

Evaluation of Functional English  
Courses for BS Programme at the  
Faculty of Applied Sciences at IIUI

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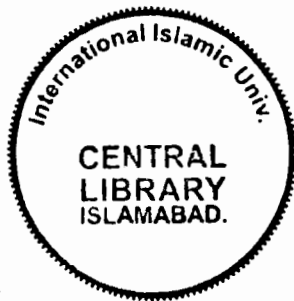
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**Evaluation of Functional English  
Courses for BS Programme at the  
Faculty of Applied Sciences at IIUI**

**Muhammad Nawaz**

**Reg.No.09 - FLL/MPhilENG/F-06**

A dissertation submitted in part fulfilment of the requirements for the Degree of Master of Philosophy in English, at the Department of English, Faculty of Languages and Literature, International Islamic University, Islamabad

2010

## TRANSMITTAL FORM

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We, the undersigned members of the Committee advising this thesis, have ascertained that in every respect this thesis acceptably fulfils the final requirement for the degree of Master of Philosophy in English.

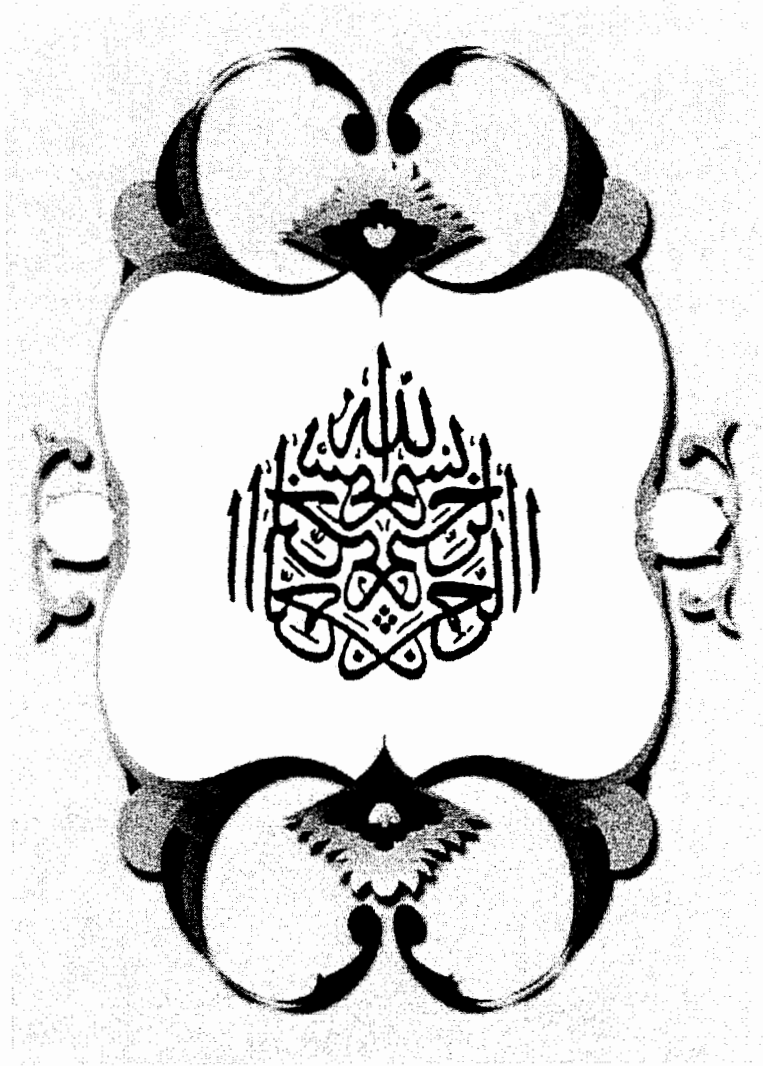
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As Chair of the Department of English, I have verified that this manuscript meets the Department's standards of form and content governing theses for the degree sought.

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Prof. Ehsan-u-Rehman  
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\_\_\_\_\_  
Dated: \_\_\_\_\_

Prof. Dr. Moinuddin Aqeel  
Dean, Faculty of Languages & Literature, IIUI



## DEDICATION

This piece of work is dedicated to my father and late mother (May Allah rest her soul in peace) whose prayers are the invaluable asset of my life.

## DECLARATION

I, Muhammad Nawaz, Registration No. 09-FLL/ MPhilENG /F-06, student of M. Phil/MS in English at International Islamic University Islamabad declare that during the period of this study, I was not registered in any other course. The material used in the thesis entitled "Evaluation of Functional English Courses for BS Programme at the Faculty of Applied Sciences at IIUI" has not been submitted by me wholly or in part for any other academic award or qualification and shall not be submitted by me in future for obtaining any degree from this or any other university. This thesis is the original research of the researcher except where otherwise acknowledged in the dissertation.



(Muhammad Nawaz)

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My neighbour Umer Zaman Tanoli who motivated me in the field of study. My friend Riaz Ashraf who always supported me. My father, brothers, wife and kids who consistently supported me at all the stages of this work.



## **Abstract**

The present study evaluates the existing Functional English courses for BS Applied Sciences programme at International Islamic University, Islamabad. The data is collected through survey method of research. For the development of survey instruments, the research drew on components from various frameworks used for course evaluation. The collected data has been analyzed, interpreted and findings have been presented through triangulation of various tools.

It was found that the courses do not meet the specific needs of the profession which it aims to achieve. There is no integration of language skills; however, the teachers as well as students were satisfied with their reading skills. There is no team work in the classes. Moreover, the duration of the courses is short. The study recommends that there is a need to focus more on practical tasks rather than theory in the classrooms. Specific course contents should be developed which fulfil the needs of the student in academic and occupational setting. Furthermore, the duration of the course also needs to be increased.

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## CHAPTER 1

### INTRODUCTION

Language is a distinctive human phenomenon. It is a powerful, convenient and systematic tool of communication in the hands of human beings who have been blessed with unique abilities to learn different languages.

Yet learning a second language requires formal environment, proper system, teachers and well planned syllabus which can boost up the abilities of a learner during his/her learning period. Among all these requirements, a well designed syllabus provides right direction to the learner, i.e. what and how to learn. The importance of this is drawn by J. Yaldin (1983) in the following way:

The syllabus is now seen as an instrument by which the teacher with the help of the syllabus designer can achieve the degree of 'fit' between the needs and aims of the learners and the activities which will take place in the classroom (p.14).

This means that syllabus is like a map which guides the teachers and the learners what is to be learnt in an

educational programme. In the summary, Richard (1990) opines that if students do not take interest in learning, it is not only the fault of method, environment, administrator or the teacher but also of the syllabus. Hence, the importance of syllabus cannot be undermined in second language learning and teaching.

Second language teaching has passed through various phases and stages to reach its current form. This has been especially true during the last 50 years (Pica, 2000). From 1850s to the first quarter of the 20<sup>th</sup> century, the Grammar Translation Method (GTM) was the most popular method to teach foreign languages throughout the world. This method focused on the grammatical aspects of language and comprehension of the classical texts through translation. The method paid no attention to the speaking and listening skills. With the introduction of the new approaches and theories, GTM could not hold ground, and was replaced by the direct method of teaching in the first part of the 20<sup>th</sup> century (Richards & Rodgers, 2001). The direct method introduced the development of listening and speaking skills, thereby focusing on the specific task performance for the first time. At the turn of the second half of the 20<sup>th</sup> century, the Audio Lingual Method (ALM), with its

emphasis on repetition and drilling, remained in vogue for some time.

The most significant development in the realm of language teaching with special reference to the English for Specific Purposes (ESP) occurred with the introduction of the communicative language teaching, which eventually gave birth to the functional syllabus giving special importance to units of language for communicative function. Language began to be taught for the specific purposes for which it is employed.

Functional English courses deal with the communicative purposes. The aims of such courses are to teach how to communicate effectively in a situation. In Functional courses, designers focus on real life situation. This type of course does not confine language learning to knowledge of the language; it, rather, deals with the functions for which language is employed.

The success of any language course is ultimately determined by evaluation. Evaluation of a course is an unending process which plays a vital role in the language learning and teaching. It is a well planned method of organizing and reshaping the existing phenomenon of the course. It evaluates the effectiveness of the course and recommends changes. Evaluation collects and treats data in

a proper way to achieve specific goals. Forsyth, Jolliffe and Stevens (1999) state that evaluation is the systematic collection of various kinds of information to determine what, if any, modifications have to be made to a learning event. It gives an insight into the learning event like classroom environment, the teachers, the course materials and methodologies etc. Hence, a successful educational programme needs a systematic way of education which is only possible through a properly constructed and well planned course.

This study also intends to evaluate the existing courses of Functional English keeping in view the respondents' views. The study uses eclectic approach in the selection of model for the evaluation of the course which is based on some previous models of course evaluation.

### **1.1 Statement of the Problem**

The students of BS Applied Sciences at International Islamic University are taught Functional English for two semesters; it is supposed to help the students during their academic and occupational life. It is generally observed that these students lack effective communication skills. They have a general grasp of grammatical and syntactical knowledge. However, it



remains to be seen whether or not the existing English courses are useful for making students competent to meet the needs of their profession. This study will evaluate the contents of the syllabus as well as techniques used for imparting syllabus.

### **Objective of the Study**

The objective of this research is to point out the strengths and weaknesses of Functional English courses.

### **Research Questions**

This study explores the following research question:  
Whether the existing Functional English Courses for Bachelor of Science fulfil the needs of the students?

### **1.2 Significance of the Study**

Evaluation of Functional English courses will be significant in that it will review all the course components and provide useful insight regarding Functional English courses development. This may ultimately benefit Functional English teachers as well as students. It may also provide useful assistance for syllabus designers.

### **1.3 Overview of Research Methodology**

The data is collected from the students, teachers, and the former students of the BS Applied Science and

Moreover, semi-structured interviews were conducted with English teachers who have been teaching in the Faculty of Applied Sciences. Semi-structured interviews were also carried out with the former students who received their degrees in Applied Sciences.

In addition to the questionnaire and semi-structured interviews, observation data was also collected through routine visits to the Functional English classes of BS degree at the Faculty of Applied Sciences, International Islamic University, Islamabad (see section,3.3).

### **1.5 Data Collection**

The questionnaire was personally administered to the students of BS degree in the Faculty of Applied Sciences at International Islamic University Islamabad.

The researcher conducted the interviews of the teachers of Functional English as well as the interviews of the former students of BS degree in Applied Sciences were also conducted at their work place.

### **1.6 Data Analysis**

Data collected from students was analyzed in terms of mean, percentage and frequency. Data collected through

semi-structured interviews from the teachers and the former students, and observation data of Functional English classes were analyzed by categorizing the available data under various themes (see section, 3.7).

## CHAPTER 2

### LITERATURE REVIEW

This chapter is based on the assumptions upon which this study was developed. It elaborates some relevant concepts and conceptual frame work that are related to the study and refers to underlying philosophy regarding the study. It also presents some models of course evaluation of language learning. Finally, it offers literature review of previous studies on course evaluation in Pakistan as well as in other countries.

#### 2.1 English for Specific Purposes (ESP) Course

The term ESP denotes learning and teaching of English to meet the specific demands of a profession that the students have either joined or are supposed to join. The syllabus for such a course is also designed keeping in view the demands of the job. Y. Chen (2006) states that an ESP course design is "based on the specific needs of learners of a particular discipline. There are different purpose-oriented ESP courses, such as EST (English for Science and Technology), EAP (English for Academic Purposes), EOP

(English for Occupational Purposes) and EBP (English for Business Purposes) etc" (p.25). ESP deals with the language skills that particularly refer to job related functions. It prepares the learners for their profession including the learning period.

According to Robinson (1980), students may study ESP course before joining their occupation which may prepare them to play a better role in occupational settings and it

presently, they have been working in the field. It is collected through questionnaires, interviews and the observation.

### **Population**

All the students of BS degree enrolled in the Faculty of Applied Sciences, all the former students of BS in Applied Sciences and all the teachers teaching English language in the Faculty of Applied Sciences at International Islamic University, Islamabad were the population of the study (see section, 3.1).

### **Sample**

The sample of the study consists of 80 students of Bachelor of Science in the Faculty of Applied Sciences. The research includes 20 former students who have received their BS degrees in Applied Sciences from the University.

The study also comprises of 4 teachers who have been teaching Functional English in the Faculty of Applied Sciences, at International Islamic University, Islamabad (see section, 3.2).

## **1.4 Development of Research Instruments**

A Questionnaire was designed for administration to the students of BS degree in the Faculty of Applied Sciences.

Moreover, semi-structured interviews were conducted with English teachers who have been teaching in the Faculty of Applied Sciences. Semi-structured interviews were also carried out with the former students who received their degrees in Applied Sciences.

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According to Robinson (1980), students may study ESP course before joining their occupation which may prepare them to play a better role in occupational settings and it may also be helpful for them in studying the academic courses. Hence, there is a requirement of ESP syllabus which may help the students during their learning period as well as in their practical life. English should not be taught as separated from the student's real world; instead its teaching should be targeted towards fulfilling the academic needs as well as the professional needs of the students.

However, in Pakistan, as Mueen (1995) reports, the ESP syllabus is designed in such a manner that the learners are exposed to merely the grammatical concepts which they must learn. The crucial question how to learn is ignored and the learner sees rote learning and memorizing as the only way out. ESP can solve these problems by taking into consideration the learner's needs rather than the language.

Jiajing (2007) suggests that in ESP course learners' needs should be analyzed. The students' needs consist of using language in their practical lives. On the basis of these needs, the goals and objectives of learning that language, all the processes involved in language learning, terminology, and the abilities required for the professional communication can be established. For the achievement of the goals and objectives, assessment and evaluation should also be integrated into the design process.

According to Kantonidou (2008) contextual factors play an important part in the development of an ESP syllabus. She believes that the expectations of the society, the general attitudes towards learning, the availability of the resources and room for implementation of the curriculum are all important considerations in designing an ESP syllabus. Moreover, she suggests that the syllabus designers should also pay attention to the expectations of the students in terms of the attainment through the course.

Generally, a course of studies is a detailed plan, containing learners' needs, materials, methodology, and assessment, through which the proposed learning goals are achieved. Hutchinson and Waters (1987, p.153) outline the following essentials of a course:

- a) the syllabus(es)
- b) the materials
- c) the teaching and learning techniques
- d) the testing procedures
- e) logistical/administrative arrangements
- f) the course evaluation system

## **2.2 Difference Between Syllabus and Curriculum**

The terms curriculum and syllabus were interchangeably used during the last century. According to White (1988), these terms are applied differently on either side of Atlantic, i.e. in the Great Britain and the USA. In the Great Britain, syllabus includes the content of an individual subject while 'curriculum' includes the totality of the content to be taught and aims to be realized within an educational system. On the other side, in the USA, the term, 'curriculum' tends to be synonymous with syllabus in British sense.

However, quite recently, there has been a realization of the difference between these two concepts. Curriculum is now thought of as a 'dynamic overall plan' for a particular course within an educational establishment (Reid, 2003, p.143) whereas syllabus is the detailed design for a

particular course prepared for a particular class (Celce-Murcia & Olshtain, 2000). Nunan (1988) explains the difference between curriculum and syllabus, referring to curriculum as a broad field in an educational programme which deals with "the planning, implementation, evaluation, management, and administration" while, in his words, syllabus, "focuses more narrowly on the selection and grading of content" (p.8).

The above given definitions indicate that curriculum is a general concept which refers to full programme of the study while syllabus is a specific term which refers to what happens in the classroom about a course. Curriculum contains various courses which are planned to reach a specific target including administrative and social factors which are added to plan an educational programme. On the other hand, syllabus is like a scheme which provides outline of the objectives of the course, contents, duration of the course, deadlines for assignments and exam dates etc. Mostly, it is given to the learners on the very first day of the class. Through the outline, students get information as to what is to be learnt and how is it to be learnt during the course period?

### 2.3 Language Syllabus

The concept of a language syllabus has appeared only in the early twentieth century. Debate over the most appropriate form for language teaching has continued. Basically, it has been the starting point in planning a language programme. The term syllabus includes the items of teaching learning, methodologies, materials and the evaluation tools. The American Heritage Dictionary (2006) defines the word 'syllabus' as outline of a course of study. Syllabus includes a plan, scheme of studies, and a list of subject matter. The main function of a syllabus is to inform the learners about the course: what the course is about, why the course is taught, and what are the requirements of the course to complete the programme?

Munby (1978) states that in modern time, improvement in language teaching and learning has brought a change in the old notion of syllabus which was concerned with what to teach to the students and introduced an additional concept which refers to methodology, i.e. how to teach? With the induction of the methodology component, there may be more chances for the teachers to enrich the syllabus.

Moreover, Breen (1987) refers to the term syllabus as a specific representation of knowledge and capabilities shaped by the designer's views regarding the nature of a

language. It guides how the language may be the most appropriately taught 'methodology' to learners, language skills development, and how the language may be productively worked upon during learning period.

On the whole, a language syllabus collects specific topics regarding the situation of the educational programme and makes a plan to facilitate the teachers and the learners keeping in view what will be learnt. Syllabus is like a guide which leads the people to achieve their target. Furthermore, the well planned guidelines can make the tasks easier and accessible for the participants.

#### **2.4 Syllabus Design**

Many theories have been proposed by the theorists about syllabus designing while the purpose of presenting the specific theories in this part of theoretical framework is to focus towards the research from a consistent point of view. Nunan (2001) states, "Syllabus design is concerned with the selection, sequencing and justification of the content of the curriculum" (cited in Storey, 2007, p.89). It is the systematic way in which the designer selects the appropriate contents for the learners to get success in a programme.

A conventional view about the syllabus designing is proposed by Stern (1984) "it is 'more or less' accepted as 'the specification of the what of instruction or its content, the definition of a subject, the ends of instruction, what is to be achieved, and what will be taught " (p.5).

Moreover, Nunan (1988) points out that with the integration of communicative language teaching into syllabus design, "syllabuses began to appear in which contents were specified, not only in terms of the grammatical elements but also in terms of the functional skills which the learners need to master in order to communicate successfully" (p.11). In this era of science and technology, learners look for the syllabus which leads them to get their specific targets. In fact, all the facts which are related to a language might not be obligatory for the learners to learn.

Thus, syllabus design deals with a systematic way of learning and teaching having some specific aims and objectives. Its function is to prepare a model which upholds standard in education, provides appropriate guidance to the students and the teachers to achieve the



target which are in line with the requirements of the society by giving the right direction.

Furthermore, Munby (1978) points out that in modern times the field of language learning and teaching has evolved in a way that has changed the scenario of syllabus designing. The concept of syllabus designing moves from the traditional method to modern method and gives way to design a syllabus which caters to the specific needs of the learners. This has led to the introduction of English for Specific Purposes (ESP). In ESP, syllabus designer looks for not only language functions but also the subject matter through which the language is taught. The aims of ESP course are to meet the needs of the particular learners.

## **2.5 Approaches towards Syllabus Design**

The approaches to syllabus design tend to depend on the particular context in which the language will be learnt as well as the particular purpose for which it will be learnt. There are two main approaches in syllabus designing: product-oriented approach and process-oriented syllabus and any course can be part of either product or process approach (Nunan, 1988). Whereas the former deals with the particular knowledge and skills which it aims to

develop among the learners, the latter caters to the learning experiences.

Product syllabuses describe the product of language learning. Product-oriented syllabuses comprise grammatical syllabuses, functional-notional syllabuses, synthetic syllabuses and analytical syllabuses. Synthetic and analytical syllabuses have a key role in the product-oriented approach. Hence, it would be better to have a discussion first on synthetic and analytic dimensions. It was Wilkins, who first identified the difference between synthetic and analytic that these are two different fields of syllabus. According to Wilkins (1976),

A synthetic language teaching strategy is one in which different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up....at any one time the learner is being exposed to a deliberately limited sample of language (p.2).

Analytic syllabuses refer to the target language of the learners. These show contrast to synthetic syllabuses. Analytic approaches are not limited to specific items of

the language in the traditional manner; they, rather, deal with greater variety of linguistic structure. As Nunan (1988, p.39) states, "one major assumption is that language can be learned holistically, in 'chunks' as it were....analytic approaches take some non-linguistic base as their point of departure." Analytical syllabuses take into consideration the needs of the learners, and do not base on the whims of the syllabus designers.

Synthetic syllabus approach assumes that a learner learns a language in separate parts like structure of the language or lexical items of the language. It also synthesizes different parts of the language when there would be requirement to use it collectively for communicative purposes. As Long and Crookes (1993) "...rely on learner's (assumed) ability to learn a language in parts (e.g. structures and functions) independently of one another, and also to integrate, or synthesise, the pieces when the time comes to use them for communicative purposes" (p.12). Synthetic syllabuses show the content which refers to the structure of the language like grammatical, lexical items and the functions of a language, keeping in view the situation in specific context. Hence, structural, notional,

functional and grammatical syllabuses all fall in this category.

## 2.6 Grammatical Syllabuses

Grammatical syllabus is one of the common types of the syllabuses to language teaching which seeks to develop the grammatical notions. Basically, this syllabus introduces the items step by step and requires understanding the first items before the second. McDonough (1981) explains the progression of lesson in a grammatical syllabus in these words, "The transition from lesson to lesson is intended to enable material in one lesson to prepare the ground for the next; and conversely for material in the next to appear to grow out of the previous one" (p.21). Learning a language needs a complete understanding of its various rules. Learning the structural rules step by step may make the learners master in a language.

