elements. These remember developing commercialization for advanced education, the ascent of client contribution and the thought of understudies as accomplices in schooling. Notwithstanding this, understudy commitment in schools is under-explored and under-guessed.

It gets from hypothesis created in the mandatory training area to investigate how course delegates possess the ground between giving data to the college and offering a component for understudies to fill in as accomplices in their schooling. The paper presumes that portrayal can upgrade commitment, yet that its effect will be interceded by the readiness of the foundation to adjust its strategies and cycles (Carey, 2013).

Student engagement means a lot to further and advanced education establishments: it is perceived to be an intermediary for quality instructing and states join an extent of financing to understudy maintenance and finishing. Numerous establishments are participating in understudy commitment overviews, utilizing the information created to start changes to arrangements and practice. It then, at that point, momentarily depicts three tasks in a single organization in New Zealand that were intended to further develop educating and understudy commitment, and layouts key discoveries from them (Alba & Fraumeni, 2019).

The ventures are then connected with four of Chalmers' five degrees of value educating and Leach and Zepke's six points of view on commitment, empowering a few decisions about the thing Massey University is doing effectively and how more it might upgrade understudy commitment. It is proposed that different organizations could utilize this different way to deal with survey their ongoing instructional method and understudy commitment procedures (Leach, 2016).

Student engagement is a momentum popular expression in advanced education, progressively explored, estimated, and bantered with developing proof of its basic job in accomplishment and learning. Late audit ventures to such an extreme as to propose that 'the worth of commitment is not generally addressed'. With states progressively keen on estimating understudy results, and ideas that understudy commitment can go about as an intermediary for quality, an unmistakable comprehension of this indispensable build is fundamental (Alba & Fraumeni, 2019).

In any case, commitment is perplexing and complex; a general 'meta-develop' that means to draw together different strings of examination adding to clarifications of understudy achievement. While all concur it is significant, there is banter over the specific idea of developing a key issue is an absence of differentiation between the condition of commitment, its predecessors, and its ramifications. While there is some cross-over, four moderately particular ways to deal with understanding commitment can be recognized in the writing: the conduct viewpoint, which centers around compelling showing practice; the mental viewpoint, which sees commitment as an interior individual cycle; the socio-social viewpoint, which considers the basic job of socio-social setting; lastly a comprehensive viewpoint, which endeavors to draw the strands together (Boonstra, et al., 2020).

Focusing on advanced education, this article depicts these four methodologies, and means to explain the development of commitment and obviously separate it from its forerunners and outcomes. To advance our comprehension and work on the worth of future examination, an all-encompassing applied system is suggested that recognizes the significance of the understudy and the foundation while perceiving the basic impact of the socio-social setting (Kahu, 2013).

## 2.8 Types of Engagement

### 2.8.1 Behavioral Engagement

Kahu (2013) stated that behavioral engagement can be explained in different ways; firstly, it suggests positive behaviors, such as abiding by the school principals, and not engaging in destructive behavior, such as neglecting or receiving in school. Secondly, according to the Birch & Ladd we can define behavioral engagement as taking interest in learning activities such as asking questions, giving heed to taking part in group activities. Thirdly, it can be defined as contributing to co-curricular activities such as athletics.

Behavioral assignation associated to work performance. It includes the degree of participation of student's educational tasks. According to Zhang et al. (2019), behavioral engagement refers to how students participate in classroom tasks. This has a lot to do with how hard students work on their homework and the number of classes they attend. In addition, social involvement shows student's attitude in class, learner's desires in homework, and their involvement in learning tasks (Shernoff, 2013; Boonstra, et al., 2020).

Participation in student behavior has three dimensions: student behavior, participation, and concern (Nguyen, Cannata & Miller, 2018). Behavioral aspects include different kinds of behavior: positive behaviors and negative behaviors. According to the Kahu (2013) stated that students in a classroom or school normally

exhibit different kinds of positive or negative behavior. When students follow classroom rules, it is categorized as constructive behavior that is the standard of behavioral engagement. Conversely, troublesome behavior shown by students, behavior that does not follow the rules of the teacher or the classroom, falls under the category of negative behavior and indicates low academic achievement or low motivation (Boonstra, et al., 2020).

Taking part in classroom tasks is another aspect of behavioral engagement. It is an involvement in an organizational task and taking part in classroom affiliated tasks. Participation affiliated to the institution includes student presence, teacher interactions, management, attendance, and participation in school level activities. Anyway, the classroom-relevant engagement participate dynamic participation in academic affairs (Wang & Holcombe, 2010). In addition, the third feature is the student's involvement in the learning task and willingness to participate in learning activities (Nguyen, Cannata& Miller, 2018).

In addition, highly engaged students have been shown to ask more questions, participate in grade negotiations and teamwork tasks, and persist in their educational activities (Yazzie-Mintz & McCormick, 2012). In general, behavioral engagement includes active behavior, learner's attentiveness in learning task. In order for such activities to be planned in the classroom and for the student's learning experience to be effective, students must demonstrate interest and willingness to participate.

## 2.8.2 Behavioral Involvement

Introducing the behavioral involvement, the concept of student's participation in academic and social jobs is essential for learning performance. Therefore, the student examined in a behavioral situation associated with behavioral as well indicates a lack of misconduct and disruption (Boonstra, et al., 2020).

The most generally acknowledged perspective on commitment in the advanced education writing underscores understudy conduct and instructing practice. Following disappointment with school positioning frameworks and the estimation of value in advanced education in the United States in the last part of the 1990s, a venture was set up to foster another estimation device. Understudy commitment was viewed as a developing build that catches a scope of institutional practices and understudy ways of behaving connected with understudy fulfillment and accomplishment, remembering time for errand, social and scholarly coordination, and educating rehearses.

Organizations can mean for understudy commitment, drawing from seven standards of good exercise in undergrad schooling. Inside this point of view, understudy commitment is characterized as the 'time and exertion understudies dedicate to instructively intentional exercises' (Australian Council for Educational Research 2010b, 1).

### 2.8.3 Commitment Scales

Nationwide Survey of Student Engagement (NSSE) and its replacement, the Australasian Survey of Student Engagement (AUSSE), are the review devices used to gauge understudy commitment inside the conduct point of view. The NSSE (2010) has five commitment scales: scholarly test, dynamic learning, communications, improving instructive encounters and steady learning climate; while the AUSSE has a 6th, work-incorporated studying.

The things in the AUSSE are likewise assembled into six instructive result measures: higher request thinking, general studying results, vocation availability, grade, takeoff aim and fulfillment.

Progressively, these overviews are turning into the meaning of understudy commitment; for instance, in one review it was contended that, 'to more readily comprehend the idea of understudy commitment, it is vital to audit NSSE's benchmarks'. This accepts the action has high legitimacy, an area of significant discussion.

As indicated by the engineers, the NSSE things and scales are hypothetically and exactly determined with great psychometric resources - solid face and build legitimacy, and great dependability. Others clash. There is banter over the construction of the tool, with Porter (impending) recommending the space definition is too expensive and numerous things need hypothetical defense. The development of the five scales has likewise been addressed. An assessment of the scholastic test scale, for instance, tracked down significant disarray and conflict by both staff and understudies. Different scales and aspects, created through factor investigation, have been proposed (Kahu, 2013).

### 2.8.4 Emotional Engagement

Skinner and Belmont (1993) defined "emotional interests of the students in the classroom including interest, boredom, happiness, sadness, and anxiety". While Voelkl (1997) take it as connection with school. As Kraft & Dougherty (2013) elaborate learner's responses in school are common and teachers and companions in special, idea of demonstrative commitment exposed. Emotional engagement is related to readiness of students for performing their tasks and form the way of their attribution to the school.

For example, learner will be considered an engaged emotionally if he/she will practice the positive behaviors such as love, attachment and concern.

Emotional engagement is linked to as pupils' care about classroom stuffs, instructors, and friends and is also related to students' attentiveness and constructive feelings regarding classroom environment. This is the sub kind of students' engagement. Emotional involvement is strongly related to students' feelings about the educational materials they are taught and their institutions Archambault et al., (2016). In addition, emotional involvement is also determined as emotive responses of pupils in their classes (Mahatmya et al., 2012).

Furthermore, Troller (2010) describes three types of engagement: constructive engagement, non-engagement, and pessimistic engagement. Regarding emotional engagement, if students are actively engaged emotionally, they will be more interested in classes and learning environment. On the other hand, non-emotional involvement means that students feel bored in class. In addition, negatively emotionally involved students are referred to students who are rejected in the classroom.

There is a relationship in middle of emotive as well as interactive involvement. As Finn and Zimmer (2012) stated that they found that when learners are expressively involved, they are more likely to complete their learning tasks, encouraging them to put more attempt and energy into their allocated activities. In addition, emotional involvement is also related to students' cognitive and academic performance. It has also been shown that the relationship between affective and cognitive involvement is cyclical rather than linear.

In general, emotional engagement is a student's positive feelings toward educational duties, friends, instructors, and schools. This is related to students' behavioral involvement, cognitive involvement and their performance which means that students who are emotionally engaged are similar than others to think reproving, engage in educational tasks, and execute better.

## 2.9 Cognitive Engagement

Cognitive engagement emphasizes an internal mental investment in learning, and it is more than behavioral engagement. Cognitive engagement refers to pliability in the solution of problems and giving importance to the hard work (Connell and Wellborn', 1991). Intellectually involved learners considered absolutely infused into the activity of gaining knowledge. Gower and Anderson (2015) engagement is consisted of the following three extents, those learners who involved in learning while "they are attached in gaining knowledge of and show their interest in science education". Overall, quoted aspects contain concept of involvement, indicating association taking part in learning process. It is like emotions and affection (Trowler, 2010).

Cognitive engagement is the capacity of students to operate information and comprehending it. Furthermore, it also shows the techniques used by the student to do purposeful practice of information and their attention towards the text. Pohl (2020) stated that intellectual involvement considered sub kind learner's inclusive assignation that cannot measure directly but its parts can be noticed in students by observing their real-life conditions. It is also including students' concerns in learning, fixing learning targets, and utilizing self- activated educational tricks.

### 2.9.1 Types of Cognitive Engagement

Cognitive engagement has different kinds. Clarke (2001) identified different kinds of intellectual involvement: Self-learning, work oriented, organizational Resource or Flexibility. Self-directed about the involvement of both lower-level and higher-level thinking skills. Students planning about the task and their observation are the key to self-regulated learning, whereas task focus is related to specific task planning, which needs extra data rather than goals attainment.

Material regulations are another cognitive interaction in which students use additional resources to gather information to complete assignments. Resilience is some passive kind of engagement which has a little bit representation of mind.

Material regulations are another cognitive interaction in which students use additional resources to gather information to complete assignments. Resilience is some passive kind of engagement which has a little bit representation of mind.

Cognitive engagement has direct link with academic and behavioral engagement as well. Mental, educational as well as interactive engagement has a straight connection Pohl (2020). Engaged students can show better results, perform better in class, and also can complete their tasks on time. Same as Greene (2015) also designated in his study that there is an important connection in between cognitive involvement and academic achievement of pupils. Collectively, cognitive engagement is linked with data refining and comprehending but it cannot be assessed straightly. With the improvement in students' engagement, we can enhance their performance, punctuality, and their role in classroom activities.

## 2.10  Aspects of Engagement

Dimensions of engagement have a "positive" and a "negative" aspect, each aspect reflects a different type of interaction. In the cognitive engagement, the examples of positive aspects are joining classes, engage in learning enthusiastically etc. the negative engagement examples are bunk lectures, ignore instructions and interruption in lecture etc. Regarding emotional approach lack of enthusiasm and interest and refusal are examples. In cognitive approach the positive aspect's examples are fulfills or surpasses specifications of the project and the negative examples are late projects, hurried or missing work, repeating project attributes (Trowler, 2010).

It is also possible for a student to interact favorably along one or more dimensions while adversely engaging along another or dimensions, or to engage positively or negatively along one or more while not engaging along another or dimensions. A student, for example, may attend all lectures and follow all behavioral engagement requirements but interacting mentally in a negative way by rejecting hetero normative sociology and completing assignments on a topic they defined according to their own philosophy (Trowler, 2010).

The literature frequently has a normative agenda, characterized by discussions of gains and benefits while ignoring downfalls, and at times a reductive strategy, like recommending that learners who are disabled or pupils from different culture groups express their views about design or paintings for internal fences (Harper & Quaye, 2009). While rigorous scientific research in extremely reputed journals can be reported in the study, dark literature, in the form of research papers, unreported symposium sessions, professional demonstrations and conversation pieces, as well as electronic papers, is excessively present.

## 2.11 Taxonomy of Student Engagement

The first stage in learning is engagement (Cavanagh, 2019). Students are individuals that necessitate a variety of tactics to keep them focused on class. This necessitates forethought and strategy. The goal of engagement is to check student knowledge, identify frequent misunderstandings or misconceptions, and enable deeper information processing. General strategies for student engagement are; (1) to make the content relevant and personal, (2) give pupils concrete examples and ask them to tackle existing problems relating to the topic, (3) make clear objectives and make students enthused about the goal to be accomplish at the completion of the course, (4) be true to yourself, (5) make your course more personable, (6) students will react to your attitude and your behavior, (7) make availability known, (8) acknowledge ethnicity and backgrounds and (9) encourage teamwork (Dipetro, 2021).

Coates (2007) presented taxonomy of student engagement model that are divided into two dimensions. These dimensions are cognitive and social dimension. Cognitive and social dimensions have four types of students. These are intense, collaborative, independent and passive. This is seen in the graph below:

**2.11.1 Intense**

Students who express an acute level of engagement are deeply immersed in their university studies... They perceive teaching professionals to be personable, and their educational environment to be responsible, helpful, and demanding (Coates 2007, pp. 132-3).

**2.11.2 Independent**

An independent approach of participation is distinguished by a more intellectual and less social method of learning... Students who describe an autonomous study style consider themselves as members of a helpful learning group. They perceive faculty to be accessible, reactive to educational needs, and to promote and validate student introspection and input. These learners, on the other hand, collaborate with other students inside or outside of classroom, or to participate in enriching programs and events on school." Coates (2007) (pp. 133-4)

**2.11.3 Collaborative**

Students who report a collaborative style of engagement prefer social aspects of university life and work over more purely cognitive or individualistic forms of interaction... Increased amounts of collaborative interaction indicate pupils thinking justified inside academic institutions, especially by getting involved in actives for development of intellect and engaging with faculty and peer (Coates 2007, 134)

**2.11.4 Passive**

Students with passive engagement patterns often engaged in special activities. They generally participate in learning activities and events related to effective learning. (Coates, p. 134) Coates warns that these engagement modes pertain to temporary

moods rather than student attributes or kinds. It is not assumed, for example, that they are lasting attributes that individuals retain through time or between situations. (Coates, 2017, p. 132).

Trowler (2020) describes student engagement as the commitment of time, effort, and other necessary resources by both students and their institutions to maximize the student experience and improve students' learning outcomes and growth, as well as the institution's performance and reputation.

According to the National Survey of Student Engagement (NSSE), engagement is a multifaceted concept effected by both individual and organizational factors (Kuh, 2009). In other words, engagement is a result of both a student's intrinsic desire to interact with course content and the extrinsic possibilities supplied by the institution (Axelson & Flick, 2011; Harper & Quaye, 2009; Trowler, 2010).

