

**EVALUATING BUSINESS COMMUNICATION COURSE
AT INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD**

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**EVALUATING BUSINESS COMMUNICATION COURSE
AT INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER'S OF PHILOSOPHY IN ENGLISH**

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

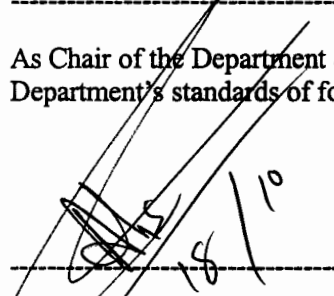


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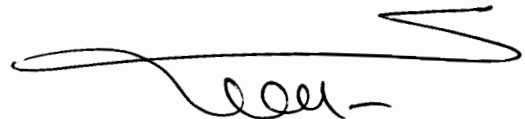
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DECLARATION

I, Sheikh Muhammad Ibrar Anver, Registration No. 43-FLL/MPhilEng/F-06, student of M.Phil in English at International Islamic University Islamabad do hereby solemnly declare that the thesis entitled *Evaluating Business Communication Course at International Islamic University Islamabad* submitted by me in partial fulfillment of the requirements for the degree of Master of Philosophy in English is my original work, except where otherwise acknowledged in the thesis, and has not been submitted or published earlier and shall not be submitted by me in future for obtaining any degree from this or any other university.



Sheikh Muhammad Ibrar Anver

Dated: _____

To the Loving Memory of My Parents

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ABSTRACT

The purpose of this study is to evaluate the Business Communication course at International Islamic University, Islamabad. This study investigates into the needs of the MBA students considering their future communication requirements in the business world. It is hoped to help business course designers and material writers produce more appropriate syllabus and materials. It may help the Business Communication teachers to have a better understanding of their students. The instruments used to this end were questionnaires (to students, course teachers and business professionals). The subjects involved in the study were 141 students, 8 teachers and 20 professionals from the corporate world.

Findings from the data analyses indicate that there are certain disparities in the course contents and the syllabus is not balanced in its selection of topics and weightage of content. The course does not seem to be an accurate reflection of the needs of the business students. They also seem to have 'wants' other than those demanded by the target studies. All the four English language skills seem to be necessary with greater emphasis on the receptive ones.

The students in general had average performance in the business world. Nevertheless, they had a positive attitude towards English learning. Some specific areas of problems are also identified concerning their learning preferences. The students seem to favor communicative method and practice sessions in all areas of learning.

Based on the findings, it is recommended that syllabus designers and ultimately material writers need to consider the English language needs, 'wants' and lacks of the students identified while developing appropriate syllabuses and materials. The English language teachers should be aware of the students' learning preferences and may redesign their strategies to cater to their needs.

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Note on Style Manual

The style manual followed in this study for in-text citations and references is

APA Publication Manual [APA] (2001)

CHAPTER ONE

INTRODUCTION

English has become an essential and empowering skill in the world of international business. It is about two decades that English for Specific Purposes (ESP) has emerged as a particular subdivision of English Language Teaching (ELT). Surrounded by the two dominant fields of ELT viz. English as a Second Language (ESL) and English as a Foreign Language (EFL), ESP has gradually evolved to become a separate subject of study, distinguishing itself from General English (GE), or more specifically known as General Purpose English (GPE). To cope with its increasing demand, teachers specialize to teach ESP as a specific field of study. Special courses are developed to impart its content and methodology, and ESP journals have emerged to promote its advancement in research and teaching.

1.1 Background of the Study

Specific in its purpose, ESP is not a branch of GE/GPE, instead a branch of ELT. What distinguishes ESP from GPE is the way in which the purpose is defined. In ESP, purpose refers to the eventual practical use to which the language will be put in achieving occupational and academic aims. Whereas in GPE, purpose refers to the language proficiency which can be used for practical needs in future. Hence, the difference in the definition of purpose in ESP and GPE is what provides the pedagogical justification for the existence of ESP as a separate discipline. On the condition that purpose is defined differently, methods and strategies for achieving the purpose have to be developed differently in both the fields.

ESP is not only a subdivision of ELT, but also has several subdivisions within it. The two main subdivisions of ESP are English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). Each of these is then subject to further subdivision. Within EOP, we could have English for airline pilots, for waiters, for secretaries, for business people, or telephone receptionists, etc. Within EAP, we could have English for different areas of academic study like Engineering, Medical Studies, Economics and Information Technology.

In the same way, Business English (BE) can be conceived as a branch of ESP, just like English for Science and Technology (EST). This is because like the other fields of ESP, the field of business also requires specific linguistic skills and communicative competence that are peculiar to it (Ellis & Johnson, 1994).

Within ESP, Business English falls under English for Professional Purposes. BE differs significantly from the other varieties of ESP in that it is often a mix of the specific contents relating to a particular job and industry, and the general contents relating to general ability for communicating more effectively in business situations. Business English began to attract interest in the last two decades and it was offered in many business schools worldwide. The teaching and learning of Business English has responded to the changing trends in linguistic theories and language learning theories in various ways.

1.2 Introduction to MBA Program at IIUI

At International Islamic University Islamabad (IIUI), the Faculty of Management Sciences (FMS) was established in 1995. The Department of Business Administration launched its Master of Business Administration (MBA) program in January 1996. With over 2100

students, the faculty is now the largest faculty in the university. The mission of the faculty is to produce managers in the fields of Human Resource, Finance, Marketing, and Information Technology Management. The faculty contributes towards the development of business students to give them a competitive edge in the global village. This is achieved by providing state of the art knowledge and skills required in the fast changing business world along with sound social and ethical values of Islam. The programs of the faculty are designed to be totally up to date and current in terms of the requirements of the market. This is illustrated not only by the content and the teaching philosophy but also by the fact that the faculty keeps on updating the course contents regularly according to the market needs.

1.3 Statement of the Problem

This study aims at assessing whether the Business Communication course prescribed to the MBA students of IIUI meets the academic and professional needs of the students. It is the need of the hour that the BC course offered by the FMS should fulfill the demands of students on one hand and on the other hand meets the requirements of standards maintained by the corporate world. The Business Communication (BC) course of the Faculty of Management Sciences is a compulsory course that is offered to students in all program of MBA to meet the communicative needs of the world of business, commerce, human resource, industry, and information technology. The faculty stresses upon the well formed syllabus of BC to realize the objectives of the course.

1.4 Significance of the Study

Ellis and Jhonson (1995) point out that Business English as a field is not well researched. They observe that “Business English is an area of ESP often neglected by linguistic researchers who prefer to work on the more easily defined areas of special English”. (P. 07) Therefore, a study to investigate the Business English Communication competencies needed by business graduates as perceived by business professionals would result in helpful information for improving the effectiveness of the Business Communication course content. A study based on evaluation would help to restructure the course of Business Communication. This will contribute significantly to the improvement of communication skills of the business graduates.

It is hoped that findings of this study would help in designing and teaching of effective Business Communication courses offered at IIUI. The teachers would have a better understanding of their students’ wants in learning communication skills and preferred ways of learning the findings of the present study can also provide specific guidelines to other business schools and the teachers of Business Communication. A vast territory of Business Communication is awaiting for further research.

1.5 Limitations & Scope of the Study

The study limits itself to the Business students of International Islamic University only. The research is not focused on the private sector and public sector universities that have good business schools and their Business Graduates are rated well in the business world. As these were beyond the scope of this study.

1.6 Overview of the Research Methodology

Three questionnaires with a five-point Likert-type scale were used for data collection. Frequencies, Percentages, Means, Standard deviation, t-test, Chi square test, Cronbach's alpha and Anova were used for data analysis. The Statistical Package for the Social Sciences (SPSS) package was used to analyze the data. The details of the research methodology are discussed in Chapter Three.

1.7 Organization of the Study

The study is divided into five chapters. Chapter One of this study is the introductory chapter which includes the introduction and background to the study, statement of the problem, overview of research methodology, and organization of the study. Chapter Two is based on the assumptions upon which the study rests. It includes review of literature on different issues covering various areas related to the topic of the study. It presents the conceptual frameworks related to the study and refers to the underlying philosophy regarding the study. Moreover, this chapter highlights need of research in the area selected by the researcher.

Chapter Three presents the methodology and procedure adopted in the study, discussing research design and nature of the study, its instrumentation, procedures followed in sampling, data collection, data analysis and its interpretation. Chapter Four presents the analysis and discussion of data. The discussion on the results, offered in this chapter, further leads to the findings and conclusions given in the last chapter. Chapter Five is the concluding chapter. It includes the summary, findings, conclusions and recommendations that have been offered based on the results of the study.

CHAPTER TWO

LITERATURE REVIEW

Quality of business communication courses has been intensively reviewed in the literature. An attempt has been made to measure the quality of existing courses and suggest improvements in business communication courses. Some of the studies have been conducted by using primary data, whereas empirical studies are also found in the literature. This study is also the result of motivation generated after reviewing the literature. Hence, this chapter deals with the earlier studies in the field, starting from ESP.

2.1 Earlier Studies in the Field of ESP

Communicative language teaching is an approach to language teaching which has been advocated since the 1960s, and according to Hutchinson and Waters (1984) ESP is considered as 'the best example of communicative language teaching' (P. 108). English for specific purposes is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general. There is a specific reason for which English is learned.

Pauline C. Robinson (1989) describes ESP as a type of ELT (English Language Teaching) and defines it as: "Goal-oriented language learning" (P. 398) that means student has a specific goal that is going to be attained. Dudley-Evans and John, (1998) observe that ESP is concerned with enabling learners to 'communicate effectively in the tasks prescribed by their study or work situation', (P. 1). Crystal, (1995) states it is the professional needs of the learner that dictates the content of the course (P.108). As a result, as Robinson (1991) notes, ESP has grown to be a major activity in the world. Besides, underlining the place of ESP in the academic

context Hyland (2002) says, “ESP has become central to the teaching of English in University and there can be little doubt of its success as an approach to understanding language use”.