Grammatical syllabuses came under strong criticism as Nunan (1988) points out that grammatical syllabuses have been criticised in 1970s that these types of syllabuses misrepresent the nature of the complex phenomenon of language and look only for formal grammar of the language, whereas a language carries out a variety of communicative

functions. Hence, there is a crucial need to peep into the issue of forms and functions. Forms may not fulfil the requirements of society unless the functions are involved. Structural syllabus does not prepare the students for future; it, rather, takes them back to the days when foreign language was taught in a traditional manner (Riga, 2000).

In those days, the teachers used to decide as to what to teach in a language class. In recent developments, the syllabus designers interfered in the works of the teachers who mostly focused the grammatical items in their syllabuses of English language learning. Syllabus designers examined that the people of new horizon who have had different separate professional fields were still learning the limited text books while the needs of the rapidly changing society were beyond the approach of the learners. Consequently, English language syllabus emerges with content specification not only in terms of grammatical items but also functional skills in which the learners need to be skilful in order to communicate successfully. As Munby (1978) states, "There has been a movement away from grammatical syllabuses which led the syllabus designers to get away from the grammatical syllabus and they introduced

new concepts like situational syllabuses and functional syllabus" (p.1).

## **2.7 Situational Syllabuses**

The situational syllabus appeared as an alternative to the grammatical syllabus. It has non linguistics elements which is the situation. In such type of syllabuses, the designers focus on the situation in which the learners of the language find themselves. Situational syllabuses propose "a list of situations which reflects the way language and behaviour are used every day outside the classroom (Rabbini, 2005, p.2)."

Wilkins (1976) explains the same notion that the intentions and purposes of the speakers and listeners could play havoc with a situational syllabuses where language is always presented within situational context.

## **2.8 Functional-Notional Syllabus**

The term 'function' refers to communicative purposes for which language is used while 'notions' are the conceptual meanings expressed with the help of language. The Functional-notional syllabus appeared as an alternative to the grammatical syllabus and the situational syllabuses.

Brumfit and Johnson (1979) refer to Wilkin (1976) who says that structural and situational syllabuses give "answer only the 'how' or 'when' and 'where' of language" (cited in Rabbini (2005)). However, the basic purpose of a syllabus is the communication (functions) of a language not to become the master of the grammatical items.

Instead of basing language on the form, this type of syllabus focuses on the function for which language is employed. Some examples of such type of syllabuses are like inviting, requesting, apologizing, directing, greeting, approving, denying etc in the language.

Finocchiaro and Brumfit (1983) suggest that functional notionalism has tremendous merit of placing the students and their communicative purposes at the centre of the curriculum. It includes practical tasks which guide the students for the language use. It focuses on activities which lead the learners towards communicative functions (ibid). The teachers are enabled to make use of "psycholinguistic, sociolinguistic, linguistic and educational principles" (p. 17). However, there is no need to develop a novel teaching methodology as the syllabus can spring from the existing teaching methodology.

In developing functional-notional courses, designers mostly look into real life situation which is beyond

linguistic notion. This type of syllabuses, focus on the four basic skills of language. These facilitate teachers to see the structural elements unlike the traditional method. To establish the aims and objectives of the language, the designers of the language syllabus keep the needs of the learners for various types of communication. Such a syllabus is thus flexible in approach. Hence, need analysis has a very close relation with notional-functional syllabuses. This idea of need was disregarded by situational and grammatical syllabuses.

Richards (2003) regards needs analysis as a central concept in functional syllabus designing. This might have been due to the fact that as the functional syllabus is purpose oriented, the purpose must be clear, i.e. what needs to be taught to the students. Thus, it is important that the needs of learners have to be analyzed which may play a vital role in designing the notional- functional syllabus. There is also another important point in such type of syllabus which suggests new lists containing notions and functions. As White (1988) describes that language functions do not usually occur in isolation and there are difficulties of selecting and grading functions and form. Developing the syllabus for the students' communicative needs, the functional syllabus seems a



revolutionary idea for the present time. It focuses not only on textual knowledge but also on the communicative skills of the learners.

## **2.9 Course Evaluation**

Evaluation plays an important role in the field of second language learning and teaching. It varies in its scope and covers dimensions like programme evaluation, evaluation of entire educational institution, classroom evaluation or course evaluation. According to Stufflebeam and Shinkfield (2007), "Evaluation is a systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probity, feasibility, safety, significance, and/or equity" (p.16). Evaluation is an ongoing process which gives an insight into a programme in order to make the programme more successful and updated. The process of evaluation is used to measure the positive and negative aspects of the existing phenomenon of a course in a proper way and to reshape it with new strategies.

Specifically, the activity of an evaluation in education has special concern with the research and the development, for the purpose of bringing the existing phenomenon up to the standard. Hutchinson and Waters (1987)

state "The course evaluation helps the evaluators "to assess about a course whether the course objectives are being met as well as whether the course is doing what it was designed to do" ( p.144) . In case of English for Specific Purposes (ESP), "Evaluation helps to show how well the course is actually fulfilling the needs.....thus evaluating an ESP course helps to establish whether it is meeting its aims...course evaluation also plays a useful social role, by showing the various parties involved (teachers, learners, sponsors etc.)" (ibid, p.152).

Therefore, evaluation is a method of determining the level to which an object is being achieved. It evaluates the effectiveness of the learning and finds out how the aims of the programme have been attained. It makes an estimate and gives views about the changes in the activity. In a proper way, it collects and treats data about progress towards the objectives. This unending cycle of formulation of goals measures the devised model and designs a new model which fulfils the challenges of contemporary society.

#### **Types of Evaluation**

There are different types of evaluation but two of them, i.e. formative evaluation and summative evaluation

are most relevant to this study. The formative evaluation is concerned with the ongoing appraisal of a programme whereas summative evaluation pertains to the overall accomplishment of a programme usually undertaken either at the latter stages or at the end (Stufflebeam & Shinkfield, 2007).

### **Formative Evaluation**

Formative evaluation occurs during the implementation phase. It gives new strength to the object which is being evaluated. It evaluates the different aspects of a programme like the quality of the programme, inputs, and the procedures with the aim to improve the educational programme. Assessing the programme plays an important part of the formative evaluation which highlight whether the objectives of the programme are being achieved. Scriven (1991) states that formative evaluation is carried out during the development stage of the programme and most probably it is done more than once. According to Nan (2003), formative evaluation intends to assess the programme before the completion stage with the aim to improve this programme. This evaluation technique has become well developed in the field of education. If the result has positive sign in the adopted programme, it continues but if it reveals the contrary, then steps

should be taken to change the direction in order to achieve the stated objectives of the programme.

### **Summative Evaluation**

Summative evaluation occurs after the completion of the programme. It highlights the outcomes of a programme or course. It looks for the overall effectiveness of programme. The main purpose of such evaluation is to measure the final result by describing what happens to the stated aims of the programme and to know how it is far or near from the object. Summative evaluation "provides a summary of the programme's real rather than potential accomplishments and benefits. Summative evaluation, therefore, is most appropriate when a technique or programme has been fully implemented (Flippo & Caverly, 2008, p.384). The next part highlights how formative and summative evaluations are linked with each other in the process of course evaluation.

### **Characteristics of Formative and Summative Evaluation**

With regard to course evaluation, Johnson (1989) has discussed two approaches of evaluation: product evaluation and process evaluation. Product evaluation means the evaluation which deals with the goals of the programme whether they were achieved whereas process evaluation focuses more on what it is going on in a

programme (process) which helps to arrive at those goals (product). The case of summative and formative evaluation is not different from the product and process evaluation. Summative evaluation inclines to the product which aims to know the end result of the programme, i.e. whether or not the goals of the programme have been achieved while formative evaluation intends to look at process with the aim to collect the data in order to know not only whether the goals of the programmes have been met but also to study and improve those processes which were involved.

Formative evaluation refers to the forming of the programme in which it evaluates the value of a running programme and it deals with the process of the programme. It allows the evaluators to know the situation of the stated goals and objectives whether they have been achieved. This evaluation pinpoints the deficiencies of the programme in order to inform the learner how they can get rid of those deficiencies and how they can become the master of the required.

Summative evaluation deals with the effectiveness of the outcome of the programme. It points out how far the learners met the requirement of the module given by the designer. It allows the evaluator to probe into the

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performance of the learners. It also informs whether the product meets what it is supposed to meet. Saettler (1990) states that summative evaluation is carried out to test the validity of a design in order to improve the existing educational phenomenon for future life whereas the task of the formative evaluation is to improve the goals and to develop new techniques for the attainment of the goals.

Moreover, Richards (1990, p.18) points out, "Formative evaluation addresses the efficiency and acceptability of the programme, and frequently involves subjective and informal data (obtained, for example, from questionnaires or observation)." Thus, formative evaluation is used in this study.

## **2.10 Models of Course Evaluation**

A framework or model of evaluation is an important tool in the hands of an evaluator which refers to the essential aspects of a planned or existing phenomenon. A model is like a map which provides the direction about an object with the aim to make it worthwhile. Syllabus evaluation models mean some important and relevant aspects of a course on the basis of which the syllabus needs to be evaluated. Different evaluation models of language syllabus

have been proposed by the researchers, some of them are presented in the following section:

#### **2.10.1 Munby's Model**

John Munby (1978) proposes the parameters for the communicative competence model. He suggests that behaviour-domain; formal, situational determinants are the three significant dimensions of syllabus specification which reflect the goals of a language learner. Moreover, Munby moves to specific language learner who has specific communicative objectives which can be achieved by specific communicative behaviours. Subsequently, the model includes communication needs processor which focuses on the variables that affect the communication needs "by organizing them as parameters in a dynamic relationship to each other" (p. 32). This model has nine parameters which have two kinds: prior and posterior parameters. Prior parameters comprise of:

a) **Participant:**

It includes identifying the learners which is related to their age, sex and the language background.

b) Purposive domain:

It is the specific domain of the language use which reveals the type of the ESP (English for Specific Purposes) that the language is required for academic or occupational purpose. In the next phase, there is need to identify the specific area of the study and there is also need to establish the specific, general or the central occupational classification. So, it is related to the purpose for which the target language is required.

c) Setting:

In Munby's terms, setting includes both physical and psychological setting. Physical settings relate to the work place or the academic context in which the target language is used while psychological setting is the environment in which target language is employed.

d) Interaction:

This feature means who are the audience of the learners in the target language?

e) Instrumentality:

This parameter includes medium, mode and channel of communication. The medium of communication should be identified whether it is spoken or written or both. The



mode of communication should be categorized whether material is written or spoken. Moreover, channel of communication should also be identified like face-to-face channel etc.

Posterior parameters include the following parameters:

f) Dialect :

This variable means which dialect is more convenient for the learners to comprehend and to use it effectively in an interaction situation.

g) Target level:

It includes the level of language like functions and skills of communication which the learners require to handle in a situation effectively.

h) Communicative events:

This parameter includes communicative activities, i.e. what the learners will do with the language. The participants are expected to perform in occupational setting, i.e. activities like seeking advice, stating difficulties and understanding diagrams which Strevens (1977) suggests as a set of categories that seems to apply in the technical work place. So, it refers to the skills of the participants which they need to perform.

i) Communication key:

This variable deals with how a particular communicative event can be conducted. It is related to tones (high fall or low fall or central) of the participants. There is need to identify which tone will the learners require to be mastered.

According to Nunan (1988), Munby's model (1978) is "the most sophisticated application of need analysis to language design" (p.19). Yet it got strong criticism for years that it gives little place to the perception of the learners for being too mechanistic, and for paying too little attention to the perceptions of the learners (ibid, p. 20).

Munby's model (1978) consists of the goals of the learners from general to specific communicative objectives. It also contains some variables which need to be identified. Identification of these parameters may make the course more successful. Moreover, these parameters are quite useful for course evaluation purposes.

### **2.10.2 Hutchinson and Water's Model**

Hutchinson and Waters (1987) provided an ESP checklist or criteria for objective analysis which is helpful in the

evaluation of the course. It comprises of the participants, aims, contents of the course and the teaching methodology.

- Audience:

The participant of the course should be identified.

- Aims:

The aims of the material should be categorized.

- Content:

The content criteria should measure the linguistic items which are used in the materials. Moreover, there is need to investigate whether all the four language skills are treated equally in the material. What is the proportion of every skill in the course? If one skill is given more importance than the other skills, it may affect the teaching/learning situation. There is also need to know as to whether the skills deal discretely or in an integrated way. Furthermore, it should also be identified what types of text and topics are used in the course? In addition to this, organization and sequencing of the materials should also be evaluated.

- Methodology:

A course designer/ evaluator needs to see as to which theory/ies of learning the materials suggest, the expectations the material implies for learners to hold about learning English, the kinds of exercises and tasks assigned, and the teaching and learning facilities the materials provide.

This model includes some items which Munby' model (see section, 2.10.1) did not cover, i.e. skills proportion and classification and organization and sequence of the materials in the content. Moreover, it also introduced the component of methodology. Overall, Hutchinson and waters' framework gives a detailed account of contents and methodology criteria.

### **2.10.3 David Nunan's Model**

David Nunan's model (1988) suggests that in syllabus designing the following points need to be kept in mind. The course should comprise of analysis of the language which includes the grammatical, vocabulary items etc. The information about the participants should be collected which refers to the purpose of the learners learning a language, i.e. need analysis of the learners. The

linguistic elements should be identified for language learners. There is also need to know what does the participant want to do with the language? Furthermore, the particular activities should be identified which the students need to be engaged in for acquisition or learning the language.

Nunan's model of language learning is relatively more learner-centred. Similar to Munby's model (see section, 2.10.1), this work also focuses on the need analysis of the learners. Like Hutchinson and Waters (see section, 2.10.2), Nunan also refers to the methodology that specific activities should be included which stimulate the learners for learning a language. Contrary to it, Munby did not discuss this issue explicitly in his framework. On the other hand, Hutchinson and Waters' works (see section, 2.10.2), show more detail of content and methodology criteria than Nunan's framework.

#### **2.10.4 Cunningsworth's Model**

Cunningsworth (1995) proposed a material evaluation model which focuses on the language content, skills, topics and methodology of a course.

#### a) Content

In the content of the course, grammatical items should be included keeping in view the learners' need, structure and conventions of language. The content of the course should also show how to take part in conversations, how to structure a piece of extended writing and how to identify the main points in reading passages. The style of the language must be appropriate which matches the social situation.

#### b) Skills

In language skills, all the four skills reading, writing, listening and speaking should be equally treated or an effort should be made for integrated skills bearing in mind the course aims and objectives.

- In reading skills, the students' level, interest, and the amount of the material should be focused.
- In listening skills, there would be need of well recorded and authentic material having background information, questions and activities which help the learner in understanding comprehension.

- Speaking skills should cover well designed material (dialogue, role plays etc) which equip the learners with competence for real-life interactions.
- The activities of writing skills should be appropriate in terms of amount of guidance, degree of accuracy, and use of appropriate style.

### c) Methodology

The course should recommend the appropriate approach which suits the learning and teaching situation. The techniques for presentation and practising of the language skills should be suitable for the learners. The skills should be taught differently which may develop the learners' communicative competence. The used material should guide the students regarding study skills and learning strategies. The course should enable the learners to set their own individual targets.

Cunningsworth's model includes the similar components for evaluation of the course which have already been discussed in the previous models (see sections, 2.10.1, 2 & 3), yet it discusses these components, specifically language skills, in detail. It provides the learners with room to develop their own skills in target language.

### 2.10.5 Forsyth, Jolliffe and Stevens' Model

Forsyth, Jolliffe and Stevens (1999) posited a model with the following criteria and indicators for the evaluation of the learning materials.

a)Material content:

The materials based on the career needs of the learners with proper amount and quality of information should be included.

b)Overall design:

The materials should be designed in a way that allows for authentic learning.

c)Interactivity:

Such materials should be added which engage the learners throughout the learning process.

d)Navigation:

The materials should enable the learners to identify their own course of learning.



e) Motivational components:

The materials should consist of variety of elements like unique contents, games and testing.

f) Media:

Appropriate visual effects should be employed.

g) Assessment:

The students should have command over one section before they proceed to the next section. To see whether the students have comprehended the section, topic quizzes can be used. The final exam is an appropriate exercise for both learners and the institution.

h) Look:

The materials should be interesting and appealing.

i) Record keeping:

A computer managed learning component should be added as a part of the materials which keep the record of the learners.

j) Tone:

The materials should be designed with an appropriate tone which avoids the humiliation of the learners.

Similar to the previously discussed models (see sections, 2.10.1, 2, 3 & 4), Forsyth, Jolliffe and Stevens' model also includes most of items of the course evaluation; however, it also suggests new components for the evaluation of the learning materials. For instance, the model introduces assessment to find out as to whether, or to what degree, the learners have mastered the course. It also adds that the learners should be motivated and engaged throughout the course.

#### **2.10.6 McDonough & Shaw's Model**

Another model proposed by McDonough & Shaw (2003) puts forth an evaluative criterion for the material of the course in two stages, i.e. external evaluation and internal evaluation; the former deals with covers, introduction, and table of contents of the course book whereas the latter focuses on the detail view of the course. In the present study, the researcher aims to evaluate the course in detail, so, only the internal evaluation is included in this part of the research. For internal evaluation of

materials, McDonough & Shaw projected the following model. (Theorists proposed these outline for upper intermediate level students who have already familiarized with good knowledge of grammar) (ibid, p. 63).

a) The presentation of the skills in the material

There is need to investigate whether all the four language skills are treated equally in the material. What is the proportion of every skill in the course? If one skill has been given much importance than the other skills, it may affect in the teaching/learning situation. There is also need to know as to whether the skills deal discretely or in an integrated way.

b) The grading and sequencing of the materials

In this part of the course, material is evaluated in a way as to highlight how different skills have been treated in the classroom. Moreover the model seeks answers to the following questions.

Whether the course focuses on theory or the practice?  
How reading skills are involved in the course? How listening skills are dealt in the classroom? Are the materials for listening skills authentic and well recorded?

Whether the material consists of artificial or the spontaneous speech? Does the course focus on real life interaction in developing the speaking skills of the students? How the writing skills are developed in the classroom. Is the course suitable in terms of learning and teaching style? Does the course make the students independent learners?

c) Are the material sufficiently 'transparent' to motivate both students and teachers alike, or would you see students and teacher mismatch?

Is the course suitable for both teacher and learner? There is need to probe whether the course develops interest among learners. How does the course develop the teacher / learner interaction? Does the course take into account the students' need as learners?

McDonough & Shaw's model lists most of the elements of the course which have been discussed so far by the previous models for evaluation of a course. Like Cunningsworth's framework (see section, 2.10.4), this model also gives a detailed account of the language skills, i.e. the topics for the language skills and many others. Similar to Hutchinson and Waters and Cunningsworth's works (see

sections, 2.10. 2 & 4), this work also aims to identify as to whether the skills deal separately or in an integrated way. Moreover, it also reinforces the ideas of Munby (see section, 2.10.1), Nunan (see section, 2.10.1) and Cunningsworth (see section, 2.10.3) that the needs of the learners should be taken into account in the course. However, each model has its own elements/ characteristics which may fit in one context but not in other. So, the researcher decides to use eclectic approach for the study which synthesizes all the discussed frameworks.

#### **2.10.7 Eclectic Approach**

The researcher has outlined salient features of some of the most prominent models of course and material evaluation. These models identify various components of the course which need to be kept in mind in evaluating a course. However, there are differences in terms of the relative emphasis of one component or the other. For the purpose of the present research, the researcher has followed an eclectic approach by combining the different elements described in the previous models. The main reason for using this approach for this study is that the components which have mostly been preferred by the various models are combined together in the form of new model. This

new form covers all the main elements of the discussed models, and in the light of these components, the existing Functional English courses are evaluated. A brief introduction of this framework is given in the following section:

- a) Background to the course
- b) Skills
- c) Contents of the course
- d) Teaching methodology
- e) Assessment
- f) Needs of the students

- a) Background to the course

This element includes the aims and objectives of the course. As Munby's model shows that specific goals of the learners should be identified (see section, 2.10.1). Likewise, Hutchinson and Waters' model also refers to the aims of the materials (see section, 2.10.2). This variable also includes whether the learners are informed as to what will be covered during the course. Furthermore, this feature incorporates the learning materials for the course which is the core part of a course. Like, Forsyth, Jolliffe and Stevens' model shows that the materials of the course

should be developed in a way which appeals the learners and engages them for learning in real sense (see section, 2.10.5).

#### b) Skills

Almost half of the above discussed models regard the language skills as a part of the course component (see sections, 2.10.2, 4 & 6). The models of Cunningsworth (see sections, 2.10.4), and McDonough & Shaw (see sections, 2.10.6), include the topics and materials for the skills. They also state that there is need to identify in a language course whether all the four skills are treated equally or not (see sections, 2.10.4 & 2.10.6). Moreover, the above discussed frameworks (see sections, 2.10.2, 4 & 6), points out whether the course emphasizes on integration of skills .In addition to this, McDonough & Shaw also highlight that there is need to investigate whether the course emphasize on practical tasks or theory (see section, 2.10.6).

#### c) Contents of the course

This variable looks at the description of the contents of the course. Hutchinson and Waters' model gives a detailed account of the contents of the course (see

section, 2.10.2). Similarly, Nunan's model also reflects that there is need to make the analysis of the language which includes the linguistic items (see section, 2.10.3). Likewise, Cunningsworth proposes that grammatical and activity based items should be included in a course (see section, 2.10.4). Moreover, Forsyth, Jolliffe and Stevens' framework suggests that contents of the course should be included according to practical life needs of the students with reasonable amount and quality of information (see section, 2.10.5). In addition to this, McDonough & Shaw's model adds that there is need to know whether contents of the course focus on practice or theory (see section, 2.10.6).