Classroom engagement is classified into three types: behavioral, cognitive, and affective (Fredricks, Blumenfeld & Paris, 2004). These three categories are separate yet linked.

## 2.12 Traditional Method of Teaching

Traditional teaching methods have been popular and our teachers' considered experts in giving long lectures to students, and it is the only source of knowledge from which students cannot learn words. As Naitani and Rathi (2018) showed in their research, in conventional education, teachers prepare and present long lectures to students. The teacher sees the pupil's class as a vacant container and tries to fulfill this container with more knowledge. They prefer long lectures and have little concern about student participation. Students feel exhausted in the class that influenced their performance. In general, it emphasized students cannot pay enough attention to teachers' lectures due to the long lecture time and lack of engaging activities.

Traditional teaching methods are fast replacing modern teaching methods because traditional teaching methods are teacher-centered. As Mattis (2015) has shown in his research, the main reason for the transition from outdated to recent teaching methods passivity of pupils in lecture method and educational procedure.

In addition, research found that lecture methods require learners to take interest and attend the lecturers during the class. They fascinate information or reduce their learning opportunities by practicing and engaging with the learning material. In this way, enactment Meguid &Collins (2017) defined students' main focus is on remembering letters rather than clarifying concepts, which can negatively influence educational enactment.

All mentioned above studies, it analyzed lecture methods can develop a thoughtful distress for learners in this technological era. Understanding things, the biggest problem with memorizing letters is that students forget what they have learned after a while. If future generations can provide grounds for preserving letters, it can be a warning for the progress of our country. On the other hand, if new educational methods are used to prepare the future generations based on the requirements of the time, it will greatly help the country's progress.

## 2.13 Modern   Teaching

Present-day education favors student-centered learning, because students can grasp more by experiencing some objects and directly relating to educational materials. According to Zhou (2012), they finished that present-day teaching methods are more connected with the development of knowledge by the student. By building prior knowledge rather than absorbing knowledge provided by teachers, students gain better concepts and achieve better grades. In addition, present-day technology-based educational strategies require teachers to involve students in different activities that make them accountable for their own gaining of knowledge (Alba & Fraumeni, 2019).

Therefore, in present-day educational techniques, the instructors' part is submissive, and the student's role is dynamic. Active pupils' roles make students accountable for learning and are constructively related to adequate student achievement (Naitani & Rathi, 2018). Moreover, in modern educational approaches, teachers encourage students to actively participate in class, interact with educational facts and figures, interact with teachers and fellows, construct comprehensive facts, and develop critical-thinking skills (Sultana, 2016).

In general, it has been shown that modern education pays more attention to the active participation of students in the classroom in comparison to conventional teaching techniques. Additionally, these techniques force students to think analytically, build latest facts and figures, and resolve issues on self-based model in lieu of remembering ideas. These techniques may lend a helping hand to educator's finish students' coping routines by using ICT-related tools to improve students' level of understanding.

The use of ICT tools is a major component in almost all modern education and various approaches to modern education. Approaches such as the flipped classroom practical learning, e-learning and blended learning approaches considered almost worldwide.

## 2.13.1 Alliance of Modern Teaching and Students' Engagement

Unlike lectures, videos play an important role in attracting students' attention because they can use attractive colors, graphics, animations, and sounds. Different research have also shown a powerful relationship of video instruction and student engagement in the classroom (Stock well, 2015).

### 2.13.2 Usage of Visuals

These videos contain variety of images and graphs that help learners to pay heed and focus on the videos, making it easier for them to construct knowledge and help them remember concepts in no time to understand. Visual lectures considered superior

alternative form to traditional teaching method as it enables them to recall and comprehend concepts within a limited period Brame (2016). Furthermore, watching student films you will develop well understanding concepts and be capable to relate them to real-world situations.

There are many abstract concepts in science courses, and if teachers only teach these ideas by giving discourses, students will misplace their consciousness during the period, which will have a negative effect on their learning. A study conducted by (Stockwell , 2015) showed that when teachers used videos with optical impetus, illustrations, and striking shades, students learned more about science than using lecture methods to teach science was given. This method has been shown to increase awareness and attentiveness to the material on the visual.

A large number of students are intimidated by the long and difficult concepts that teachers cover in 40–45-minute lectures. It shows difficulties for learners to grasp the entire concept within the limited time. Using video allows teachers to break long and complex topics into smaller topics and add images and graphics to help students not only learn but has also been shown to improve conceptual understanding Bobek and Tversky (2016).

Overall, video is analyzed by reviewing existing research to be an important educational tool for improving learners' intellectual arrangement. As videos attract consideration and learners focus on videotapes due to eye-catching edge. Additionally, breaking down complex concepts into smaller, understandable pieces helps students remember, understand, and apply concepts in real-world situations.

### 2.13.3 Use of Video and Students' Emotional Engagement

Student's demonstrative involvement is main aspects of student's involvement in class. A student's classroom participation cannot be said to be high until the student is no longer emotionally involved. Video plays a key role in increasing student

participation in class.

Not only by providing an exciting learning experience for them, but also by creating educational stimulating as interesting for them. Bentrem et al. (2013) defined that in lecture method, learners generally texture fed up with the classroom, but when teachers use videos in the classroom, students become excited and watch the videos. It is emphasized that you will love.

Science related visuals can be fabricated more interesting by the addition of different animations and images to make the involvement of students in a subject. Also, a research study by Dash et al. (2016) found that learners got happy by seeing visuals to learn activity-related concepts because vibrant scenes and animations energizes attention in activity-based topics.

Learner's dislike participating in lengthy lessons or avoiding teachers' quizzes. This is because they misplace attention during class and don't hear to the instructor during lengthy lessons. Video teaches students in lieu of conventional lecture methods because it enhances student learning, increases student satisfaction, allows them to ask questions with confidence, and prefers to learn more through video. It has been shown to be a preferred and effective tool (Rissanen, 2018).

Overall, reviewing previous research, video-based instruction increases students' emotional engagement or likeness with the instructional material, as well as their satisfaction with the lesson being taught, leading to an increase in overall student engagement. It has been shown to have the potential to increase class engagement.

**2.13.4 Use of Visuals in Engagement of Students**

Participation in student behavior is also one of the key aspects of student participation in the classroom. Learners normally choose to miss-out lectures because they dislike the method the teacher teaches or find the subject uninteresting and boring teachers can use video in the classroom to increase student attendance and ability to

follow classroom instructions. According to Bentrem (2013) found that learners who qualified by traditional lecture methods enjoyed the class more than those who educated using video. The class has also been shown that students taught using video are more likely to follow their teacher's instructions than those taught using traditional lecture methods.

In the classroom, students do not answer the teacher's questions because they are not confident or do not recognize the correct answer to the question and do not listen to the teacher. According to Devlin (2013) found that a video-taught group raised more questions than a conventionally taught group. Videos can increase students' understanding and conceptual clarity, so students can not only answer the teacher's questions, but also share their questions and confusions with the teacher.

Students tend to struggle in class and disrupt other students when students find the monotonous school or learning environment. In a conventional class, students can send written gossip notes to other students in the class and annoy other students. This focus can be managed by interchanging the classroom climate and way to educating and gaining knowledge. Visual learning is the best method to stop disruption in the classroom because each student must learn individually and participate in educational tasks activities. In a study by Kuiper et al. (2015), transforming the educational approach and utilized technological education.

## 2.14 Psychological    Perspective

The psychological viewpoint on commitment is especially prevailing in the school writing and perspectives commitment as an inward psycho-social cycle that advances over the long haul and shifts in power. A critical strength of this methodology, in contrast with the social point of view, is the qualification among commitment and its forerunners.

Different covering aspects of commitment have been suggested, including conduct, cognizance, feeling and conation, with prior work frequently characterizing commitment as only one of these, and later scholars recommending commitment is a blend.

The conduct aspect, resembling portions of the social point of view recently examined, has three components: positive direct and run following including participation; contribution in getting the hang of, remembering time for undertaking and seeking clarification on pressing issues; and more extensive support in extracurricular exercises cooperation recognizable proof model contends that support in both the study hall and more extensive school prompts achievement, which then, at that point, fosters a feeling of having a place which, in an unending cycle, further increments support.

The subsequent aspect, cognizance, is represented by Newmann, Wehlage and Lamborn's (1992, 12) meaning of commitment as 'an understudy's psychological interest in and exertion coordinated towards getting the hang of, understanding, or dominating the information abilities or specialties'. This psychological aspect most regularly alludes to understudies' self-guideline and powerful utilization of profound learning procedures, as addressed in the social viewpoint. In any case, inside the psychological point of view, cognizance likewise consolidates individual attributes like inspiration, self-viability, and assumptions.

## 2.15 Socio-cultural Perspective

The socio-social viewpoint on understudy commitment centers around the effect of the more extensive social setting on understudy insight. Specifically, scholars have investigated clarifications for the perfect inverse to commitment, distance, and an emotionally unfortunate detachment from something outside one-self'. Mann's (2001). Persuasive work distinguishes logical factors, for example, punditry power, scholastic culture, and an unnecessary spotlight on reflexivity, which can all prompt the disengagement of understudies inside advanced education.

Also, Thomas (2002) contends that institutional habit brings about an inborn social and social predisposition inside instructive foundations for predominant gatherings, prompting unfortunate maintenance of contemporary understudies.

The experience of beginning college is differently portrayed for certain understudies as a culture shock, learning shock and likened to being 'a lost soul', showing the strong obstruction this social contrast addresses to commitment for some understudies. This viewpoint on instruction is especially normal inside women's activist writings looking at ladies' estrangement inside the college culture.

A connected structuralizes approach contends that advanced educational requirements to proceeds an ontological turn and foundations must 'draw in individual: what they recognize, how they perform, and what their uniqueness? The feeling of being comparative however, more profound than the emotional component of commitment examined beforehand at the middle by Solomon ides and Reid (2009). The idea of ontological commitment above and beyond and contend that it involves an undertaking of dynamic citizenship and commitment with the political idea of the world Barnett and Coate (2005). This ontological methodology is all around addressed in the writing on understudy personality.

The difficulties of reconsidering their character inside a culture where they are situated as 'different' has been inspected with many gatherings of modern understudies, like more established understudies. These gatherings are many times depicted as not having the important social, social, and scholarly cash-flow to effectively squeeze into the college culture. While possibly a less difficult cycle, more regular understudies may likewise encounter character battles and a feeling of being an outcast in the realm of the scholarly community.

## 2.16 Holistic Perspective

A couple of creators are endeavoring to draw together these different strands of hypothesis and exploration on understudy commitment. For instance, scientists in the UK have proposed a more comprehensive definition: 'The origination of commitment envelops the discernments, assumptions and experience of being an understudy and the development of being an understudy'. In accordance with the constructivist approach examined before, they contend for a more extensive center that consolidates the thought of 'becoming', contending that colleges ought to be about more than getting capabilities. Commitment to their view is a powerful continuum with various areas (task, study hall, course, establishment), and in this manner not quantifiable by reviews but rather best figured out through top to bottom subjective work.

Like the mental methodology, a vital strength of this work is the acknowledgment of the significance of feeling. For instance, discoveries feature the basic significance of the educator's demeanor, and specifically the requirement for warmth and regard to cultivate a feeling of having a place. Bryson and Hand (2007) recommend staff need to think about three degrees of commitment - talk with understudies, excitement for the subject, and incredible skill with the educating system. Nonetheless, they likewise note that, while individual staff are significant, a more extensive institutional methodology is required that gives the important assets and supports the two understudies and staff to be locked in.

In endeavoring to take a more all-encompassing perspective, these approach missteps the same way as the conduct point of view, in that it neglects to recognize commitment and its forerunners. For instance, understudy assumptions are incorporated inside the meaning of commitment, and keeping in mind that this has been viewed as a significant effect on the understudy insight, to empower a superior comprehension, such precursors should be obviously recognized from the condition locked in.

Bryson, Cooper, and Hardy (2010) propose commitment is both an interaction and a result - that the previous is what organizations do and ought to be named 'drawing in understudies', though the last option is what understudies do and ought to marked 'understudies lock in'. A clearer differentiation is perceived that what is viewed as the interaction isn't commitment, rather a bunch of elements impact understudy commitment (normally the prompter institutional variables), while the result is understudy commitment - an individual mental state with the three aspects examined before of effect, comprehension and conduct.

## 2.17 Conceptualization of Academic Engagement

Carini et al. (2006) Engagement has been observationally connected with accomplishment assessment and evaluations. School commitment expressing proof demonstrates social commitment corresponded with advanced accomplishment through different examples Fredricks et al. (2004). Furthermore, they tracked down proof relationship among mental commitment and emotional commitment with accomplishment, yet it shifts relying upon how accomplishment is surveyed (Gunuc, 2014). Thus, we hypothesize:

A solid indicator of understudy accomplishment is how much time understudies are effectively taken part in learning, or scholastic connected with time (AET). Supported commitment, thusly, is impacted by the degree to which understudies are spurred tofocus on learning. Regardless of the significance of AET, review uncover (not set in stone by inspiration) might be all around as low as 45-half in certain study halls. Starting with a model created via Carroll in 1963, a few hypothetical conceptualizations of school learning play stressed the basic part of connected time in deciding understudy accomplishment.

Thusly, exact examinations zeroing in on the connection among time and learning play reported the part of the educational setting in making sense of both understudy inspiration (eagerness to focus profoundly on learning) and understudy commitment (genuine contribution or cooperation in learning). As well as talking about hypothesis and research that ensnare time in the educating educational experience, this part depicts three groupings of proof based rehearses that add to understudy commitment and inspiration, including homeroom the executives, educational plan, and understudy intervened methodologies (Gettinger & Walter, 2012).

According to Bensimon (2009), effective engagement is a crucial method through which learners construct emotions about their fellow students, lecturers, and educational organizations. These all provide them feeling of belongingness, association, and attachment. Engagement also provides chance for knowledge and personal development. According to Kuh (2009) students acquire development from their experiments and other elements of educational journey. Once students dedicated to learning they get motivation and focused attention for learning activities that are necessitated for taking initiative. Such learning, communicating with peers and instructors about particular issues, implementing experience to specific contexts and activities in diverse situations make them personally developed.

Lizzio and Wilson (2009) discovered that students in the representative position with engagement had medium to advanced levels of learning and growth. Personal advantages that was highlighted are paralleled their motives for taking the position in the first place (e.g., developing competence and experience, establishing relationships, supporting other classmates). This shows that the representational position may provide a setting for development over a variety of competence and affective area.

## 2.18 Reasons for Engagement

### 2.18.1 Engagement to Enhance Learning

The very first reason is engagement to improve learning. The most of engagement research is focused, either explicitly or indirectly, towards boosting learning outcomes. This is crucial, according to Coates (2010). The notion of student engagement is founded on the constructivist concept that how a person engages in educationally intentional activities influences learning. Thus, student engagement is concerned with the amount to which students engage in a variety of instructional actions that studies has proven to be probable to outcome in high standard acquisition.