(P. 385)

Hutchinson and Waters (1987) have observed that there are three reasons common to the emergence of all areas of ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner. The end of the Second World War in 1945 marked an age of enormous and unprecedented expansion in scientific, technical and economic activity internationally. This created a world dominated and unified by two forces: technology and commerce. This called for an international language of communication, and for a multiplicity of reasons this role fell on English (P. 06).

Two key reasons breathed life into ESP. First, most notably the economic power of the United States in the post-war world and second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English. The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987, P.7). Pauline (1989) observes that “Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies” (P. 396).

Traditionally, linguists aimed at describing the formal rules of English usage that is the grammar. The focus shifted from describing the formal features of usage to discovering the ways in which language is actually used in real communication (Widdowson, 1978).

Hutchinson and Waters (1987) have pointed out that these developments in the early 1970s took place at a time when there was a fundamental revision in English language teaching of the view of both language and learning. Teachers found themselves in a state of flux with no tradition to rely on and therefore they were thrown back on their own ingenuity and resources to try and cope with the demands of these new courses. The first problem for most teachers was the overwhelming feeling that they could not really teach the English required without a proper understanding of the subject to which it related.

As this growing interest in English intensified worldwide, the focus shifted to the nature of English used for various international domains of technology, commerce and science. In this regard, scholars shifted their attention from simply describing the language as used internationally to describing the use of the language in various international domains.

It was not until the late 1960s and 1970s that research in English for specific purposes intensified. Ewer and Latorre (1969), Selinker and Trimble (1976), and Swales (1985) described scientific and technical English. Most of the works in this period were on English for Science and Technology (EST), and for a time, English for Specific Purposes (ESP), as EST and ESP as trends were almost synonymous.

The work that has been done on the teaching of English for Specific Purposes (ESP) has generally been based on the assumption that if the needs of a group of learners can be accurately specified, then these specifications can be used to determine the content of a language programme. This assumption underlies the remark made by Halliday (1964) where he mentions English for "Civil servants", "policemen", for "dispensers" and for "nurses". The authors note, that each of these specialized persons needs require, before it can be met by appropriate teaching

materials, detailed studies of restricted languages and special registers carried out on the basis of large samples of language used by particular person's concerned (P. 190)

Ewer and Latorre (1969) and Swales (1985) support this notion and see it as the essence of any ESP course. The Business English syllabus is generally designed in agreement with these views, given the fact that it is based on the presumed target needs and language learning needs of the learners. Such needs are generalized and teachers are expected to contextualize them into specific objectives in their classrooms.

Hutchison and Waters (1987) take a radical view of ESP syllabus design. They disagree with Ewer and Latorre (1969) after studying his work by contending that there is little distinctiveness beyond the sentence grammar of scientific English apart from a tendency to favor particular forms such as the simple present, the passive voice and nominal compounds and that on the whole it is just like general English. Davies (1971) also shares this view and points out that ESP is not any more special other than favoring certain linguistic features.

Widdowson (1994) and Trimble (1985) agree that there are serious flaws in the register analysis syllabus advocated for by the then contemporaries. They shift attention to discourse and rhetorical analysis and note that attention should not be on the grammar of specific registers but on understanding how sentences combine in discourse to produce meaning in certain specific contexts. They agree that this understanding should form the basis of syllabus design for ESP.

Trimble (1985) goes further to design a rhetorical process flow chart whose pattern use, he argues, forms the syllabus design for the ESP courses. Grellet (1981), Nuttall (1982), Alderson and Urquhart (1984) reject both the rhetorical goal situation analyses and propose a

skills and strategies approach to designing an ESP syllabus. They agree that underlying all language use are common reasoning and interpreting processes, which regardless of the surface form enable us to extract meaning from discourse.

There is, therefore, no need to focus closely on the forms of language. The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with surface forms. A focus on specific subject registers is unnecessary in this approach because the underlying processes are not specific to any subject register (Nuttall, 1982)

Maroko (1999) on the other hand has mainly concentrated on a genre analysis approach to EAP (a sub field of ESP). His work looks at the rhetorical structure in the Master of Arts research proposals of university students. It advocates for a genre-based approach to teaching EAP with specific reference to the teaching of writing research proposals.

All these works on ESP have two things in common. There is general consensus that ESP, as a branch of Applied Linguistics, is set apart from all other related fields by the fact that it focuses on the linguistic skills and competencies that one should be equipped with in order to use the language in certain specific situations and in performance of certain skills. Another area of harmony is the fact that any evaluation of ESP must take into account these interpretive strategies and surface forms as outlined in the syllabus.

2.2 Needs Analysis

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course. In fact, the reason why different approaches were born and then

replaced by others is that teachers have intended to meet the needs of their students during their learning. The importance of need analysis in ESP has been acknowledged by several scholars (Munby, 1978; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison *et al.* (1994); Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai *et al.* 1999; Hamp- Lyons, 2001; Finney, 2002).

According to Iwai *et al.* (1999), needs serve as the basis for developing a curriculum that will meet the needs of a particular group of students. Brindley (1989) and Berwick (1989) distinguish between needs identified by analysts and those expressed or experienced by learners.

According to Iwai *et al.* (1999), formal needs analysis is relatively new to the field of language teaching. The role of needs analysis in any ESP course is indisputable. For Johns (1991), needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities. Though needs analysis, as we know it today, has gone through many stages, with the publication of Munby's *Communicative Syllabus Design* in 1978, situations and functions were set within the frame of needs analysis. In his book, Munby describes 'communication needs processor' which is the basis of Munby's approach to needs analysis. Based on Munby's work, Chambers (1980) introduced the term Target Situation Analysis. From that time several other terms have also been introduced: Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Register analysis, Discourse analysis, and Genre Analysis.

2.2.1 Target Situation Analysis (TSA)

Needs analysis was firmly established in the mid-1970s (West, 1998). In the earlier periods needs analysis was mainly concerned with linguistic and register analysis, and as Dudley-Evans and St. John (1998) suggest, needs were seen as discrete language items of

grammar and vocabulary. With the publication of Munby's *Communicative Syllabus Design* (1978) needs analysis moved towards placing the learner's purposes in the central position within the framework of needs analysis. Consequently, the notion of target needs became paramount and research proved that function and situation were also fundamental. The term *Target Situation Analysis* (TSA) was, in fact, first used by Chambers in his 1980 article in which he tried to clarify the confusion of terminology. For Chambers TSA is "communication in the target situation" (P.29). In his work, Munby (1978) introduced *Communicative Needs Processor* (CNP). As Hutchinson and Waters (1987) say "With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it." (P.54)

Like any other model/approach, however, Munby's model is not without its critics. West (1994) mentions the shortcomings of the Munby's model in terms of four headings: Complexity, Learner-centeredness, Constraints and Language. Hutchinson and Waters (1987) also point out that it is too time-consuming to write a target profile for each student based on Munby's model. This model only considers one viewpoint, i.e. that of the analyst, but neglects others (those of the learners, user-institutions, etc.). Meanwhile, it does not take into account of the learning needs nor it makes a distinction between necessities, wants, and lacks.

2.2.2 Present Situation Analysis (PSA)

Present situation analysis may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it. As Dudley-Evans and St. John (1998) state "a PSA estimates strengths and weaknesses in language, skills, learning experiences." (P. 125). If

the destination point to which the students need to get is to be established, first the starting point has to be defined, and this is provided by means of PSA. In this approach the sources of Information is the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997).

Needs analysis may be seen as a combination of TSA and PSA. As noted, within the realm of ESP, one cannot rely either on TSA or PSA as a reliable indicator of what is needed to enhance learning and reaching the desired goals. Consequently, other approaches to needs analysis have been proposed, such as Pedagogic Needs Analysis.

2.2.3 Pedagogic Needs Analysis

The term “pedagogic needs analysis” was proposed by West (1998) as an umbrella term to describe the following three elements of needs analysis. He states the fact that shortcomings of target needs analysis should be compensated for by collecting data about the learner and the learning environment. The term ‘pedagogic needs analysis’ covers deficiency analysis, strategy analysis or learning needs analysis, and means analysis.

2.2.4 Deficiency Analysis

What Hutchinson and Waters (1987) define as *lacks* can be matched with deficiency analysis. Also the approaches to needs analysis that have been developed to consider learners’ present needs or wants may be called analysis of learners’ *deficiencies* or *lacks*.

2.2.5 Strategy Analysis or Learning Needs Analysis

This tries to establish how the learners wish to learn rather than what they need to learn (West, 1998). All the above-mentioned approaches to needs analysis, TSA, PSA, and to some extent deficiency analysis, have not been concerned with the learners’ views of learning.

Allwright who was a pioneer in the field of *strategy analysis* (West, 1994) started from the students' perceptions of their needs in their own terms (Jordan, 1997). It is Allwright who makes a distinction between *needs*, *wants* and *lacks*. His ideas were adopted later by Hutchinson and Waters (1987), who advocate a learning-centered approach.

The framework proposed by Hutchinson and Waters (1987) for analysis of learning needs is the following:

1. **Why** are the learners taking the course?
2. **How** do the learners learn?
3. **What** sources are available?
4. **Who** are the learners?

2.2.6 Means Analysis

Means analysis tries to investigate those considerations that Munby excludes (West, 1998), that is, matters of logistics and pedagogy that led to debate about practicalities and constraints in implementing needs-based language courses (West, 1994). Dudley-Evans and St. John (1998: P125) suggest that means analysis provides us "information about the environment in which the course will be run" and thus attempts to adapt to ESP course to the cultural environment in which it will be run.