#### d) Teaching methodology

Munby (1978) pointed out that old notion of syllabus has changed. He introduced a new idea, i.e. methodology, which means how to teach a course (see section, 2.3). Hutchinson and Waters' model indicates that there is need to investigate what kind of exercises, tasks, techniques and aids should be included in a course which facilitate the learners in learning a language (see section, 2.10.2). Similarly, Nunan's framework also refers to the learning strategies (see section, 2.10.3). Moreover, Cunningsworth'



model gives a detailed account of teaching methodology that the suitable techniques should be employed which develop the skills of the learners (see section, 2.10.4).

Furthermore, Forsyth, Jolliffe and Stevens' approach includes that an appropriate visual should be used which enable the learners to learn in real sense (see section, 2.10.5). Besides, McDonough & Shaw's model indicates that the style of teaching and learning must be suitable which match for both learners and teachers and it should make the students independent learners (see section, 2.10.6).

#### e) Assessment

This feature includes how the students' performance is tested in a course and what method (s) is/are applied in this process. Forsyth, Jolliffe and Stevens' model shows that students' abilities should be tested by topic quizzes which inform the students about their performance (see section, 2.10.5). Such types of tests would be of great help for the learners in revising or understanding a task. Such activities are useful for ongoing testing and measurement of language items which the students have learnt. Moreover, this model also indicates that the final exam of the students must be included in a successful educational programme (see section, 2.10.5). Likewise,

Hutchinson and Waters (1987) proposed that the testing procedures should be identified and it is one of the essential elements of a course (see section, 2.1).

f) Needs of the students:

This element deals with the needs of the student in their academic and practical life. Munby's model refers to the needs of the students that it should be identified what the learners will do with a language (see section, 2.10.1). So, need analysis should be employed to collect data about the learners why do they learn a language. Similarly, Nunan's model also highlights that data should be collected from the students to know their purposes of learning a language (see section, 2.10.3). Need analysis is conducted to identify the skills of language required to fulfil the communicative tasks in practical life and mostly it includes the learners' analysis (Nunan, 1988). In addition to this, Chen (2006) highlights that ESP course design is based on the specific needs of learners of a particular discipline. Jiajing (2007) states that in ESP course learners' needs should be analyzed which consist of using language in their practical lives (see section, 2.1). Moreover, McDonough & Shaw's model also show that there is

need to identify whether the course fulfils the needs of the students as learners (see section, 2.10.6).

### **2.11 Evaluation Studies on English Course**

Leung (1991) undertook a study to evaluate a programme of teaching standard report writing at Hong Kong Polytechnic University. The tools he used for evaluation consisted of the pre and post tests, questionnaires, interviews and observation. The study had an inherent contradiction in that it used the pre and post test despite the fact that the researcher had developed a theoretical framework that considered the tests of limited value. It shows that questionnaire and interviews are more helpful in evaluating an ESP course as Leung (1991) himself suggested in his theoretical framework.

Sysoyev (2000) designed an ESP course in Russia using the learner centred approach. He started the process through an analysis of the target students moved on to formulate the objectives of the course, conceptualized the contents, selected the ESP course materials, planned and evaluated the course. He recommends that the development of the course should be viewed as an ongoing process to suit the needs of the students.

Flowerdew (2005) described a course for English for Occupational Purposes (EOP) that integrated the traditional and critical approaches to syllabus design. The writer posits that the synthesis of different approaches enables the designer to develop a model keeping in view the students' needs in terms of the demands of the occupation.

Kantonidou (2008) conducted a case study of ESP in the context of electrical engineering curricula. The researcher concluded that theoretical evidence should be reconciled with hard facts through the cooperation of all the stakeholders. He recommends taking into account the intrinsic as well as extrinsic motivation of the students and the actual practices coming out of the classroom must be taken into consideration while designing the curricula. He further suggested that if the expectations of the ESP students remain unrealized, it can de-motivate the students.

## **2.12 Researches on English for Specific Purposes in Pakistan**

Khushi (2003) reports that ESL programmes in various professional institutes of Pakistan do not meet the needs of the learners in their academic and professional setting. In fact, the prescribed English syllabus is not consistent

with the specific needs of the students. Because of outdated syllabus, Pakistani institutes are unable to prepare the learners with required linguistic and communicative competence. She recommends that the professionals should be taught language-oriented syllabus rather than literature. She further points out that different components of a syllabus must be integrated in order to meet the objectives of the study. In a syllabus, there should be exercises focusing on functional aspects of language. These exercises would provide opportunities for learning, practice, and use of language skills. The exercises should consist of reading, writing, and listening skills.

Likewise, Imtiaz (2003) carried out a study on evaluation of the existing business communication and report writing course in which she stated that effective written and oral communication is acknowledged and articulated need of the learners. She pointed out that one has to first determine the needs of the students, then formulate the objectives and next step is to consider the course content. Hence, there is need to design a course whose contents meet the needs of the professionals and which prepare the learners for academic and practical life. She further stated that availability of materials is the

pre-requisite in designing any course content. Another important factor that is to be kept in view while designing a course is to create concrete situation and the pedagogic attractiveness of the course. Keeping in view Pakistani context of language learning, an interactive environment, she proposed, must be created to achieve better result in language classes.

Another research on ESP was conducted by Naz (2004). It was a case study on ESP syllabus for Science Students at Secondary level. She recommended that ESP should not be incorporated with General English course and the teachers of ESP should be trained keeping in view the aims of this course. The teacher should have the command of teaching analytically, discouraging rote-learning, and he should also use audio visual aids to facilitate his teaching in the classroom. She further proposed that a well trained teacher should be free in assessing the performance of the students. The teacher should conduct achievement test and give feedback to the students which may enable them to improve their skills.

Moreover, Ahmed (2005) carried out research in the field of English for Specific Purposes (ESP) a case of legal English in which he measured the level of existing linguistic adequacy of learners in Pakistan. He

investigated the learners' linguistic needs in academic and professional settings. The researcher recommended a need-oriented course for implementation at legal education institutions and other platforms. He pointed out that finding of the research gives clear view of the level of inadequacy in a variety of areas related to academic and professional situations.

Hassan (2005) designed an ESP syllabus for engineers, in which he pointed out that Pakistan lacks researchers that could fulfil the needs of various professional learners by designing specific courses for them. He highlighted that factors like lack of funds, lack of course designers and training opportunities for teachers have caused this situation. He pointed out that ESP techniques should be integral part of engineers' syllabus. He suggested that ESP syllabus for engineering can be improved by greater collaboration and networking programmes with educational institute of international repute such as TAFE programmes in Australia and New Zealand. He concluded that technological need be included in basic communication training to engineers for their preparation to be effective for industry.

Review of the relevant literature and studies has been quite helpful for the researcher for evaluating the Functional English courses taught at BS level, at International Islamic University. The previous studies have informed the researcher that the students' needs should be given due consideration and such a course should be designed whose contents achieve this objective. Before designing the course it is important to determine which contents and material would be relevant to the profession which the learners have to adopt. This can only be done through need assessment (Munby, 1978, Nunan, 1988).

An analysis of the literature available on the ESP syllabus design and evaluation reveals that the tools used for evaluating the syllabus comprise of questionnaires, interviews and observation. Formulation of the objectives of the course, contents, material, plan and the evaluation of the course, are important contributing factors in designing the ESP syllabus. (Hutchinson and waters, 1987, Cunningsworth, 1995).

Learners of English for specific purposes should be taught language oriented-syllabus rather than literature oriented-syllabus. Keeping in view the functional aspects, all the four skills should be developed in a way that



students become active users of a language (McDonough & Shaw, 2003).

## CHAPTER 3

### RESEARCH METHODOLOGY

An important consideration for any social science research is the decision to choose a research approach that helps the researcher in realizing the objectives of the study and finding responses to the research questions. The objective of the present study is to evaluate the Functional English Courses for the BS degree at IIUI. The realization of this objective depends on data from different sources and through different means. Instead of sticking to either the qualitative or the quantitative approach, the researcher used the triangulation approach that would allow for the convergence of qualitative and quantitative data (Creswel & Clarke, 2007).

Whereas the quantitative research is obtrusive, outcome oriented, involving hard and replicable data and assumes a stable reality, the qualitative research is naturalistic, process oriented, involves soft data and assumes a dynamic reality (Mackey & Gass, 2005). However, the two approaches are no more considered contrary to each

other but are being considered as complementary (Johnson & Onwuegbuzie, 2004). Mixing these two approaches enables the social science researcher to view reality neither as uncontrollable nor as static but as real. As against the qualitative or quantitative approaches, the pragmatic approach is problem-centred, pluralistic, and is oriented towards real-world practice (Creswell, 2003). Thus, the researcher adopted what Teddlie and Tashakkore (2009) call the pragmatic approach which allowed for the convergence of data through triangulation of qualitative and quantitative research methods. The present study makes use of numeric data (quantitative data gathered through questionnaire) as well as detailed views and observation (qualitative data gathered through interviews and observation) in order to fully understand the phenomenon.

### **3.1 Population of the Study**

The population of the research comprised of all the students of BS ( $N_1=148$ ), enrolled in 2008 in the Faculty of Applied Sciences, the former students ( $N_2=49$ ) who have received BS degrees in Applied Science from the University, in 2007- 2008, and currently working in corporate sector in Rawalpindi/ Islamabad and all the teachers ( $N_3=4$ ) teaching Functional English, in the above mentioned Faculty at

International Islamic University, Islamabad. The list of the students, the former students and the teachers has been taken from the concerned office of Faculty of Applied Sciences.

The researcher made sure that both the teachers and the students are included in the evaluation process as they are the most important stakeholders in implementation phase of a course.

Moreover, the former students constitute a part of the target population because they, having already studied Functional English courses and being in the practical field, are aware of the gap between theory and practice. The former students are better equipped to inform about the English language needs of the prospective professionals.

### **3.2 Sample for the Study**

In this study, the researcher has taken the sample of 80 students of BS, out of a population of 148, who have been studying Functional English. It is commonly acknowledged that a large sample size results in greater probability of accuracy (Kahane & Cavander, 2006).

The research includes the sample of 20 former students who have received their BS degrees in Applied Sciences in the year 2007-2008 and are currently working in corporate

sector at Rawalpindi/Islamabad. The researcher used convenience sampling technique to select samples. Those who were accessible for the research purposes were selected for study.

The research also includes 4 teachers who have been teaching Functional English at the Faculty of Applied Sciences, at International Islamic University Islamabad. As the total number of teachers teaching Functional English for BS degree at IIUI is 4, the researcher deemed it inappropriate to exclude any of them.

### **3.3 Research Instruments**

For the purpose of data collection the researcher designed a questionnaire, two semi-structured interviews and developed an observation sheet. All the research instruments are detailed as under.

#### **Questionnaire for the Students**

The questionnaire for the students primarily yielded the quantitative data. The questionnaire had thirty items which comprised of three open-ended and twenty seven close-ended questions. These items were used to elicit the students' views on the objectives of the course, the contents, methodology, assessment and the means for the improvement of the course. The questionnaire for the

students is appended and four filled-in questionnaires are also attached as APPENDIX-A.

### **Interview with the Teachers**

Semi-structured interviews were carried out with the teachers for data collection. Questionnaires and interviews are quite useful tools for data collection in evaluation studies (see section, 2.12). Interviews provide opportunity to get detailed views. The researcher got the time from the teachers and interviews were conducted at their convenience. The interviews of teacher 2, 3, and 4 were conducted at International Islamic university whereas the interview of the teacher no 1, was carried out at his home. Sound recorder was used for the recording the interviews. Brog (2006) viewed that the approach of semi-structured interview is flexible in which the researcher predefines the main topics that he has to cover and move to the questions during the course of the interview. Similarly, in this study, during the interviews with the teachers, the researcher asked the major question (predefined by the researcher) mentioned in the list and later moves to sub-questions which emerged from their responses (see appendix, B). The list of the topics for the interviews with the teachers was prepared keeping in view the objectives of the

study and the relevant literature. The list and the transcribed interviews are attached as APPENDIX-B.

### **Classroom Observations**

Data for the evaluation of the Functional English courses was also collected through the classrooms observation. Observation is a way of gathering information about a phenomenon not through others' responses but through direct and first hand examination by eyes and ears (Descombe, 2007). The researcher got permission for observation from the teachers before the start of the class and the researcher observed as a non-participant observation. In non-participant observation, the observer refrains from direct intervention in the phenomenon (Flick, 2009). The researcher routinely visited the classes of Functional English during the last month of the second semester and took notes based on the themes that were already developed in view of the objectives of the research and review of the literature.

Classrooms observations were carried out during the last month of the second semester of BS students, enrolled in September, 2008, in the Faculty of Applied Sciences. The researcher personally visited the classrooms and observed teaching/learning practices for 12 hours. Observation sessions were conducted on 14<sup>th</sup> and 21<sup>st</sup> may, 2009, at 10.00

am to 11.30 am in the Department of Mathematics; on 13<sup>th</sup> and 20<sup>th</sup> may, 2009, at 1.00 pm to 2.30 pm in the Department of Computer Science; on 12<sup>th</sup> and 19<sup>th</sup> may, 2009, at 11.30 am to 1.00 pm in the Department of Software Engineering, and on 18<sup>th</sup> and 21<sup>st</sup> may, 2009, at 2.00 pm to 3.30 pm in the Department of Environmental Sciences.

The list of classroom observation is appended as well as four filled-in classroom observation sheets are also attached as APPENDIX-D.

#### **Interviews with the Former Students of Bachelor of Sciences in Applied Sciences**

In order to carry out the need assessment for the evaluation of the Functional English courses, the researcher conducted semi-structured interviews with the former students of BS degree, working at various organizations as software and computer engineers. The researcher got the contact number of the former students from the faculty office. Then the researcher contacted the former students and visited their organizations and carried out the interviews. These students ( $N_2 = 49$ ) got their BS degree in 2008. The researcher interviewed 20 such students from Rawalpindi/ Islamabad who were easily accessible. It was quite useful exercise not only in terms of the useful data it provided for evaluation of the course but also in



the development of a model for future reference. The former students were asked questions regarding the objectives of the course, content and material development, emphasis on different language skills and the needs of their profession. Transcribed interviews with four former students are attached as APPENDIX-C.

After developing the research instruments, these were pilot tested in order to see whether or not they yielded consistent results.

### **3.4 Validity and Reliability of the Questionnaire**

The research tools were validated by two experts in the field in addition to the supervisor. Moreover, during the pilot testing, the respondents were requested to provide feedback on the comprehensibility of the items. The items that were reported to be vague were changed, i.e. the instructions for filling the questionnaire.

To calculate the reliability of the questionnaire, Cronbach's Alpha was used. Cronbach's Alpha is used to measure the internal consistency of a quantitative research tool and is related to "the mean correlation between each pair of items and the number of items in a scale" (Brace, Kemp & Snelgar, 2006, p. 331). It ranges from 0.1 to 1 and the instrument is usually regarded reliable if the

calculation exceeds .70. If the alpha is calculated between .80 to .90; the tool can be considered as highly reliable (Cohen, Manion & Morrison, 2000). The Cronbach's Alpha for the questionnaire for the students was .88.

### **3.5 Ethical Considerations**

During data collection, the researcher informed the participants about the objectives of the study. The researcher also sought permission from the teachers to observe their classes. The researcher explained the purpose of data collection to all the participants of the study and assured them that their opinions and views shall be kept confidential. The researcher also made sure that during the observation, the routine class activities were not disturbed.

### **3.6 The outlines of the Courses**

The university approved outlines of Functional English Courses for the students of Bachelor of Science (BS) degree in Applied Sciences were collected from the Department of Mathematics while the other three departments, i.e. Software Engineering, Computer Science and Environmental Sciences reported that they did not have specific approved

outlines. These three departments informed the researcher that they follow the Higher Education Commission (HEC) recommended outlines (see appendix, E). HEC recommended outlines were downloaded from the HEC website.

### **3.7 Coding and Analysis of Data**

Data collected from students through questionnaire was analyzed in terms of mean, percentage and frequency. The questionnaire consisted of three types of items. The close ended items were analyzed in terms of mean and percentage while the open ended items were analyzed in terms of percentages and frequencies. Data from both the close ended and open ended items were coded for analysis. Data collected through semi-structured interviews from the teachers and the former students, and observation data of Functional English classes were analyzed by categorizing the available data under various themes.

## CHAPTER 4

### DATA ANALYSIS AND PRESENTATION

The data in this study comprises of the students' questionnaires, teachers' interviews, interviews of the former students of BS and the researcher's observations of the classrooms. The questionnaire was distributed to the students of BS in Software Engineering, Computer Science, Mathematics and Environmental Sciences, in the Faculty of Applied Sciences, at International Islamic University Islamabad. The data was also collected through semi-structured interviews from the teachers of Functional English. The data also included observation of the Functional English classes and the interviews from the former students of BS.

Data from the questionnaire for the students is analyzed in terms of mean, percentage and frequency. There are three types of statements in the questionnaire. One type of statements is analyzed on the five point Likert scale. Scale values assigned to each of the five responses is as

Level of Agreement		Scale Value
Strongly Agree	(SA)	5
Agree	(A)	4
Undecided	(UD)	3
Disagree	(D)	2
Strongly Disagree	(SD)	1

To calculate the mean score, following formula was used.

$$\text{Mean Score} = \frac{(\text{FSA} \times 5 + \text{FA} \times 4 + \text{FUD} \times 3 + \text{FD} \times 2 + \text{FSD} \times 1)}{n}$$

Where

FSA = Frequency of Strongly Agreed Responses.

FA = Frequency of Agreed Responses.

FUD = Frequency of Undecided Responses.

FD = Frequency of Disagreed Responses.

FSD = Frequency of Strongly Disagreed Responses.

n = number of respondents

For the second type of the statements, the students had to choose from multiple categories. The data thus collected was analyzed in terms of percentages and frequencies. The third type is YES/NO statements which were also analyzed in terms of percentages and frequencies. The fourth type, in which open ended questions are asked, was analyzed in terms of percentage and frequencies.

Keeping in view the eclectic approach developed by the researcher (see section, 2.10.7), the following components have been analyzed on the basis of obtained data:

- a) Background to the course
- b) Skills
- c) Contents of the course
- d) Teaching methodology
- e) Assessment
- f) Needs of the students

Each component has been analyzed separately keeping in view the responses of the students, teachers and former students. The analysis of the data has been tabulated as students' questionnaire (see Appendix, A), teachers' interviews (see Appendix, B), former students' interviews (see Appendix, C) and observation of the classes (see Appendix, D). After the analysis of each variable, the findings have been interpreted and triangulated to highlight the similarities and discrepancies in the responses.

#### 4.1 Background to the Courses

Analysis of the collected data from the respondents regarding the aims and objectives and the material for the courses is presented in the following section:

**Table 4.1.1 (Data Based on Students' Questionnaire)**

Outlines and Aims and Objectives	Yes	No	Total
a) The outlines of English courses are provided in the class.	42 (52.5%)	38 (47.5%)	80 (100%)
b) The outlines mention the aims and objectives of the courses.	39 (92.86%)	3 (7.14%)	42 (100%)
c) The courses outlines provide a clear view of the plan such as mid-term, assignments, quizzes etc.	35 (80.33%)	7 (16.67%)	42 (100%)

a) Table 4.1.1 shows that almost half of the students (52.5%) say that the outlines for Functional English courses are provided by the teachers in the classes. Outlines provide the specific information about the course what topics will be covered during the semester (see section, 2.2). Generally, well prepared outlines facilitate the students with a complete picture of aims and objectives of the course, contents of the course,

schedule of the exam, holidays, text/reference books and date of submission of the assignments etc. Therefore, students are expected to work and perform in the direction of the provided outline.

b) Table 4.1.1 indicates that majority of the students (92.86%) who got course outlines report that the teachers mention the aims and objectives of the course in the outline. Aims and objectives of the course mentioned in the outline guide the students as to what skills or activities they can perform after the completion of the course (see sections, 2.8, 2.10.1 & 2).

c) Table 4.1.1 shows that the respondents who got course outlines; most of them (80.33%) state that the course outlines provide a clear view of the weekly plan of the study which acquaint the students with all of the activities to be done during the semester.



Are the aims and objectives of the courses stated clearly?

Table 4.1.2 (Data Based on Teachers' Interviews)

Frequency	Themes
3	Functional English courses have general aims but do not provide specific details and teachers make them specific for the students.
1	Teacher sets the aims and objectives for Functional English courses keeping in view outlines provided by the department.

As shown in table 4.1.2 that most of the teachers' interviews (3) show that the Functional English courses have the general aims and objectives, and, in the light of these, they set the specific aims and objectives by themselves (see sections, 2.10. 1, & 2, 4).

The researcher observed classrooms in order to find out what was actually going on during the courses. Two teachers (no 3 & 4) followed the outlines for the courses and taught according to a schedule which provided the chance to the students to come prepared in the classroom. However, two teachers (no 1 & 2), instead of distributing the outline in the classroom, informed the topics verbally to the students in the previous lecture. Except for one

teacher (no 3), all other teachers came well prepared in the classes to deliver the lectures and had a clear view as to what to teach at a given day (see observation sheet, appendix-D).

What types of aims and objectives would you recommend for the courses?

**Table 4.1.3 (Data Based on Former Students' Interviews)**

<b>Frequencies</b>	<b>Themes</b>
7	The aims and objectives of Functional English courses should be set in ways which develop writing, reading, speaking and listening skills of the students.
4	The aims and objectives of the English course must be prepared which cover all the four skills.
1	The aims and objectives of Functional English should be developed which enable students to write accurate reports and to speak confidently with others.
3	The aims and objectives should be set in the light of real-life needs of the students.