### 2.18.2 Engagement to Enhance Retention

All educational organizations are cautious with student retention, at a minimum because of the economic repercussions for dropping out or taking an unreasonable time to accomplish. Even though, as per Kuh, Cruce, Shoup, Kinzie, and Gonyea (2008) student engagement in activities with educational goals is favourable linked to educational consequences as depicted by newly admitted student achievement and consistency of 1st and 2nd semester of course, organizations should be worried regarding student engagement.

### 2.18.3 Engagement for Equality

Krause (2005) highlighting the importance of academic institutions' similar educational goal, attention has turned to "non-traditional" students in different types, such as older students, part-time students, financially deprived students, students from minorities, children with special needs, and students with parenthood, and guarantee them that they have an equitable opportunity for succeed.

### 2.18.4 Participation for Curriculum Applicability

As previously noted, student involvement in instructional strategies can lead to students reporting gains in curricular usefulness. However, curricular applicability may also be improved by using techniques guided by student engagement statistics.

### 2.18.5 Participation for Institutional Benefit

The benefits of student engagement for educational organizations can be social and economic. According to Coates (2007) student engagement information can help with quality improvement by giving helpful insights to institutional management. Information on student engagement may be used to determine the productivity of academic institution. Trowler (2010) stated that Johnston in 1993 mentioned the most substantial and long-term output in schooling will come from improving learning outcomes instead by modifying systemic elements. Immediate information on student engagement might be utilized for identification of affected factors to assess student learning, as well as to offer evidence for generating retrospective decisions regarding improvements.

### 2.18.6 Engagement as Marketing

Because, as previously said, an engaging university is a great institution, it provides logic for institutions to promote their achievement in involving learners as a promotional tool. They do NSSE (2009) reported that Hastings College (HC) has been informing prospective students for long that learners are deeply interested in learning and succeed in their goal. Teachers and officials at the institution were assured in this claim depending on direct experience from learners, but there was no proof to back up their claims until date.

## 2.19 Effects of Engagement

According to Bensimon (2009), effective engagement is a crucial method through which learners construct emotions about their fellow students, lecturers, and educational organizations.

These all provide them feeling of belongingness, association, and attachment. Engagement also provides chance for knowledge and personal development. According to Kuh (2009) students acquire development from their experiments and other elements of educational journey. Once students dedicated to learning they get motivation and focused attention for learning activities that are necessitated for taking initiative. Such learning, communicating with peers and instructors about particular issues, implementing experience to specific contexts and activities in diverse situations make them personally developed (Boonstra, et al., 2020).

Lizzio and Wilson (2009) discovered that students in the representative position with engagement had medium to advanced levels of learning and growth. Personal advantages that was highlighted are paralleled their motives for taking the position in the first place (e.g., developing competence and experience, establishing relationships, supporting other classmates). This shows that the representational position may provide a setting for development over a variety of competence and affective areas.

## 2.19.1 Curricular Engagement will have a Positive Effect on Academic Achievement

Understudies are around thirteen work hours per week and one out of five understudies spends a normal of over ten hours seven days really focusing on wards as per the National Survey of Learner Commitment (Magna Publications, 2005). At the point when job requests make the discernment that accessible assets are lacking to manage the numerous jobs, understudies experience job over-burden. Job over-burden is how much people are strained because of being feeling the squeeze and have an excessive number of responsibilities and obligations (Jones et al., 2007). These jobs, as well as being an understudy, without a doubt influence scholarly execution. As Jones et al., (2007) defined Job over-burden analyzed workplace and accounted for directing effect execution. Along these lines, we estimate:

The connection between understudy participation at co-curricular projects and GPA. Analysts followed participation of two associates adding up to 3,000+ understudies through electromagnetic checking at college supported occasions. Examination of GPA by participation rate groups uncovered those understudies going to 5-14 occasions over the 4-year time span had fundamentally higher (p< 0.001) GPAs than understudies going to less or more occasions. The discoveries from this study add to the extent of exploration on understudy commitment in advanced education. Though research on understudy liquor use, wretchedness, and tension has tended to the gamble factors for understudy achievement, this study supplements existing exploration by looking at the defensive aspects of understudy institutional commitment (Bergen-Cico & Viscomi, 2012).

### 2.19.2 Role Overload Will Moderate the Effect of Engagement on Academic Achievement

The effects of commitment execution ought to incorporate an assessment of other known precursors of execution.

Self-assurance hypothesis makes sense of inspiration and execution (Deci & Ryan, 1985) in view of the fulfillment of three principal needs: ability, independence, and relatedness. The ideas of independence and affiliation are examined accompanying segment depicting the educational climate. Notwithstanding, from the inspiration writing, it has been deep rooted that an individual's requirement for skill or self-efficacy has an effect on their presentation (Young, 2010).

Self-viability addresses the apparent certainty understudies have their skill or capacity to achieve some way of behaving. It includes the judgment of one's ability to execute given kinds of exhibitions. High saw skill is normally connected with superior execution; nonetheless, in the event that understudies are not locked in with the learning

action their confidence in their capacities to perform may not be guaranteed to convert into real execution. Subsequently, that's what we theorize.

### 2.19.3 Curricular Engagement Will Mediate the Effect of Perceived Competence on Academic Achievement

Faculty create learning conditions that influence understudies' degrees of commitment over their choices on how the material will be introduced, which learning exercises will be utilized, and what sorts of criticism will be given. Understanding commitment centers consideration around the association between the student and the social setting in which learning happens.

Powerful acts of commitment address hidden mental factors, for example, the requirement for independence and the requirement for relatedness notwithstanding the requirement for capability talked about above. The National Research Council (2003). These essential necessities and ecological circumstances are additionally crucial in looking at representative ways of behaving, considerations, and sentiments in authoritative settings.

Engaged learning and drew in students are progressively referred to as basic elements in delivering critical learning. The motivation behind this article is to stress curricular commitment as a significant part of educational plan. To accomplish this objective, this article surveys the definition and estimation of scholastic commitment and inspects ecological precursors that cultivate or beat every one of the elements of commitment down.

According to Karasek's (1979) to start with, we present a writing survey of scholastic commitment, notwithstanding an outline of the scholarly learning climate using self-assurance hypothesis request model of occupation setting. Then, we investigate the observational connections within natural impacts, commitment, and

scholastic accomplishment by introducing a review using optional information gathered at the college level. Around 2,500 understudy respondents gave information to this investigation. Results support the speculation that curricular commitment decidedly affects GPA (Young, 2010).

## 2.19.4 Increasing Levels of Demand, Control, and Support in the Learning Environment Fosters Greater Levels of Curricular Engagement

The consequences of optional information concentrate on in view of regularly gathered evaluation information at college level. It permits to investigate degree of help for our speculations and to analyze the connection in the educational environment, curricular commitment, and scholastic accomplishment. There has been a developing interest in the job of feelings in scholarly settings, particularly in how feelings shape understudy commitment and learning. This extraordinary issue features new examination around here and means to rouse others to go along with us in leading experimental exploration on feelings in schooling.

Utilizing various hypothetical and systemic points of view, all commitments divide a remarkable spotlight on the linkages among understudies' feelings and their scholastic commitment. What is especially significant about this arrangement of papers is their thought of how and why understudy feelings arise, how these feelings thus shape understudies' commitment and accomplishment, and the manners by which understudies can outfit close to home assets for working with their commitment and accomplishment.

In this prologue to the extraordinary issue, we momentarily feature every one of the compositions and propose a few headings for future examination (Linnenbrink-Garcia & Pekrun, 2011). The idea of understudy commitment, presently noticeable in the designing schooling and advanced education networks, has a long savvy history.

However as of late has consideration zeroed in on the job that personnel play as originators of instructive conditions to help understudy commitment. Depiction models and information from the Engineering Change research (which assessed the effect of the new EC2000 certification guidelines on designing projects and understudy education), the Educational Ways Training Epicenter for the Advancement of Engineering Education, and studies in progress at the United States Air Force Academy, we investigate the job of personnel, as the institutional specialists who are generally proximal to the understudy insight, in creating, working with, and supporting elevated degrees of understudy commitment(Chen, Lattuca, & Hamilton, 2008).

**2.19.5 Engaged learning "Middle School Children"**

We portray an in situ concentrate on that analyzed the assorted plan elements and impacts of three pre-polynomial math games for center younger students who have either difficulty with learning or different language foundations. Information were gathered through in-field perception, curio examination, school execution report and information test for 15 one-hour gaming meetings over a time of 3 weeks.

A rundown of key plan highlights connected with making commitment and gaining for understudies with exceptional advancing requirements rose up out of the information. The discoveries and conversations will illuminate instructive planners and specialists on effective instructive game plan and execution for students with different qualities and requirements (Ke & Abras, 2013).

Compound exhibitions are utilized as a functioning learning device in an overall science course and as a strategy for effort to a neighborhood center school. The exhibitions are arranged and ready by gatherings of understudies, who first present them to their colleagues and afterward take them to a center school to introduce them to gatherings of center younger students in an occasion known as Chemistry Day (Hatcher-Skeers & Aragon, 2002).

All students of class six, seven and eight at middle school level from the age 11 to 14was separated addicted to little gatherings or partook a progression of intuitive learning exercises, focused on propelling center institute children to acquire and recognize symbols or side effects of blow and acquire sound way of life decisions (Brechtel et al., 2019). The contextual investigation analyzed two gatherings of grade 7 understudies as they took part in four request stages: suggesting a conversation starter and gathering, examining, and addressing information.

Past examinations revealed investigations of measurable thinking on a solitary request stage. Our objective was to distinguish the methods of factual thinking shown during bunch conversations in all stages as kids planned and led their own request. Garfield and Gal's (1999) a substance examination of sound and audio-visual notes conversations generated 10 factual thinking ways. Educating and evaluating measurable thinking. 1999 Yearbook (pp. 207-219), evolving numerical thinking in ranks K-12. 1999 Yearbook (pp. 207-219).

Thinking categories engaged with the assortment, examination, portrayal information or four styles manage a part of request not solely centered upon in that frame of mind around factual thinking i.e., the issue presenting stage Reston, VA: National Council of Teachers of Mathematics]. In spite of the fact that understudies' thinking mirrored a deficient comprehension of measurements they act as building blocks for guidance (Lavigne & Lajoie, 2007).

Student engagement means a lot to further and advanced education foundations: it is perceived to be an intermediary for quality instructing and states connect an extent of subsidizing to understudy maintenance and finishing. Numerous foundations are partaking in Student engagement overviews, utilizing the information created to start changes to strategies and practice. This article presents an outline of writing on Student engagement and quality instructing.

It then, at that point, momentarily depicts three activities in a single foundation in New Zealand that were intended to further develop educating and Student engagement and diagrams key discoveries from them. The undertakings are then connected with four of Chalmers' five degrees of value educating and Leach and Zepke's six points of view on commitment, empowering a few decisions about the thing Massey University is doing effectively and how more it might upgrade Student engagement. It is recommended that different foundations could utilize this different way to deal with survey their ongoing teaching method and Student engagement systems (Leach, 2016).

**2.19.6 School and Teacher's Instructional Style**

What is the concept of the phrase, "engaged learning" to the administration of the school.

**2.19.7 Classroom Management Style**

Classroom management style for engaging students and to get good results should base on clear instructions and directions (Districh& Balli, 2014; Jang at el, 2010). Another aspect of making classroom management style effective, the biggest source is to motivate students for learning. Moreover, better to differentiate among the entire set instructions and minor set of instructions Reyes et al; (2012). Whole group instructions are observed as teacher- restrained while small group instructions are observed as students-restrained. By following this attitude, a teacher can keep a heroic position in class (Dietrich et al, 2014; Jang et al 2010).

**2.19.8 Technological Advances into Teacher's Instructional Style**

According to Burgess et al, (2015) defined that technology has become central portion of effective classroom settings and help teachers to make the learning procedure more interesting and engaging. As Conradi, (2014) expertise can easily snatch students' attention because it proposes modernity, diversity and many features as compared to the teaching method of traditional classrooms.

It can successfully increase student-teacher interaction and communication. For example, feedback of completed task can be given in a specific time.

## 2.20 importance of Reading

### 2.20.1 Reading comprehension

Reading comprehension has a pivotal role in the field of linguistics because, it is an important gateway to gain knowledge. "Reading for comprehension is an onerous cognitive technique in which the reader develops lexicon by chosen different pieces of facts". Bimmel et al., (2001). Textual Information obtained about previous information. According to Karbalaei (2010), reading not only permits readers to read but also think. And understands its difficult meanings also. There are different reasons of readings, some people read for fun, some read for gather facts and read for learning. The basic aim of reading is to understand writer's thinking.

According to McCrea, 2003 the general purpose of teaching imported linguistic learning is to empower students to see explanation of transcribed and enable them to become more independent to read personal content (Alshammari, 2015).

It states that "reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation."

Presently, the coaching of reading does no longer allow students to enjoy reading due to the fact the method of recover the desired facts at the stop of the reading textual content has hindered them from experiencing reading in an enticing and meaningful manner (Hashim, Abdul & Rahim,2015).

According to Grabe,2010 Nowadays reading skills become the most important language proficiency as a foreign language (EFL) or second language (ESL) students in educational contexts (Indriyana,2019).

Following steps are used by teachers to enhance reading skills:

1. To inform learning objectives

2. Encouraging questioning

3. Promoting group discussion

4. Feedback session

5. Motivation for critical thoughts

## 2.20.2 Reading Models

According to Aebersold and Field, (2004) Reading models are three in numbers:

**2.20.2.1 Bottom-up theory:** As Aebersold and Field, (2004) examined in his study, the reader is trying to distinguish between every note he writes among the written words by comparing them with their logical proportions to achieve meaning of words.

**2.20.2.2 Top-down theory:** Aebersold and Field, (2004) defines that learners present the importance of textual based knowledge or textual interpretation. In spites, it stresses that student is aligning text-based knowledge instead of only forms for strange verses that could perform.

**2.20.2.3 The interactive school:** it gives importance on interconnections among up and down procedures. This interaction is among the reader's perception about the text and the meanings of the text (McDonough & Shaw, 2003).

**2.20.2.4 Features of Text:** The prior literature review suggests that reading texts should have following features:

1. Texts should be genuine and well-written, some of which are based on other genuine sources, for example books, magazine articles, abstracts, and so on.

2. The text should have relevancy with student's background knowledge and experience. It should consist of social life problems, environmental and global issues etc.

3. The text should have grammatical structure.

4. Texts should be full of images and should have attractive material that can catch student's attention.

## 2.21 Reading Skills and Strategies

In order to explain the concept of the reading it is necessary for the researcher to explain the differences between reading skills and strategies. In addition to reading skills reading strategies are some of the conditions that are necessary for an understanding of the text. The ability to read is an important tool that the student is needed for gaining success in his academic carrier. During the reading of the text, the goal is to find out how to get to the content. The students take less effort when they are reading.

To overcome this difficulty, they should have good reading competencies. While working with the text, the students use cognitive abilities to read and understand the text. If we try to define reading skill, it is a use of student's cognitive ability during reading while, a reading skill is a program or a manner of performing something. Strategies help students focus on the reading and doing more than just reading on books or magazines. There are different types of readings; scanning, skimming, intensive reading and extensive reading.