2.2.7 Comprehensive Concept of Needs Analysis

Different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. Not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. A modern and comprehensive concept of needs analysis is proposed by Dudley-Evans and St. John (1998: P 125) which encompasses all the above-mentioned approaches. Their current concept of needs analysis includes the following:

- **Environmental situation** - information about the situation in which the course will be run
(means analysis)
- **Personal information about learners** - factors which may affect the way they learn (wants, means, subjective needs)
- **Language information about learners** - what their current skills and language use are
(present situation analysis)
- **Learner's lacks** (the gap between the present situation and professional information about learners)
- **Learner's needs from course** - what is wanted from the course (short-term needs)
- **Language learning needs** - effective ways of learning the skills and language determined by lacks
- **Professional information about learners** - the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs)
- **How to communicate in the target situation** – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

2.3 Evaluation of ESP Courses

There is general lack of discussion or guidance on ESP evaluation within the classroom (Robinson, 1980). In this regard the above thesis is supported by Munby (1978) who clearly lays out highly detailed procedures for the specification of learning objectives but makes no mention at all of how these objectives might be tested. Alderson and Waters (1983) maintain that the lack of importance assigned to classroom evaluation can be attributed to pervasive prejudices against

testing among applied linguists and other language teaching practitioners such as the belief that linguistic knowledge cannot be adequately assessed by the use of an examination, but only through practical, real-life engagement.

In evaluating the Business English Program, emphasis was therefore laid on finding out the relationships between certain aspects of the program. This was done by systematically collecting information related to the examinations, syllabus, and students' performance of the Business English Program. The study also embraces the view that evaluation has the purpose of improving, and as such it aims at ensuring that current and future program and activities become better than they are at present. Such a view would be suitable for this study, since it corresponds with the definition of evaluation that the study ascribes to, in terms of a specific focus on classroom instructional activities.

Any language-teaching course has evaluation requirements, but in ESP, these are sharply brought into focus by the fact that the ESP course normally has a set of specified objectives. Hutchinson and Waters (1987) identify two levels of evaluation of an ESP course: the learner assessment and the course evaluation.

Learner assessment examines the student's performance at specific points in the course, like at the beginning and at the end. This is very crucial and imperative because ESP is concerned with the ability to perform particular communicative tasks and thus the facility to assess proficiency is central to the whole concept of ESP.

A second form of evaluation is the evaluation of the ESP course itself. This helps to assess whether the course objectives are being met - whether the course is, in fact, doing what it

was designed to do. Hutchinson and Waters (1987) observe that this type of evaluation should be a feature of any English language-teaching course. They note that, "Unfortunately, it is rarely attempted in the general English context, even though there are sound educational reasons for doing so."(P.144)

The ESP course, like any other, should regularly be subjected to rigorous evaluation so that it justifies its continued existence. Alderson and Waters (1983) provide four main aspects of the ESP course evaluation as:

What to evaluate?

How to evaluate?

When to evaluate?

Who should evaluate?

Brumfit (1983), on the other hand, sees feedback as the main reason why an ESP course should be evaluated.

In a learning centered approach to ESP course, the purpose is to meet two major needs of the learners: their needs as language learners, and their needs as language users (Hutchison and Waters, 1987, P.153). It follows that the want of ESP course evaluation should therefore be concerned with assessing the extent to which the course satisfies both kinds of needs. This study therefore, focuses on whether the course fulfils the learner's language learning needs in terms of the examinations they are given and their performance. This is in addition to their needs as language users in the Business Industry, which are examined by looking at the skills the learners are equipped with, on the basis of the selection and grading of the content in the syllabus design.

There are many ways in which the ESP course can be evaluated, ranging from simulations to suggestion boxes (Hutchison and Waters, 1987, P.63). Most ESP courses are however, in practice, evaluated using one or more of the following techniques: test results, questionnaires, discussions, interviews, and informal means like unsolicited comments and casual chats. The technique employed in any given case will be determined by what suits the teaching situation best. It is worth noting that gathering the information is only the first stage in the process. The information must next be analyzed, and if it is extensive, must be summarized.

2.4 Subdivisions in ESP

After the subdivision of ELT into GE and ESP, further subdivisions within ESP are also found. ESP has traditionally been divided into two main areas: English for Academic Purpose (EAP) and English for Occupational Purpose (EOP). Robinson (1991) describes two great distinctions: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) with English for Science and Technology (EST) cutting across the two of them. Kennedy and Bolitho (1985) see EST as a third major division in the ESP family tree. They say that it is important to recognize that EST has contributed to the development of ESP because scientists and technologists needed to learn English to deal with linguistic tasks common to the nature of their professions.

Celce-Murcia (2001) says that the division of ESP is far from being exhausted and mentions ESP courses even for the incarcerated. She added that a diversity of curricula and settings is what helps to make ESP courses virtually adaptive according to the contexts and needs of the learners. She goes on to classify EST as a branch of English for Academic Purposes (EAP) along with English for Business and Economics (EBE), English for Medical Purposes (EMP) and

English for the Law (ELP). She called the other big branch English for Occupational Purposes (EOP) and lists two branches under it: English for Professional Purposes (EPP), subdivided in turn into English for Medical Purposes (EMP) and English for Business Purposes (EBP).

In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: (a) English for Science and Technology (EST), (b) English for Business and Economics (EBE), and (c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

2.4.1 English for Academic Purpose

EAP is taught generally within educational institutions to students who need English in their studies. EAP has traditionally incorporated language and study skills and courses are usually intended for non-native speakers only. The current definition of EAP includes study skills as one of its major components.

EAP is aimed at helping people attain a 'quick and economical use of English language to pursue a course of academic study' (Coffey, 1984, P.03). He, however, makes a distinction that EAP may be common core or subject-specific (P.04). If it is subject specific, it will examine the language feature of particular disciplines or subject: if it is common core, it will focus more on general academic language and study skills. Robinson also believes that EAP can appear to be very general in scope but within such general courses we might find components aimed at student from specific disciplines (1990). This is the more generally accepted interpretation of EAP, that it is more focused and the academic support is related to the requirements of different disciplines. The student of EAP is pragmatic and oriented primarily towards academic success,

meetings standards and requirements. The EAP teacher helps in equipping student to be better learner, boosting not only their competences but also, and perhaps equally important, their confidence.

2.4.2 English for Occupational Purposes

English for Occupational Purposes, or EOP, refers to English that is for professional purposes: e.g. professional purpose in administration, medicine, law and business and vocational purposes for non-professionals in or pre-work situation. EOP is taught in a situation in which learners need to use English as part of their work or organization. Instances of EOP students would be doctors in causality or technicians serving equipment. They need English, in the first case, to talk and respond to patients and other staff, and in the second, to read technical manuals. There is a difference in such courses depending on whether the learners are learning English before, during or after the time they are being trained in their job or profession. The content of English programmed for someone actually engaged, for example, on secretarial course with its acquisition of programmed for someone who is already a qualified secretary but now needs to operate in English.

2.5 Earlier Studies in Business Communication

A very important aspect of ESP is related to the area of Commerce and Business. Previous studies have found that communication competencies regarding spelling, punctuation, neat appearance, organization of written communication, and focusing on the audience are important skills for the business graduate to possess. Communication competencies of business college graduates have always been considered to be important factors for employment.

According to Pauline Robinson (1980) a study of the British Council Information Guide on ESP will show that by far the largest number of ESP textbook is in the area of Commerce (101 publications). Many of these are rather out of date and some are out of print or difficult to obtain. Probably the production of textbooks for Commerce has the longest history within ESP, as the other forms are marginal or concerned with teaching rather than textbook production. The English of Commerce is also the largest non-academic type of ESP.

The English language teaching development unit (referred to as ELTDU) produced materials aimed at or near the intermediate level and most popular among these are "English for Business: The Belches series" (which was generally for businessmen) and "English for Secretaries: The Case of Harwood Ltd", (which was for those in financial management). Within the ELTDU materials a mixture of very rational and very modern ideas is quite successful.

Each course contains a certain amount of grammatical exercise material including a lot of fairly traditional looking drills to be used in the classroom or language laboratory, or with a cassette at home. Texts for background reading or for the introduction of vocabulary are not authentic, though sometimes the listening comprehension is. There are a number of role playing activities and other such devices to break the ice in class and generate discussion among the students. "English for Business: The Bell crest Series" has a self-study book also which can be used for extra consolidation. The cyclical nature of the course design allows for repeated practice of language items and functions. Particularly interesting components of the course are materials related to listening comprehension and role-play exercises.

The 1970s were devoted almost exclusively to commercial correspondence. The main focus of almost all literature related to business communications was on reading and writing

though listening comprehension was an important aspect of some courses. Murphy and Peck's (1976) "Effective Business Communications" was a significant addition to the field of Business English. It emphasizes oral communication but is primarily concerned with written communication.

The 1980s saw a gradual shift in perspective with respect to the teaching of English for Business Communication. Commercial correspondence which involves the layout, format and content of business letters was still considered a very important aspect of professional business communication. Moyer (1980), however, produced a one volume programmed text "Business English Basics" which provides an intensive study of English fundamentals within the context of a business environment. Cotton and Owen (1980) had a novel approach and wrote "Harrap's Business English Course" containing twenty case studies. It is an integrated course suitable for higher intermediate or advanced level business and management students who are no native speakers of English.

Most of the Business English books still follow standard pattern of an ESL textbook – a dialogue or piece of text followed by language work related to grammatical and / or functional areas and listening activities leading to group work or role play. The difference is that now the passive or receptive skills are also given equal or more importance than per formative or active skills. Ellis and Johnson (1994) have aimed their material at the intermediate level in fairly comprehensive or professional English. The focus of the book is on consolidation of skills already acquired and the improvement of both oral and written communication skills. Lots of cloze exercises are used to emphasize the structural and functional aspect of language in different business areas. Breiger and Sweenery (1994) on the other hand also designed a course for adult

learners of lower intermediate level or above. It is actually meant as supplementary material for a business or general English course and combines all notional functional, situational and structural methodologies to reinforce oral communication skills in business.

“English for International Banking and Finance” by Jim Corbett (1991) is for professional people working in financial institutions and related areas of business. The book can be worked through as a course or units can be chosen to suit individual needs. The level is intermediate and upper-intermediate. Each of the nine thematically-based units deals with up-to-date topics and contains listening extracts, speaking activities and reading passages designed to match the needs and interests of the learner. Writing tasks are included where appropriate. Topics covered include different types of bank organization, international currency dealing, trade finance and financial news. The whole package consists of Learner’s Book, Guide for Teachers and a cassette.

The importance of effective business communication is keenly felt by the business commerce sectors throughout the world. The following studies are examples of the importance placed on communication skills in today’s business world.