Table 4.1.3 shows that the former students say that the aims and objectives of Functional English courses should be prepared keeping in view the occupational needs of the students which enable the students to speak, write, read and listen effectively in their occupation, i.e. technical field (see sections, 2.10.1, 4 & 6).

The learning material recommended for the courses consist of:

**Table 4.1.4 (Data Based on Students' Questionnaire)**

<b>Material for the course</b>	<b>Frequency</b>	<b>Percentage</b>
Notes	26	32.5%
Cassettes	13	16.3%
Internet	17	21.3%
Specific books	56	70.0%
Newspapers	1	1.3%
Journals	6	7.5%
Movies	6	7.5%
Dialogue practice	13	16.3%

Table 4.1.4 indicates that majority of the students (70 %) thinks that the courses recommend the books as learning material whereas (32.5 %) respondents report that

the learning material consists of notes. The respondents (21.3 %) state that material from the internet is also used as their course material. Hence, most of the students (70 %) respond that the course recommends the specific books in the learning material. The relevant textbook in the learning material develops the skills of the learners (see section, 2.10.2).

What material do you recommend for the courses?

TABLE 4.1.5 (Data Based on Teachers' Interviews)

Frequency	Themes
3	<p>Teachers refer the books like "Business Communication", or "Communication Skills" etc to students which are available in the university's library and in the local market of Rawalpindi/ Islamabad as well. They also add that they provide notes to develop reading and writing skills of the students. One of the teachers also reports, <i>"Recommended books are too expensive and at the same time bulky enough to scare the student. Selected topics from the books should be compiled in a book form, so that it should be not burden on the pocket of the parents of the student but also motivate the students to grasp, comprehend and obtain good position."</i></p>
1	<p>Teacher provides the materials to the students which he gets from different resources like libraries, internet and market. "I recommend comprehension books, film, cassettes, play role, novel, articles, journals, and newspapers for the class discussion."</p>

Table 4.1.5 indicates that majority of the teachers reports that they recommend books for the students and they also provide notes as a course material (see sections, 2.10.1, 5 &6).

Similarly, during the visits of the classes, the researcher observed that most of the students had books and notes with them as the course material. However, each class had different books and notes. Teacher no 1 recommended the novel 'The Pearl' by John Steinbeck and claimed that reading such a novel creates interest among the learners besides developing their reading skills. Same teacher recommended different movies and made the students watch these movies in the classroom to develop their listening skills. In the other two classes, the teachers (no 3 & 4) recommended books such as 'Business Communication' by Herta A. Murphy, 7<sup>th</sup> Edition and 'Communication Skills' by J.W. Davies (2001) whereas one of the teachers (no 2) recommended the notes as course material.

It has also been observed during the observation of the classes that the teachers recommended different materials which include books, notes, materials from internet, newspapers, movies and cassettes etc. The proposed books by the Faculty or the HEC are not given importance. Recommendation of the materials varies from

class to class which shows lack of uniformity in the choice of material.

#### **4.1.6. Interpretation of Data of Background to the Courses**

The findings of the data collected from the students, teachers and former students' responses regarding the background to the Functional English courses show that almost half of the students report that the outlines are provided by the teachers which consist of aims and objectives of the courses and these outlines also give clear view as to what activities are to be done during the semester. However, (47%) of the students of the Faculty are deprived of outlines in the written form as to what is to be covered in the next week; they are informed verbally about the contents of the courses or other schedule, like, sessionals, midterm test or the assignments submission's date etc. In addition, the observation of the classes reveals that two teachers provide the outlines to the students while other two teachers inform the students verbally at the end of the classes as to what will be covered in the next classes. On the other hand, the teachers' interviews reflect that the courses have general aims and objectives that are made specific for the students. Therefore, it reflects that the Faculty lacks

specific and fully documented course outlines for Functional English courses. Similarly, former students suggest that the specific aims and objectives for the courses should be developed in line with their profession.

Triangulation of the findings reveals that Functional English courses consist of general aims and objectives which are not in line with the real life of the students and the teachers' practices vary as to how to formulate and present objectives to the students. Generally, such practices may not keep the uniformity among the classes of the same discipline. Similarly, only half of the students are provided the outlines in written form and others are informed verbally. This may not keep the consistency among the classes.

Moreover, in the background to the courses, most of the students respond, regarding the materials for the courses, that books are recommended for the Functional English courses. Similarly, the teachers' interviews also refer to books as course materials. However, three teachers respond that they recommend the books which are related to communication whereas it has been found during the observation that two classes have books of business communication and communication skills and in the class of teacher no 2, students are provided notes. Likewise,



students also assume that notes, movies/cassettes, and the material from the internet are useful for them and the teachers incorporate the same views. Conversely, the recommended materials are not given importance and teachers recommend the materials of their own choice, yet a teacher (no 2) also suggests that relevant topics should be compiled in a book form for the students' convenience. Furthermore, the former students' interviews reflect that watching movies help them in their real life (see section 4.2.4.3). Consequently, it is concluded that practical tasks in the classes can be a good strategy to develop the skills of students (see sections, 4.2.1.4, 4.5.2, and 4.6.2). The findings manifest that the teachers and students have similar views as to recommend books, notes, movies/cassettes and internet while former students' interviews report that courses should recommend materials which based on practical tasks.

## **4.2 Skills**

In this section, the data collected from the respondents concerning four skills of the students has been analyzed.

students to know about the use of multimedia, visuals and powerpoint etc.

#### Getting confidence in speaking skills

**Table 4.2.1.2 (Data Based on Students' Questionnaire)**

The speaking activities	SA	A	UD	D	SD	Mean	St. Dev.
made me confident in speaking English	35%	46.25%	6.25%	8.75%	3.75%	4.00	1.055

Table 4.2.1.2 shows that (35%) students strongly agree and (46.25%) students agree that speaking activities like presentations of the students, group discussion and dialogue practice in the classroom made them confident in speaking English in front of others. It is commonly said that practice makes a man perfect; similarly, the students report that presentations, group discussion and dialogue practice in the classrooms have developed their confidence in speaking English. During such activities in the classrooms, they get a chance to interact with one another or to face questions from the teacher as well as fellow students in the classrooms which is a useful exercise for developing their speaking skills.

What skills do the courses emphasize?

Table 4.2.1.3 (Data Based on Teachers' Interviews)

Courses emphasize	Frequency	Themes (How far the courses develop speaking skills)
All the four skills	2	Different activities are conducted in the classes like presentation, interviews, games, interactions, dialogues, speeches and debates.
Two skills, speaking and writing	2	Presentations, group discussion, interaction between teachers and students as well as interaction between students and students are often practised in the classrooms.

Table 4.2.1.3 shows two teachers (no 1 & 4) report that Functional English courses emphasize reading, writing, listening and speaking and all the skills are given equal weightage in the classrooms (see section, 2.10. 4 & 6) whereas other two teachers (no 2 & 3) say that although

courses emphasize four skills, yet two skills speaking and writing are given more importance in the classroom because these two skills are practised in the practical field. The data also reveals that it depends on the teachers to decide which skills are more important or less important for the students and which of the skills should be taught to the students. Teachers' interviews reveal they teach the students according to their own will.

During the observation, the researcher observed that the teachers focus on speaking skills. They informed the students about the topics of presentation in the previous lectures. In the two classes (no 1 &2), the students gave presentations on the topics assigned to them. In the classes, students looked confident while presenting the pre-informed topics. It shows that they come well prepared. Undoubtedly, the teachers, as some of them claimed, they emphasize on speaking and writing skills and in the observation, it was observed that the teachers focus on speaking skills. However, all the assigned activities were presented or shared in the classroom.

How much do the Speaking skills learnt during the courses help you in practical life?

Table 4.2.1.4 (Data Based on Former Students' Interviews)

Frequencies	Themes
13	<p>Students do not feel confident in speaking English. They say that they lack of confidence, they hesitate while they want to utter the words in English; they get ideas but cannot convey them. They suggest that course must develop the confidence of the students which is the basic need of their profession. They further say that practical tasks may enable the students to face the interviewers, prepare them for attending meeting, train them for conversing with the staff at work place, and coach them for seeing the Chief Executive Officer (CEO) of the organization. Most of them recorded interviews in Urdu language while others who recorded interviews in English were also not fluent in speaking.</p>
7	<p>Students got benefit from the course and these students recorded their interviews speaking</p>

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fluently in English. They propose that course should provide more opportunities for practising speaking skills in the classrooms.

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Table 4.2.1.4 shows that majority of the former students complain that their speaking skills have not improved. The students suggest there is need to focus on practical tasks in the classrooms for developing speaking skills because in real-life, they are required to speak English. They propose that proper training may enable them to face the challenges of their professions.

#### **4.2.2 Reading skills**

**In reading skills, which of the following sub skills are practised?**

**Table 4.2.2.1 (Data Based on Students' Questionnaire)**

<b>Statement</b>	<b>Frequencies</b>	<b>Percentage</b>
Skimming	22	27.5%
Scanning	11	13.8%
Contextual meaning	9	11.3%
Purpose	17	21.3%
Inferring	3	3.8%
Summarizing	12	15.0%
Function	4	5.0%

Table 4.2.2.1 indicates that (27.5 %) of the students report that skimming is practised in the classroom. However, (72.5) percent of the students do not get a chance

to practise skimming skills. They, rather, practise scanning, contextual meaning, purpose, inferring, summarizing and function. This shows that in different classes, different reading activities are practised.

#### Getting confidence in reading skills

**Table 4.2.2.2 (Data Based on Students' Questionnaire)**

The course has made me confident in reading books and articles.	SA	A	UD	D	SD	Mean	St. Dev.
	12.5%	63.75%	6.25%	12.5%	5%	3.66	1.018

As shown in Table 4.1.11, most of the students (63.75%) agree that the course has made them confident in reading books and articles. As the students get a chance to practise reading skills, through various sub-skills (Table, 4.1.10), it is natural that they gain confidence in reading skills.

How far the courses develop the reading skills of the students?

Table 4.2.2.3 (Data Based on Teachers' Interviews)

Frequency	Themes (Reading skills)
2	Different sub-skills of reading are practised in the classes like skimming, scanning and the purpose of a text. They state that students are provided the notes, and the books as reading material; they read and discuss it in the class.
2	At university level, students can comprehend the given reading materials easily because reading skills are focused since students' primary school, and they also get chance for reading during the other subjects taught at BS level, and they do not give much importance to reading skills.

Table 4.2.2.3 shows that two of the teachers (no 1 & 4) practised the reading skills in the classroom while other two teachers (no 2 & 3) state that students get chance of reading skills since their school life and they feel comfortable in reading skills; hence, they do not practise it in the classrooms.



How much do the reading skills learnt during the courses help you in practical life?

Table 4.2.2.4 (Data Based on Former Students' Interviews)

Frequencies	Themes (Reading Skills)
9	Students rarely face problems in reading skills.
6	Students need to read the articles for the clients and they suggest that the reading skills must be added in the course which might polish their abilities of reading technical articles at work place.
5	Reading skills must be practised in the classrooms and the course should add the relevant tasks from real life.

Table 4.2.2.4 indicates that almost half of the former students report that they feel confident in reading technical articles. Nearly half of the former students state that the course should emphasize on reading skills keeping in view their profession's needs like the technical articles. They say that there is need to add such articles in the Functional English courses.

### 4.2.3 Writing Skills

#### Development of Writing Skills

Table 4.2.3.1 (Data Based on Students' Questionnaire)

Statement	Frequencies	Percentage
Letters / applications	49	61.3%
Reports	22	27.5%
Essays	43	53.8%
CV	21	26.3%
Dialogues	8	10.0%

Table 4.2.3.1 reflects that (61.3%) respondents are of the view that the courses help them in writing letters/applications and (53.8 %) report that courses develop their abilities of essay writing. The respondents (27.5 %) respond that the courses help in writing reports while (21%) students state that the course facilitates them in writing CV. Therefore, most of the respondents (61.3 %) state that course has helped them in writing applications/ letters. Writing applications and letters are common need of most of the people. One requires it in both academic and occupational setting but the course should also give equal importance to other micro-skills of writing (see section, 2.10.4).

### Getting confidence in writing skills

**Table 4.2.3.2 (Data Based on Students' Questionnaire)**

The course has given me confidence in writing.	SA	A	UD	D	SD	Mean	St. Dev.
	18.75%	60%	6.25%	7.5%	7.5%	3.75	1.085

According to Table 4.2.3.2, majority of the students (60%) agrees with the statement that the course has given them confidence in writing skills.

How far the courses develop the writing skills of the students?

Table 4.2.3.3 (Data Based on Teachers' Interviews)

Frequency	Themes (Writing Skills)
2	Teachers teach writing skills but complain it is hard for them to train the students who are too weak in writing because these skills require that a student must have strong background since his schooling. One of the teachers reports "I teach them essay writing, projects, letter writing, summary, paraphrasing, questions and answers, and comprehensions questions."
2	Perfection in writing skills is not possible unless time span is increased for Functional English courses. One of them further proposes that number of the students in a class should not exceed 40.

Table 4.2.3.3 presents that all the teachers are of the view that the students need strong background in writing skills because it is not possible to train them in writing skills in one or two semesters. By and large, the teachers report that they teach the students, grammar,

essay writing, application, formal and informal letters, projects, paraphrasing, questions/answers, and comprehensions questions etc.

How much do the writing skills learnt during the courses help you in practical life?

**Table 4.2.3.4 (Data Based on Former Students' Interviews)**

Frequencies	Themes (Writing Skills)
12	Need to write reports which comprised of daily reports, weekly reports, monthly reports, analysis reports, and progress reports. They report that they rarely got chance to practise these reports during the course work. They suggest that teachers should give practical work in the classes to develop the students' writing skills.
6	Need to write letters, applications, documents, summary of the articles, e-mails, and explanation of the tasks assigned to them while during the Functional English courses they were taught the theory of writing skills not practical work.
2	Writing skills should be given equal weightage in the class.

Table 4.2.3.4 depicts views of the former students of the university; most of them think that they need to write different reports in the field. They propose that Functional English courses should emphasize on practical tasks in the classrooms, not theoretical work.

#### 4.2.4 Listening Skills

##### Weightage of listening skills in the courses

Table 4.2.4.1 (Data Based on Students' Questionnaire)

	SA	A	UD	D	SD	Mean	St. Dev.
a) Listening skills are given equal weightage in the course.	12.5%	32.5%	22.5%	25%	7.5%	3.18	1.167
b) I feel comfortable in listening to English programmes.	20%	62.5%	3.75%	8.75%	5%	3.84	1.012

- a) Table 4.2.4.1 displays that (12.5%) students strongly agree and (32.5%) respondents agree that listening skills are given equal weightage in the course. Though the number of students who agree with the statement is higher than those who disagree, this number is less than 50 percent. However, this is reconciled by the teachers' interviews wherein it is found that two out of the four teachers hold the view that it is impossible to pay an equal attention to all the four

language skills due to the short duration of this programme (Table 4.1.20). Whereas McDonough & Shaw (2003) propose that there is a need to pay an equal attention to all the four language skills (2.10.6).

- b) Data in table 4.2.4.1 also describes that majority of the students 20% strongly agree and 62.5% agree that they feel comfortable in listening to English programmes.

**How far the courses develop the listening skills?**

**Table 4.2.4.2 (Data Based on Teachers' Interviews)**

<b>Frequency</b>	<b>Themes (Listening Skills)</b>
1	Emphasizes on the listening skills and he selects reputable films and students get chance listening different characters in different accent which stimulate them for listening.
1	Uses cassettes for developing listening skills of the students.
2	There should be another semester because it is hard to cover all the skills within two semesters. One of them says that listening is much important, if there are no receptive skills there would be no productive skills. A teacher proposes that there should be proper outline and modern equipments.

Table 4.2.4.2 indicates that two teachers (no 1 & 2) practised the listening skills in the classrooms whereas others two teachers (no 3 & 4) propose that time span should be increased because in two semesters it is not possible to cover all the four skills since each skill requires suitable time and proper attention of both teachers and students.

**How much do the listening skills learnt during the courses help you in practical life?**

**Table 4.2.4.3 (Data Based on Former Students' Interviews)**

<b>Frequencies</b>	<b>Themes (Listening skills)</b>
14	Listening skills learnt during the Functional English courses helped them in the field. They report, specifically, watching movies was a healthy practice which enabled them to become good listeners. Former students suggest that practice of listening skills should be continued in the classrooms.
4	Up to some extent listening skills have improved but it should be often practised in the classes.
2	Did not get chance for developing the listening skills in the classrooms.



As revealed by Table 4.2.4.3, majority of former students got opportunity for developing their listening skills which help them a lot in practical field and they propose that the courses should emphasize the practice of listening skills which can be helpful for students in their real life. (See sections, 2.10.4 & 6).

#### **4.2.5 Interpretation of Data of skills**

The analysis of the data collected from the various tools indicates that students are satisfied that courses emphasize and develop their speaking, reading, writing and listening skills while the teachers' interviews reflect that half of the teachers emphasize on two skills, i.e. writing and speaking and other teachers emphasize all the four skills. Those who emphasize on two skills complain that duration of the courses is too short and to cover all skills is not possible within two semesters. However, former students who have been working in the corporate sector respond that courses should focus on all the four skills equally in the classrooms. Furthermore, they emphasize that theory of developing skills should not be taught to students rather practical work should be done and they also claim that practice in the classes help them in their real life.

The data elicited from the former students also shows what contents can be included in the skills which students needs in real life. In addition, it has been observed that two skills, writing and speaking are given more importance in the classes. Reading skills are not given much attention by the teachers because most of the teachers and former students respond that students rarely face problem in reading skills. It seems that they get many opportunities to read other subjects during the study which enhance their reading skills.

Students respond that all the skills are treated equally which developed their four skills while two teachers give equal opportunity to each skill and other two teachers complain for the shortage of time for four skills. Moreover, though speaking and writing are developed by all the teachers, yet most of the former students recorded their interviews in Urdu which shows the courses do not develop the confidence among the learners to speak in English. However, the claim of the students that courses develop their speaking skills may be true in their academic life but in corporate sector they may find obstruction. Thus, former students suggest that theoretical work for skills do not meet the requirement of the student in their

profession. The observation of the classes also reveals that teachers have more inclination towards pre-informed activities like the topics for the presentation and students are not given situational topic which may enable them to cope with challenges of the corporate sector (see sections, 2.6 & 2.7). Therefore, it can be concluded that four skills should be treated equally and time span should be increased from two to three semesters for Functional English courses, practical work should be done in the classes. The Faculty should employ same course in each department to ensure consistency.

### 4.3 Contents of the Courses

Table 4.3.1 (Data Based on Students' Questionnaire)

	SA	A	UD	D	SD	Mea n	St. Dev.
a) The courses help me in understanding other subjects taught at BS level.	13.75%	62.5%	8.75%	8.75%	6.25%	3.69	1.026
b) The course is easily covered in a semester.	21.25%	46.25%	12.5%	13.75%	6.25%	3.63	1.151
c) The courses stress on practical tasks.	16.25%	37.5%	22.5%	18.75%	5%	3.41	1.122
d) The courses motivate for further study and research.	13.75%	52.5%	12.5%	12.5%	8.75%	3.50	1.147
e) The courses are useful for the demand of prospective job.	23.75%	53.75%	8.75%	7.5%	6.25%	3.81	1.080
f) The courses give equal emphasis to verbal and non-verbal communication	22.5%	48.75%	11.25%	12.5%	5%	3.71	1.105

Table 4.3.1 indicates that:

- a) Most of the students (62.5%) agree that the course helps them in understanding other subjects taught at BS level. Effectiveness of Functional English course lies in how it facilitates learners to learn other courses available in English.
- b) Majority of the students strongly agree (21.25%) and agree (46.25%) that the course is easily covered in a semester. A well structured course is likely to be covered within the specified frame of time. This was in sharp contrast to the opinion of the teachers that it is hard to cover the course within the stipulated time of two semesters (see table, 4.1.16 & 19).
- c) Almost half of the respondents strongly agree and agree (16.25% and 37.5% respectively) that the course stresses on practical tasks whereas other nearly half of the students either undecided or disagree with the statement. Functional English course aims to prepare the learners for the occupation (see section, 2.8).
- d) Majority of the students strongly agree and agree (13.75% and 52.5% respectively) that the course motivates them for further study and research. In the world of science and technology, a learner requires to

be up-dated with the new developments which enable them to face the challenges of rapidly changing society (see section, 2.10.1).

- e) Most of the respondents strongly agree and agree (23.75% and 53.75% respectively) with the statement that the course is useful for the demand of the prospective job. A well designed course prepares the learners to fulfil the demand of their practical field (see section, 2.10.2).
- f) Majority of the students strongly disagree and agree (22.5% and 48.75% respectively) that the course gives equal emphasis to verbal and non-verbal communication. In teaching learning situation, both communications are result oriented which support each other (see section, 2.10.1).

**Do the objectives of the courses match the contents?**

**Table 4.3.2 (Data Based on Teachers' Interviews)**

<b>Frequency</b>	<b>Themes</b>
4	The contents of the courses match with the aims and objectives.

Table 4.3.2 shows that all of the teachers claim that the contents match with the aims and objectives of the course.