During scanning the readers do not read the entire text they will just have to read the information that they are interested in, while skimming is to read for gaining the general idea of a text. Extensive reading is reading long passages of text, such as stories, articles, the intensive reading of texts that can be used to comprehend the language. It is basically related to the grammar of a particular sentence and to make learners more aware of how language is used (Alshammari, 2015). In order for readers to make advantage of the scanning feature, they will not have to read the length of the book; rather, they will only need to read the sections of the book that include information that is essential to their interests.

Reading is different from skimming in this regard because reading is all about gaining a general comprehension of a text. "Extensive reading" refers to the practice of reading lengthy works of literature such as stories or essays. This type of reading falls under the umbrella term "extensive reading." It is recommended that one participate in this activity since reading a big number of books is an excellent approach to strengthen one's language skills and one should do so. By bringing their attention to the syntax of a single sentence and concentrating on how it is used, it is hoped that students would get a deeper comprehension of the ways in which language is put to use (Alshammari, 2015). In addition, to increase the efficiency and effectiveness of the user, the reader's skills in the key areas that can be divided into seven areas.

### 2.21.1 Predicting

Announce in advance, anticipate, on the basis of observation and / or experience.

### 2.21.2 Visualizing

Create images and scenes, characters, and events.

### 2.21.3 Connecting

Connecting two things together or connecting and recognizing relationships.

### 2.21.4 Questioning

It includes asking questions.

### 2.21.5 Clarifying

To make clear or pure and is free of distortions.

### 2.21.6 Summarizing

This indicates that to obtain the crux of the story.

### 2.21.7 Evaluating

This shows that to form an opinion about what you have read.

## 2.22 Reading and Comprehension

Reading permits learners to enhance independency in understanding difficult transcript and also increasing their educational and proficient growth DeBruin-Parecki et al. (2015). Active students can connect different concepts due to their higher level of comprehension. During reading students should be competent to comprehend different difficult concepts and different information simultaneously. Similarly, students and authors should review reading as a technique to gain the attentiveness of students. Readers can get particulars from readings and also can enhance their academic lexis and engage in critical thinking by practicing this.

Understanding defined as the quality to acknowledge the textual data Glenberg (2017). Similarly, reading activities in schools permit learners to involve in acute thinking and text appreciative. According to Arabmofrad et al. (2021) one of the most important and hot discussed topics related to comprehensive languages. As reading comprehension occupies an important place because, along with the skills that children and teenagers must master, a crucial access to gain information. Teng, (2020) the significant body of texts on reading comprehension has distributed for this purpose. According to Khabiri and Heydari, 2011the two major problems affect comprehensive reading approaches and brain dominance. In this order, we briefly review more existing comprehensive texts, appraisal approaches and critical thinking skills.

As Bemel et al., (2001) defined the place reading comprehension discovers in educational analysis, daily as well as spend time is definitely important for teaching and research. "Reading comprehension is a complex mental skill with which readers communicate and construct meaning Information from text to prior knowledge". In this way, Karbalai (2009) argued that reading is a process that people need to understand its importance and suggested plans.

Different individuals have altered reading goals (Anderson, 2014; Harmer, 2007). They read happiness facts or materials. All the mentioned cases defined about receiving the importance and need of the author. Anderson (2014) states: students take interest for comprehensive reading for self-evaluation about their reading and you can identify and show what you have learned and understood.

### 2.22.1 Reading Strategies

Usefulness of reading approaches for the improvement of comprehension skills discovered that active learners not performed well activities dependent on reading approaches, while pictorial, amenable and subsequent students well accomplished Swan (2015). The main approach should be mixed to reading approach for enhancing learner's understanding. Likewise, teachers need to apply an obvious teaching method to understand reading skills Ness (2016).

### 2.22.3 Metacognitive Strategies

Another important individual aspect that should be considered related to linguistic skills. Few reading approaches utilized deliberately and intentionally provision the learning processes. The sensible and intentional way that utilized by the learners in reading are related to metacognitive strategies. Metacognitive skills allow students to check their own growth as they understand and acquire approximately.

Metacognitive knowledge provides students with extrapolates the results. They are used to predict the likelihood of recall. Teng (2020) identified the interaction of metacognitive approaches and linguistic abilities such as writing, listening, and speaking and reading. Brown (2000) metacognitive skills the subfield of learning strategies deals with strategies that involve conscious thinking and planning for learning monitor and control the understanding of the continuous learning process; Finally, evaluate what was received or formed. Utilizing in term of these words, purely cognitive tool and provides opportunities for readers in learning process".

As Zhang & Wu, (2009) mostly researchers selected comprehensive reading skills related problems for better understanding. Recent research on effective and ineffective leaders some researchers have shown that most effective reader comprehension activities occur at the metacognitive level. The Survey of Reading Strategies (SORS), which has been used in several studies to clarify the problem of learners' metacognitive perceptions of reading strategies Mokhtari, (2011). The study classified comprehensive approaches in three classifications.

Problem solving strategy and support strategy considered global lead approaches. A global reading strategy refers to the carefully planned, cognizant skills and procedures employ to observer and establish the skills. These skills are the behaviors and procedures that readers use when reading a text. These focused and focused techniques are used when the information in the text becomes difficult to understand. A support strategy originates from a primary support system to help readers understand the text.

### 2.22.3 Challenges of Developing Reading for High School Students

Gersten et al., (2008), In spite of a strong writings detail in usefulness of reading involvements to improve words comprehension at the elementary level, various school learners struggle with reading are insufficient. In addition, Cirino et al., (2013), 81% of high school students with dyslexia have difficulty not only in comprehension, but also in fluency and reading. A researcher found that in a sample of adolescents with dyslexia, those who scored lowest on a reading assessment were more likely to have dyslexia in all domains of reading, including reading, fluency, and comprehension.

### 2.22.4 Els with Reading Difficulties

As Harris, (2014) defined EL represents a diverse student population with different strengths and abilities, mother tongue and different degrees of subject knowledge. Over the next 10 to 15 years, one in four children entering US schools is

expected to be an EL, many of whom are ELs. They face significant challenges in reading comprehension.

## 2.22.4 Other learning difficulties and disabilities

As Corkett et al, (2011) defined that various members considered that those learners who have disable physically are unable to learn and perform academic. Learners faced academic difficulties to acquire intellectual abilities and analogical queries. Studies have shown mastery of these skills improves reading comprehension (Tyler et al., 2015). According to Johnson et al, (2010) Children's language and literacy impairments are related to poor performance in educational institutions. Despite the higher number of heterogenic individuals, youngsters can experience educational complications (Kane, 2016).

Differences in intelligence or educational performance were perceived of "high functioning" autistic children aged 9-30 years. As Estes et al. (2011) explained that poor performance and high performance in a specialized academic subject reported sixty percent. As Wong et al., (2015) more information has also been found on autism, dyslexia, and dyslexia, including interventions to address some of these challenges. The related address impairment the social cognition challenges and factors mentioned above make reading comprehension difficult or literature teacher responsibility (Clarke et al., 2010), however, student's' disability to read and comprehend materials (behavioral, sleep, etc.), and possibility of this research in outside limits.

Disable learners faced difficulty in reading and writing one of the reasons to organization and acceptance of specialize academic service area Coleman and Vaughan (2000). These students have difficulty understanding graduate level information but need graduate-level test materials. Teachers should prepare all students for statewide assessments and ensure that students with disabilities participate in assessments.

Power of attorney has been issued. In 1997, the Individuals with Disabilities Education Act (IDEA) changed. Science, social studies, and mathematics teachers viewed reading as a teacher affects all areas of learning Englert et al. (2009).

Long-term language learners' comprehension increases as they progress secondary to higher secondary education level. According to Decker & Little, (2005) the primary focus in elementary school is teaching audio encoding, decoding, and mixing skills. In addition to dyslexia, many students suffer from a variety of disabilities including attention deficit/hyperactivity disorder (ADHD), numeracy and dysgraphia, and processing disorders.

Basic reading problems in children include below-average reading level, difficulty in pronouncing words, difficulty in recognizing words, fluency in reading problems, difficulty in understanding what is read, difficulty in reading anxiety, difficulty in recognizing spelling and distraction from reading. It only covers understanding disorders that are more related to dyslexia.

## 2.22.5 Teaching approaches and technology involvement in teaching

Various instruction methods established for reading and writing abilities to children with dyslexia and other reading disabilities. Regular and sequential training as a form of literacy training has been used effectively to teach literacy in children with dyslexia and addresses the basic phonological deficits in these children. In addition, a multisensory educational approach using systematic singing has also been used in teaching dyslexic children. It is believed that the human brain learns, works, and develops well in a multisensory environment. A multisensory approach to teaching is how teachers integrate both interaction and learning into personalized lessons to teach and prepare students for effective learning.

## 2.23 Reading Practices for Young Els

Students who have reading hurdles in secondary education face great educational obstacles success (Lesaux et al., 2014). EL has many cultural and Language Knowledge Resources for the Classroom (Gonzalez et al., 2005). However, they are more probable to be admitted to low-performing schools due to a lack of resources (Capps et al., 2005). Create texts and develop the necessary contextual facts and literary lexicon to understand material text. Adolescent ELs are also awaited to use literacy forums.

Those who have the skill of acquiring information in content field training courses, but they have reading skills. Difficult experience has not yet reached English proficiency. As Geva & Massey-Garrison, (2013) Understanding difficult problems derive are the most frequent in understanding the text Adolescent EL's limited vocabulary material from those texts. The problems facts and below verbal skills (Harris, 2017).

Additionally, lexis and spoken dialect problems, research shows that some older people may ELs have difficulty reading words (Chu, 2019). Therefore, tasks to improve literacy outcomes often include It addresses both reading and evocable meaning, but also the complexity of language understanding.

### 2.23.1 Pre-Related Reading Tasks, Comprehension and Engagement

Reading gives particulars about language acquisition to the ESL students Gorsuch et al. (2015). The biggest challenge is to engage students in reading activities because their lack of fluency in reading stops them to perform in class activities. The repetition of reading permits students to read necessary text again and again and it will help learners to improve their comprehension abilities.

As per Ismail et al. (2015), the reading methods having deep understandings and grammatical structure are greatly helpful in enhancing comprehension and these activities also engage and motivate students. These pre-reading activities assist low achievers to acquire comprehension. While doing comprehension activities those students who were designated productive reading techniques achieved success in comparison of those who were not offered these tasks.

## 2.24 Independent Silent Reading (ISR)

### 2.24.1 The Researchers have Claimed the Importance of ISR

Many literacy experts have advocated the effectiveness of ISR. According to (Burke,2000) ISR is the best way to boost students' reading abilities while Moss (2005) said that ISR is very important to enhance achievement. Clausen- Grace (2006) initiated that reading practice can boost up students' comprehension ability. Marzano (2004) Independent Silent Reading (ISR) is a way that is used at elementary level that authority's learner for selecting reading content and read noiselessly during the class within a limited time, generally 20–30 minutes.

Due to SSR's no assessment component the students feel easy and motivated, and they can also develop their reading habits. A subject has different defined standards while in SSR students choose their own reading materials. Instead, ISR can be used, a method similar to SSR, except that ISR can take place with assigned readings or readings that students select, and there can be an assessment component, while SSR is primarily an unassisted period of free reading and is therefore defined as narrower.

Being content-focused nature in ISR, students can be assigned content that can be related to the broader curriculum, which is essential for high school settings. Although having students read assigned material cannot enhance motivation to read than permitting them to select the books.

In ISR, assessment is important because it may be needed at higher education level to make sure the consistency in achieving curriculum standards in reading.

According to Kelley (2007) discovered that adding assessment in SSR model can enhance students' reading accomplishments. According to the experts, assessment can motivate educators to complete their reading tasks. Because ISR has a wide range of procedure than SSR, and it can be best method to mention in-class reading methods

## 2.24.2 Scaffolding

Scaffolding and technical applications are two things that come to mind when you think of scaffolding. Vygotsky (1986) there is a chance that ISR could be well associated scaffolding approaches, thought to accommodate linguistic evolution and may help increase literacy enhancement. Technology solutions that merge cognitive tools with ISR can be used to discourse many of the parts that emerge to benefit reading evolution. Four characteristics that are mostly considered important to the development of reading comprehension in children have substantial support in the literature: (1) Vocabulary enhancement; (2) Information of context; (3) Logical thinking; (4) Cognitive and metacognitive strategies are used.

If students expands their reading time with ISR, which can be done with computer reading software that focuses on the four components of comprehension, there is a chance that they can enhance in two key areas: First, beyond what can be expected from ISR alone, the further they can develop their reading comprehension skills. In addition, the interest of the students in reading can lead them to better understanding and goals achievement.

## 2.24.3 Effect of Engaged Learning on English Reading Skills at High school Level

The viability of a proposed educational procedure in view of propensities for mind what's more, divided request in creating understanding cognizance and perusing commitment between EFL students at a KSA college.

Indispensable to the review was the utilization of two primary instruments: perusing perception test and perusing commitment overview. The exploratory gathering got understanding methodology and understanding commitment preparing exercises notwithstanding broad understanding practice, while the benchmark group zeroed in just on creating general perusing cognizance abilities. The information coded regarding a scope of proportions of strict, inferential, what's more, basic perusing abilities as well as understanding commitment, were exposed to t-tests.

That's what the outcomes demonstrate after the intercession, albeit some perusing understanding additions were accomplished by the CG, the EG accomplished more elevated levels in perusing cognizance abilities and commitment. Subsequently, discoveries uncovered help for the proposed system.

The discoveries have critical ramifications for EFL teaching method, featuring the powerful effect of system put together guidance with respect to advancement of understanding cognizance (Abdelhalim, 2017). Forty tenth graders were arbitrarily chosen from a delegate senior secondary school as a trial bunch (EG) to go to a 12-h flipped English study hall mediation while one more 37 tenth graders were arbitrarily chosen from a similar school to be the examination bunch. All members finished the secondary school understudy survey that evaluated understudies' ICT, English perusing understanding toward the start and end of this review. Also, 4 objective understudies with the most reduced pretest scores on ICT from the EG were chosen to be noticed week after week and talked with following the posttest. The discoveries showed that the EG understudies' ICT, and English perusing cognizance improved altogether during the mediation. The meeting and perception results were steady with the quantitative discoveries. Instructive ramifications and exploration suggestions are examined (Huang & Hong, 2016).

Reading engagement has been viewed as an indicator of understanding perception and perusing accomplishment in English monolingual understudies across the rudimentary grades. Nonetheless, specialists have not yet investigated this relationship with English language students (ELLs). The motivation behind this study was to figure out the job of ELLs' perusing commitment in both their general and content-explicit understanding perception. We utilized the develop of perusing commitment to decide if commitment intervened the connection between ELLs' English language capability and general understanding appreciation and the connection between satisfied explicit (science) scholastic jargon and content region (science) understanding cognizance.

For both fifth grade Asian ELLs and sixth grade Hispanic ELLs, perusing commitment interceded the connection between English language capability and general appreciation and the connection between science jargon and science cognizance. Taken together, these discoveries propose that perusing commitment capacities as an illustrative component between language capability and cognizance in early young adult ELLs. We talk about the ramifications of these discoveries for perusing commitment in late rudimentary and center school (Taboada, Townsend, & Boynton, 2013).