Curtis, Winsor and Stephens (1989) sent a questionnaire to 1000 personnel managers from a list of members of The American Society of Personnel Administrators. Written and oral communications were the skills that were most useful in helping graduating college students obtain employment. Clearly, personnel directors are calling for graduates with strong oral and written communication skills (P.13). As reported by Gustafson, Johnson, and Hovey (1993) a survey was conducted by West Georgia College to determine the skill, abilities, knowledge, and traits important for business students to obtain and advance in employment. BBA and MBA

alumni, business leaders, and current senior BBAs were surveyed. —All groups surveyed placed communication skills (writing and speaking) as the two most important general skills (P. 23). According to Murphy and Hildebrand (1997), many surveys and articles —have confirmed the idea that effective communication is essential for success and promotion in business (P. 8). When executive, managers and business graduates were asked —What has been the most valuable subject you studied in college? —Business communication, business letter and report writing, and written and oral Expression were consistently among the top three responses...and executive often credit good communication skills for their advancement (P. 8).

Lesikar and Flatley (2005) emphasizes the importance of communication skills in the present business environment indicating that —business's need for employees with good communication skills is all too often not fulfilled. Most employees, even the college trained, do not communicate well (P. 3). Angell (2004) states —Every business—whether a multibillion-dollar company...or a small family-owned grocery store—relies on the communication skills of its employees to be successful (P. 4). DuFrene (1999) reports that —studies have shown that managers spend approximately 60 to 80 per cent of their time involved in some form of communication (P. 4). Bovee and Thill (2005) report —Effective communication is at the center of virtually every aspect of business because it connects the company with all its stakeholders (P. 4).

In her article —*Managing in the 90's*, Patricia Buhler (1997) emphasizes the importance of communication. She reports that —communication remains a critical element of an organization's success...and the majority of managers report communication issues to be the number 1 problem they face (P. 23). Bennington (2005) also provides some insight when she states —Employers consistently identify communication skills (written and oral) as critical for

employee and business success. In addition to employer expectations, institutions must be responsive to accreditation requirement. A major accrediting organization—Association for the Advancement of Collegiate Schools of Business- International (AACSB) has identified communication abilities as important general skills for institutions to incorporate into program learning outcomes and assessment.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the methodology used in the study. Specifically the focus of this chapter is to discuss study area, instruments used for the data collection and sampling design. The study has been conducted with the intention to examine the Business Communication course of MBA program at IIUI. The purpose of the study is to analyze the learners' feedback on multiple grounds i.e.

- Objectivity of the course
- Contents of the course
- Teaching methodology
- Need analysis of the students

The next step was to corroborate the results by asking similar questions from the business communication teachers as well as the corporate sector. This was done in order to find out the reasons why students are normally poor in communication even in the presence of a formal business communication course. After getting the reasons and views from the students it may be helpful to restructure the course in a way that not only communication skills of the students would be enhanced but their corporate career could also flourish.

3.1 Proposed Hypothesis

H1: Most students are satisfied with the objectivity of the Business Communication course at IIUI.

H2: Most students are satisfied with the contents of the Business Communication course at the university.

H3: Most students are satisfied with the teaching methodology of the Business Communication course at IIUI.

H4: The Business Communication course fulfills the professional needs of the students.

3.2 Instrument of Data Collection

Instrument of data collection is a very important and delicate element of any research study. It requires an intensive care for its development as it would be the only and final source on which the study would base its conclusions.

3.2.1 Research Instrument

The instrument of data collection used in this study is questionnaire. To design a reliable questionnaire, similar research studies were reviewed. The questionnaires were designed collaborating with the researcher's supervisor.

3.2.2. Reasons for Selecting Questionnaires as Research Instrument

Questionnaire was selected as research instrument primarily for the reason that the descriptive analyses of the questionnaires would guarantee objectivity. Secondly, any other instrument of research like interview or observation could have been much more time consuming

and exhaustive. Thirdly, questionnaires were considered the most effective tool for the type of information to be gathered for this research.

3.2.3 Pilot Study

The pilot testing was performed with 6 students in the initial phase. The results were discussed with the supervisor, and then after removing its shortcomings, another pilot testing was performed with 6 other students.

3.2.4 Construction of Instruments

The actual questionnaire was prepared keeping in view the results obtained from the pilot testing. The comments of these students were also sought about their understanding of the language of the questions. The questionnaire was further improved in the light of the comments and observations of these students. Twelve different versions of the questionnaires were prepared by the researcher before the final version of the student questionnaire was approved by the supervisor. The questionnaire for the students comprises four different sections to adhere to the above mentioned grounds of the study. Both open and closed ended questions were incorporated in the questionnaire so that clear and open views of the respondents could be acquired. In the next phase questionnaires were also prepared for the business communication faculty and the corporate respondents. For each of them a separate questionnaire was developed with the purpose of corroborating the responses of the students. In questionnaires for the teachers and the corporate sector somewhat similar questions were asked, so as to relate the responses of the three questionnaires in an effective manner.

3.3 Population and Sample of the Study

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The population in this study is the business students of MBA classes at International Islamic University Islamabad (IIUI). The questionnaire was distributed among those students of MBA (3rd Semester) who were studying Business Communication course in Fall 2008. As IIUI does not offer co-education, the boys and girls were approached in their respective campuses for getting the questionnaire filled. A total of 200 questionnaires were distributed out of which 141 students that is 67 male students and 74 female students returned the questionnaires. There are eight teachers who are currently teaching the BC course. All of them were approached for their opinions. As IIUI's business program is one of the oldest in the region, so there is a sizable presence of IIUI alumni in the business organizations of this region. Twenty business executives were approached for their opinions about the practical aspects of BC course in their organizations and to get their opinion on the communication skills of the IIU business graduates working in these organizations.

3.4 Validity and Reliability

Any test construction process is dependent on the validity. This is because any invalid test distorts the purpose for which it was meant. Questionnaire developed to test responses require content validity. The questions developed for the questionnaire have to be developed on a valid source. Keeping this in mind the standardized course outline of the Business Communication course being used at IIUI was selected as the basis for developing the questions. There are various types of validity tests some of which have been used in the study to construct a valid questionnaire.

Reliability of the questionnaire is another very critical part of any primary data based study. The researcher also performed the reliability test so that the quality of the instrument could be ensured. For this purpose many tests are available, the split half test and the Cronbach's alpha test to name a few. In this study the Cronbach's Alpha test has been used to measure content reliability. Details of the reliability test are mentioned in the results and discussion sections.

3.5 Data Elicitation

Questionnaire used in this study has been self administered by the researcher to collect relevant descriptive data from the business communication students. This gave a clear idea to the researcher about the perception of business communication students about objectives and contents of the business communication course. As the target students were currently enrolled students so there was a big chance that the students may not respond honestly. So anonymity on the part of the students was ensured that this information would not be used against them. To ensure a wider range of responses from the students both open and close ended questions were made the part of instrument. Similarly the secrecy of the responses was ensured for the faculty and the corporate respondents as well.

3.6 Data Analysis Procedure

After the data had been collected, the responses to all items were categorized and coded by the researcher. The Statistical Package for the Social Sciences (SPSS) package, including frequencies, percentages, means, standard deviations, chi square test, t test, ANOVA and Cronbach's alpha, was used to analyze the data.

3.7 Presentation and Analysis of Data

This study is based upon the primary data. First of all, to obtain the unbiased results, reliability test was applied on the questionnaire. After getting the results of reliability, analysis of individual questions was made by taking the means of the results.

For the detailed analysis, the statistical tool named Analysis of Variance was applied which with the help of T-Test gave the variation in results. For hypothesis testing chi-square analysis was used as the study is based on non-parametric data. Only tabular style of data analysis was used in the study.

3.8 Variables Description of the Questionnaires

Four variables were used for the analysis. The results obtained from students were counter verified by placing the same variables through somewhat similar questions in front of the teachers as well as the business executives in the corporate sector.

The description and pertinence of the variables is as follows:

3.8.1 Objectivity

Through this variable authenticity of objectives was tried to be tested. The objectives of the Business Communication are clearly stated in the course outline that is distributed among all students in the very first class. All the stated objectives of the course outline were placed in the questionnaire, so that the students may tell how far the stated objectives of the course outline were achieved

3.8.2 Contents

The course outline, besides objectives, states the contents .All topics that are likely to be covered in the semester are stated in the course outline. The instrument takes up all the contents stated in the course outline and requires the respondent to describe how far the contents were covered.

3.8.3 Teaching Methodology

This variable was used to figure out the importance of teaching methodology in the effectiveness of the course. The respondents were asked questions to establish that the teaching methodology being opted for this course is satisfactory or not.

3.8.4 Needs Analysis

The last variable of the questionnaire is the needs analysis. This variable was checked at length so that the requirements of the business students may be checked. Not only the present requirements and needs were asked for but also their future needs were taken into account with respect to demands of the corporate sector. This variable was added with the intention that a complete guidance could be available to the instructors, so that at the time of course planning, need component would be in their minds.

3.9 Conclusion

This chapter has presented the research methodology adopted in the study. This chapter is followed by the results and conclusion chapters in which application of methodology in the form

of data presentation and analysis is mentioned. The findings have also been discussed in the context of theoretical framework and literature review.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter interprets the results which have been generated in as a result of application of statistical analysis mainly T-test and chi-square. First of all results of reliability have been mentioned which give a clear idea of reliability, whether the questionnaire for students contains the reliable responses or not. Some other statistical tests have also been applied to focus on the main objective of the study. It is very important to know the demographic characteristics of the respondents, so a detailed demographic view has also been tabulated after reliability test. Then descriptive statistics of each of the main question asked was tabulated so that a clear idea could be attained. In order to verify the gender differences in responses t-tests have been applied. Likewise the results obtained through the questionnaires for the teachers of Business Communication and the questionnaires for the Corporate Sector are interpreted in the last section of this chapter.