**What are your views regarding suitability of the contents of the courses in terms of their relevance to your profession?**

**Table 4.3.3 (Data Based on Former Students' Interviews)**

Frequencies	Themes
3	The contents of the speaking and listening skills are helpful in their occupation and they propose that similar contents of other skills should be developed which help them in their vocation. They claim that watching movies and presentation conducted in the classroom help them in real-life.
6	The contents of the courses should include watching movies, reading newspapers, discussion on different topics, writing different reports which provide the opportunities for practical tasks.
5	The contents of the courses should be developed keeping in view the needs of the students in real life like case study,

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- software development study, discussions on technical topics in the classes
- 3 The contents of the courses must be organized specifically not generally.
- 3 More presentations and topics should be given on the spot, group discussions, question/answer sessions, and creative writing system, not copy and paste system, should be included in the contents of the courses.
- 

According to Table 4.3.3, most of the former students are of the view that courses should develop the specific contents related to their occupation (see section, 2.10.1) which fulfil the needs of the students in real-life and the contents of the courses must lead students towards practical tasks (see section, 2.10.4).

#### **4.3.4 Interpretation of the Content of the Courses**

The analysis of data reveals in the above section that most of students are of the view that contents of courses help them while they read other subjects taught at BS level. Similarly, all the teachers are of the view that contents match with the aims and objectives of the courses. However, former students propose that contents of the



course should be specific; the table (4.3.3) indicates what course contents can be added to make the courses more realistic.

Students report that the course is easily covered in a semester. On the contrary, in the previous section (4.2) the teachers complain that the duration of the classes is insufficient. This contradiction may occur because the teachers provide students with the course which is only achievable during a semester(s) and other course they may be discarded because of the shortage of time.

Most of the students report that the courses stress on practical tasks while former students who are in their profession complain that courses emphasize on theoretical work not practical tasks. Furthermore, students respond that practical tasks which have been done practically in the classrooms help in their occupation. The contradiction among students' responses shows that university's students are not aware about their profession's needs while the former students in the corporate sector depict the true picture of the real life because they are familiar with the needs.

Findings of the data also show that majority of students agrees that courses motivate the students for further study and courses are also useful for the demand of

the prospective job. In addition, the courses give equal emphasis to verbal and non-verbal communication. However, data concerning the prior described issues in the same paragraph does not come into account from former students.

The findings of triangulation of above section reveal that all the teachers and most of the students respond that contents of the courses are in line with the profession of the students. The teachers may give such views because they develop the contents of Functional English courses by themselves keeping in view the aims and objectives of the courses (see section, 4.1). It does not seem a good practice because in each class, each teacher may provide the contents according to his own will which disturb the consistency among the classrooms. However, former students comment that the course must be specific which motivates for practical tasks and they suggest what type of contents are required in their occupation (see table, 4.3.3) which enable the students to cope with rapidly changing society. Therefore, it can be concluded that course contents should be designed in correspondence with the students' occupation. Moreover, students' response should be kept in mind while preparing the contents of Functional English that all the contents of course should not be changed

rather the relevant should be added and irrelevant contents should be discarded.

#### **4.4 Teaching Methodology**

It was found, during observation, that three teachers mostly used lecture method while one of the teachers had more inclination towards discussion method (Zhang, 2010) in the classroom. It has also been observed that all of the four teachers of the Functional English course mark the attendance of the students at the beginning of the class which show that the teachers maintain proper record of the students (see appendix, D). The late comers were generally allowed to attend the classes and their attendance was also marked as present. This allows the students to come at their own pleasure. In the class of teacher no 1, the teacher began the class on time and before delivering the lecture he explained the aims and objectives of the day's topic. After sometimes, he allowed the students to give presentation. The students used multimedia and white board during the presentation. The teacher no 2 marked the attendance of the students and delivered the lecture for half time (total duration of the class being 90 minutes) of the class and all the students took full interest in listening to lecture. For the second half of the class, the

students gave presentations. The topics were informed to the students in the previous lecture and all the students were fully prepared for presentation. Teacher no 3 came a little late in the classroom. In his class, the students did not take much interest during the lecture. The teacher was also not fully prepared for the lecture. The teacher no 4 also used multimedia and white board and marked the attendance in the beginning of the class. He allowed the late comers to sit in class and some students also went outside during the class but he did not rebuke them.

Generally, the teachers did not refer to the previous lecture to link what they had discussed earlier with the day's lecture. Teachers no 1, 2 and 3 entered into the classrooms and after taking the attendance, they started to deliver the lecture directly. It seems as if the lessons start and end the same day and there is no link between the lessons conducted over a week. There is only one isolated instance of teacher no 4 who related the topic with the previous lesson taught in the previous classes. Except teacher no 2, the other teachers gave an overview of the day's lesson (see observation sheet, Appendix, D).

### Visual Aids

Which of the following aids is/are used in the classroom?

Table 4.4.1 (Data Based on Students' Questionnaire)

Visual aids	Frequencies	Percentage
White board	63	78.8%
Multimedia	44	55.0%
Films	14	17.5%
Pictures	7	8.8%

Table 4.4.1 depicts that most of the students (78.8 %) say that in aids, mostly white board is used in the classroom. It is also found that other AV. Aids like multimedia, films and pictures are also used. A.V. aids should be used in accordance with the choice of material (see section, 2.10.2).

How do you teach different skills?

Table 4.4.2 (Data Based on Teachers' Interviews)

Visual aids	Frequency	Themes
White board, projector, and multimedia	4	White board, projector, and multimedia are used in the classrooms.

As revealed by Table 4.4.2, all of the teachers report that they teach different skills by using visual aids like white board, projector and multimedia.

During the observation, it was found that teachers used white board and multimedia in the classrooms.

#### Material from real life situation

**Table 4.4.3 (Data Based on Students' Questionnaire)**

	SA	A	UD	D	SD	Mean	St. Dev.
a) The teacher brings learning material from real life situation	26.25%	51.25%	7.5%	10%	5%	3.84	1.084
b) The teacher encourages students to actively participate in class activities.	23.75%	52.5%	7.5%	11.25%	5%	3.79	1.087
c) The teacher motivates students to participate in group.	18.75%	52.5%	12.5%	10.25%	6%	3.68	1.088

Table 4.4.3 shows that:

- a) Most of the respondents strongly agree (26.25%) and agree (51.25%) that the teacher brings learning material from real life situation.

It was observed that the teachers occasionally bring material from the real life. Mostly, they remained confined to the books and notes recommended for the course (see observation sheet, appendix D).

- b) The above table also reflects that maximum respondents strongly agree (23.75%) or agree (52.5%) that the teacher encourages students to actively participate in the classroom activities.

The teachers did not seem interested in engaging the students. It looks as if the teacher's duty is to deliver the lecture and students' duty is to listen to them carefully. However, there was one instance where the teacher was concerned with the students' involvement in the lesson (see appendix, D).

- c) Table shows that majority of the students 18.75% strongly agree and 52.5% students agree that the teacher motivates them to participate in groups.

#### **4.4.5 Interpretation of Data of Methodology**

The analysis of the data collected from students interprets that white board and multimedia are mostly used in the classrooms. Some of the teachers also show films or pictures in visual aids. Similarly, teachers' interviews

also reflect that white board, projector and multimedia are the commonly used items in the classrooms. Likewise, the researcher found the use of multimedia and white board in the classrooms. Similarly, observation also shows that most of the teachers just deliver the lectures without any interaction or discussion with the students which bore the students during the class. It was also found in some classes, where teachers make interaction with the students, students take more interest and remain conscious during the lecture. A similarity has been found among all the departments, that teachers maintain the proper record of the students' attendance. Nevertheless, it has been observed that some teachers left the classes before the time as well as they also come late in the classes. Most of the teachers were fully prepared while a teacher's lecture was not ready then he was unable to control the class. Moreover, most of the students agree that teachers bring material form real life while observation shows that teachers did this practice rarely. Furthermore, majority of students is of the view that teacher encourages students to actively participate in class activities. However, the observation depicts that teachers were not much interested to engage the students in the activities. Besides, most of the students opine that teachers motivate students to participate in the group while



researcher observed that teachers have no inclination towards the team work.

## 4.5 Assessment

### Methods of assessment

Which method(s) is/are used for the assessment of the courses?

Table 4.5.1 (Data Based on Students' Questionnaire)

Assessment methods	Frequencies	Percentage
Quizzes	39	48.8%
Assignments	40	50.0%
Oral presentation	44	55.0%
Practical Tasks in the class	11	13.8%
Home Tasks	16	20.0%
Attendance	32	40.0%

The above Table 4.5.1 reveals that for the assessment of the courses (48.8%) of the students, report that they are given quizzes for assessing their abilities and 50% view that the course assesses the performance of the students through assignments. Majority of the respondents (55%) state that their skills are assessed by the oral presentations and (13.8%) state that practical tasks are done in the class to test the students' performance. There are (20.0%) of the students who view that home task are

given to the students whereas (40.0%) say that they are also assessed by attendance. Hence, the students respond that quizzes, assignments, presentation and attendance are used to assess their abilities.

In the four departments of the Faculty, different methods are used for the assessment of the course. The result of the collected data shows that there is no similar method for testing the course in the Faculty of Applied Sciences.

**How do you assess different skills of the students?**

**Table 4.5.2 (Data Based on Teachers' Interview)**

<b>Assessment methods</b>	<b>Frequency</b>	<b>Themes</b>
Writing skills	4	Teachers give the tasks like essay writing in which they test the organization of the ideas, appropriate use of vocabulary, understanding of the topic, logical order in the structure, the beginning and conclusion of the topic and correct English of the students. One of the teachers also added, "In writing, I test

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*the grammar, subject agreement, vocabulary, correct English, usages, good ideas."*

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- Speaking skills      4      All of the four teachers have same view that they assess the students' confidence, correct English, logical order, grammar and correct pronunciation. Three of the teachers claimed that students are asked to give presentation before the class, speech, debate, conversation, and table talk etc and one of the teachers reports, "*Students are allowed to participate in the class activities and sufficient time is given to the students to express their abilities before the class.*"
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- Reading skills      2      In the reading skills they assess the students in the papers as to
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how much were students able to understand a text.

- 1 Teacher assesses the reading skills of the students by giving them reading comprehension and academic texts.
- 1 Teacher gives 10% weightage to the reading skills which consist of the tasks like reading paragraph and questions/ answers activity.

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- Listening skills
- 2 Teachers assess the students whether they are able to understand the information in the dialogue spoken by others. Do the students understand the conversation between several people? Can the students understand the message? What strategies do they employ to cope with problems in listening?
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As shown in table 4.5.2, teachers' interviews reveal that most of them claim that they assess the performance of the students through all the four skills.

During the classroom observation (see appendix, D), it was observed that, generally, the teachers assessed the speaking skills keeping in view, the correct English, confidence, fluency, well planned structure and understanding about the topic. One of the teachers (no 1) informed the students what band scores will be applied in assessing their speaking skills while other did not mention any criteria before starting the students' activities in the classrooms. Only the testing of speaking skills came in account, others skills did not come in observation.

#### **Feedback on tasks**

#### **The teacher gives feedback on the tasks**

**Table 4.5.3 (Data Based on Students' Questionnaire)**

<b>Statement</b>	<b>Frequencies</b>	<b>Percentage</b>
Oral	34	42.5%
Written	13	16.3%
Both	33	41.8%

The above Table 4.5.3 shows that (42.5%) of the students respond that the teacher gives oral feedback on the tasks and (16.3%) report that written feedback is given

to them on their performance whereas (41.8 %) of the students respond that both oral and written feedback is given to the students on their tasks. Therefore, it is concluded that in some classes oral feedback is given on the tasks while in the other classes both oral and written feedback are given on the performance of the students.

During the observation (see appendix, D), it was found that one of the teachers (no 1) gave not only oral feedback on the students' performance but he also corrected the mistakes made by the students while the other teachers did not show any sign of feedback even they had the chance for feedback. Teacher's (no 3) attitude seems rude towards the students while they made any mistake; instead of guiding them, the teacher taunted the students.

#### **Feedback on the tests/assignments**

##### **The teacher gives feedback on the tests/assignments**

**Table 4.5.4 (Data Based on Students' Questionnaire)**

<b>Statement</b>	<b>Frequencies</b>	<b>Percentage</b>
In the class	19	23.8%
Immediately after the class	9	11.3%
After some days	43	53.8%
Never	7	8.8%

Table 4.5.4 depicts that (23.8%) of the respondents are of the view that the teacher gives feedback on the

tests/assignments in the class while (53.8%) of the students respond that teacher gives feedback after some days. Giving the feedback after some days might lose the interest of students because after a gap they may look for the fresh tests.

#### Advantages of feedback and testing of speaking skills

Table 4.5.5 (Data Based on Students' Questionnaire)

	SA	A	UD	D	SD	Mean	St. Dev.
a) The teacher's feedback is of great help in revising the task.	12.5%	62.5%	10%	8.75%	6.25%	3.66	1.018
b) The spoken skills are tested often.	11.25%	47.5%	21.25%	15%	5%	3.45	1.042

a) The data in the table 4.5.6 reflects that most of the students (12.5%) strongly agree and (62.5%) students agree that the teacher's feedback is of great help in revising the task.

b) The above table also indicates that majority of the students (11.25%) strongly agree and (47.5%) agree that their spoken skills are tested often in the classroom.

#### 4.5.7 Interpretation of Assessment of the Courses

The data collected from the respondents concerning the assessment of the courses, reflects that students' abilities are assessed by multi methods (see table, 4.5.1). Similarly, all the teachers' interviews reflect that teachers also use various ways to assess the students' four skills. However, in the researcher's observation, assessment of only speaking skills came into account. Furthermore, students also respond that teachers give oral as well as written feedback against their performance. In this regard, observation reveals that some of the teachers deal with students in a polite way at their mistakes while a teacher neither hears to students nor gives them feedback if students make any query. Moreover, almost half of the students opine that the teachers give them feedback after sometime. This practice may not guide the students because student may forget everything of the test. Besides, most of the students' are of the view that the teachers' feedback is of great help in revising the task. Nevertheless, it must be on time that students may not wait for the fresh given test. Majority of the students presents that their spoken skills are often tested by the teachers. However,



the teachers must treat equally to all four skills of students.

The findings of triangulation show that teachers' interviews in the table (4.5.2) depict that they test all the skills of students. Conversely, half of the teachers emphasize on two skills (see section, 4.2) but they test four skills of the learners. Moreover, as teachers claim that they develop and often assess the speaking skills of the students, but most of the former student recorded their interviews in Urdu while they were asked the questions in English for the evaluation of Functional English courses. Therefore, it is concluded that all the skills should be taught and assessed and teachers should give timely feedback that students may not make such mistakes in the next test. Moreover, there should be similar method of testing in all the departments of the Faculty.

## 4.6 Needs of the Bachelor of Science

### Students in practical life

Do the courses reflect the needs of the students in their profession?

**Table No 4.6.1: (Data Based on Teachers' Interviews about the Occupational Needs of the Students)**

Frequency	Themes
1	<i>"We do not have time to visit in the field to know the students' real life needs, the course designers should do job in the corporate sector and check the needs of students and in the light of that experience they should design Functional English courses." The teacher also reports that Functional English courses "need more resources to provide like more audio visual aids."</i>
1	<i>"There should be specific outlines not general for the Functional English course designed by the course designers. It is not possible for the English teachers to teach English to the technical students keeping in view their profession's need</i>

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*because we are unaware of their field."*

1        *"I do not know about the field, what is going on in the students' practical life and what is to be added in the outlines regarding real life and what is important for them? We follow the provided outlines. "*

1        *"Students take this course simple, easy; they do not show seriousness in English relatively to their technical courses. The course should be developed which also help the students in understanding technical subjects. By including vocabulary which helps them in other courses, students may take more interest in the study."*

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Table 4.6.1 shows the interviews with the teachers that Functional English courses do not fulfil the needs of the students' practical life. They report that Functional English courses should be developed by the course designers keeping in view what is needed in the students' occupation. The teachers' interviews also show that they are not well aware of the needs of the students' occupation and they follow the suggested outlines for the Functional English

courses. They suggest that there should be specific outlines in the courses, designed by the course designers.

What tasks do you need to perform in English language in your profession?

Table 4.6.2 (Former students' interviews about their occupational needs)

Frequency	Themes
4	They need sound base of speaking and listening skills because most of their clients belong to the Europe or to the USA and they converse with them through telephone which require being good in listening and speaking.
4	They need English for writing applications, formal letters, progress reports, CV, memorandum, and documents. They need to communicate confidently during the interviews, in meetings, with the clients, and they also require reading the field related papers given by seniors at work place.
4	They need to read news papers, writing

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documents, manual users, writing circular, minutes, explanation of the tasks, handling phone calls and field- related technical terms should be added in the Functional English.

3 There is need to develop the specific course for the students of BS and like idioms, phrases and literary portion should be excluded from the Course and field related contents should be added and it must be practised in the classrooms like, applying for the job, job- interviews, attending meetings, meeting with the chief executive officer in the organization.

3 They have to write letters, reports, instructions, applications and the analysis of the articles, attending the meetings. Hence, they need that all the four skills should be practised in the classroom. Students' confidence should be developed through practising group discussions, presentations and writing activities in the classes. They said that the course must

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develop the confidence of the students.

- 2 All tasks are done in English because mostly their clients belong to the USA and they need English for meetings, interviews, report writing, user manual, user statistics, documents and messenger communication and they need to introduce themselves in English. They said that their experience, academic background, and basic skills of their field are also explained in English before others.
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As data shown in table 4.6.2 that former students view that success in occupation demands proficiency in all the language skills, i.e. speaking, writing, listening and reading and students should be well versed in using language in all areas of their profession from applying for a job to handling the situation and tasks at the work place. There is need to design the specific course for the students. The interview data also reveals that the students need to be competent in using language for variety of purposes. The courses require that developing confidence of the students is very much important which help them in the profession.

#### **4.6.3 Interpretation of Needs of the Bachelor of Science Students in practical life**

The teachers' interviews reveal that they are not familiar with the needs of the students in their occupation. It is amazing that the Faculty has general aims and objectives without complete detail of course contents and Functional English teachers make them specific for their students (see section, 4.1) but they acknowledge that they are not aware about the needs of the students in their real life. Teachers propose that the syllabus designers should collect data from the people in the relevant field and develop the course which enables students to cope with the corporate sectors as well as in academic setting. On the other hand, former students' interviews show (see table, 4.6.2) their needs in real life. They suggest that these (see table, 4.6.2) contents can develop their four skills and it may enable them to face the challenges of their occupation. The table also indicates what practical tasks should be practised in the classrooms.

The triangulation of the findings of the data reflects that students are unaware about their needs in practical life as they never got chance to work in the market unless they complete their BS degree (see section, 4.3). Similarly, the teachers teach to the students but they are

also unfamiliar with the needs of the students. It is a flaw that Faculty also never noticed what contents are relevant to the students' practical life and what course is taught to the students in the classrooms. The teachers propose that syllabus designer should develop specific course for the students. In this regard, former students' interviews concerning the needs of students (see table, 4.6.2) can be a positive sign in developing specific course contents for students of Applied Sciences. However, one of the teachers also interprets that an interesting course contents should be developed which attract the students' attention. This might be possible only when the course is relevant to their technical field.

#### **4.7 Strengths, Weaknesses of the Courses and Suggestions for Improvement**

**What is good about the Functional English courses?**

**Table 4.7.1 (Data Based on Students' Questionnaire)**

<b>Statement</b>	<b>Frequencies</b>	<b>Percentage</b>
Helps in interpersonal communication	44	55.0%
Helps in compositions skills	13	16.3%
Modern and updated course material	3	3.8%
It focus on grammar	4	5.0%



Table 4.7.1 shows that majority of the students (55.0%) agrees that one of the good points that Functional English courses help in the interpersonal communication of the students.

**What are the strengths of the existing courses?**

**Table 4.7.2 (Data Based on Former Students' Interviews)**

Frequency	Themes
4	Listening skills are practised in the class.
2	It all depends on teachers, if he is good, there would be good learning. Presentation and listening were a good part of syllabus.
2	Presentation and confidence developing.
2	It develops our confidence and vocabulary.
5	Listening and reading skills
1	Idioms and phrases, reading newspapers.
2	Speaking skills and listening skills are taught to us.
2	Reading and writing skills.

### Weaknesses of the courses

What you do not like about the Functional English Courses?

Table 4.7.3 (Data Based on Students' Questionnaire)

Statement	Frequencies	Percentage
Complex	2	2.5%
Lack of focus on vocabulary and literature	1	1.3%
The course is dull and does not capture the students' interests	6	7.5%
Films do not interest the students	2	2.5%
The course outline is not provided	3	3.8%
Do not like assignments	5	6.3%
Do not like oral feedback	1	1.3%

Table 4.7.3 reflects that majority of the students (7.5%) complain that Functional English course is dull and does not capture the students' interests.

**What are the weaknesses of the existing courses?**

**Table 4.7.4 (Data Based on Former Students' Interviews)**

Frequency	Themes
3	There was no interaction and no speaking.
4	There were less presentations, no reading tasks, methodology of the teachers were not good.
4	Individual learning, no team work
1	No assignments, still parts of speech and teaching grammar are the focus of the course which we have been studying since primary.
1	Reading skills and writing skills do not seem part of the course.
2	We are weak in speaking and writing, whatever we are writing, it is because of previous knowledge.
4	Time for courses are short, need more time, teacher does not give feedback.

The flaw of the courses came in observation that the students were not actively involved in the classroom activities. The four skills of language were not treated equally in the classroom and team work was also not given to the students in any class.