### 2.23.4 Shared Inquiry and Reading Comprehension

Shared request, as a cooperative based system, presents an instructively dynamic. The motivation behind this review examined the influences of flipped English homeroom mediation on secondary school understudies' data and correspondence innovation (ICT) and English perusing understanding in Taiwan. Forty tenth graders were haphazardly chosen from a delegate senior secondary school as a trial bunch (EG) to go to a 12-h flipped English homeroom intercession while one more 37 tenth graders were arbitrarily chosen from a similar school to be the correlation bunch.

All members finished the secondary school understudy poll that surveyed understudies' ICT, English perusing appreciation toward the start and end of this review. Furthermore, 4 objective understudies with the most reduced pretest scores on ICT from the EG were chosen to be noticed week after week and talked with following the posttest. The discoveries showed that the EG understudies' ICT, and English perusing understanding improved fundamentally during the intercession.

The meeting and perception results were reliable with the quantitative discoveries. Instructive ramifications and exploration suggestions are talked about (Huang & Hong, 2016). While Audience Response System (ARS) like Kahoot! can advance student self-guideline and upgrade perception by drawing in mental handling on numerous levels, learning conduct in addressing with ARS was understudied. The current review investigates the utilization of Kahoot! with understudy created addressing, to report the impact on understudies' understanding cognizance. This review included two flawless 6th grade high school classes, with a sum of 48 understudies which were isolated into a trial bunch and a benchmark group.

All understudies initially took the reproduced GEPT (General English Proficiency Test) Kids perusing test as a pre-test. Each group was relegated a story proportionate with their perusing level by the educator. The exploratory gathering utilized Kahoot! as an ARS to produce questions, while the benchmark group introduced their inquiries by PowerPoint. The information was dissected as far as the understudies' pre-test and post-test GEPT-Kids scores, and the worksheets.

That's what the outcomes showed albeit minimal critical development noted the GEPT marks, nature of the inquiries produced through gathering utilizing Kahoot! expanded more noteworthy level above long haul contrasted with the benchmark group.

The inquiry age process showed that the Kahoot! bunch demonstrated a more significant level of commitment and joint effort and furthermore invigorated a functioning learning climate (Mays, Yeh, & Chen, 2020).

This review investigated influence of carrying out flipped study halls on Iranian middle school understudies' understanding perception. To this end, 50 Iranian pre-transitional understudies were picked and arbitrarily doled out into two equivalent gatherings; one trial bunch (flipped homeroom) and one benchmark group (customary study hall). From that point forward, the two gatherings were pretested through a perusing understanding test. Then, the scientists put the respondents of the exploratory gathering in a flipped homeroom.

The flipped study hall was furnished with Internet, PC and projector. The understudies were expected to peruse every text previously coming the class and examine it with their cohorts. Then again, the benchmark group was educated in the conventional study hall.

Prior to showing every text, the scientists gave foundation information to the control bunch and subsequent to showing every text, the understudies were expected to address a few inquiries connected with the text. The entire treatment endured 8 meetings of 50 minutes. In the last meeting, the post-trial of perusing perception was directed.

 The consequences of matched and autonomous examples t-tests showed that there was a massive contrast between the post-trial of the exploratory and the benchmark groups. The discoveries uncovered that the trial bunch altogether beat the benchmark group (p < .05) on the post-test (Al Odwan, 2012).

**2.23.5 Problems Identified in Reading**

**Table No.2.1**

*Problem Area in Reading Proficiency Addressed in previous research studies.*

| Study | Participants | Purpose | Intervention | Findings | Problem Area |
|-------|-------------|---------|--------------|----------|--------------|
| Garcia (1991) | 5th & 6th grade. 51 Hispanic, 53 Anglo | Factors influencing reading assessment tests | Reading performance assessed on variables; Time, Reading comprehension, vocabulary, students' prior knowledge, | Hispanic students performed due to their limited prior knowledge, vocabulary, to interpret test. literally. Time has no effect | Limited vocab, limited prior knowledge, difficulty in interpreting text |
| Sanchez, Bledsoe, Sumabat, &Ye (2004) | 50,000 Hispanic & 46,546 Non Hispanic students, 3-8 & 10 | To study reading scores on | Texas Assessment of Academic Skills | Hispanic Students score low in word meaning and summarization | Reading comprehension, limited vocabulary |
| Ross &Begeny (2011) | --- | To assess impact of reading interventions on ELLs | Reading Fluency in small group & one-to-one intervention | Positive impact of reading intervention | Lack of small group and individualized. reading instructions |
| Kim, Samson, Fitzgerald &Hartry(2009) | Struggling readers in grades 4-6 | To assess word reading efficiency, reading comprehension & vocab, oral reading fluency | READ 180 | READ 180 had a positive impact on oral reading fluency but not on other two | Reading comprehension, vocabulary |
| Cheung &Slavin(2012) | Elementary school ELLs | Meta-analysis to assess language of instruction, and reading approaches | Instructional Interventions i) Bilingual ii)Success for all iii) Cooperative learning | Effect size i)+.21 ii) +.35 iii)+.36 iv) +.28 | Need for cooperative learning, and small group intervention |

| for ELLs | iv) Direct Instruction | v)+.15 |
| | v) ELLA | vii)+.48 viii) |
| | vii) Small group | +.19 |
| | viii) one-to-one | |

## 2.25 Reading Engagement Model

A successful text comprehension requires sophisticated cognitive abilities, and thus, the motivation is to be able to reflect on the text. Research on motivation and engagement in reading can be the basis of a policy that aims to improve the reading of the results. Reading is a difficult cognitive task. This will require an integration of information. But a question arises: Which can be the best ways to take attention of students and make them best readers?

Many kids and youth display confined motivation and engagement in reading. More than 40 percent of the students are less engaged in reading. Moreover, despite the fact that students' reading fulfillment has become better in the last two decades. Reading motivation is related to a person's personal goals, values, and beliefs in regard to the subjects and outcomes of reading. Reading motivation is related to student's thoughts and feelings while reading engagement refers to a man's real attraction in the reading. Reading motivation can produces reading engagement, which is helpful for promoting achievement. That is, if the students are set in itself, the goal of it is to enjoy reading and to believe in themselves as the reader, they are becoming much involved in the reading activities. Active participation in reading activities helps people to build up the various cognitive processes that are necessary for a deep reading comprehension.

## 2.26 Pakistani Research on Engaged Learning

In 2022 Pakistan research was conducted upon enhancing student engagement in English language learning. The study was conducted at university level. The findings

indicated that co-operative learning could enhance students' engagement (Panhwar & Bell, 2022). The above-mentioned study was conducted to investigate the effect of co-operative study on the student engagement not for the engaged learning effects on the reading skills.

Another study was conducted in 2021 to develop a class-room engagement scale for the undergraduate students for higher education (Iqbal et al., 2021). Another study was conducted in 2018 to investigate the mediating role of students' engagement to their class (Siddiqi, 2018). This research was also conducted at university level.

## 2.27 Study Gap

It can be seen by the above-mentioned research i.e., Panhwar and Bell (2022), 2021 and Siddiqi (2018) that no research was conducted to investigate the engaged learning effects on the reading skills. Also, no study regarding student engagement was conducted at secondary school level. Therefore, there is a need to conduct research to investigate the phenomenon. To fulfill this purpose the current study was conducted.

# CHAPTER 3

# METHODS AND PROCEDURES

## 3.1 Research  Approach

The present study based on experimental, and the researcher used mixed methods for this study. Mixed methods include both quantitative and qualitative approaches to  data collection. The cause for using this approach is that the need of the research objective is to use both quantitative and qualitative approaches. To exploring the effectiveness of students' engagement researcher requires students to take a test. This tool comes under the category of quantitative research methods. Whereas, for making research results more valid researcher did a triangulation of data by using interview protocol for another objective of the study which falls into the list of qualitative method.

## 3.2 Research  Design

This study employed Experimental pre-test post-test research design. This design establishes cause and effect relationship between independent and dependent variables. Additionally, for the data collection mix-method approach was used. Pre- test tool based on multiple choice questions was used to collect data from students while open-ended questionnaire was used for teachers. The validity of the instrument was checked by two experts. Pilot testing was done for reliability and then checked manually. Simple random sampling technique was used for the selection of the target population N=42.

**Table No 3.1**

*Experimental Research Design*

| | Pre-test | Intervention | Post-test |
|---|---|---|---|
| **Experimental Group** | O1 | Taught by Engagement Module | O3 |
| **Control Group** | O2 | Taught by Traditional Method | O4 |

For the current research study, quantitative data analysis was done using independent t-test, dependent t-test and percentage using IBM SPSS 21.0. To test the independent t-test or dependent t-test, the researcher tests the assumptions and conducts two tests to check whether the study is in accordance with the data collection. A thematic analysis was conducted for the qualitative data.

**Experimental Research Design**

According to O'Leary (2017) a plan that includes all approaches and procedures that can be mixed to effectively solve research problems is called research design. For this research, the researcher utilized experimental design.

In addition, researcher himself taught the experimental group. The researcher did his best to eliminate all potential risk factors for this experimental study. The control group and the experimental group held a pre-test, then the experimental group given a treatment, and finally two groups were given a post-test.

The purpose of this design and explained the non-equivalent group pre-test and post-test design shows the perfection of the treatment group and also says that treatment group refined more than the control group or not (Howitt & Cramer, 2016).

There are two main benefits of utilizing both pre-test and post-test, researchers become more self-confident Festinger (2005). Another advantage is that the pre-test score can show the difference between the groups before and after the intercession, that can decrease risk of choice bias through determining either given steps and order in this study.

**Table No3.2**

*Steps of Experimental Study*

| Sr. no | Stages | Steps for Experiment |
|--------|--------|----------------------|
| 1 | 1 | Pre-test was taken (Based on Students Engagement Module) to42 students. |
| 2 | 2 | Selected done group as a Treatment group. |
| 3 | 3 | Selected done as a Control group. |
| 4 | 4 | Taught Treatment group by using Engagement Module. |
| 5 | 5 | Taught Control group without using Engagement Module. |

1. Firstly, researcher selected two groups the control and experimental groups. Researcher conducted a pre-test by utilizing his own developed tool based on twenty (20) multiple choice questions. To avoid biased respondents selecting processallofthestudentsof10$^{th}$graden=42completedapre-test.

2. After the pre-test researcher formed Experimental group and Control group randomly.

3.  In control group researcher allocated 21 participants that have odd roll numbers as Control Group and 21 participants having even roll numbers as Experimental Group.

4.  After the allocation of the participants to the control and experimental group, the researcher himself taught Experimental Group through utilizing Students Engagement Module. The control group was instructed by employing the conventional method but without using Students Engagement Module. In this quasi-experimental study, the 'Student Engagement Module' was used to teach treatment group with collective activities.

5.  After 45 days of intervention in the treatment group, the researcher interrogated the participants in the control and treatment groups to complete the post-test. The same instrument from the 'Student Engagement Module' was used for the post-test.

6.  Recorded reactions of pre-test and post-test examined through paired sample t- test and independent t-test as statistical techniques inIBMSPSS21.0. Furthermore, open-ended questions examined manually by using thematic coding.

## 3.3 Population of the Study

Population was based on 24 boys Public Secondary Schools of Tehsil Fateh Jang District, Attock. There were 157 teachers who taught English on different levels and 739 students of 10$^{th}$ grade. All 10th grade students of Tehsil Fateh Jang were used as the population in this research. The researcher personally met with the administration of each institution to obtain the actual respondents. Firstly, researcher obtained actual list of all Tehsil Fateh Jang government schools to concerned authorities. This was a complete list of schools, so the researcher only considered a part of the list that contains boys' schools in Tehsil Fateh Jang. (Attached as Annexure H).

**Table No3.3**

*Detail of Population*

| Categories | No. Of Participants |
|------------|---------------------|
| Schools | 24 |
| Teachers | 157 |
| Students | 739 |

## 3.4 Sampling Technique

Cluster random sampling technique was assumed for this research study.

## 3.5 Sample Size

The sample of this current study was one $10^{th}$ grade English class Having N=42 of the boy's school which was selected through simple random sampling technique.

Moreover, Cohen (2007) determined the least size of sample for the purpose of educational research considered thirty. Sampling table of limited population to calculate the sample size for the current study by Krejci and Morgan (1970). Details are:

**Table No 3.4**

*Detail of Sample Selection*

| Sr. No | Sample (n=42) | No. of Participants |
|--------|---------------|---------------------|
| 1 | Boys Secondary School | 01 |
| 2 | English Teachers | 08 |
| 3 | Students ($10^{th}$ Grade) | 42 |

According to Krejci and Morgan (1970) above table quoted from sample selection. It based on total members of population that represent with the sign of N and second shows sample by the column symbol (S). The sample is drawn parallel to the population size. According to this table, if the population N = 40, the sample size will be n = 36, therefore research sample size is n = 42, that is the 100% of the selected population. The control and experimental group samples were 21 for each group and as for as the second objective is concerned all the English teachers of the selected school was the sample of the current research study.

## 3.6 Tool Construction

The researcher developed 'Students Engagement Module'. This module was basically based on four units of the grade 10th English book. Following are the title of the unit included in the module.

1. Hazrat Muhammad ﷺ an Embodiment of Justice

2. Chinese New Year

3. First Aid

4. Great Expectations

Researchers develop major activities and sub activities for each module. For example, unit no. 1 Hazrat Muhammadﷺ an Embodiment of Justice the objective no. 1 is "Recognize and practice value and attributes of justice for peaceful co-existence", the major activity is "brainstorming and announcement of the topic", the sub activity is "think – pair share" etc (check Annexure G).

The role of teacher and students were also decided before intervention. For example, for unit 1, "teacher will ask questions about justice, define justice and its importance" and students will "active listener and inquisitive readers" (check Annexure G).

To assess the effects of module and related activities a test based on 20 multiple choice questions was developed. The test was based on options while these cover three concepts of students' engagement, which includes cognitive engagement, emotional engagement, and behavioral engagement. Furthermore, second tool an interview protocol was developed for collecting data from English teachers which was based on 8 open-ended questions.

**3.6.1 Validity of an Instrument**

Validation of present study tool was analyzed. Researcher consulted to two specialists to evaluate construct and content validity. To check the content validity specialists analytically tested sentence structures and linguistic or meaning correction (See Appendix B).

**Table 3.5**

*List of Tool Validation Experts*

| Sr. No. | Experts of Validation | Name of Institutions |
|---------|----------------------|---------------------|
| 1 | Dr. Basharat Ali Khan | Lecturer Education, Shahbaz Sharif Degree College Khayaban Rawalpindi |
| 2 | Dr. Khalid Mehmood | Assistant Education Officer, Tehsil Fateh Jang |

Table 3.4 represents the experts who validated the research tool. There were two experts; one was Lecturer of Education serving at Shahbaz Sharif Degree College Khayaban Rawalpindi and other was Assistant Education Officer from Tehsil Fateh Jang. Researcher personally met both experts and requested them to validate the tool for research purpose. Experts reviewed and gave feed-back to the researcher. After improvement as per feed-back expert reviewed the tool for the 2nd time. They signed the validation certificate and approved the tool for data collection. After this procedure researcher started collecting the data for pilot study.