Responses of the respondents of all three questionnaires have been analyzed with the help of SPSS package and are presented in this chapter in the form of tables, followed by detailed description of the responses. It is pertinent to mention here that the results presented in the table have also been described through graphical representation. The graphical representations for the three questionnaires are available in

Appendix D, Graphical Representation of Data Analysis (Students)

Appendix E Graphical Representation of Data Analysis (Teachers)

Appendix F Graphical Representation of Data Analysis (Corporate Sector)

4.1 Responses from Students

4.1.1 Reliability Test

Table 1: Reliability Test

Variable	Cronbach's Alpha (α)	No. of items
Objectivity	.75	11
Contents	.79	11
Teaching Methodology	.69	7
Needs Analysis	.55	12

Table 1 presents the Cronbach's alpha values of the four variables of the questionnaire filled in by students i.e. Objectivity, Contents, Teaching Methodology and Needs Analysis, to check the reliability measurement of each variable against the number of items.

Cronbach's alpha value for objectivity is .75 for 11 items which shows that objectivity variable is quite reliable satisfying its main objectives about the course. Cronbach's alpha value for Contents is .79 for 11 items which shows that contents variable is more reliable as compared to objectivity satisfying its main contents. Cronbach's alpha value for Teaching Methodology is 0.69 for 7 items which shows that teaching methodology is considered reliable. Cronbach's alpha value for Needs Analysis is .55 for 12 items. , which shows the responses are not that much reliable. There could be a genuine reason behind that; perhaps it was not a questionnaire with a set format or may be because of the fact that needs vary from person to person. This aspect was also taken up at the time of piloting of the questionnaire and some modifications were made in the instrument. It was expected that alpha value for this variable would not be favorable.

4.1.2 Demographic information regarding respondents

Table 2: Cross Tabulation of Gender with Age, First language, Language Exposed at School

		gender of the respondent					
		Male		Female		Total	
		Count	Column N %	Count	Column N %	Count	Column N %
age group of the respondent	Less than 25	62	92.5%	71	95.9%	133	94.3%
	More than 25	5	7.5%	3	4.1%	8	5.7%
First Language	Pashtu	2	3.0%	1	1.4%	3	2.1%
	Punjabi	43	64.2%	9	12.2%	52	36.9%
	Shina	1	1.5%	0	.0%	1	.7%
	Sindhi	2	3.0%	1	1.4%	3	2.1%
	Urdu	19	28.4%	63	85.1%	82	58.2%
Language most exposed at school	English	29	43.3%	55	74.3%	84	59.6%
	Urdu	36	53.7%	19	25.7%	55	39.0%
	Other	2	3.0%	0	.0%	2	1.4%

Table 2 shows that total respondents were 141 out of which 74 were female and 67 were male. Majority of them (92.5% of the male and 95.9% of the female) are less than 25 years of age. The table further depicts that 64% of the male and 12% of the female have Punjabi as their first language. The most exposed language at school for 43% of the male and 74% of the female is English, while 53% of the male and 25% of the female used mostly Urdu at school.

Quantitative analysis of students' responses to closed questions

4.1.3 Objectivity

Table 3: Frequency and Percentage of Objectivity Questions

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
The stated objectives of the course are mostly achieved	1	.7%	4	2.8%	6	4.3%	82	58.2%	48	34.0%
My communication skills have improved	1	.7%	1	.7%	10	7.1%	97	68.8%	32	22.7%
Now I can make good formal presentation	0	.0%	0	.0%	13	9.2%	79	56.0%	49	34.8%
I feel confident in writing business letters/ memos	1	.7%	12	8.5%	24	17.0%	78	55.3%	26	18.4%
I can think analytically	0	.0%	9	6.4%	40	28.4%	74	52.5%	18	12.8%
My ability to work in teams has improved	0	.0%	5	3.5%	23	16.3%	69	48.9%	44	31.2%
My spoken English has improved	1	.7%	7	5.0%	34	24.1%	80	56.7%	19	13.5%
My listening skills have improved	0	.0%	2	1.4%	17	12.1%	81	57.4%	41	29.1%
I feel more confident	1	.7%	1	.7%	13	9.2%	85	60.3%	41	29.1%
This course has helped me studying other courses	0	.0%	14	9.9%	52	36.9%	51	36.2%	24	17.0%
I think I can better face the challenges of market demands	0	.0%	2	1.4%	40	28.4%	78	55.3%	21	14.9%

As it is evident from Table 3 which gives the numerical standings of different dimensions/ items regarding the concept of objectivity. Most of the respondents (92%) have agreed that the stated objectives of the course were achieved. The majority of the respondents (91.5%) agree that their communication skills have improved. Although 90.8% of the respondents agree that they can make formal presentation now, 73.7% of the respondents agree that they feel more confident in writing business letters and memos. This shows that improvement in oral communication is more than improvement in writing skills. At the same time 65.3% of the respondents agree that they can think more analytically now, while a considerable number of respondents (28.4%) have not given any opinion about it. About 80% of the respondents agree that their skill for working in teams has improved. Though earlier on 90% of the respondents had stated that they can make good formal presentations, only 70% of the respondents agree that their spoken English has improved. Almost all respondents (89% of the respondents) feel that their confidence level has increased. Half of the respondents (53% of the respondents) agree with the proposition that this course has helped them studying other courses in MBA program, while 37% of the respondents did not give any opinion. Not all but 70% of the respondents agree with the proposition that they can now face the market demands in a better way while 28.4% of the respondents have not given any opinion about it.

Table 4: Chi-square Test of Objectivity

	The stated objectives of the course are mostly achieved	My communication skills have improved	Now I can make good formal presentation	I feel confident in writing business letters/ memos	I can think analytically	My ability to work in team has improved	My spoken English has improved	My listening skills have improved	I feel more confident	This course has helped me studying other course	I think I can better face the challenges of market demands
Chi-Square (a,b,c)	181.021	232.582	46.468	124.284	71.227	64.702	141.518	101.128	180.879	31.397	89.610
df	4	4	2	4	3	3	4	3	4	3	3
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

The majority of the students, (58% of the sample, agree while 34% of the students strongly) agree that the objectives have been achieved. The chi-square value obtained is 181.02 which is significant. Based on this information it can be said that the population will also agree with this statement. For the question about improvement in communication skills most of the students (about 90% of the sample) agree with the statement. The chi-square value obtained is 232.58 which is significant. Based on this it can be safely said that the population will also agree with this statement. For the query asking for confidence in making formal presentations after taking the course, majority of the students about 56% of the sample agree while 34% of the students strongly agree with the statement. The chi-square value obtained is 46.46 which is deemed to be significant. We can say that the population will also agree with this statement. The question gauging level of confidence about writing letters and memos, majority of the students, about 55% of the sample agrees while 18% of the students strongly agree with the statement. The chi-square value obtained is 124.28 which is significant. As such we can say that the population will also agree with this statement. About analytical skills majority of the students about 52% of the sample agree while 12% of the students strongly agree with the statement. The chi-square value obtained is 71.22 which is significant, depicting that the population will also agree with

this statement. Majority of the students, about 48% of the sample agrees while 31% of the students strongly agree with the statement that their ability to work in teams has considerably improved. The chi-square value obtained is 64.72 which is significant, hence the population will also agree with this statement. The majority of the students, about 56% of the sample, agree that English speaking skill has improved while 13% of the students strongly agree with the statement. The chi-square value obtained is 141.51 which is significant. It can be said with confidence that the population will also agree with this statement. The statement about improvement in listening skills have been agreed upon by majority of the students, about 57% of the sample agree, while 29% of the students strongly agree with the statement. The chi-square value obtained is 101.12 which is significant. Based on this value it is apparent that the population will also agree with this statement. A good majority of the students, about 60% of the sample agree with the statement about overall level of confidence while 29% of the students strongly agree with the statement. The chi-square value obtained is 180 which is significant. Based on this we can say with a confidence that the population will also agree with this statement. As for the opinion on skills attained in this course providing a basis for studying other courses the majority of students about 36% of the sample agree while 17% of the students strongly agree with the statement. Breaking the trend there is a large proportion of the sample about 36% which neither agree nor disagree with the statement. The chi-square value obtained is 31.39 which is significant. Based on this we can conclude that a significant proportion of the sample does not appreciate the applicability of this course in providing help in other courses. The chi-square value is significant which suggests that the population will render similar results. The statement about their confidence level in satisfying market demand for communication skills has been agreed by majority of the students: about 55% of the sample agrees while 15% of the

students strongly agree with the statement. The chi-square value obtained is 89.61 which is significant. Based on this we can say with a strong degree of confidence that the population will also agree with this statement.

Based on the analysis discussed in the above lines it can be concluded that the objectivity of the course is appreciated by the students. This leads us to conclude that the students are satisfied by the objectivity of the business communication course, thus accepting the H1 stated in this regard.

4.1.4 Contents

Table 5: Frequency and Percentages of Content Questions

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
The outline provides a clear description of the course	0	.0%	2	1.4%	3	2.1%	69	48.9%	67	47.5%
The outcomes of the course are clearly stated in the outline	0	.0%	8	5.7%	20	14.2%	72	51.1%	41	29.1%
The course contents are well organized	0	.0%	2	1.4%	21	14.9%	66	46.8%	52	36.9%
The content support other courses in MBA program	2	1.4%	10	7.1%	36	25.5%	66	46.8%	27	19.1%
The course contents match the objectives	1	.7%	1	.7%	12	8.5%	92	65.2%	35	24.8%
The course contents are easily covered in a semester	2	1.4%	8	5.7%	19	13.5%	58	41.1%	54	38.3%
The course emphasizes practical tasks	2	1.4%	10	7.1%	21	14.9%	64	45.4%	44	31.2%
The course is suitable for the students of Business communication	0	.0%	8	5.7%	6	4.3%	61	43.3%	66	46.8%
The course inspire for further practice	0	.0%	8	5.7%	28	19.9%	71	50.4%	34	24.1%
The recommended learning material covers all the contents of the course outline	1	.7%	10	7.1%	27	19.1%	69	48.9%	34	24.1%
The course content gives equal emphasis to verbal and non-verbal communication	2	1.4%	4	2.8%	16	11.3%	66	46.8%	53	37.6%

Table 5 presents the numerical standings of different dimensions/ items regarding the concept of Contents. Majority of the respondents somewhat strongly agree that the outline provides a clear description of the course, that the outcomes of the course are clearly stated in the outline and that the course contents are well organized (96%,80% ,83% respectively) .A large number of the respondents (66%) agree that the content support other courses in MBA program. According to 90% of the respondents the course contents match the objectives. Not all but 79% of the respondents agree that the course contents are easily covered in a semester. About 76% of the respondents agree that the course emphasizes practical tasks. Suitability of this course for MBA students is accepted by 90% of the respondents while 74% of the respondents agree with the proposition that the course inspires for further practice. It is also agreed upon by 73% of the respondents strongly that the recommended learning material covers all the contents of the course outline. Majority of the respondents (84%) strongly agree with the proposition that the course content gives equal emphasis to verbal and non-verbal communication.