**Suggestion for the improvements of the English course**

**How can the Functional English courses be improved?**

**Table 4.7.5 (Data Based on Students' Questionnaire)**

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
By increasing credit hours	1	1.3%
Literature should be introduced	1	1.3%
Hollywood movies can improve listening skills	4	5.0%
Students' opinion should be given weight	2	2.5%
The course should focus on real life situations	1	1.3%
There should be focus on books, novels and documentary	1	1.3%
The teacher should provide outline to the students	2	2.5%
Group discussions and presentations should be more frequent	21	26.3%
The teacher should use Urdu to translate difficult English words	1	1.3%
Grammar should be focused	1	1.3%
Assessment procedure should be improved.	5	6.3%
The course should focus on practical skills	5	6.3%
The course should be updated	2	2.5%
There should be focus on non-verbal communication	1	1.3%
Good teachers needed	15	18.8%

The data in the above table 4.7.5 depicts that the students (26.3%) suggest that there should be more group discussion and presentations in the classes whereas some students (18.8%) are of the view that they need good and trained teachers for functional English course. There are (5.0%) students who suggest that Hollywood movies can improve listening skills of the students.

**What changes would you suggest in the existing courses?**

**Table 4.7.6 (Data Based on Former Students' Interviews)**

Statement	Frequency	Themes
Focus on practical tasks	4	More activities should be included in speaking skills like interaction between the students and group discussions, and in writing skills, CV, formal letters, technical projects, and thesis writing should be added in the existing courses.
Focus on speaking and writing skills	6	In the courses, technical vocabulary should be included. Speaking and writing skills should be given more preference

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		in the classroom and the students' confidence should be developed.
Four skills	3	English should be taught keeping in view all the four skills equally and the target should be the skills not the grammar.
Course should not be changed	1	Course fulfils the requirement of the market.
Need professional books	1	The books available at college level were more professional than the book recommended at university level. He says that they need professional types of books which one may read and apply.
Feedback	2	The teachers should give feedback on the assignments which they never got. There should be critical view from the teachers which may make the students aware of their positive and negative points in terms of

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		performance.
Interesting contents	2	There should be interesting contents which motivate the students for further study.
Trained teachers	2	For Functional English courses, there should be trained teachers.

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According to the results of the above Table 4.7.6, interviews with the former students show most of the respondents suggest that Functional English Course should give more emphasis on practical tasks in the classrooms which enable the students to converse confidently in job-related setting.

#### **4.7.7 Interpretation of Data Regarding Strengths, Weaknesses of the Courses and Suggestions for Improvement**

Practical tasks help apprise the students about the functions of language they might have to employ once they join the particular profession. As things stand, the course does not cater to the needs of the profession because it lacks practical tasks. However, these practical tasks should be so incorporated in the courses that they attract the interest of the students. Moreover, the lack of

integration of the language skills results in wastage of time and resources. Most of the former students report that they were given practice in listening, while others believe that reading and writing skills were paid attention, but these skills were not integrated in a meaningful manner so as to help the students learn the practical and functional aspects of language. Moreover, the available data also suggests that there was no uniformity in the classes. In some of the classes, attention was paid mostly to the listening skills while in others the literacy skills were emphasized. There is a difference in the opinions of the BS students and former students. Whereas the former students believe that the course does not develop strong interpersonal skills, the BS students feel that the course does develop these skills. This might be due to the fact that the former students are aware of the market needs which the BS students have no knowledge of. Both the current and the former students concur regarding the importance of classroom presentation for development of speaking skills.



## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the overall conclusions of the research, discussion, and the recommendations in the light of detailed analysis as reported in the research.

#### CONCLUSIONS

From the findings of the evaluation study of Functional English courses for BS programme, researcher has drawn the following conclusions.

The teachers are of the view that Functional English courses have general aims and objectives and they make them specific for the students. They are unaware of the real life needs of teaching English to the students of BS degree. The students are generally satisfied with their speaking skills. However, it was observed that there were very few opportunities for the students to express their feelings in English. Majority of the former students states that they lack of confidence in speaking English and most of them recorded interviews in Urdu language.

The students felt that they were confident listeners and had enough opportunities to listen to English. Two of the teachers say that they conduct listening activities in the classrooms. The most of the former students are of the view that their listening skills have developed and specifically, they feel confident in listening the telephone calls of the native English speaker (their clients) at work place. Though the teachers claim that they emphasize the development of skimming skill, very few students agreed with them. However, most of the students are satisfied that the courses have developed their reading skills. The former students also claim that they rarely face problem in reading skills.

The teachers point out that a short duration of two semesters is not adequate for development of writing skills among those students who are weak. The former students suggest that there is need to include practical tasks which enable them to write correct English. The teachers provide the students with specific books and notes as courses material. The teachers occasionally select the topics of real life. Mostly, the teachers are not properly trained to teach Functional English. Most of the teachers, generally, use lecture method whereas one teacher uses discussion method in the classrooms. The teachers make use of various

audio visual aids. The teachers are not inclined towards the team work in the classrooms. The students are not actively engaged in classroom activities. The teachers usually provide the students with the feedback on their work after a few days. The teachers use quizzes, assignments, oral presentations and mid-term exams to assess the courses.

#### **Discussion**

Aims and objectives of a course should give a clear idea of what skills and capabilities course envisions for the students once they have completed the courses. The evaluation of Functional English courses for BS programme shows that the aims and objectives of the courses are not provided to all the students. Students from two, out of four classes, report that they are not informed about the aims and objectives of the courses (see section, 4.1.1). On the other hand, teachers say that they develop the specific aims and objective out of the general aims (see section, 4.1.2).

The outline given by the Faculty for the students of Applied Sciences includes aims and objectives but not the contents for Functional English I whereas the outline for

Functional English II comprises of contents but not aims and objectives for the course (see appendix-E). However, the outlines provided by Higher Education Commission (HEC) for the courses consist of objectives and the contents for the courses (see appendix-E).

Former students propose that that the aims and objectives of courses should be developed which enable them to apply all the four skills successfully in their occupation (see section, 4.1.3).

The analysis of the data shows (see section, 4.1.4), that materials recommended for the students included books, notes, cassettes and movies. Similarly, the teachers say that they recommend for the students movies, cassettes, books, use of internet and notes (see section, 4.1.5). The researcher observed during the classroom observation that most of the students knew about the use of the multimedia and majority of them had books and notes as sources of learning materials (see sections, 4.4.1 & 2.10.2).

The interviews with the teachers regarding the emphasis on skills show that two out of the four teachers emphasize on two skills, i.e. speaking and writing. Contrary to it, Cunningsworth (1995) states that integrated skills should be developed in the courses (see section, 2.10.4). On the other hand, other two teachers and most

of the BS students have the same view that all the four skills are given equal importance in the classrooms which is similar to Cunningsworth's view. The researcher observed that students seem comfortable in presenting the pre-informed topics. All the assigned activities have been presented in the classrooms; students were not given real life situations in which they may share ideas for improving their speaking skills. In contrast, synthetic courses show the functions of a language, keeping in view the situation in specific context (see section, 2.5).

Development of language skills requires an appropriate allocation of time. However, the teachers, in the present study, complain that all the four skills are difficult to cover within two semesters and former students also suggest that time span for the courses should be increased from two to three semesters.

The BS students claim that the speaking activities conducted in the classroom make them confident (see section, 4.2.1.2). Similarly, teachers have reported that speaking skills are often practised (see section, 4.2.1.3). The former students' interviews also show that speaking skills are given weightage; however, most of them complain that they lack of confidence and the courses should develop their speaking skills by giving different tasks in the

classroom (see section, 4.2.1.4). The observation of the researcher shows that topics for spoken English are assigned to the students beforehand. They prepare it and present confidently, whereas students do not get a chance to present ideas in situations which may demand real life interaction. On the contrary, Finocchiaro and Brumfit (1983) propose that a functional course presupposes (see section, 2.8), that the speakers have a real purpose for speaking.

The students are of the view that the reading skills made them confident in reading the books and articles (see section, 4.2.2.2). The interviews with the teachers show that they do not give much importance to the reading skill because students are capable in reading skills (see section, 4.2.2.3). Similarly, the researcher did not observe any sign of reading skills during the classroom observation. Majority of the former students is of the view that they got chances for reading technical subjects which help them in their profession but they suggest that the course should include material for reading skills which is relevant to occupation (see section, 4.2.2.4). Likewise, McDonough & Shaw (2003) point out that there is need to incorporate reading skills in ESP courses (see section, 2.10.6).

The students' responses show that courses mostly emphasize on writing application and letters and this practice develops the confidence among the students in writing skills (see section, 4.2.3.1). The interviews with the teachers show that developing writing skills of the students require more time and it is difficult to improve the same within two semesters. The teachers' opinions also show that it is not possible to cover the deficiencies that are left unattended at schools. The teachers say that if the class size is reduced, they would be better equipped to assess the students' skills. The teachers are of the view that they include grammar, essay writing, application, formal and informal letters, projects, paraphrasing, questions/answers, and comprehensions questions etc in the courses material (see section, 4.2.3.3).

On the other hand, the interviews with former students reveal that they have to do a lot of activities in writing skills which include writing daily report, e-mails, reply to the clients' letters, letters to seniors and instruction for juniors, minutes of the meetings, applications, documentation and CV etc. The interviews also show that mostly respondents report that the courses should emphasize on practical tasks not theoretical in writing skills because reading theory of a topic is useless. The former

students emphasize there is need to develop writing skills (see section, 4.2.3.4).

Cunningsworth (1995) suggests that the courses should develop appropriate activities in the writing skills in terms of amount of guidance and degree of accuracy and proper style (see section, 2.10.4).

Analysis of the data shows that most of the students are of the view that listening skills are given equal weightage in the classrooms and they feel comfortable in listening to English programmes (see section, 4.2.4.1). Similarly, most of the former students claim that their listening skills have developed in the classrooms and they rarely faced problem in practical life. They add that in the contents of listening skills, watching movies was a good practice (see section, 4.2.4.3). The two teachers out of four respond that listening skills are practised in the classrooms and claimed that they provided well recorded materials to the students (see section, 4.2.4.2). These findings are similar to McDonough & Shaw (2003) and Cunningsworth (1995) that well recorded materials are needed for developing the listening skills of the learners (see section, 2.10.4 and 6). On the other hand, two teachers out of four conduct the listening skills in the classroom (see section, 4.2.4.2).



The students' responses show that the courses are helpful for understanding other subjects taught at BS level. Most of the students, report that the courses stress on practical tasks and it is helpful for the demand of the prospective job (see section, 4.3.1). On the contrary, the interviews with the former students reveal that the courses should deal with specific purposes rather than general English (see section, 4.3.3). Similarly, Munby (1978) stated, after identification of ESP, in both occupational and educational setting, questions are asked which identify specific area of the study (see section, 2.10.1).

Majority of the former students is of the view that contents of the courses should be relevant to their profession. On the other hand, some students are also of the view that some parts of the contents are related to the students' real life. According to the former students' opinion, courses should be changed and the relevant contents of the existing data should be added in the new courses. Cunningsworth (1995) recommends that grammatical items should be included keeping in view the learners' needs. The contents of the courses should also show how to take part in conversations (see section, 2.10.4). Similarly, Hutchinson and Waters (1987) point out that

there should be proper organisation of the contents throughout the materials and within the units. There should also be content sequence throughout the books and the units (see section, 2.10.2). Nunan (1988) says one should keep in mind what the learners want to do with the language and in light of their needs, courses should be developed (see section, 2.10.3).

The teachers generally use lecture method in the classes. This method may not attract the attention of the students. Cunningsworth (1995) suggests that the skills should be taught differently for developing the learners' communicative competence (see section, 2.10.4). Moreover, former students also emphasize the need, on the part of the teachers, to employ those methods for teaching English which may be helpful for developing communicative competence of the students.

Regarding materials for the courses, students claim that the teacher brings it from real life (see section, 4.4.3) while the observation of the researcher reveals that the teachers occasionally enrich the materials by referring these to the occupation. However, former students complain that they had never been informed about needs of the profession. On the other hand, McDonough & Shaw (2003)

propose that the courses should cater to the learners' real life needs (see section, 2.10.6).

The analysis of the data shows that different methods like quizzes, assignments and oral presentations are used to assess the students' abilities (see section, 4.5.1). Some of the students suggest that assessment methods should be improved (see section, 4.7.5). The teachers claim that mostly they assess the performance of the students by giving them writing, reading, speaking and listening skills' tests (see section, 4.5.2). The methods which the teachers adopted for the assessment seem most helpful for improving the skills of the students (see section, 4.5.1), but giving timely feedback to the students could be a plus point in developing the students' skills. Observation reveals that most of teachers do not brief the students about the band scores; this aspect might mislead the students as to what is to be tested in the exams. These findings might suggest that the teachers should provide the band scores to the students and in the light of the provided band scores students' performance should be assessed.

Students complain that the courses are dull and do not attract the attentions and they need the courses which create interest among the learners (see section, 4.7.1).

Moreover, a teacher also points out that the students take the course easy, simple, and do not show as much interest in it as they show during their technical courses.

Likewise, McDonough & Shaw (2003) propose that a course should develop the interest among the learners and their needs should be taken into account (see section, 2.10.6). Similarly, Munby (1978) proposes that there is need to include activities in the courses which help the learners in technical work place (see section, 2.10.1). This might be due to the fact, as former students point out, that the course should improve all the four skills of the students, the contents of the course need to be relevant and emphasize practical tasks (see section, 4.2.4.1). Nunan (1988) suggests that the activities which motivate the learners for language learning should be added in the courses (see section, 2.10.3).

### **Recommendations**

From the findings and conclusions of the study, the researcher suggests that Functional English courses should be developed after analysing the students' needs.

The syllabus designers should take the responsibility to find out the needs of the students in the corporate sectors. They should design the courses for Functional

English in the light of students' needs like, writing reports, formal letter, application, documents, technical vocabulary, CV, projects writing and analysis of the report. The activities should be assigned to students to develop their confidence like, the students should be allowed to speak about a topic of their interest before the class while in the next session, and the teacher should assign the topic at the spot. The activities from easy to difficult may help the students overcome hesitation and develop confidence. Furthermore, some situation should be given to the students like, an engineer at workplace, seeing the boss at office and attending the meetings etc. Similarly, for developing the listening skills of the students, University should take serious steps and arrange the necessary and latest equipments which facilitate students. Well recorded movies should be recommended for the courses which should be watched in the classes. Radio, tape recorder, television and computers could also be used quite effectively to develop the aural-oral skills. Some readers, which are relevant to students' field, should be specified by the course designers. The websites of relevant journals should be recommended. It must be made compulsory for the teachers, that in every semester, the most recent issues of the journals should be employed in the classes to

aware the students about latest invention in the field of science and technology. Such practices may enhance the reading skills of the students because the relevant topics can develop the interest of students in the reading. The course designers should not only focus what to learn but also specify how to learn (see section, 2.3). The analysis of students' needs may help the course designers devise aims and objectives of the courses.

Subsequently, before the beginning of each semester, a comprehensive meeting should be arranged with Functional English teachers to provide the designed course outlines, and to inform them as to what should be covered, and how, during the semester. It should also be strictly advised to all the Functional English teachers to have a bimonthly meeting with the Faculty Dean to share latest situation of the course. This may keep the consistency among different departments under the same Faculty. Thus, uniformity may be developed in all the classes.

All the teachers should provide the course outlines in written form to the students including aims and objectives of the course, contents of the course, mid-term exam, and assignments' submission date etc. Moreover, the designed outlines should also include the materials for the course and teachers should ensure in time that the recommended

materials are available in the library or in local market, like movies, books and cassettes. Furthermore, the teachers should also ensure that the materials recommended by the course designers would be used in the class.

There is a dire need to treat all the four skills of the language equally in the classes. One way of skills integration might be giving students an assignment about a particular issue in which they have to engage in extensive reading, and produce a written composition. This might be followed by an oral discussion on the same topic. In this way, all the four language skills are practiced in the classroom.

The students might be asked to simulate the roles of a boss and subordinates and indulge in official correspondence in order to develop their skills. Such simulation gives students enough practice in the use of language through practical tasks. This could also be replaced with a situation where the firm has to satisfy a client. Moreover, the situation could be used to help the students develop listening and speaking skills through replication of telephonic conversation between boss and subordinate or firm and client.

Time duration should be increased from two semesters to three for Functional English courses so that the skills

may be dealt smoothly in an integrated way. The teacher should provide feedback to the students well within time. There should be refresher courses for teachers of English for Specific Purposes so as to keep them abreast with changing trends in the field of language teaching, in general, and ESP in particular.



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## APPENDIX-A

**Questionnaire for Students**  
**Faculty of Applied Sciences**  
**International Islamic University, Islamabad**

This research is conducted in order to evaluate courses of Functional English for the Students of Applied Sciences for Bachelor of Science (BS) Programme at IIUI. Kindly fill in this questionnaire. Be honest in giving your opinions. Your response will be kept confidential.

Muhammad Nawaz

M Phil English

IIU, Islamabad.

**Please tick (√) the relevant box**

Sr. No	Items	Yes	No
1.	The outlines of English courses are provided in the class.		
2.	The outlines mention the aims and objectives of the courses.		
3.	The courses outlines provide a clear view of the plan such as mid-term, assignments, quizzes etc		

4. The learning material recommended for the courses consist of: (please tick (√) which is/are relevant)

- Specific Book (s)     Notes     Cassette     Internet  
 Journals             Other (please specify) \_\_\_\_\_

(Please tick (✓) the relevant box)

SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree,  
SD=Strongly Disagree

5. Which of the following is/are done in the class?

a) Presentations	b) Debates	c) Group Discussions	d) Interviews			
e) Picture Talk	f) Dialogue practice	g) Others (Please Specify)				
6.	The speaking activities made me confident in speaking English	SA	A	UD	D	SD

7. In reading skills, which of the following sub skills are practiced?

a) Skimming	b) Scanning	c) Inferring	d) purpose	e) Function		
f) Summarizing	g) Contextual meanings	i) other (please specify)				
8.	The courses have made me confident in reading books and articles.	SA	A	UD	D	SD

9. The courses have helped me in writing:

a) Reports	b) Letters/ Applications	c) Essay	e) CV			
f) Dialogue	h) Others (Please Specify)					
10	The courses have given me confidence in writing.	SA	A	UD	D	SD
11	Listening skills are given equal weightage in the courses.					
12	I feel comfortable in listening to English programmes.					

SA= Strongly agree, A=Agree, UD=Undecided,  
D=Disagree, SD=Strongly Disagree

S.N	Items	SA	A	UD	D	SD
13.	The courses help me in understanding other subjects taught at BS level.					
14.	The course is easily covered in a semester.					
15.	The courses stress on practical tasks.					
16.	The courses motivate for further study and research.					
17.	The courses are useful for the demand of prospective job.					
18.	The courses give equal emphasis to verbal and non-verbal communication.					

19. Which of the following aids is/are used in the classroom?

a)White board	b)Multimedia	c) Overhead projector	d) Films	e) Tapes
e)Pictures	f) Charts	g) Others	f) None of them	

20.	The teacher brings learning material from real life situation	SA	A	UD	D	SD
21.	The teacher encourages students to actively participate in classroom activities.					
22.	The teacher motivates students to					



	participate in group.					
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23. Please tick (✓) the methods which are used for the assessment of the course:

a) Quizzes	b. Writing assignments	c) Oral presentations	d) Home tasks
e) Practical tasks in the class			

24. The teacher gives feedback on the tasks:

Written  Oral  Both

25. The teacher gives feedback on the tests/assignments:

In the class	Immediately after the class	After some days	Never
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26.	The teacher's feedback is of great help in revising the task.	SA	A	UD	D	SD
27.	The spoken skills are tested often.					

28. What is good about the Functional English courses?

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29. What you do not like about the Functional English courses?

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30. How can the Functional English courses be improved?

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Thank you for taking the time to complete this  
questionnaire

## Questionnaire for Students

Faculty of Applied Sciences **APPENDIX, A-1**

**International Islamic university, Islamabad**

This research is conducted in order to evaluate Courses of Functional English for the Students of Applied Sciences for Bachelor of Science (BS) Programme at IIUI. Kindly fill in this questionnaire. Be honest in giving your opinions. Your response will be kept confidential.

Muhammad Nawaz

M Phil English

IIU, Islamabad.

Please tick (✓) the relevant box

Sr. No	Items	Yes	No
1.	The outlines of English courses are provided in the class.	✓	
2.	The outlines mention the aims and objectives of the courses.	✓	
3.	The courses outlines provide a clear view of the plan such as mid-term, assignments, quizzes etc	✓	

4. The learning material recommended for the courses consist of: (please tick (✓) which is/are relevant)

- Specific Book (s)  
  Notes  
  Cassette  
  Internet  
 Journals  
  Other (please specify) \_\_\_\_\_

(Please tick (✓) the relevant box)

SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree, 164

SD=Strongly Disagree

5. Which of the following is/are done in the class?

a) Presentations	<input checked="" type="checkbox"/> Debates	c) Group Discussions	d) Interviews
e) Picture Talk	<input checked="" type="checkbox"/> Dialogue practice	g) Others (Please Specify)	

6. The speaking activities made me confident in speaking English	SA	A	UD	D	SD
	<input checked="" type="checkbox"/>				

7. In reading skills, which of the following sub skills are practiced?

a) Skimming	b) Scanning	c) Inferring	d) purpose	e) Contextual meanings	
f) Summarizing	g) Function	i) other (please specify)			
8. The courses have made me confident in reading books and articles.	SA	A	UD	D	SD
		<input checked="" type="checkbox"/>			

9. The courses have helped me in writing:

a) Reports	b) Letters/ Applications	c) Essay	e) CV		
f) Dialogue	h) Others (Please Specify)				
10. The courses have given me confidence in writing.	SA	A	UD	D	SD
		<input checked="" type="checkbox"/>			
11. Listening skills are given equal weightage in the courses.				<input checked="" type="checkbox"/>	
12. I feel comfortable in listening to English programmes.				<input checked="" type="checkbox"/>	

SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree,  
SD=Strongly Disagree

S.N	Items	SA	A	UD	D	SD
13.	The courses help me in understanding other subjects taught at BS level.				✓	
14.	The course is easily covered in a semester.				✓	
15.	The courses stress on practical tasks.				✓	
16.	The courses motivate for further study and research.				✓	
17.	The courses are useful for the demand of prospective job.					✓
18.	The courses give equal emphasis to verbal and non-verbal communication.					✓

19. Which of the following aids is/are used in the classroom?

a) ✓ White board	b) ✓ Multimedia	c) Overhead projector	d) Films	e) Tapes
e) Pictures	f) Charts	g) Others. (Please specify)	f) None of them	

20.	The teacher brings learning material from real life situation	SA	A	UD	D	SD
					✓	
21.	The teacher encourages students to actively participate in classroom activities.		✓			
22.	The teacher motivates students to participate in group.					✓

23. Please tick (✓) the methods which are used for the assessment of the course: 166

a) ✓ Quizzes	b. ✓ Writing assignments	c) ✓ Oral presentations	d) Home tasks
e) Practical tasks in the class			

24. The teacher gives feedback on the tasks:

Written  Oral  Both

25. The teacher gives feedback on the tests/assignments:

In the class	Immediately after the class	After some days ✓	Never
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26.	The teacher's feedback is of great help in revising the task.	SA ✓	A	UD	D	SD
27.	The spoken skills are tested often.	✓				✓

28. What is good about the Functional English courses?

The grammar only.