### 3.6.2 Pilot Testing and Reliability of an Instrument

To test the tool reliability, before conducting the research the pilot testing of the research tool was done by the researcher. For this purpose, the developed module was taught to the small number of the students and assesses their achievement for English reading.

For pilot trial researcher selected 15 respondents. These respondents were taken from the original sample of the population. In the Pre-test students were taught for a short time using the developed module. All parts of module were taught instead of some module to ensure the reliability, regardless of the shortage of time and schooling constraints. After teaching the post-test was conducted. The researcher taken all pretest and posttest responses and manually checked the reliability of the instruments.

Following are the consequences of reliability test:

**Table No 3.6**

*Statistics of the Post-test Instrument*

| Sr. No | Cronbach's Alpha | No of Items |
|--------|------------------|-------------|
| 1 | .794 | 20 |

Above table 3.5 shows Cronbach'sAlphavalueis.794. This value shows the reliability of the tool.

### 3.6.3 Threats to the Validity of Experiment

Researcher considered that main threats of the experimental validation are two extraneous variables. First is the interaction of teacher and student and second is interaction of students with peer. Researcher plans to use the following strategy to control the effect of these two variables.

The researcher himself chose the experimental group and taught them but the students required a lot of time to develop positive association with teacher. It can decrease the influence of interaction among Teacher and student classroom engagement.

To decrease impact of learner to peer interaction on student involvements, researcher introduced self-learning and tried to make groups randomly during affiliated tasks and frequent group rotations. If students work in random groups instead of peer, the effect of student-student interaction on student class engagement is reduced.

## 3.7 Data Collection

Experimental designs requires pre-planning. Researcher wants to educate learners with the help of Student Engagement Module to test its effectiveness in students' engagement. The requirement of the study was to develop an English language module for the implementation of the intervention.

At the first hand the researcher took a Textbook of English for $10^{th}$- grade students. From the textbook four units were selected for making effective Students Engagement Module'. The next step was creating a 'Students Engagement Module'.

To create a complete English Module, the researcher designed a lesson plan following a standard pattern. The lesson plan was comprised of the details of all practices and time duration of practices that conducted by the teacher in class activities. Researcher wants to produce English Modules from the entire book but because of short time researcher avoided rest of the units and only created 'Students Engagement Module for four units.

After module development researcher approved the permission letter from the desired school for conducting experimental study within45days.After getting

permission from the school management researcher took a pre-test and divided the

participants into Experimental and Control groups.

Each group consisted of twenty-one members for the experimental and control

groups. It ensured the confidentiality of the participants in order to get honest answers

from the participants. After the division of the respondents within the group

researcher himself selected the experimental group and taught them through Student's

Engagement Module' and the control group without Students Engagement Module'.

After 45 days of teaching, the researcher took a post-test from the members of two

groups and recorded the reactions.

After receiving all data, researcher thanked the school administrators and

research participants for the time and facilities during this experiment.

**Table No 3.7**

*45 Days Schedule of Activities*

| Sr. No | Units | Topics | Sequence of Activities |
|--------|-------|--------|------------------------|
| 1 | 1 | Hazrat Muhammad an Embodiment of Justice | Brainstorming and announcement of the topic, Dictation, Individual task, |
| 2 | 2 | Chinese New Year | Journaling, Reflecting, Quizzes, Presentations, |
| 3 | 3 | First Aid | Evaluation from the teacher |
| 4 | 4 | Great Expectations | |

The above table 3.6 having 45 days schedule of topics and activities and the

following schedule of activities was followed: Brainstorming and announcement of the

topic, Dictation, Individual task, Journaling, Reflecting, Quizzes, Presentations,

Evaluation from the teacher.

## 3.7 Data Analysis

The researcher analyzed the data through SPSS and demographic information, independent sample t-test and paired-sample t-test were used to achieve the results of the study. Whereas deductive thematic analysis was done for qualitative data.

# CHAPTER 4

# ANALYSIS AND INTERPRETATION OF THE DATA

Results of the study were analyzed by using data analysis procedure. The main methods of analysis were quantitative and qualitative. In addition, there are two types of analysis in the quantitative analysis section: group comparison and with-in group comparison. This research employed two research methods, one of designed tool for getting responses from the respondents of both experimental groups. Furthermore, English's teacher responded by open-ended questionnaire were in relevant of barriers in English language. Open-ended questionnaire shows qualitative method. Researcher utilized mixed method for more reliability and validity of the results. In addition, present research consisted of experimental and non-random control group / treatment group, and both groups underwent pre-test and post-test. The research results were evaluated by utilizing IBM SPSS 21.0.

In addition, various tests show that data assume paired sample t-test and independent t-test. To interpret the variance in pre and post-test dependent t-test used and interpret the variance among pre and post-test the researcher used independent t-test. Dependent t-test or paired t-test analyzed variance of pretest and posttest scores in one group, and independent t-test was used to test the difference of pretest and posttest totals of both groups. The data was analyzed in two sections, section 1 is related to quantitative data analysis and section 2 is about qualitative data analysis.

# Section 1

## 4.1 Quantitative Data Analysis

In this section the quantitative data analysis of students' data is demonstrated. It consisted of demographical information of the students, independent sample *t*-test and paired sample *t*-test.

### 4.1.1 Demographic Information of Participants

**Table No 4.1**

*Demographic Information of Participants*

| Sr. no | N=42 Groups | n | Mean | SD | % |
|--------|-------------|-----|------|------|-----|
| 1 | | | 1.50 | .506 | |
| 2 | Control group | 21 | | | 50 |
| 2 | Experimental group | 21 | | | 50 |

Table 4.1 shows the demographic information of participants of study. There are 21 students in control group and 21students in experimental group, as data was from equal proportion of the participants. The control groups' students are 50% of the sample; similarly, the students in experimental group are also 50% of sample.
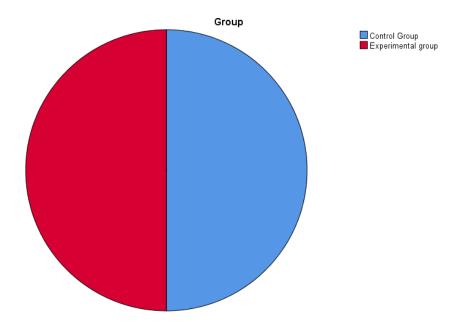
*Figure 4.1* Graphical Representations of the Groups

## 4.1.2 Comparison of the Groups

In the following comparison of the groups of experimental and control group is given.

### 4.1.2.1 Independent Sample t-test for Pre-Test Analysis

$H_0$1: There is no significant difference between the pre-test score of control group and experiment group regarding the effects of engaged learning on English reading skills.

**Table No 4.2**

*Difference between the Pre-Test Score of Control Group and Experiment Group*

*Regarding the Effects of Engaged Learning on English Reading Skills*

| n=42 | | | | | | | |
|------|-------|---|------|------|---------|----|------|
| Test | Group | n | Mean | SD | t-value | df | Sig |
| Pre-test | | | | | 1.083 | 40 | .285 |
| | Control Group | 21 | 14.10 | 2.488 | | | |
| | Experiment Group | 21 | 13.05 | 3.667 | | | |

*p=0.05 or 95%

Table 4.2 shows the pre-test score of independent sample t-test results to check the difference between control and experiment groups regarding the effects of engaged learning on English reading skills. Table shows that the mean score of control group is 14.10 with standard deviation of 2.488. On the other hand, the mean score of experiment group is 13.05 with standard deviation of 3.667. Results demonstrate that secondary school students' control group shows better performance for English reading skills due to engaged learning than experimental group.

However, the p-value .285, that is greater than 0.05, therefore, the null hypothesis of the study is failed to reject; "there is no significant difference between the mean score of pre-tests for control group and experiment group regarding the effects of engaged learning on English reading skills". So, it concludes that the pre-test is not statistically significant regarding the effects of engaged learning on English reading skills between control group and experiment group. There is no difference between the he mean score

of pre-tests for control group and experiment group regarding the effects of engaged learning on English reading skills in pre-test.

**4.1.2.2 Independent Sample t-test for Post-Test Analysis**

$H_0 2$: There is no significant difference between the post-test score of control group and e x p e r i m e n t group regarding the effects of engaged learning on English reading skills.

**Table No 4.3**

*Difference between the Post-Test Score of Control Group and Experiment Group Regarding the Effects of Engaged Learning on English Reading Skills*

| n=42 Test | Group | n | Mean | SD | t-value | df | Sig |
|---|---|---|---|---|---|---|---|
| Pre-test | | | | | -6.555 | 40 | .000 |
| | Control Group | 21 | 14.67 | 2.517 | | | |
| | Experiment Group | 21 | 19.05 | 19.05 | | | |

*p=0.05

Table 4.3 shows the post-test score of independent sample t-test results to check the difference between control and experiment groups regarding the effects of engaged learning on English reading skills. Table shows that the mean score of control group is 14.67 with standard deviation of 2.517. On the other hand, the mean score of experiment group is 19.05 with standard deviation of 19.05. Results demonstrate that secondary school students' experiment group shows better performance for English reading skills due to engaged learning than control group in post-test. However, the p-value.000, that

is less than 0.05. Therefore, the null hypothesis of the study is rejected; "there is no significant difference between the mean score of post-tests for control group and experiment group regarding the effects of engaged learning on English reading skills". So, it concludes that the post-test is statistically significant regarding the effects of engaged learning on English reading skills between control group and experiment group. There is difference between the he mean score of post-tests for control group and experiment group regarding the effects of engaged learning on English reading skills.

### 4.1.2.3 Paired Sample t-test for pre-test and Post-Test Score of Control Group Analysis

$H_0$3: There is no significant difference between the pre-test and post score of control group regarding the effects of engaged learning on English reading skills.

**Table No 4.4**

*Difference between the Pre-Test and Post-Test Score of Control Group Regarding the Effects of Engaged Learning on English Reading Skills*

| n=42 Test | Group | n | Mean | SD | r | df | Sig |
|---|---|---|---|---|---|---|---|
| Control Group | | | | | 0.676* | 21 | 0.208 |
| | Pre-test | 21 | 14.10 | 2.488 | | | |
| | Post-test | 21 | 14.67 | 2.517 | | | |

*p=0.05 or 95%

Table 4.4 shows the result of control group's pre-test and post-test score through paired sample t- test regarding the effects of engaged learning on English reading skills. Table shows that the mean score of pre-tests of is 14.10 with standard deviation of 2.488. On the other hand, the mean score of post-tests of control group is 14.67 with standard

deviation of 2.517. The r value is .676. Results demonstrate that secondary school students' control group shows slightly better performance for English reading skills due to engaged learning in post-test.

However, the p-value 0.208, that is greater than 0.05. Therefore, the null hypothesis of the study is failed to reject; "there is no significant difference between the mean score of pre-test and post- test of control group regarding the effects of engaged learning on English reading skills". So, it concludes that the control group has no statistically significant difference in pre-test and post-test performance regarding the effects of engaged learning on English reading skills.

### 4.1.2.4 Paired Sample t-Test Pre-Test and Post-Test Analysis of Experimental Group

$H_0$4: There is no significant difference between the pre-test and post-test score of experiment group regarding the effects of engaged learning on English reading skills.

**Table No 4.5**

*Difference between the Pre-Test and Post-Test Score of Experiment Group Regarding the Effects of Engaged Learning on English Reading Skills*

| n=42 Test | Group | N | Mean | SD | r | df | Sig |
|-----------|-------|---|------|-----|---|-----|-----|
| Experiment | | | | | 0.695* | 20 | 0.000 |
| Group | | | | | | | |
| | Pre-test | 21 | 13.05 | 3.667 | | | |
| | Post-test | 21 | 19.05 | 1.746 | | | |

*p=0.05

Table 4.5 shows the result of pre-test and post-test score of experimental groups through paired sample t-test to check the difference between pre-test and post-test of experiment group regarding the effects of engaged learning on English reading skills. Table shows that the mean score of experimental groups is 13.05 with standard deviation of 3.667. On the other hand, the mean score of post-tests of experiment group is 19.05 with standard deviation of 1.746. The r value is 0.695. Results demonstrate that secondary school students of experiment group show better performance for English reading skills due to engaged learning in post-test as compared to pre-test.

However, the p-value 0.000, that is less than 0.05. Therefore, the null hypothesis of the study is rejected; "there is no significant difference between the mean score of pre-test and post-test of experiment group regarding the effects of engaged learning on English reading skills". So, it concludes that the experiment group pre-test and post-test has statistically significant difference regarding the effects of engaged learning on English reading skills. So, it is concluded that experiment group shows better performance in post-test than pre-test regarding the effects of engaged learning on English reading skills.

# Section 2

## 4.2 Data Analysis for Qualitative Part

To analyze the teachers' interviews thematic analysis was done by the researcher under supervision. First of all, the data was reorganized as per the questions of the interviews. All the responses of question no. 1 collected in one draft and all other responses for other questions also organized and rearranged for the convenience.

After rearranging the data, the coding was done. All the similar coded data was reviewed for making the themes. Once themes were created similar themes were merged and new themes were developed. In the following table the final themes are given.

## Objective 2: To explore the barriers to reading skills as perceived by English language teachers.

**Table No 4.6**

*Themes Generated from Open-ended Questions*

| Sr. No | Constructs | Major Themes |
|---|---|---|
| 1 | Importance of language | Expression of feelings and emotions.<br>Medium of expressing thoughts.<br>Source of communication.<br>Part of culture.<br>Source of connection<br>Necessary element of everyday life Source of learning |
| 2 | Language Barrier | Difference in language<br>Communication breakdown<br>Difficulties in communication<br>Linguistic limitation that creates<br>confusion. |
| 3 | Type of barriers | Difference in viewpoints<br>lack of interest<br>Not knowing about meaning of words<br>Not knowing about pronunciation<br>Different accent<br>Different dialects<br>Lack of motivation<br>Lack of resources<br>Over strength |
| 4 | Common examples of | Lack of time |

| | | barriers | No interest of students |
|---|---|---|---|
| | | | Traditional Grammar Method (TGM) |
| | | | Hesitation in students |
| | | | Linguistic barrier |
| | | | psychological barrier |
| | | | Emotional barrier |
| | | | Physical barrier |
| | | | Cultural barrier |
| | | | Attitude barriers |
| | | | Lack of knowledge |
| | | | Pronunciation |
| | | | Spellings |
| | | | Slangs |
| | | | Fluency in spoken. |
| | | | Biased attitude of learners |
| | | | Non-qualified teachers for ELT |
| | | | Use of traditional methods like GTM |
| | | | Lack of self-confidence |
| | | | Fear of making grammar mistakes |
| | | | Fear that others will judge you |
| | | | Lack practice |
| 5 | Causes of language barriers | | Variations in dialects |
| | | | Variations in mother tongues |
| | | | Lack of self-confidence |
| | | | Fear of making grammar mistakes |
| | | | Fear that others will judge you |
| | | | Lack practice. |
| | | | Religious as well as political and Ethnic problems |
| | | | Not determination of National Aims to compete the today's challenges |
| 6 | Effects of barriers | | Misunderstandings between people and both personal and professional relationship |
| | | | Resist to communicate fluently |
| | | | Waste of time. |
| | | | Waste of efforts |
| | | | Waste of resources |
| | | | Cause of ambiguity |
| | | | Cause of failure. |
| | | | Unable to compete the challenges. |
| | | | Unable to express our opinions to the rest of the world in fact |

| | | Possible Solutions | Organize your learning material |
|---|---|---|---|
| | | | Get out of your comfort zone |
| | | | Learn from your mistake. |
| | | | Watch daily videos and talk shows |
| | | | Be a part of discussion group. |
| | | | Read English content with up volume |
| | | | Repeat English literary gender. |
| | | | Attempt online English language text |
| | | | Think in English and do practice. |
| | | | Use plain language |
| | | | Find a reliable translation service |
| | | | Enlist interpreters |
| | | | Use visual methods of communication |
| | | | Use repetition |
| | | | Be respectful |
| | | | Organize session, seminars and workshops |
| 7 | How can you help Your students | | Remove student's shyness |
| | | | Motivate them |
| | | | Make groups for dailydiscussions |
| | | | Speak slowly and clearly |
| | | | Apply all the four skills like reading, writing, listening and speaking in class |
| | | | Encourage students |
| | | | Trained Teachers |

## 4.2.1 Interpretation

Qualitative data is the form of non-numeric information and facts gathered by a researcher. It is basically based on an interpretive philosophy. It examines the meaningful and important content of the given data. This data was analyzed through deductive thematic analysis and the above-mentioned themes were emerged. We can overcome these barriers by motivating students and by applying engagement module in English language classes.