Table 6: Chi-square Test of Contents

	The outline provides a clear description of the course	The outcomes of the course are clearly stated in the outline	The course contents are well organized	The content support other courses in MBA program	The course contents match the objectives	The course contents are easily covered in a semester	The course emphasizes practical tasks	The course is suitable for the students of Business communication	The course inspire for further practice	The recommended learning material covers all the contents of the course outline	The course content gives equal emphasis to verbal and non-verbal communication
Chi-Square (a,b)	121.780	66.915	71.908	88.965	207.759	96.908	92.227	90.972	58.858	98.255	122.865
df	3	3	3	4	4	4	4	3	3	4	4
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

As for the question asking about the clarity of the course the majority of students, about 49% of the sample agree while 47% of the students strongly agree with the statement. The chi-

square value obtained is 121.78 which is significant. Based on this it can be interpreted that the population will also agree with this statement. The explicit statement that the outcomes in the course outline are clearly stated, majority of the students about 51% of the sample agree while 29% of the students strongly agree with the statement. The chi-square value obtained is 66.91 which is significant, thus ensuring that the population will also agree with this statement. The question about the organization of the course contents, majority of the students about 46% of the sample agree while 36% of the students strongly agree with the statement. The chi-square value obtained is 71.90 which is significant. Based on this we can say that the population will also agree with this statement. Majority of the students about 46% of the sample agrees while 19% of the students strongly agree with the statement that the course contents match with the objectives. The chi-square value obtained is 88.96 which is significant and that the population will also agree with this statement. The coherence of the contents with the Objectives: a strong majority of the students about 65% of the sample agree while 24% of the students strongly agree with the statement. The chi-square value obtained is 207.75 which is significant and the population will also agree with this statement. Fairly large number of students about 41% of the sample agrees while 38% of the students strongly agree with the statement that the course contents are easily covered in a semester. The chi-square value obtained is 96.98 which is significant and that the population will also agree with this statement. The question about the emphasis of practical work in the course the majority of the students about 45% of the sample agree while 31% of the students strongly agree with the statement. The chi-square value obtained is 92.22 that signify that the population will also agree with this statement. The suitability of the course to business communication students has been appreciated by the majority of the students: about 43% of the sample agrees while 46% of the students strongly agree with the statement. The chi-square value

obtained is 90.97 which is significant and that the population will also agree with this statement. The inspiration to further practice instilled by the course: the majority of the students about 50% of the sample agree while 24% of the students strongly agree with the statement. The chi-square value obtained is 58.85 which is significant. Based on this we can say with confidence that the population will also agree with this statement. The suitability of the recommended reading material: majority of the students about 48% of the sample agree while 24% of the students strongly agree with the statement. The chi-square value obtained is 98.25 which is significant and the population will also agree with this statement. The concept of equal emphasis of the course on verbal communication and non-verbal communication, the majority of the students about 46% of the sample agree while 27% of the students strongly agree with the statement. The chi-square value obtained is 136.26 which is significant. It can be safely said that the population will also agree with this statement.

The afore-mentioned discussion leads us to it conclude that in the opinion of the students the contents of the course match with the requirements and aspirations of the students. This shows that us to that the students are satisfied by the contents of the course being investigated in this study thus accepting H2 stated in this regard.

4.1.5 Teaching Methodology

Table 7: Frequency and Percentage of Teaching Methodology Questions

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
Students are made independent learners	4	2.8%	16	11.3%	23	16.3%	75	53.2%	23	16.3%
Students are encouraged to participate in groups	1	.7%	6	4.3%	12	8.5%	70	49.6%	52	36.9%
Teacher provides detailed written feedback on students performance	5	3.5%	17	12.1%	22	15.6%	53	37.6%	44	31.2%
Students are trained keeping in view their future needs	0	.0%	3	2.1%	21	14.9%	76	53.9%	41	29.1%
Seminars/workshops held on Business Communication reinforced the contents	2	1.4%	5	3.5%	10	7.1%	60	42.6%	64	45.4%
Material is presented in an organized manner	0	.0%	3	2.1%	16	11.3%	72	51.1%	50	35.5%
Concepts are illustrated with examples from Business related fields	2	1.4%	7	5.0%	15	10.6%	57	40.4%	60	42.6%

From the numerical standings of different dimensions/ items, given in Table 7, regarding the concept of teaching methodology, 69% of the respondents somewhat strongly agree that the students are made independent learners by this course while 11% do not agree with it and 16% have neutral thinking about it. It can be observed that 86% of the respondents agree that students are encouraged to participate in groups, while 69% of the respondents strongly agree that teacher

provides detailed written feedback on student's performance .Majority of the respondents (83%) agree that students are trained keeping in view their future needs whereas 88% of the respondents agree that the seminars/workshops held on Business communication reinforced the contents. Almost 86% of the respondents agree that material is presented in an organized manner and 83% of the respondents agree that the Concepts are illustrated with examples from business related fields.

Table 8: Chi-square Test of Teaching Methodology

	Students are made independent learners	Students are encouraged to participate in groups	Teacher provides detailed written feedback on students performance	Students are trained keeping in view their future needs	Seminars/workshops held on Business communication reinforced the contents	Material is presented in an organized manner	Concepts are illustrated with examples from Business related fields
Chi-Square(a,b)	105.631	135.064	55.560	83.312	136.482	84.504	111.730
Df	4	4	4	3	4	3	4
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000

The first statement that teaching methodology makes student's independent learners has been agreed by majority of the students: about 53% of the sample agrees while 16% of the students strongly agree with the statement. The chi-square value obtained is 105.63 which is significant and we can say with confidence that the population will also agree with this statement. Almost half of the students, about 49% of the sample agree while 36% of the students strongly agree with the statement that students are encouraged to participate in groups during the learning process. The chi-square value obtained is 135.06 which is significant and that the population will also agree with this statement. The question asking about the teacher providing detailed feedback to students on their performance, a fair number of students about 37% of the sample agree while 31% of the students strongly agree with the statement. The chi-square value

obtained is 55.56 which is significant and as such the population will also agree with this statement. As for the question about the training provided in this course has been based on future needs, majority of the students about 53% of the sample agrees while 29% of the students strongly agree with the statement. The chi-square value obtained is 83.31 which is significant and that the population will also agree with this statement. The contents of the course are reinforced through seminar and workshops: the majority of the students about 42% of the sample agree while 45% of the students strongly agree with the statement. The chi-square value obtained is 136.48 which is significant and the population will also agree with this statement. The material is provided in an organized manner during the course: majority of the students about 51% of the sample agrees while 35% of the students strongly agree with the statement. The chi-square value obtained is 84.50 which is significant and that the population will also agree with this statement. The question about illustration of concepts through examples related to the business field: majority of the students about 40% of the sample agrees while 42% of the students strongly agree with the statement. The chi-square value obtained is 111.73 which is significant. Based on this we can say with confidence that the population will also agree with this statement.

Based on the analysis discussed in the above lines it can be concluded that in the opinion of the students the teaching methodology of the course is designed in such a way that it facilitates the learning process. This leads us to conclude that the students are satisfied by the teaching methodology of the course being investigated in this study thus accepting H3 stated in this regard.

4.1.6 Needs Analysis

The numerical standings of different dimensions/ items regarding the concept of Needs Analysis are shown below:

Table 9: Frequency and Percentage about Level of Course

	Too Easy		OK		Very Hard	
The course is	10	7.1%	124	87.9%	7	5.0%

Majority of the respondents (88% of the respondents) agree with the proposition that the course is OK while only 5.0% say that it is very hard course. It clearly demonstrates that course is not challenging for the students. It is neither very easy nor very hard.

Table 10: Frequency and Percentage of Opinion about Duration of Class

	One hour		Same Time (1.5 hrs)		2 hours		More	
In your opinion what should be the duration of a class	44	31.2%	81	57.4%	9	6.4%	7	5.0%

The duration of the class is 1.5 hours for all courses. Majority of the respondents (57%) say that the duration of the class should remain 1.5 hours, whereas 31% of the respondents say it should be reduced to one hour duration.

Table 11: Frequency and Percentage of Semester Selection

	Semester 1		Semester 2		Semester 3		Semester 4	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
The course should be taught in	107	75.9%	28	19.9%	2	1.4%	4	2.8%

At present the BC course is taught in the third semester. However 76% of the respondents say that the course should be taught in 1st semester while 20% of the respondents say that it should be taught in the 2nd semester.

Please tell us about your English proficiency level before you joined this course.

Table 12: Frequency and Percentage of English Proficiency Level before Attending

	Poor		Fair		Good		Very Good		Excellent	
	Co unt	Row N %	Co unt	Row N %	Co unt	Row N %	Co unt	Row N %	Co unt	Row N %
Reading Comprehension	2	1.4%	20	14.2%	73	51.8%	32	22.7%	14	9.9%
Fluency/Confidence in speaking	14	9.9%	57	40.4%	51	36.2%	12	8.5%	7	5.0%
Accuracy in Speaking	10	7.1%	59	41.8%	50	35.5%	18	12.8%	4	2.8%
Listening comprehension	6	4.3%	34	24.1%	66	46.8%	26	18.4%	9	6.4%
Accuracy in writing	4	2.8%	37	26.2%	60	42.6%	26	18.4%	14	9.9%
Range of vocabulary	16	11.3%	61	43.3%	56	39.7%	5	3.5%	3	2.1%

To find out the opinion of the respondents about their command of English language before joining this course and the improvement felt after attending the course, respondents were asked different questions. Majority of the respondents (84%) responded that they were very good in reading comprehension before joining this course while 14% of the respondents were fair in it. Respondents (about 50%) stated that they had fluency in speaking English before joining this course while the remaining (40%) were fair in it. Only 10% responded that they were poor in it. Almost 50% of the respondents said that they had accuracy in Speaking English while 41% responded that they were fair in it, 7.1% found them poor in this regard. Majority of respondents (64%) said that they were very good in listening comprehension while 24% said that they were

fair in it. A large number of respondents (70%) said that they had accuracy in writing English while 26% of them said that they were fair in writing. About the range of vocabulary, 44% of the respondents said that they had good range of vocabulary before joining this course while 43% of them had fair range of vocabulary before joining this course. However, 11 % respondents admitted that they possessed poor vocabulary.