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29. What you do not like about the Functional English courses?

We should be taught English for practical life and not just grammars.

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30. How can the Functional English courses be improved?

Speaking Listening Cassettes ,  
Especially IELTS Course.

Thank you for taking the time to complete this questionnaire

**Questionnaire for Students**      APPENDIX, A-2  
**Faculty of Applied Sciences**  
**International Islamic university, Islamabad**

This research is conducted in order to evaluate Courses of Functional English for the Students of Applied Sciences for Bachelor of Science (BS) Programme at IIUI. Kindly fill in this questionnaire. Be honest in giving your opinions. Your response will be kept confidential.

Muhammad Nawaz

M Phil English

IIU, Islamabad.

**Please tick (√) the relevant box**

Sr. No	Items	Yes	No
1.	The outlines of English courses are provided in the class.		✓
2.	The outlines mention the aims and objectives of the courses.	✓	
3.	The courses outlines provide a clear view of the plan such as mid-term, assignments, quizzes etc	✓	

4. The learning material recommended for the courses consist of: (please tick (√) which is/are relevant)

- Specific Book (s)     Notes     Cassette     Internet  
 Journals             Other (please specify) \_\_\_\_\_

(Please tick (✓) the relevant box)

**SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree**

5. Which of the following is/are done in the class?

a) Presentations	b) Debates	c) Group Discussions	d) Interviews
e) Picture Talk	f) Dialogue practice	g) Others (Please Specify)	

6. The speaking activities made me confident in speaking English	SA	A	UD	D ✓	SD
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7. In reading skills, which of the following sub skills are practiced?

a) Skimming ✓	b) Scanning	c) Inferring	d) purpose	e) Contextual meanings	
f) Summarizing	g) Function	i) other (please specify)			
8. The courses have made me confident in reading books and articles.	SA	A	UD ✓	D	SD

9. The courses have helped me in writing:

a) Reports	b) Letters/ Applications ✓	c) Essay	e) CV		
f) Dialogue	h) Others (Please Specify)				
10. The courses have given me confidence in writing.	SA	A ✓	UD	D	SD
11. Listening skills are given equal weightage in the courses.				✓	
12. I feel comfortable in listening to English programmes.		✓			



SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree, SD=Strongly Disagree

S.N	Items	SA	A	UD	D	SD
13.	The courses help me in understanding other subjects taught at BS level.		✓			
14.	The course is easily covered in a semester.				✓	
15.	The courses stress on practical tasks.			✓		
16.	The courses motivate for further study and research.					✓
17.	The courses are useful for the demand of prospective job.	✓				
18.	The courses give equal emphasis to verbal and non-verbal communication.				✓	

19. Which of the following aids is/are used in the classroom?

a) White board	b) Multimedia	c) ✓ Overhead projector	d) Films	e) Tapes
e) Pictures	f) Charts	g) Others (Please specify)	f) None of them	

		SA	A	UD	D	SD
20.	The teacher brings learning material from real life situation				✓	
21.	The teacher encourages students to actively participate in classroom activities.		✓			
22.	The teacher motivates students to participate in group.		✓			

23. Please tick (✓) the methods which are used for the assessment of the course:

a) <input checked="" type="checkbox"/> Quizzes	b. Writing assignments	c) Oral presentations	d) Home tasks
e) Practical tasks in the class			

24. The teacher gives feedback on the tasks:

Written  Oral  Both

25. The teacher gives feedback on the tests/assignments:

In the class	Immediately after the class	After some days <input checked="" type="checkbox"/>	Never
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26. The teacher's feedback is of great help in revising the task.	SA	A <input checked="" type="checkbox"/>	UD	D	SD
27. The spoken skills are tested often.		<input checked="" type="checkbox"/>			

28. What is good about the Functional English courses?

*It received the old courses of college and university. This produced the skills of writing, letter, essay, application etc.*

29. What you do not like about the Functional English courses?

*I do not like functional english course so the teacher methode is not satisfying the students.*

30. How can the Functional English courses be improved?

*The improved this course totally  
depending teacher.*

**Thank you for taking the time to complete this questionnaire**

(Please tick (✓) the relevant box)

SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree, 174  
SD=Strongly Disagree

5. Which of the following is/are done in the class?

<input checked="" type="checkbox"/> a) Presentations	b) Debates	<input checked="" type="checkbox"/> c) Group Discussions	d) Interviews
e) Picture Talk	f) Dialogue practice	g) Others (Please Specify)	

6. The speaking activities made me confident in speaking English	SA	A ✓	UD	D	SD
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7. In reading skills, which of the following sub skills are practiced?

a) Skimming	b) Scanning	c) Inferring	d) purpose	e) Contextual meanings
<input checked="" type="checkbox"/> f) Summarizing	g) Function	i) other (please specify)		

8. The courses have made me confident in reading books and articles.	SA	A	UD	D ✓	SD
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9. The courses have helped me in writing:

a) <input checked="" type="checkbox"/> Reports	b) <input checked="" type="checkbox"/> Letters/ Applications	c) <input checked="" type="checkbox"/> Essay	e) CV
f) Dialogue	h) Others (Please Specify)		

10. The courses have given me confidence in writing.	SA	A ✓	UD	D	SD
11. Listening skills are given equal weightage in the courses.		A ✓			
12. I feel comfortable in listening to English programmes.				D ✓	

SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree,  
SD=Strongly Disagree

S.N	Items	SA	A	UD	D	SD
13.	The courses help me in understanding other subjects taught at BS level.				✓	
14.	The course is easily covered in a semester.		✓			
15.	The courses stress on practical tasks.		✓			
16.	The courses motivate for further study and research.				✓	
17.	The courses are useful for the demand of prospective job.		✓			
18.	The courses give equal emphasis to verbal and non-verbal communication.		✓			

19. Which of the following aids is/are used in the classroom?

a) White board	b) <input checked="" type="checkbox"/> Multimedia	c) Overhead projector	d) Films	e) Tapes
e) Pictures	f) Charts	g) Others (Please specify)	f) None of them	

		SA	A	UD	D	SD
20.	The teacher brings learning material from real life situation		✓			
21.	The teacher encourages students to actively participate in classroom activities.		✓			
22.	The teacher motivates students to participate in group.		✓			

23. Please tick (✓) the methods which are used for the assessment of the course: 176

a/ ✓ Quizzes	b/ ✓ Writing assignments	c/ ✓ Oral presentations	d/ ✓ Home tasks
e/ ✓ Practical tasks in the class			

24. The teacher gives feedback on the tasks:

Written  Oral  Both

25. The teacher gives feedback on the tests/assignments:

In the class	Immediately after the class	After <input checked="" type="checkbox"/> some days	Never
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26.	The teacher's feedback is of great help in revising the task.	SA <input checked="" type="checkbox"/>	A	UD	D	SD
27.	The spoken skills are tested often.	<input checked="" type="checkbox"/>				

28. What is good about the Functional English courses?

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29. What you do not like about the Functional English courses?

*Presentations and projects because we are students of SE not MBA. our presentations and projects is matching to MBA.*

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30. How can the Functional English courses be improved?

177

By giving concentration on our assignments  
and presentations not on other things.

Thank you for taking the time to complete this questionnaire

(Please tick (✓) the relevant box)

SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree, 179

SD=Strongly Disagree

5. Which of the following is/are done in the class?

a) Presentations	b) Debates	c) Group Discussions	d) Interviews
e) Picture Talk	f) Dialogue practice	g) Others (Please Specify)	

6. The speaking activities made me confident in speaking English	SA	A	UD	D	SD
		✓			

7. In reading skills, which of the following sub skills are practiced?

a) Skimming	b) Scanning	c) Inferring	d) purpose	e) Contextual meanings
✓				
f) Summarizing	g) Function	i) other (please specify)		

8. The courses have made me confident in reading books and articles.	SA	A	UD	D	SD
		✓			

9. The courses have helped me in writing:

a) Reports	b) Letters/ Applications	c) Essay	e) CV
		✓	
f) Dialogue	h) Others (Please Specify)		

10. The courses have given me confidence in writing..	SA	A	UD	D	SD
		✓			
11. Listening skills are given equal weightage in the courses.		✓			
12. I feel comfortable in listening to English programmes.		✓			



SA= Strongly agree, A=Agree, UD=Undecided, D=Disagree,  
SD=Strongly Disagree

S.N	Items	SA	A	UD	D	SD
13.	The courses help me in understanding other subjects taught at BS level.			✓		
14.	The course is easily covered in a semester.		✓			
15.	The courses stress on practical tasks.		✓			
16.	The courses motivate for further study and research.			✓		
17.	The courses are useful for the demand of prospective job.		✓	✓		
18.	The courses give equal emphasis to verbal and non-verbal communication.		✓			

19. Which of the following aids is/are used in the classroom?

a) White board	b) ✓ Multimedia	c) Overhead projector	d) Films	e) Tapes
e) Pictures	f) Charts	g) Others (Please specify)	f) None of them	

	Items	SA	A	UD	D	SD
20.	The teacher brings learning material from real life situation		✓			
21.	The teacher encourages students to actively participate in classroom activities.		✓			
22.	The teacher motivates students to participate in group.		✓			

23. Please tick (✓) the methods which are used for the assessment of the course: 181

a) Quizzes	b. Writing assignments	c) Oral presentations	d) Home tasks ✓
e) Practical tasks in the class			

24. The teacher gives feedback on the tasks:

Written  Oral  Both

25. The teacher gives feedback on the tests/assignments:

In the class	Immediately after the class	After some days ✓	Never
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26. The teacher's feedback is of great help in revising the task.	SA	A ✓	UD	D	SD
27. The spoken skills are tested often.		✓			

28. What is good about the Functional English courses?

*functional english course the interview skills are for the students because this skills helps for job.*

29. What you do not like about the Functional English courses?

*Extra Assignment that are not necessary.*

30. How can the Functional English courses be improved?

182

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Thank you for taking the time to complete this questionnaire

## APPENDIX-B

**Semi-Structured Interview with the Teachers**

- 1) Are the aims and objectives of the courses stated clearly?
- 2) Do the objectives of the courses match the contents?
- 3) What material do you recommend for the courses?
- 4) What skills do the courses emphasize?
- 5) How far the courses develop the skills of the students?
  - a) Speaking
  - b) Reading
  - c) Writing
  - d) Listening
- 6) How do you teach different skills?
- 7) How do you assess the different skills of the students?
  - a) Speaking
  - b) Reading
  - c) Writing
  - d) Listening
- 8) Do the courses reflect the needs of the students in their profession?

## APPENDIX B-1

**Semi-Structured Interview with the Teachers****Teacher No 1**

**Q. Are the aims and objectives of the courses stated clearly?**

The courses consist of general aims and objectives. The teacher makes them specific. Objectives of the courses are realistic but more resources need to provide like more audio visual aids.

**Q. What materials do you recommend for the courses?**

I recommend comprehension books, film, cassettes, play role, novel, articles, journals, and newspapers for the class discussion.

**Q. What skills do the courses emphasize?**

All the four skills.

**Q. How far the courses develop the skills of the students?**

**a) Speaking**

Different topics are assigned to the students for the discussions and presentations to enhance their speaking skills. Interviews, games, debates and speeches are also carried out in the classroom.

**b) Reading**

Multiple books are recommended to expand their reading skills. Articles, journals, and newspapers are discussed in

the classroom. Sub skills like skimming, scanning and the purpose of a text are also practised. Articles, journals, and newspapers are also discussed in the classroom.

**c) Writing**

To certain extent, with large class no, huge remedial work is necessary. This cannot be achieved realistically but before they (students) come to us, their base should be strong because it is difficult to handle the huge class. I teach them essay writing, projects, letter writing, summary, paraphrasing, questions and answers, and comprehensions questions.

**d) Listening**

I especially focus on listening skills which I think is basic requirement of students because our students rarely find such activities in our education systems. I personally arrange the sources for listening skills. It is on the teacher initiative. Film and play role create interest among the learners. I select reputable established films, classical films, top films and students get chance to listen to different characters in different accent which stimulate them for listening.

**Q. Do the objectives of the courses match the contents?**

To certain extent the courses match the contents.

**Q. How do you teach different skills?**

I teach skills separately. Multimedia, white board and my personal overhead projector are used in the classroom.

**Q. How do you assess the different skills of the students?**

**a) Speaking**

In speaking, fluency, grammar, pronunciation, intonation, and contexts are assessed.

**b) Reading**

Reading is assessed by comprehension and academic text.

**c) Writing**

Writing skills refer to sound grammar, subject agreement, vocabulary, correct English, usages and good ideas.

**d) Listening**

Listening includes are students able to understand conversation between several people, to extract information, to understand information in the dialogue and to comprehend in rising difficulty etc.

**Q. Do the courses reflect the needs of the students in their profession?**

Yes, it should be. Using appropriate language, academic English make them aware of the different form of

the English which is different from slang. However, there should be proper contents of the course which reflect the needs of the market. As far as teachers are concerned, we do not have time to visit in the field to know the students' real life needs. The course designers should do job in the corporate sector and check the needs of students and in the light of that experience they should design Functional English courses for the students of Applied Sciences.



## APPENDIX, B-2

**Semi-Structured Interview with the Teachers****Teacher No 2**

**Q. Are the aims and objectives of the courses stated clearly?**

The objectives of the courses are set by the teachers which are formulated keeping in view the student level and needs. The department has no specific outlines for Functional English Courses which we may implement in the classroom.

**Q. What materials do you recommend for the courses?**

Particular syllabus books mostly anthology should be given to the students which not only enhance knowledge of the students but also give them moral, ethical and social ideas.

Its flaw of the course that the recommended books are too expensive and at the same time bulky enough to scare the student. Selected topics from the books should be compiled in a book form, so that it should be not burden on the pocket of the parents of the student but also motivate the students to grasp, comprehend and obtain good position. However, I recommended 'communication skills' books.

Furthermore, I also provide them notes, articles and cassettes.

**Q. What skills do the courses emphasize?**

The courses emphasize on two skills, i.e. writing and speaking while listening and reading are the by-product of the commencement of a class.

**Q. How far the courses develop the skills of the students?**

**a) Speaking**

I assign the topics for presentations and group discussions to students. The sessions of interaction between teachers and students are also carried out in the class.

**b) Reading**

Reading is mostly done by the students on their own. Reading is normally judged by the teacher in the paper how students are able?

**c) Writing**

Writing skill is the phenomenon, needing more time thus to achieve a perfection in the writing is difficult in one or two semesters but the outline, the standard graph, the formal methods are transferred to the students, so that with the passage of time when they confront an anomalous situation they would be able to cope with that.

**d) Listening**

Cassettes are used to develop the listening skills of the students.

**Q. Do the objectives of the courses match the contents?**

Yes, definitely if the contents of the course are not matched with the objectives, they cannot be realized in an effective manner.

**Q. How do you teach different skills?**

I used projectors, multimedia and white board for conveying the idea to the students; for writing, written test and papers are conducted; for speaking, student are directed to speak on different topics in front of the class, mostly based on simple topics, speech, presentation, debate, conservation and table talk are also included in the course.

**Q. How do you assess the different skills of the students?****a) Speaking**

For speaking, speech context, healthy debates, or current topics and the manner of speaking are judged; confidence of the students, texture of voice though innate but plays a vital role in effective communication. Students are allowed to participate in the class activities and sufficient time is given to the students to express their abilities before the class.

**b) Reading**

Reading is normally judged by the teacher in the paper how students are able to understand a text?

**c) Writing**

The writing skills mostly depend on the essay. For judging communication skills, combination of words, use of words, vocabulary, use of terminologies, ideas development, in fact very natural, structure development in body and conclusion.

**d) Listening**

It depends on the teacher or on the communication skills of the teacher. However, I assess whether students are able to comprehend the dialogues between two characters, or the message of a character for the listeners and how students meet the problems if they find during listening.

**Q. Do the courses reflect the needs of the students in their profession?**

The courses should reflect the needs of the market in a way that the student of professional degree must have grip not only over grammar which is writing but also on pronunciation which enhances the person as often an individual. In Functional English, the more emphasis is on

communication skills which give various types of speech style. I suggest that there should be specific outlines not general for the Functional English courses designed by the course designers. It is not possible for the English teachers to teach English to the technical students keeping in view their profession's need because we are unaware of their field.

## APPENDIX, B-3

**Semi-Structured Interview with the Teachers****Teacher No 3**

**Q. Are the aims and objectives of the courses stated clearly?**

Unfortunately, the courses have general aims and objectives. How to formulate them for the students and it totally depends on teachers?

**Q. What materials do you recommend for the courses?**

I recommend the books like 'Business communication', 'communication skills' and notes extracted from different resources.

**Q. What skills do the courses emphasize?**

All four skills are equally practised but especially, speaking and writing are given more importance.

**Q. How far the courses develop the skills of the students?**

**a) Speaking**

In speaking, we have presentations, role playing, interactions, sometimes interviews and games are also carried out in the classroom.

**b) Reading**

Reading skills are not given much importance in the classrooms because students rarely face problem in reading skills. As far as I know that students get chance while

they read other subjects at university and since their schools, they have been getting more opportunities for the reading skills, so they are good in this skill.

**c) Writing**

We cannot fulfil the gap of 12 years, the things which have not been taught by teachers in the schools and colleges, it is difficult to teach them with a big class of sixty five students as well as time span is too short. In a class, students should not be more than 40.

**d) Listening**

For listening skills, there should be another semester. If there are no receptive skills there would be no productive skills.

**Q. Do the objectives of the courses match the contents?**

It must be otherwise there would be no learning.

**Q. How do you teach different skills?**

First of all, I give them lecture on multimedia or projector. If we talk about the writing style, I explain what are the salient features of writing style? How to develop better technical writing style? Thus, I give them assignment related to that lectures. Obviously, I give them different assignments. Subsequently, I assess

their writing abilities and make correction accordingly, and give them to write again and they make changes and correct their mistakes.

**Q. How do you assess the different skills of the students?**

**a) Speaking**

Students' confidence, grammar, pronunciation and link among the ideas are assessed. Debates, presentations and speech are carried out to test assess their speaking skills.

**b) Reading**

If test students' reading skills in the papers.

**c) Writing**

Most of the time, I concern to assess their writing, I always insist that there should be logical order in the students' writing, technical vocabulary should be added which may make the writing reports of the technical students more attractive. It is also assessed the beginning, body and concluding remarks of the students' writing skills. Mostly I test their abilities by giving them essay writing. I took one quiz in the class that was not a surprise quiz rather I informed them in time.



**Q. Do the courses reflect the needs of the students in their profession?**

I think the course does not fulfill the requirement of the market. Students are taught about tenses. Frankly speaking, we teachers are not aware about the market's needs. Furthermore, it is not our job to know it; rather, syllabus designers should design the courses keeping in view the needs of the students of their profession. In fact, I do not know about the field, what is going on in the students' practical life and what is to be added in the outlines regarding real life and what is important for them? We follow the provided outlines.

**APPENDIX, B-4****Semi-Structured Interview with the Teachers****Teacher No 4**

**Q. Are the aims and objectives of the courses stated clearly?**

Aims and objectives are very general in nature; I formulate specific aims and objectives for the courses that how students may be able to communicate effectively. Mostly I focus report writing, obviously technical report subject is separate subject but I try to make them alike.

**Q. What materials do you recommend for the courses?**

I provide them notes and also recommend the books like, 'Business Communication' and 'Communication Skills'. I always prefer the materials which are accessible for the students.

**Q. What skills do the courses emphasize?**

All the four skills are equally practised in the classroom.

**Q. How far the courses develop the skills of the students?**

**a. Speaking**

The activities like presentation, interviews, group discussion, games, interactions, dialogues and debates are conducted in the classes to develop speaking skills of the students.

**b. Reading**

Reading skills are not given much importance, however, sub- skills like skimming, scanning and the purpose of a text are practised in the class. In the materials, notes and books are recommended to students.

**c. Writing**

Writing skills should be taught from primary level, grammar, essay, application. It is not easy to make them creative here. It is not possible for a teacher to tell them the whole things regarding English language. What is our duty to guide them about the basic techniques of a skill? If already one has the ability, then it is possible to write essay and assignments etc.