# CHAPTER 5

# SUMMARY, FINDINGS, DISCUSSION, CONCLUSION & RECOMMENDATIONS

## 5.1 Summary

The study shown that the learners who involved in learning process develops their consideration, encourages them to ask more critical questions, boosts their capacities, and promotes significant report learning. Getting students to participate in the learning process also motivates them to ask more critical questions. According to the results of the research, consistent attention from students can be a reliable predictor not only of the quality of education but also of its longevity, rejuvenation, and completion rates (Joseph, 2019).

Presently, one of the most significant challenges that educators and educational institutions in general are confronted with is the task of luring students to participate in instructional activities. According to Asti's theory regarding students who are well-attracted, a setting that enhances student attraction is one that should be examined. Access to native language by local orators for scientific, cultural, political, economic, and exchange purposes, as well as from the physiological aspect, is difficult, if not impossible, for students of all nationalities interested in learning who do not possess one or more foreign languages.

Physiologically, this is due to the fact that access to native language by local orators is required for physiological purposes. Reading something that not only makes you feel something but also makes you think is intriguing reading.

The English language is playing an increasingly important role in the administration of educational programs all over the world, as well as in the process of globalization itself. In order to be successful in learning a new language, you will typically need to engage in a significant amount of mental gymnastics. Students will see significant increases in their command of the English language if they work to enhance their reading abilities. As research objective of this study was to evaluate the impact that engaged learning has on the level of English reading ability possessed by secondary school students.

According to Elham and Ahmad (2016), incorporating social media into the curriculum can result in increased participation from students. When students are given the opportunity to take part in reading activities which stimulate them to read more and study more thoroughly, they have the potential to develop into effective readers, which is one of the many benefits of participating in reading activities.

The level of participation from students is an essential component of an effective educational setting, and this is true not only in the classroom but also in other types of environments. For students to improve their reading abilities, active student participation is essential; as a result, it should be a primary concern for teachers to devote more time and attention to achieving this objective.

This study's objective is to evaluate whether or not there is a correlation between engaging in active learning and the level of English reading ability possessed by secondary school students. When students believe that they have a chance of succeeding academically, both their interest in their academic abilities and their confidence in those abilities get greater. According to Clara (2017), the responses of students exposed less

involved in learning process when they were presented with challenging information. This was demonstrated by the students' reactions.

It is generally acknowledged that the main factors to enhancing the learning environment for students was the utilization of effective instructional tactics and approaches on the part of educators. Good teaching practices can, in addition to making students have a greater sense of involvement in the learning process, help teachers experience a greater sense of the worthwhileness of their tasks as educators. It is not entirely clear how the utilization of these various approaches might have an influence on the self-evaluation of either the students or the professors (Han, 2021).

Also, at the SSC level, teachers use lengthy lectures, which can lead to students not participating in class. In the context of Pakistan, it is compulsory for the teachers that they should prepare engaging material for his students and utilized informal method of teaching that improve student's understanding. These modules considered necessary for the effectiveness of student's intellectual, demonstrative or communicative assignation in English subject at secondary school.

In addition, it's challenging for teachers to involve students in English classes by lecturing alone. The study based on quasi-experimental that involved on-equivalent comparison group and a pre- experimental to obtain further reliable outcomes. It comprised the alteration in dependent (Engaged learning) due to independent variable (Reading skills). Researchers tried to the best extent possible to control extraneous variables. In addition, the researcher used quantitative and qualitative methods to collect data, containing questionnaires and open questions. The validation of the tool concerned to content and construct were tested by expertise of the relevant field. Pilot-trial was

conducted for checking the reliability of the instrument and then manually in addition, inferential and descriptive statistics were used to analyze the data.

## 5.2 Findings

**Findings of Qualitative Portion**

Eight questions were developed to explore the barriers in the way of learning English language. Different themes arose from the collected data. The findings are as under:

1. The first question focused on the importance of language. The first question was: Give your opinion about importance on language? Based on the data collected the language is the most important part of any society or culture. It connects the people with each other. Due to language one can express their feelings and thoughts with each other because it has strong elements of everyday life. Language is also one of the biggest sources of learning.

2. The second question was about the main phenomenon which is based on the second hypothesis of the current study. The second question was: What is a language barrier? Give your opinion. Based on the collected data the language barrier is the linguistic limitation which creates confusion among readers and speakers of any language. It can also be defined as the difference in language and can cause communication breakdown.

3. The third question was about the types of barriers an English teacher faces during teaching. The statement of the question was: Which type of barriers an English teacher faces during teaching? Based on the data collected through respondents following types of barriers come in a way of learning English language: lack of

interest of students, lack of knowledge about meanings of words, lack of vocabulary, difference in accents and dialects, lack of motivation, lack of time, lack of resources, lack of trained teachers, hesitation in students and implications of Traditional Grammar Method (TGM) in classes etc.

4. The fourth question was about the common examples of English language barriers. The question was: What are the common examples of barriers of learning English as a second language? Based on the facts collected through the respondents the common examples of barriers are following: linguistic, psychological, emotional, physical, cultural, attitude barrior, lack of knowledge, pronunciation, spellings, slangs, fluency in spoken, biased attitude of learners, non-qualified teachers for ELT, use of traditional methods like GTM, lack of self-confidence, fear of making grammar mistakes, fear that others will judge you and lack of practice.

5. The fifth question was about the causes of barriers. The question was: What are the causes of language barriers? Through collected data following are the causes of language barriers in a way of learning English: variations in dialects, variations in mother tongues, lack of self-confidence, fear of making grammar mistakes, fear that others will judge you, lack of practice, religious as well as political and ethnic problems, not determination of national aims to compete the today's challenges.

6. The sixth question was about the effects of barriers. The question was: What are the effects of language barriers in communication? Through the gathered information by the respondents' followings are the main effects of barriers in learning English: misunderstandings between people and both personal and professional relationship, resist to communicate fluently, waste of time, waste of efforts, waste of resources,

cause of ambiguity, cause of failure, unable to compete the challenges and unable to express our opinions to the rest of the world in fact.

7. The seventh question was about the possible solutions for overcoming these barriers.

   The question was: What are the possible solutions for overcoming language barriers in secondary classes? Based on the data collected through the respondents, we can overcome these barriers and can learn English effectively by following these suggestions: Organize your learning material, get out of your comfort zone, learn from your mistake, watch daily videos and talk shows, be a part of discussion group, read English content with up volume, repeat English literary gender, attempt online English language text, think in English and do practice, use plain language, find a reliable translation service, enlist interpreters, provide classes for your employees, use visual methods of communication, use repetition, be respectful, organize session, seminars, workshops and trainings.

8. The last question was about the ideas and opinions of the teachers for the betterment of their students. The question was: How can you help your students in this matter? Based on the facts collected thorough interviews. Every teacher can help his/her students by following these suggestions: remove student's shyness, motivate them, make groups for daily discussions, speak slowly and clearly, apply all the four skills like reading, writing, listening and speaking in class, encourage students and by providing trained teachers.

   I summarize all the statistical analysis about pre-test and post-test with groups. Significant evidence produces from independent t-test of the mean, Post-test significant effect engaged learning on English reading skills of secondary school with control and experiment group are differently performed.

Secondly, better performance significant results can be seen in pre-test and post-test from paired t-test. The mean of the better effect on the pre-test and post-test on engaged learning on English reading skills of secondary school is observed.

If the school concludes that the students are the most important participants, then including the students' points of view in the discussion is not only reasonable but also required. This is due to the fact that incorporating the student's perspective into the discussion acceptable as well as essential. These methods can be thought of as strategies that are tailored to the specific needs of each individual student and are sensitive to demographic as well as non-economic power dynamics (Fowler, 2013). The readiness of pupils to take an active part in the process of obtaining new knowledge about the natural world is referred to as "engagement," which is an abbreviation for the word. It is becoming more widely recognized as a connection between children, educational programs, schools, teachers, and students from other schools. (Trowler, 2010).

Throughout the entirety of the research project, participation was treated as an independent variable at all times. According to the research context, a student is considered to be engaging when that student participates in learning and activities outside of the institution, characterizes himself and the institution, and is dedicated to investing more time in practical learning in order to improve educational outcomes (DeVito,2016). It is imperative that educational institutions make an effort to update their methods of teaching in light of the realities that student satisfaction, school attendance, and a sense of belonging are all on the wane.

In order for schools to successfully fulfill this goal, it is necessary for them to design systems that accurately record the requirements of students. One example of such a

method is the utilization of language as a powerful instrument for the purpose of exerting influence over pedagogical choices. An additional illustration would be making a concerted effort to make school more logical and pertinent to the lives of the students, and yet another illustration would be making strenuous efforts to expand the size of the student firm.

According to the findings of the experiment that evaluated the viability of the null hypothesis, engaged learning does not have a significant impact on English reading skills. Additionally, the experiment found that there are many barriers to reading skills, as evaluated by English language instructors. In addition, the results of the experiment demonstrated that there are obstacles in the way of reading abilities.

It is possible for administrators to make use of a school's professional learning plan that includes an emphasis on engaged learning in order to aid them in fulfilling the educational goals that they have set for their institution.

## 5.3 Discussion

It is possible for schools, administrators, and instructors to realize their ambitions with the assistance of school learning plans. The learning plans are executed with the assistance of learning program that range in duration from the very long term to the very short term. According to the definition provided by Killions, a learning program can be described as "a combination of deliberate, planned behaviors and the support system required to reach the targeted goal" (2008). The most successful programs are those that continue their operations over long time have a clear causal relationship to the students' overall academic performance.

Jang et al. (2010) outlined two aspects of an educator's pedagogical approach, which they referred to as the supply of autonomy and the supply of structure. Both of these aspects are important in fostering student learning. Both of these facets are vital in the process of encouraging learning in students. It is imperative that the needs, concerns, and goals of the students be given a significant amount of consideration in the way that the instructor teaches. This consideration should be given in a proportionate amount. If the instructor can draw connections between the method of instruction that they are employing and the activities, aims, and objectives that are important to the subject matter, then the students will have a higher interest in what it is that they are studying.

The adoption of engaged learning programs and the commitment of school stakeholders are both necessary in order to realize significant gains in the educational institution. It suggests that the participation of other stakeholders, in addition to that of the students themselves, is necessary for promoting academic accomplishment within the student body. This is due to the fact that active participation from students is necessary to improve overall student accomplishment.

According to the findings of Jang et al. (2010), a teacher's instructional style may be broken down into two distinct components: the provision of autonomy and the provision of structure. It is important for the instructor to include the objectives, concerns, and hopes of the students into the way that they teach. Students will be more engaged in the learning process if their instructor ties the technique of education that they use to the students' pertinent activities, goals, and objectives (p.588). At the secondary level, one of the goals of an effective teaching method is to increase students'

attentiveness, interest, and discourse. Another goal was encouraging the learners involved in the learning process (Bock & Erickson,2015, p.149).

According to the engagement idea and the CORI framework, it is possible for students to have a higher level of engagement if they are given the opportunityto socially communicate with others about what they are learning as well as the desire to seek out engaging materials.

This is because social communication and the desire to seek out engaging materials are both factors that contribute to higher levels of engagement. Children can benefit from these strategies, which encourage involvement, in the development of social skills as well as a sense of self-efficacy with regard to reading comprehension (Guthrie, 2014).

According to the opinions that were expressed by the researcher concerning student engagement, numerous distinct components of student engagement were advised as engaging involvement, and several strategies were given as a means to promote student engagement through improved engagement (DeVito, 2016). During the course of our search for strategies that can help enhance the amount of time that youngsters spend reading, we came across a number of different items that were proposed and cited multiple times in the literature that was pertinent to our inquiry.

Some of the components that are included are things like Subject Matter Experts, Communication, and Tools for Student-Teacher Interaction, as well as Interesting Text and Scaffolds, and so on. We have defined the following categories, which will serve as the framework for our further work, based on the reading that we have done: good communication, effective teamwork, a strong connection between students and teachers,

an engaging classroom climate, activities, monitoring, and evaluation are all vital components of a successful educational setting.

Both the topics that are read about and the results of reading are greatly influenced by the attitudes and perspectives of the individual who does the reading. The term "reading engagement" refers to a person's real interest in reading, whereas the term "reading motivation" refers to the feelings and ideas that push a student to read.

Because the research study is only concentrating on one aspect of the overall learning plan for the school, it may provide a glimpse of WHERETO, McTighe and Wiggins' proposed backward design. This is because the research study is only focusing on one component (2004).

It provides administrators with information regarding how interesting the learning approach is. The components that make up the WHERETO design, as outlined by McTighe and Wiggins, are as follows: W (where, why, what (are the learning goals)), H (hooked through engaged ideas), E (based on exploration or experience), R (rethink, revise, refine), E (evaluate their work), T (tailored and flexible), and O (one-size-fits-all).

A deeper level of participation in what you're reading can help you meet your reading goals and motivating yourself to read can help you do that. That is, if the primary goal of the children is to have fun reading and have confidence in themselves as readers, then the children will get more involved in activities that require reading on their part. Reading activities that require active participation can be beneficial for developing various cognitive procedures, each of which is required for the development of a profound degree of reading comprehension.

## 5.4 Conclusion

The studyshown that the learners who involved in learning process develops their consideration, encourages them to ask more critical questions, boosts their capacities, and promotes significant report learning. Getting students to participate in the learning process also motivates them to ask more critical questions.

The results of this study demonstrate that engaged learning has strong and positive relationship with English reading skills. The secondary school students show better score in English reading skills due to engaged learning. It means that engaged learning effects the English reading skills. Thus, we can conclude that the engaged learning can enhance students' performance in English reading skills.

## 5.5 Recommendations

1. Teachers may use engaging materials, appealing texts and interesting activities instead of long lectures to improve students' reading skills at secondary school level.