Please tell us about your English language level after attending this course (Now)

Table 13: Frequency and Percentage of English Proficiency Level after Attending

	Poor		Fair		Good		Very Good		Excellent	
	Co unt	Row N %	Co unt	Row N %	Co unt	Row N %	Co unt	Row N %	Co unt	Row N %
Reading Comprehension	1	.7%	12	8.5%	46	32.6%	61	43.3%	21	14.9%
Fluency/Confidence in speaking	1	.7%	19	13.5%	55	39.0%	54	38.3%	12	8.5%
Accuracy in Speaking	2	1.4%	21	14.9%	52	36.9%	58	41.1%	8	5.7%
Listening comprehension	0	.0%	10	7.1%	41	29.1%	70	49.6%	20	14.2%
Accuracy in writing	0	.0%	10	7.1%	50	35.5%	53	37.6%	28	19.9%
Range of vocabulary	5	3.5%	25	17.7%	55	39.0%	49	34.8%	7	5.0%

Table 13 presents the opinions of the respondents about their proficiency level in English after attending this course. About 90% of the respondents stated that they are very good in reading comprehension after attending this course while 8.5% of the respondents are fair in it. About 86% of the respondents have become fluent in speaking English, 13% are fair in it. 84% of the respondents said that they have accuracy in English while 15% responded that they are fair in it now. A vast majority 93% of the respondents said that they are now very good in listening comprehension while 7% said that they are now fair in listening comprehension. Again a large

majority of the respondents (93%) said that they have accuracy in writing English after joining the course. Vocabulary of about 79% of the respondents considerably increased after joining this course while 17% of them say that they have fair range of vocabulary after this course.

Comparing Table 12 and Table 13 it can be inferred that the students opinion about their proficiency in English have shown considerable improvement in terms of improving their proficiency in English language.

Please tell us how much you expect to use English after joining corporate sector in the following contexts

Table 14: Frequency and Percentage of Expected Level of English in Corporate Sector

	Never		Rarely		Sometimes		Frequently		A lot	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Reading reports, correspondence etc	0	.0%	3	2.1%	38	27.0%	70	49.6%	30	21.3%
Reading instruction manual, articles etc	1	.7%	12	8.5%	42	29.8%	57	40.4%	29	20.6%
Attending telephone calls	2	1.4%	7	5.0%	35	24.8%	61	43.3%	36	25.5%
Conversation or informal talk in small groups	0	.0%	11	7.8%	37	26.2%	54	38.3%	39	27.7%
Participating in formal meetings	0	.0%	3	2.1%	26	18.4%	65	46.1%	47	33.3%
Addressing the audience-giving presentation	1	.7%	6	4.3%	40	28.4%	54	38.3%	40	28.4%
Taking notes during meetings	3	2.1%	7	5.0%	40	28.4%	50	35.5%	41	29.1%
Writing business letters/e-mails	1	.7%	5	3.5%	22	15.6%	57	40.4%	56	39.7%
Working with others who speak English	1	.7%	4	2.8%	22	15.6%	45	31.9%	69	48.9%
Travelling(airports, hotels etc)	2	1.4%	10	7.1%	52	36.9%	60	42.6%	17	12.1%
Visiting foreign countries	4	2.8%	27	19.1%	43	30.5%	29	20.6%	38	27.0%
Social contacts	1	.7%	11	7.8%	30	21.3%	57	40.4%	42	29.8%
Meeting English-speaking personalities	1	.7%	8	5.7%	31	22.0%	49	34.8%	52	36.9%
Any other please specify	1	3.7%	2	7.4%	5	18.5%	13	48.1%	6	22.2%

Table 14 reflects the expected usage of the English language when students would join the corporate sector. Observations in this regards are that 70% of the respondents responded that they expect to use English frequently after joining corporate sector by reading reports and

correspondence about 60% of the respondents expect to use English frequently in corporate sector by reading instruction manuals and articles etc. A good number of the respondents (68%) responded that they expect to use English frequently by attending phone calls while 24% of them say that they expect to use English by this method sometimes. According to 66% of the respondents English would be frequently used in corporate sector by conversation or informal talk in small conversation. Almost 79% of the respondents expect to use English frequently in formal meetings and 67% of the respondents expect to use English frequently by addressing the audience or by giving presentations .Another 66% of the respondents responded that they expect to use English frequently after joining corporate sector by taking notes during meetings while 28% of them say that they expect to use English by this method sometimes. About 80% of the respondents believe that by writing business letters and emails they would use English frequently while 81% of the respondents by working with the people who speak English. Travelling and visiting foreign countries would compel them to use English language frequently as responded by 70% and 47% of the respondents respectively .Social contacts and by meeting English speaking personalities would make about 70% respondents use English language.

Show the importance of the following components of this course?

Table 15: Frequency and Percentage of Importance of Course Components

	Not important		Less important		Important		More important		Most important	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Have discussion practice	0	.0%	6	4.3%	43	30.5%	44	31.2%	48	34.0%
Have vocabulary practice	2	1.4%	6	4.3%	33	23.4%	49	34.8%	51	36.2%
Have grammar practice	2	1.4%	15	10.6%	39	27.7%	45	31.9%	40	28.4%
Have writing practice	0	.0%	2	1.4%	20	14.2%	56	39.7%	63	44.7%
Practice negotiating skills	0	.0%	3	2.1%	15	10.6%	50	35.5%	73	51.8%
Read more business articles	3	2.1%	15	10.6%	50	35.5%	50	35.5%	23	16.3%
Practice meeting skills	0	.0%	3	2.1%	20	14.2%	57	40.4%	61	43.3%
Practice presentation skills	0	.0%	0	.0%	3	2.1%	34	24.1%	104	73.8%
Have listening practice	1	.7%	5	3.5%	20	14.2%	55	39.0%	60	42.6%
Report past events	4	2.9%	11	7.9%	43	30.7%	56	40.0%	26	18.6%
Any other please specify	1	4.2%	0	.0%	1	4.2%	8	33.3%	14	58.3%

Table 15 gives interesting results as respondents were asked to state the importance of different course components and practice sessions for each of them. Almost every respondent has

stated that all of the course components are important and all of these also require practice sessions. About 98% respondents have stated that Presentation Skills must be practiced the most. Practice of the Grammar has not been stressed upon by the majority of the respondents. The important point made by the respondents is that Practice sessions are mandatory for all course components of Business Communication course.

How often do you have difficulty with each of these skills while studying other business courses in MBA program?

Table 16: Frequency and Percentage of Difficulty in Reading

	Never		Seldom		Sometimes		Often		Always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Reading	44	31.2%	52	36.9%	40	28.4%	3	2.1%	2	1.4%

Respondents believe (31% of the respondents) that they never felt any problem in reading while studying other courses in MBA program while 37% face some difficulty.

Table 17: Frequency and Percentage of Difficulty in Speaking

	Never		Seldom		Sometimes		Often		Always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Speaking	16	11.3%	42	29.8%	44	31.2%	35	24.8%	4	2.8%

On the one hand the respondents stress upon the need of practicing presentation skills and on the other hand 31% of the respondents say that they never felt any problem in speaking skills while studying other courses in MBA program while other 30% face some difficulty.

Table 18: Frequency and Percentage of Difficulty in Writing

	Never		Seldom		Sometimes		Often		Always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Writing	38	27.0%	58	41.1%	31	22.0%	12	8.5%	2	1.4%

Only 27% of the respondents say that they never felt any problem in writing skills while studying other courses in MBA program while 41% face seldom difficulty and 22% face difficulty sometimes.

Table 19: Frequency and Percentage of Difficulty in Listening

	Never		Seldom		Sometimes		Often		Always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Listening	46	32.6%	42	29.8%	32	22.7%	19	13.5%	2	1.4%

It is universally accepted that listening of every human being is not effective (Murphy,1997) but 32% of the respondents say that they never felt any problem in listening

skills while studying other courses in MBA program while 30% face some difficulty and 22% feel difficulty sometimes.

Table 20: Descriptive Statistics

		OBJ	The course provides an outline	content	TM	The course is	The course should be taught in	Please tell us about English proficiency level before you joined this course	Please tell us about English proficiency level after attending this course	Please tell us how you expect to use English after joining corporate sector in the following contexts	Show the importance of the following components of this course	How often do you have difficulty with each of these skills while studying other business courses in MBA program
N	Valid	141	141	141	141	141	141	141	141	141	141	141
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		3.9755	1.00	4.0955	4.0598	1.98	1.31	2.822	3.499	3.884	4.072	2.303
Std. Deviation		.39340	.000	.47087	.52271	.348	.645	.6286	.6177	.4549	.4814	.7312

Mean statistics of the overall questionnaire is as follows. Mean value of the OBJ (objectivity) is 3.9755 which show that the respondents agree that the objectivity of the course is satisfactory. 1.0 value for the 2nd column (outlines) shows that all respondents agree that the course outlines is provided. Mean value 4.0598 for the contents shows that the respondents somewhat strongly agree that the contents of the course are satisfactory. Teaching Methodology (TM) has a mean value 4.0598 which shows that the respondents are fully satisfied. The mean value 1.98 shows that the respondents agreed with the fact that the course is OK. The mean value 1.31 of the 6th column shows that the mean observation go with the fact that the course should be taught in the 1st semester. The mean value 2.822 shows that the English proficiency level of the student was good before joining the course. The mean value 3.499 in 8th column shows that the proficiency level in English has increased to the VERY GOOD extent after joining this course.