**d. Listening**

Department should take step by providing them proper outline with the sources but personally I am unable to teach them listening skills. Time is also short to treat all the skills equally.

**Q. Do the objectives of the courses match the contents?**

Yes, obviously they match to the contents because we cannot achieve objectives with raw material.

**Q. How do you teach different skills?**

Multimedia and white board are used to teach the skills. I allow students to participate actively in different activities. Sometime competitions are arranged to motivate the students.

**Q. How do you assess the different skills of the students?****a) Speaking**

In speaking skills, I give presentation and I check grammar, confidence, pronunciation and correct English.

**b) Reading**

I give 10% weightage to the reading skills. Reading paragraph and questions/ answers activities are included in the reading skills.

**c) Writing**

I assess organization, proper vocabulary, understanding of the topic, and logical order.

**Q. Do the courses reflect the needs of the students in their profession?**

We cannot say that these things specifically match with the market. Basically, there is one problem that you do not know about it that most of the teachers do not know about the students' need because they are not

aware what is going on in the market? What is the important in the students' future life? Once they became Engineer. I believe it is bad very bad. However, Students take this course simple, easy; they do not show seriousness in English relatively to their technical courses. The course should be developed which also help the students in understanding technical subjects. By including vocabulary which helps them in other courses, students may take more interest in the study.

**Semi-Structured Interview with the Former Students**

1. What types of aims and objectives would you recommend for the courses?
2. How much do the skills learnt during the courses help you in practical life?
  - a) Speaking
  - b) Listening
  - c) Reading
  - d) Writing
3. What are your views regarding suitability of the contents of the courses in terms of their relevance to your profession?
4. What are the strengths of the existing courses?
5. What are the weaknesses of the existing courses?
6. What changes would you suggest in the existing courses?
7. What tasks do you need to perform in English language in your profession?

**APPENDIX, C-1**

(Former student# 3)

**Semi-Structured Interview with the Former Students**

1. **What types of aims and objectives would you recommend for the courses?**

In my opinion, Functional English is an important subject; it requires profound concentration by the teachers and the University to make it more realistic which enables the students of Applied Science to face the challenges of corporate sector. Its aims and objectives should be developed which cover all the skills of the language. The objectives of the courses must be informed to the students.

2. **How much do the skills learnt during the courses help you in practical life?**

- a) **Speaking**

The courses did not emphasize on speaking skills. Very less opportunity has been given to us. During the two semesters, we were given two chances to speak before the class. I suggest that more opportunities should be given to the students to improve their speaking skills.

- b) **Reading**

At university, many articles have been given to us to do the projects, assignments and tests etc in other

subjects. We read those articles to comprehend the actual message of the articles. Such way, we got many chances for reading, though those articles were not the part of Functional English, yet its practices enabled me to understand a text.

#### **c) Listening**

We got chance for practising listening skills at university and it help a lot in our profession.

#### **d) Writing**

We were given essay writing, paragraph writing, and letter writing in the classes. But in the market, mostly we need to write reports about the tasks assigned to us. In my opinion, like speaking skills, writing is also very important skills, hence, the students should be prepared to write reports, applications, and minutes etc.

### **3) What are you views regarding suitability of the contents of the courses in terms of their relevance to your profession?**

In my view, there should be specific contents which lead students to specific objectives. Such way, they may not waste their precious time on irrelevant tasks. The contents which the courses include are up to some extent relevant but some more contents must be included to make the courses more supportive.



**4) What are the strengths of the existing courses?**

Listening skills are practised in the class.

**5) What are the weaknesses of the existing courses?**

There were a few presentations in the classrooms.

**6) What changes would you suggest in the existing courses?**

The books available at college level were more professional than the book recommended at university level. We need professional types of books which one may read and apply.

**7) What tasks do you need to perform in English language in your profession?**

We need to write reports, applications, letters, and documents explanations. We also need to attend meetings where medium of communication is English. We are also given articles in at office regarding our profession.

(Former student# 7)

**Semi-Structured Interview with the Former Students**

- 1. What types of aims and objectives would you recommend for the courses?**

During our study period, we were taught listening and writing skills. Speaking skills were not given much importance and now we mostly face problem in speaking skills. I think, the aims and objectives should be formulated which include writing skills, reading skills, speaking skills and listening skills.

- 2. How much do the skills learnt during the courses help you in practical life?**

**a) Speaking**

I got benefit from this course, it motivated me to listen different programme in English, I started to speak in English but still I face problem in spoken. Speaking skills should be given proper time in the classes with practical tasks.

**b) Listening**

I feel comfortable in listening skills.

**c) Reading**

It is the easiest skills.

**d) Writing**

Letter writing and application writing help me in my occupation. I would like to say that more contents for writing skills are needed to practise, like, email, documents, reports, explanation of the assigned task etc.

**3. What are your views regarding suitability of the contents of the courses in terms of their relevance to your profession?**

The contents of Functional English Courses include practical tasks like, watching movies, reading newspapers, writing skills, and discussion in the classroom are relevant but as I said earlier that there is need to add more tasks in each skill which enable us to meet the requirement of real life.

**4. What are the strengths of the existing courses?**

Idioms, phrases and reading newspapers.

**5. What are the weaknesses of the existing courses?**

Individual learning, there was no team work in the classrooms.

**6. What changes would you suggest in the existing courses?**

I suggest that in Functional English Courses, technical vocabulary should be included because it is

the needs of our occupation. There is also need to emphasize on speaking skills of the students; especially confidence of students should be developed.

**7. What tasks do you need to perform in English language in your profession?**

At our job, we attend phone calls, read the articles to do the tasks assigned to us and reports are written.

(Former student# 11)

**Semi-Structured Interview with the Former Students**

- 1. What types of aims and objectives would you recommend for the courses?**

Well, I would like to recommend the aims and objectives of Functional English that reflect the needs of student in their practical life. In this regard, University should take serious step; people who are in the similar profession should be involved to know about their needs.

- 2. How much do the skills learnt during the courses help you in practical life?**

**a) Speaking**

Functional English courses help me but I propose that students should be given more chances to do practise in the classroom. Meeting, discussion should be arranged practically in the classes to enable them to speak more fluently.

**b) Reading**

At university, most of the Functional English teachers, do not give importance to reading skills. I

suggest that reading should be given equal weightage in the classes.

**c) Writing**

In writing skills, our teachers taught us how to write an application, letter and different types of essay writing. At that time, I mean at university, it seemed that Functional English courses are corresponding to our occupation. Now in real life it helps me but very rarely.

**d) Listening**

I could not get chance for practising listening skills

**3. What are your views regarding suitability of the contents of the courses in terms of their relevance to your profession?**

In our profession, we need to do practical tasks and the courses which are taught in the classes must be relevant to the field. As in listening, we handle phone calls and if we have practised listening native speakers, we may better perform at job. Similarly, reading news papers, discussion on different topics, and analysis of the reports should be included in the contents.

**4. What are the strengths of the existing courses?**

**5. What are the weaknesses of the existing courses?**

Reading skills and writing skills do not seem part of the Functional English courses.

**6. What changes would you suggest in the existing courses?**

Functional English requires including more activities which based on practical tasks, like, in speaking skills, there is need to interact between the students and to arrange the group discussions in the classrooms. In writing skills, we need to prepare CV, formal letters, technical projects. Similarly, at university we need to write the projects/ thesis at the end of the course work. I suggest that these courses, which are taught in the first two semesters, should prepare us for academic and occupational settings.

**7. What tasks do you need to perform in English language in your profession?**

In our field, we write letter, explain the tasks and reports are written, meetings are attended, internet is the key source and we download latest and relevant articles and make its analysis. For getting job, we also need to prepare the presentations so one must have command over four skills.

(Former student# 15)

**Semi-Structured Interview with the Former Students**

1. What types of aims and objectives would you recommend for the courses?

I suggest that objectives should be made which guide the students about four skills.

2. How much do the skills learnt during the courses help you in practical life?

**a) Speaking**

Right, speaking skills should be given more weightage because it is our basic need in academic and practical life. At university, we could not get chance to build confidence and we faced problem during the time of interviews. Sir, you can well imagine about my spoken, if I could speak confidently in English, then why I record my interview in Urdu.

**b) Listening**

Watching movies were a good practice; such activities must keep continue in the classes.

**c) Reading**

I rarely faced problem.

**d) Writing**



We did not get chance to practise writing skills except essay and letters. Same practises we had been doing since high school.

**3) What are you views regarding suitability of the contents of the courses in terms of their relevance to your profession?**

The courses should be changed and new contents should be developed which include case studies and technical topics which are related to our field.

**4) What are the strengths of the existing courses?**

Up to some extent speaking skills and listening skills are taught to us.

**5) What are the weaknesses of the existing courses?**

There was no team work in the classes.

**6) What changes would you suggest in the existing courses?**

I think all the skills should be treated equally at the University, so that students may achieve their target.

**7) What tasks do you need to perform in English language in your profession?**

English is our basic need, we handle the phone calls, we need to speak in English, especially with the foreigners and assigned tasks are explained in

English. One must has full command over all the skills to meet the challenges of modern world.

## APPENDIX-D

Classroom Observation Sheet

Faculty: \_\_\_\_\_

Department: \_\_\_\_\_

Class: \_\_\_\_\_

Semester: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Topic:  
\_\_\_\_\_

Items	Comments
Attendance	
Lesson plan	
Aims and Objectives of the lesson made clear	
Relate with previous lesson	
Overview of day's lesson	
Lesson well prepared	
Material selected from real life situation	
Relevant and current material	
Topic creates interests	
Relate concepts	

to students' experience	
Appears well planned	
Focus on skills <input type="radio"/> Writing <input type="radio"/> Reading <input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Integrated	
Use of aids <input type="radio"/> White board <input type="radio"/> Multimedia <input type="radio"/> Films <input type="radio"/>	
The methods of teaching used in the class.	
Use of non verbal communication	
Teacher gives example	
Teacher-students interactions (encouraged students for participation, control of the class)	
Feedback by the	

teacher	
Testing the abilities of the students, teacher considers	
Strengths	
Weaknesses	

## APPENDIX, D-1

Classroom Observation Sheet      Teacher # 1  
 Faculty: Applied Sciences      Department: Mathematics  
 Class: BS Mathematics      Semester: 2<sup>nd</sup>  
 Date: 21<sup>st</sup> May, 2009      Time: 10:00 to 10:30  
Topic: Students' presentations on various topics.

Items	Comments
Attendance	The teacher arrived on time in the class but most of the students came late in the classroom and teacher allowed them to sit in the class without any comment. The teacher got the attendance of the class.
Lesson plan	Outlines for course have not been provided, yet the students knew about day's topic which had been informed them in the previous lecture.
Aims and Objectives of the lesson made clear	The teacher explained clearly the aims and objectives of the day's lecture.
Relate with previous lesson	He did not relate the topic with the previous lecture.
Overview of day's lesson	Teacher gave a clear overview of the day's lesson.
Lesson well prepared	The teacher presented the topic with logical sequence and he seemed well ready for discussion and delivering the lecture.
Material selected from real life situation	Yes

Relevant and current material	The assigned topics for the presentation were relevant and current material had been used.
Topic creates interests	Topic created interest among the students.
Relate concepts to students' experience	The teacher explained the topic very tactfully and tried to relate it with students' academic experience and practical life especially, how it would be relevant to students' real life immediately after completion of the degree.
Appears well planned	The teacher seemed well planner and his way of delivering the lecture was remarkable.
Focus on skills <input type="radio"/> Writing <input type="radio"/> Reading <input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Integrated	The teacher mostly focused on speaking skills.
Use of aids <input type="radio"/> White board <input type="radio"/> Multimedia <input type="radio"/> Films	The teacher used the multimedia, slides and white board as well.
The methods of teaching used in the class.	It was presentation session, the teacher had assigned the topics to the students; he sat aside in the class and explained the relevant concepts to the topics.
Teacher gives example	Students gave presentations. At the end of each presentation, teacher further

	explained the topic and gave examples.
Teacher-students interactions (encouraged students for participation, control of the class)	The teacher encouraged the students for discussion. Both teacher and students raised questions to each others. Students are encouraged and the teacher provided equally opportunity to every individual in the classroom.
Feedback by the teacher	The teacher did not give any feedback to the students but noted their performance record at a paper.
Testing the abilities of the students, teacher considers	The teacher pointed out what things does he assess in speaking skills: The correct English, pronunciation, confidence, fluency, well net structure and understanding about the topic. "The one who fulfils the said requirements in speaking, I will give him 'A' grade and speaking means speaking not reading especially in the presentation."
Strengths	The teacher maintained a learning teaching environment in the classroom and the whole class was in the control of the teacher. Students seemed interested to listen the lecture. The teacher had full command over his subject.
Weaknesses	Students hesitated in asking questions. Teacher expressed some anti-religion comments in the discussion which hurted the feelings of the students.



## APPENDIX, D-2

**Classroom Observation Sheet**      Teacher # 2  
**Faculty: Applied Sciences**      Dept: Computer Science  
 Class: BSCS      Semester: 2<sup>nd</sup>  
 Date: 13<sup>th</sup> May, 2009      Time: 1:00 to 2:30  
 Topic: How are the four language skills helpful in academic  
 and practical life?

Items	Comments
Attendance	The teacher as well as students came on time in the classroom. The teacher called the attendance of the students. Some of the students were late and teacher allowed them to sit in the classroom and marked them as present in the record.
Lesson plan	The teacher had lesson plan and students were aware as to what to learn on the day.
Aims and Objectives of the lesson made clear	The teacher stated the aims and objectives of the topic.
Relate with previous lesson	No
Overview of day's lesson	The teachers gave an overview of the day's lecture.
Lesson well prepared	The teacher's lesson was fully prepared for delivering lecture.
Material selected from real life situation	No
Relevant and current material	

Topic creates interests	Topic created interest among the students.
Relate concepts to students' experience	No signs have been observed which relate the concepts to students' experience.
Appears well planned	Yes
Focus on skills <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Integrated	Delivered Lecture over the importance of all the four skills.
Use of aids <input type="checkbox"/> White board <input type="checkbox"/> Multimedia <input type="checkbox"/> Films <input type="checkbox"/>	White board used.
The methods of teaching used in the class.	Lecture method
Teacher gives example	The teacher did not give any example. He did not link the topic with other subjects taught at BS level.
Teacher-students interactions (encouraged students for participation, control of the	No

class)	
Feedback by the teacher	In the second half, students gave presentation, but teacher did not give feedback on the student performance.
Testing the abilities of the students, teacher considers	
Strengths	Class was in complete control. Students showed interest in the lecture.
Weaknesses	No feedback on students' performance, no teacher-students interaction. No team work.

## APPENDIX, D-3

Classroom Observation Sheet      Teacher # 3  
 Faculty: Applied Sciences      Dept: Software Engineering  
 Class: BSSE      Semester: 2<sup>nd</sup>  
 Date: 19<sup>th</sup> May, 2009      Time: 11:30am to 1:00pm  
 Topic: Letter writing

Items	Comments
Attendance	The teacher came late in the classroom. One of the students (CR) called attendance of the students. All students came before the teachers.
Lesson plan	The teacher followed lesson plan.
Aims and Objectives of the lesson made clear	The teacher did not mention aims and objective of the topic.
Relate with previous lesson	No
Overview of day's lesson	No
Lesson well prepared	Lesson was not fully prepared.
Material selected from real life situation	No
Relevant and current material	No
Topic creates interests	Around 60% students seemed interested in listening lecture.
Relate concepts to students'	The teacher explained the topic's need in academic and professional settings.

experience	
Appears well planned	In the beginning of the class, lecture appeared well planned but after 30 minutes it seemed unplanned.
Focus on skills <input type="radio"/> Writing <input type="radio"/> Reading <input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Integrated	Writing skills focused.
Use of aids <input type="radio"/> White board <input type="radio"/> Multimedia <input type="radio"/> Films <input type="radio"/>	White board
The methods of teaching used in the class.	Lecture method.
Teacher gives example	No
Teacher-students interactions (encouraged students for participation, control of the class)	There was no any interaction between teacher and students.
Feedback by the teacher	Did not come in observation.
Testing the abilities of the	Testing did not come in observation.

students, teacher considers	
Strengths	
Weaknesses	Class was undisciplined. Lecture was not fully ready. Teacher's behaviour was not polite with the students.

## APPENDIX, D-4

Classroom Observation Sheet Teacher #4

Faculty: Applied Sciences

Dept: Environmental Sciences

Class: BSES

Semester: 2<sup>nd</sup>Date: 18<sup>th</sup> May, 2009

Time: 2:00pm to 3:30pm

Topic: Interview for the job

Items	Comments
Attendance	The teacher came late in the class while the students came on time. The teacher called the attendance of the students.
Aims and Objectives of the lesson made clear	The teacher stated the aims and objectives of the lesson and explained clearly how the topic will be helpful in their practical life.
Relate with previous lesson	The students were aware about the day's lesson and the teacher related the lesson with the previous lecture.
Overview of day's lesson	The teacher gave an overview of the day's lesson.
Lesson well prepared	The teacher's lesson was not fully prepared.
Material selected from real life situation	The teacher selected the topic from real life yet he delivered on the theory of the topic i.e. job's interview.
Relevant and current material	Up to some extent
Topic creates interests	Lecture did not create interest among the students.
Relate concepts	The teacher did not relate any example or

to students' experience	concept to students' experience.
Appears well planned	No
Focus on skills <input type="radio"/> Writing <input type="radio"/> Reading <input type="radio"/> Listening <input type="radio"/> Speaking <input type="radio"/> Integrated	The teacher mostly focused on writing and speaking skills.
Use of aids <input type="radio"/> White board <input type="radio"/> Multimedia <input type="radio"/> Films <input type="radio"/>	Multimedia is used in the class.
The methods of teaching used in the class.	The lecture method has been used in the classroom.
Teacher gives example	The teacher did not explain the topic through examples.
Teacher-students interactions (encouraged students for participation, control of the class)	The teacher allowed some students to give presentation as they had their turn of presentation. Nobody asked any question. Class was in control of the teacher.
Feedback by the teacher	During the presentation session, the teacher gave oral feed back to the students and pointed out their lapses and



	instructed.
Testing the abilities of the students, teacher considers	No
Strengths	Logically connected the topic with the taught topics.
Weaknesses	<p>At the end of the class, students complained to the teacher that he often comes late and this routine waste their precious time and to wait for someone is too painful.</p> <p>Teacher came late and left early. There was no team work in the classroom.</p>

### Course Outlines

#### Functional English Syllabus for BS in Applied Sciences at International Islamic University, Islamabad

The following are the approved outlines which are supposed to be followed in the faculty.

##### Part I

- In reading students will be enabled:  
To introduce ideas in a text, to skim text for main ideas, to scan for specific information, to infer meanings, purpose and function of meaning, to contextualize meanings, and sense in given text, to distinguish facts and opinions, to recognize and understand discourse-markers, methods and strategies.
- In writing students will be enabled:  
To develop familiarities with various aspects of language usage in terms of structure, syntax, grammar etc. writing detailed reports, essays, letters, resumes etc, to describe processes, events laying down regulations etc
- In listening students will be enabled:

To develop ability to comprehend/understand conversations/dialogues effectively and accurately, attaining facility in understanding and following spoken directions, instructions etc, to comprehend and appreciate a reasonable level of English-based discussion

- In speaking students will be enabled:

To learn to read, listen, and respond to spoken/oral communications, retelling of stories, narratives, dialogues, conversations, structured conversational modes/interviews etc, giving directions and intentions verbally, reading aloud, reciting, debating arguing/ expressing opinions etc, role playing to encourage confident use of verbal communication and gestures etc.

## **Part II**

- Introduction, Forms of oral communication, Importance of oral communication, oral and written communication, oral communication in e-mail and on the internet, Barriers in oral communication, Communication in sales.
- Planning steps of a message/speech. Persuasive speaking.

- Non verbal communication. Facing media.  
Conducting meeting. Writing minutes. Scripted speech. Discussion on TV/ film scene.
- Group discussion/panel discussion/role of a moderator. Presentations.
- Job-interviewing. Handling phone calls. Picture talk. Use of visual aids.
- Knowing and analysing your audience. Motivating your audience. Internal and external audience. Character and personality traits of audience. Proximity to audience.

**Outlines of English Course Provided by Higher Education  
Commission (HEC) for the Students of Bachelor Science (BS)  
in Applied Sciences**

**Part I**

Course Name: English Composition and Comprehension

Course Structure: Lectures: 3 / Labs: 0

Credit Hours: 3

Objectives: To develop good English writing, language usage and reading skills.

Course Outline: Principles of writing good English, understanding the composition process: writing

clearly; word, sentence and paragraph. Comprehension and expression, use of grammar and punctuation, process of writing, observing, audience analysis, collecting, composing, drafting and revising, persuasive writing, reading skills, listening skills and comprehension, skills for taking notes in class, skills for exams.

## Part II

Course Name: Communication Skills

Course Structure: Lectures: 3 / Labs: 0

Credit Hours: 3

Objectives: To develop good English writing, language usage and reading skills. To appreciate the importance of business communication and to develop understanding of communication concepts, principles, theories and problems. To develop good oral communication and presentation skills

Course Outline: Business communications; planning messages, writing concise but with impact. Letter formats, mechanics of business, letter writing, letters, memo and applications, summaries, proposals, writing resumes, styles and formats, oral communications, verbal and non-verbal communication, conducting meetings, small group communication, taking minutes. Presentation skills; presentation

strategies, defining the objective, scope and audience of the presentation, material gathering material organization strategies, time management, opening and concluding, use of audio-visual aids, delivery and presentation.