2. The barriers of English language reading i.e., lack of interest of students, lack of knowledge about meanings of words, lack of vocabulary, lack of motivation may be removed by the motivation and by applying new teaching strategies like Engaged learning modules.

3. Training may be provided to the teachers regarding making Engaging modules for English classes.

4. Sufficient time may provide for practice.

5. Sufficient resources, trained teachers and modern and comprehensive grammar method may provide to the schools.

6. The English curriculum wing may focus to plan to include both engaging materials and in- class activities at secondary education level.

7. Curriculum developers may include the material which can engage students for each lesson.

**Recommendations for Future Research**

Based on this research, there are suggestions for future researchers:

1. Present study can be reproducing with various geographical backgrounds by the upcoming research.

2. Upcoming studied may include the topic related to the effectiveness of learners Engagement for teaching in term of different subjects such as Mathematics, Science and History, etc.

3. The present study may replicate to various education level like elementary, middle, or secondary.

4. Future researchers may examine the rest of the English language skills like writing, listening, and speaking.

5. Upcoming researchers may use an interaction of parents, teachers, and students' scores to extent learners' commitment in learning.

6. Researchers may attempt for various data collection modes for long-term to trial mutual associations within teaching approaches, teacher's perception, and learner's involvement.

## 5.6 Limitations of the Study

In the current research study, researchers could only experiment with male or female students. Due to lack of time and resources, the researchers conducted this

experiment in only one boys' school. In addition, the researchers wanted to regulate experimental research in the $9^{th}$ and $10^{th}$ grades, but he got permission to conduct the experiment only in the $10^{th}$ grade.

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# ANNEXURE-A

# Topic Approval Letter

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2021/Edu

Dated: 10th December 2021

To: Adil Khan
4 MPhil/Edu/S20

Subject: <u>APPROVAL OF MPHIL THESIS TITLE AND SUPERVISOR</u>

1.　Reference to Letter No, ML.1-4/2021-Edu, dated 11-12-2021, the Competent Authority has approved the title and supervisor in 12th BASR meeting dtd 18th November 2021 on the recommendations of Faculty Board of Studies vide its meeting held on 9th September 2021.

    a.　<u>Supervisor's Name & Designation</u>
       Dr Jameela Ashraf (Supervisor)
       Assistant Professor
       Department of Education, NUML, Islamabad.
    b.　<u>Thesis Title</u>

**Effect of Engaged Learning on English Reading Skills at Secondary School Level**

2.　You may carry out research on the given topic under the guidance of your supervisor and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submit within described period **by 31st December 2022** positively for further necessary action please. ( *Time line attached*)

3.　As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC, NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4.　Thesis is to be prepared strictly on NUML's format that can be taken from (Dr Saira Nudrat, Coordinator MPhil/PhD)

Telephone No:　051-9265100-110 Ext: 2094
E-mail:　snudrat@numl.edu.pk

Dr. Wajeeha Shahid
Head
Department of Education

Distribution:

Adil Khan (MPhil Scholar)

Dr. Jameela Ashraf (Thesis Supervisor)

# ANNEXURE-B

# Tool Validation Certificates

**Validation Certificate for Research Instruments**

**Effect of Engaged Learning on English Reading Skills at Secondary School Level**

By:

Adil Khan

Research scholar M.Phil. (Education)

National University of Modern Languages, Islamabad.

It is to certify that the tools adopted by the research scholar for the study, "Effect of Engaged Learning on English Reading Skills at Secondary School Level" are assessed by me. The research instruments are found appropriate for the intervention and data collection process. The face and the content validity are also assured.

Validated by: _Dr. Khalid Mehmood_

Signature: _____

Designation: _____ AEO _____

Institution: _____ Assistant Education Officer
Markaz Kot Fateh Khan (W)
Tehsil Fateh Jang (Attock)

Date of Validation: _25 - 1 - 2022_

**Validation Certificate for Research Instruments**

**Effect of Engaged Learning on English Reading Skills at Secondary School Level**

By:

Adil Khan

Research scholar M.Phil. (Education)

National University of Modern Languages, Islamabad.

It is to certify that the tools adopted by the research scholar for the study, "Effect of Engaged Learning on English Reading Skills at Secondary School Level" are assessed by me. The research instruments are found appropriate for the intervention and data collection process. The face and the content validity are also assured.

Validated by: Dr. Basharat Ali Khan

Signature:

Designation: Dr. Basharat Ali Khan
Lecturer (Education)
Gov't. Mian Shahbaz Sharif Associate
Degree College K.S.S Rawalpindi

Institution: _____

Date of Validation: 25-01-22

# ANNEXURE-C

## Pre-Test for10th Class (Total marks= 100)

**All questions carry equal marks i.e., 5.**

**Read the text and choose the correct option from the following (marks 60).**

1.      In the following paragraph

"Hazrat Muhammad ﷺ life is a perfect model and example for the people who want to attain goodness, piety and success in their individual as well as social life. People can seek light from the message and guidance from his life to achieve perfection in the moral, spiritual and social areas of life. He has set very high and noble ideas through his practical example for all mankind to follow in every field of life." details of the Rasool's characteristics are given.

a. general

b. specific

c. chronological

2.      The key idea of the following paragraph:
"Hazrat Muhammad ﷺ practically proved that no one could be more just and equitable than the Rasool of Allah Almighty. As a young trader, he earned the good reputation of being an honest, fair and just business man. He always had fair and just dealings with all people. When the Ka'bah' was being constructed, there arose a dispute among the people regarding the Black Stone. He advised the most equitable plan for the setting of the Black Stone. This pleased everyone and saved them from a tribal conflict." is that

a.      Hazrat Muhammad ﷺ was a great orator.

b.      Hazrat Muhammad ﷺ was a just head of the state.

c.      Hazrat Muhammad ﷺ was just and fair even before his Nabuwat.

3.      Examples given in the following paragraphs:

"As head of the state of Madinah, he decided all cases on merit with justice and equity, irrespective of colour, creed, or race. Once a Quraish woman was found guilty of stealing. Some people wanted to save her from punishment in order to protect the honour of the family of the Quraish. They asked HazratUsama bin Zaid (ضریه الل ع بن) to intercede on her behalf. HazratUsama (ضری ه الل ع بن)

requested the Rasool ﷺ to forgive her. The Rasool ﷺ very furiously said,

"BaniIsrail was ruined because of this. They applied law to the poor and forgave the rich."

"During the Sermon, an Ansari seeing some men from the tribe of BanuTha'lba sitting there stood up and pointed toward them and said, "O Rasool of Allah! Their ancestors killed a member of our family. We appeal to you to get one of them hanged in exchange for that." The Rasool ﷺ replied, "The revenge of the father cannot be taken on his son." show that

a.      Hazrat Muhammad ﷺ was a just head of the state.

b.      Hazrat Muhammad ﷺ was a simple man.

c.      Hazrat Muhammad ﷺ was fair in his dealings.

4.      The following Paragraph

"The Rasool ﷺ was so well-known for his justice that even the Jews, who were his bitter enemies, brought their suits to him and he decided cases in

accordance with the Jewish law. He very strictly followed the Commandment of Allah: "If they become to you, either judge between them, or decline to interfere. If you decline, they cannot hurt you in the least. If you judge, judge in equity between them. For Allah loves those who judge in equity." shows that

a.    Hazrat Muhammad ﷺ was a just head of the state.

b.    The justice of Hazrat Muhammad ﷺ was a source of peace and Security for non-Muslims.

c.    Hazrat Muhammad saw ﷺ just and fair even before his Nabuwa.

d.    To whom did the Rasool ﷺ give the following advice?

"When two men come to you for judgment, never decide in favour of one without hearing

the arguments of the other; it is then most likely that you will know the truth".

a.      ئضر ه ا ل ل ئعن      Hazrat Abu BakrSiddiqe

b.       عن ل ل ا ہرضئ Ali Hazrat

c.       Hazrat Umar Farooq عنہ ا ل ہ ل رضئ

6.      Chinese New Year falls somewhere-----------------------------------

a.      On January 21$^{st}$ b.      On February 20$^{th}$

c.      Between January 21$^{st}$ and February 20$^{th}$

7. "Chinese New Year is a holiday that celebrates the beginning of a new year according to the Chinese lunar calendar. It is considered to be one of the most important holidays for Chinese families. The holiday is celebrated with big family gatherings, gift giving, the eating of symbolic foods and display of festive decorations all focused on bringing good luck for the new year and celebrating the coming Spring. In China the lunar calendar is still used to determine traditional holidays like Chinese New Year. Since the lunar calendar is based on the phases of the moon which has a shorter cycle than the sun--

Chinese New Year is never on somewhere between January 21st and February 20th. Celebrations can actually last up to a month." gives …………….

 a.      General details of festivals

b.      Specific details of the Chinese New Year

c.      General details of new year celebrations.

8.      It is customary for families to thoroughly clean their houses     .

a.      Before the first day of the New Year

b.      On the first day of the New Year

c.      On the second day of the New Year

9.      Hanging up signs and posters on doors and windows means     .

a.      Love and sincerity.

b.      Care and affection.

c.      Luck and Happiness.

10.      Envelopes are not to be opened until    .

a.      The giver has left the home of the recipient.

b.      The recipient has left the home of the giver.

c.      The giver has gone to sleep.

11.     If blood spurts or continues flowing after continuous pressure      .

a.      Do first aid

b.      Apply gentle pressure with a clean cloth.

c.      Seek medical assistance.

12.     Thorough cleaning reduces the risk of     .

a.      Infection and tetanus.

b.      Allergy

c.      Rash

13.     If a      appears, stop using the ointment.

a.      Infection

b.      Allergy

c.      Rash

14.     Change the dressing at least

a.      Weekly

b.      Twice a day

c.      Daily

15.     Band aid or sticky plasters are good for dressing small

a.      Wounds

b.      Burns

c.      Fractures.

16.     The novel "Great Expectations" was written by

a.      Thomas Hardy

b.      Charles Dickens

c       P.B. Shelly

d.      Wordsworth

17.     What is the name of the main character of novel_

a.      Pip

b.      Joe

c.      Dickens

d.      John

18.     Who looked after Pip after the death of his parents

a.      Sister

b.      Uncle

c.      Aunt

d.      Brother

19.     Pip and his friend decided that was too dangerous for the wanted man.

a.      London

b.      Washington

c.      Manchester

d.      Birmingham

20.     This novel depicts the growth and development of an      .

a.      Orphan

b.      Student

c.      Sister

d.      Aunt

# ANNEXURE D

## INTERVIEW PROTOCOL FOR TEACHERS

**Name:** ……………………..　　　　**Experience:**………………..
**Qualification:**………………　　　　 **Institute:**……………………

1. Give your opinion about importance of language.

2. What is a language barrier? Give your opinion.

3. Which type of barriers an English teacher faces during teaching?

4. What are the common examples of barriers of learning English as a second language?

5. What are the causes of Language Barriers?

6. What are the effects of language barriers in communication?

7. What are the possible solutions for overcoming language barriers in secondary classes?

8. How can you help your students in this matter?

**ANNEXURE – E**

# TABLE FOR SAMPLE SELECTION

| N | S | N | S | N | S |
|---|---|---|---|---|---|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

Note.—*N* is population size.   *S* is sample size.

Source: Krejcie & Morgan, 1970

| N | S | N | S | N | S |
|---|---|---|---|---|---|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

Note.—$N$ is population size. $S$ is sample size.

Source: Krejcie & Morgan, 1970

# ANNEXURE – F

# LIST OF TOPICS COVERED IN MODULE

**Topic1:** Hazrat Muhammad ﷺ an Embodiment of Justice

**Topic2:** Chinese New Year

**Topic 3:** First Aid

**Topic 4:** Great Expectations

## ANNEXURE – G

## Lesson Planning

| **Class:** | **Section:** | **Course:** |
| --- | --- | --- |
| **Unit:** | **Date:** | **Teacher's Name:** |
| **Topic:** | | |

| Components of Engaged Learning | SLOs of Lesson | Major Activities | Sub-Activities | Procedure | Teachers' role | Students' role |
| --- | --- | --- | --- | --- | --- | --- |
| **Cognitive Engagement** | | | | | | |
| | | | | | | |
| | | | | | | |
| **Emotional Engagement** | | | | | | |
| | | | | | | |
| | | | | | | |
| **Behavioral Engagement** | | | | | | |
| | | | | | | |
| | | | | | | |

# ANNEXURE-H
# Training Module for Engaged Learning

**Module Overview:**
This training module is designed to provide an engaging and effective approach to learning English. Through interactive activities, real-world applications, and multimedia resources, students will develop their language skills while staying motivated and excited about their progress.

**Module Structure:**

**1. Introduction to Engaging English Learning**
 Explanation of the module's goals and benefits.
 Emphasize the importance of practical language skills in real-life contexts.

**2. Vocabulary Building**
Word games, crossword puzzles, and vocabulary scavenger hunts.
Use of multimedia resources like videos and images to teach new words.

**3. Interactive Reading and Listening**
Reading comprehension exercises with relatable texts.
Listening activities with podcasts, interviews, and short stories.

**4. Creative Writing**
Prompts for creative writing exercises such as short stories, poems, and dialogues.
Peer feedback sessions to encourage improvement.

**5. Grammar Made Fun**
Grammar quizzes with a competitive element.
Role-playing activities to practice using different tenses and structures.

**6. Real-Life Conversations**
Simulated real-life scenarios for practicing conversational English.
Pair and group activities to encourage communication.

**7. Cultural Exploration**
Learning about English-speaking countries' cultures and traditions.
Discussing idioms, slang, and cultural nuances.

**8. Multimedia Integration**
Engaging videos, songs, and movie clips to expose students to natural language use.
Analyzing song lyrics and movie dialogues for language comprehension.

**9. Technology and Language Learning**
Integration of language learning apps and online resources.
Virtual language exchange partnerships with native speakers.

**10. Showcase and Celebration**
End-of-module projects where students present their creative writing and projects.
Recognition of achievements and improvement.

**11. Continuous Assessment**
Regular quizzes, assessments, and progress tracking to monitor learning.
Adaptive adjustments to the module based on student feedback.

**Module Benefits:**
1. Encourages active participation and engagement.
2. Fosters practical language skills for real-life situations.
3. Integrates modern technology and multimedia for varied learning experiences.
4. Cultivates creativity through writing and speaking exercises.
5. Provides a supportive and enjoyable learning environment.

**Note:**
This module is a general framework and can be customized according to the learners' age, proficiency level, and specific learning objectives. It's recommended to incorporate the principles of effective language teaching and stay updated with the latest educational techniques and resources.

# ANNEXURE-I

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Dated: Nov 02, 2022

Faculty of Social Sciences

Subject: **Turnitin Report of MPhil Thesis of Mr Adil Khan (Education)**

**1st - Attempt**

This is to state that **MPhil** thesis of **Mr Adil Khan** has been run through **Turnitin Software** on **November 02, 2022.** Paper ID is 1942248650 and similarity index is 08%. This is within the limit prescribed by the Higher Education Commission.

The subject similarity index report is attached for further processing, please.

(Dr. Khushbakht Hina)
Director
Quality Enhancement Cell

Dean FSS
03/11/2022

HOD ES:
Dr. Saira to disseminate.
04/11/22