Mean value of 3.884 in 9th column shows that the respondent expects to use English frequently after joining the corporate level. The mean value of 4.072 of the 10th column shows that the stated components are the most important in the course. The mean value of the last column 2.303 shows that the respondents sometimes feel difficulty in their reading, writing, listening and speaking skills while studying other courses in MBA program.

4.1.7 Qualitative analysis of students' responses to open-ended questions

A. The greatest strength of Business Communication course is:

Table 21: Frequency and Percentage of Open-ended Question on Strength of BC Course

S. No.	Category	Frequency	Percentage
1	Spoken English	9	6.383
2	Presentation Skills	54	38.298
3	Writing skills	30	21.277
4	Listening Skills	16	11.348
5	Overall Communication Skills	54	38.298
6	Improved Confidence	9	6.383
7	Emphasis on Verbal Communication	3	2.128
8	Emphasis on non Verbal Communication	5	3.546
9	Clarity of Contents	6	4.255
10	Matching corporate requirements	25	17.730

It was a very important question (open-ended) and the respondents had to tell that what is the greatest strength of this course is. Some respondents (38.29%) were of the view that this course enhances the presentation skills and the same number of respondents stated that the improvement of overall communication skills is the greatest strength of this course. Different views have been given by the respondents like 21.27% people were of the view

communications were also regarded as the greatest strength of this course by some of the respondents.

B. This course can be improved by:

Table 22: Frequency and Percentage of Open-ended Question on Improvement of BC Course

S. No.	Category	Frequency	Percentage
1	Practical aspects	22	15.603
2	Exercise on Oral Presentation	31	21.986
3	Interview sessions	12	8.511
4	Speaking Skills	13	9.220
5	Conducting professional meetings	10	7.092
6	Seminars/workshops/Mega events	32	22.695
7	Emphasis on letters/reports/memos	14	9.929
8	Separate course for Oral Presentations	4	2.837
9	Group Discussions	10	7.092
10	Foreign Qualified Teachers	1	0.709
11	Listening Skills	5	3.546
12	Extended Course Hours	6	4.255
13	Study Tours	11	7.801
14	Team Work	3	2.128
15	Videos on Practical Aspects	3	2.128
16	Reading News Papers	2	1.418
17	Bargaining Skills	6	4.255
18	Active Participation	6	4.255

An open ended question was also asked from the students with the intention that an unrestricted opinion could be obtained, through which the course can be improved. Almost 30% students, which is the highest percentage amongst all of the suggestions, are that seminars, workshops should be conducted during the course. Some of the responding students (22%) said that course should be enriched with the oral presentations. About 16% were of the view that

practical aspects should also be used. Interview sessions, speaking skills, bargaining skills, active participation etc. were the other suggestion for further improvement of the Business Communication course.

C. Please feel free to make any other comments about this course:

Table 23: Frequency and Percentage of Open-ended Question on Comments about BC Course

S. No.	Category	Frequency	Percentage
1	Improved report Writing Skills	7	4.96
2	Communication Skills Practice	11	7.80
3	Lack of Practical Aspects	6	4.26
4	Teacher behavior/Involvement	3	2.13
5	Course to be offered in 1st semester	18	12.77
6	Extra class hours	6	4.26
7	Interview Sessions	9	6.38
8	Listening Skills	2	1.42
9	Speaking Skills	5	3.55
10	Indispensible course	3	2.13
11	Vocabulary	6	4.26
12	Letter/Memo writing	4	2.84
13	Improved confidence & Communication Skills	14	9.93
14	Presentation Skills	4	2.84
15	Professional Excellence to be Enhanced	7	4.96
16	Holding Formal Sessions	3	2.13
17	Setting up Business Communication Society	2	1.42

Through an open ended question independent comments of the students were solicited. Mixed comments were given by the respondents. Some respondents (about 13%) suggested that this course should be offered in first semester. This has already been asked through a question and the responses in Table 11 clearly depicts that the course be offered in the first semester.

Sixteen other comments had also been made ranging from 'communication skills practice' to 'setting up of a Business Communication Society'.

Application of T-test

Group Statistics

Table 24: Descriptive Statistics of Resource Group

gender of the respondent		N	Mean	Std. Deviation	Std. Error Mean
OBJ	Male	67	3.9417	.39044	.04770
	Female	74	4.0061	.39622	.04606

Table 25: T-test for Objectivity - Gender

t-test for equality of means			
T	df	P-value	Mean Difference
-.972	139	.333	-.06449

In the testing part we are going for group differences i.e. do the groups (male and female) differ in the perception regarding objectivity, contents, teaching methodology and needs analysis.

Tables show evidence that since $P > .05$ therefore again rejects the null hypothesis is not supported suggesting that boys and girls do not differ in their perception regarding objectivity i.e both the groups agree regarding the construct of objectivity.

Table 26: T-test for Contents - Gender

t-test for equality of means			
T	df	P-value	Mean difference
-.423	139	.673	-.03051
-.426	138.358	.671	.03051

Since P-value is greater than 0.05, in this case also we do not reject the hypothesis of no difference suggesting that boys and girls do not differ in their viewpoint regarding contents that is there is no significant difference between the opinions of boys and girls regarding the contents.

Table 27: T-test for Teaching Methodology - Gender

t-test for equality of means			
T	df	P-value	Mean difference
-1.062	139	.290	-.09359
-1.064	138.409	.289	-.09356

The same pattern is evident in the opinions of boys and girls regarding teaching methodology. Since $P > 0.05$ suggesting strong evidence against rejecting the hypothesis of no difference i.e. population of boys and girls do not significantly differ in their perception of somewhat agreeing on the teaching methodology.

Independent Samples Test

Table 28: Independent sample T-test for Teaching Methodology - Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
TM	Equal variances assumed	.071	.790	.233	139	.816	.04444	.19093	-.33306	.42194
	Equal variances not assumed			.250	8.023	.809	.04444	.17764	-.36500	.45389

ANOVA

OBJECTIVITY

Table 29: ANOVA test of Objectivity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.417	2	.209	1.355	.261
Within Groups	21.250	138	.154		
Total	21.667	140			

ANOVA

CONTENTS

Table 30: ANOVA Test of Contents

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.021	2	.510	2.878	.060
Within Groups	24.475	138	.177		
Total	25.496	140			

ANOVA

TEACHING METHODOLOGY

Table 31: ANOVA Test of Teaching Methodology

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.605	2	.802	3.021	.052
Within Groups	36.647	138	.266		
Total	38.251	140			

Group difference analysis of those individuals exposed to English, Urdu and other languages at school is determined using ANOVA statistical tool. The results shown in table 31 give P-values greater than $\alpha=0.05$ which means that evidence against the hypothesis of no difference is not supporting suggesting that there is no significant difference between the perception of individuals exposed to English, Urdu and other. In other words the three groups somewhat agree regarding the construct of TM.

Table 32: T-test for Age

t-test for equality of means			
T	df	P-value	Mean difference
.406	139	.685	.05836
.311	7.469	.764	.05836

There are two groups for age (less than 25 years and greater than 25 years). The result as depicted in Table 32 shows that the results are not significantly different meaning thereby that the two groups do not differ in their approach towards objectivity, contents and teaching

Group Statistics

Table 33: Group Statistics Age Group of Respondents

	age group of the respondent	N	Mean	Std. Deviation	Std. Error Mean
OBJ	lessthan25	133	3.9788	.38665	.03353
	morethan25	8	3.9205	.52209	.18459
CONT	lessthan25	133	3.8233	.42813	.03712
	morethan25	8	3.8437	.43057	.15223
TM	lessthan25	133	4.0623	.52647	.04565
	morethan25	8	4.0179	.48558	.17168

In the group statistics, majority of the respondents are older than 25 years of age and only 5.6% were less than 25 years of age. This shows that respondents were mature enough to understand the importance of questions being asked to them.

Independent Samples t-Test

Table 34: Independent Sample t-test for Age

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
OB J	Equal variances assumed	1.784	.184	.406	139	.685	.05836	.14364	-.22565	.34236
	Equal variances not assumed			.311	7.469	.764	.05836	.18761	-.37968	.49639
CO NT	Equal variances assumed	.215	.644	-.131	139	.896	-.02044	.15590	-.32868	.28780
	Equal variances not assumed			-.130	7.856	.899	-.02044	.15669	-.38293	.34205
T M	Equal variances assumed	.071	.790	.233	139	.816	.04444	.19093	-.33306	.42194
	Equal variances not assumed			.250	8.023	.809	.04444	.17764	-.36500	.45389

Discussion on Students' Response

The study gave very interesting results. For instance, the data revealed that the goals of the course are implicit rather than explicit. Secondly, lecturers do not hold the same

understanding as students regarding the goals of the course and this has a tremendous impact on the students. Thirdly, students are not seen as stakeholders in the Business Communication course.

It was assessed that current course is fulfilling the objectives including improvement in communication skills, presentation skills, written skills and team work ability. As far as course outline and contents of the course are concerned, students were of the view that course outline is comprehensive containing outcomes of the course, matching of contents with the course and suitable for business students. About quality of teaching methodology being currently adopted there is not any clear comment which needs to be seriously addressed. Students were of the view that after joining this course they improved their comprehension skills, spoken English, listening comprehension, writing and vocabularies. In the section of need analysis students were of the view that they will require English in corporate sector in formal environment. The responding students were of the view that Business Communication course would enhance their participation in formal setup of corporate sector. In response to the importance of course contents, majority of the students appreciated the discussions, writing and spoken practices and use of business articles in the class room. Male and females have same opinions about *Objectivity*, *Contents*, *Teaching Methodology* and *Needs Analysis*. This means that Business Communication course is equally important for the future executives, whether male or female.

In Pakistan, majority of the students lack communication skills due to which they cannot express themselves in front of their evaluators. In the current scenario where worlds are becoming global village, importance of communication cannot be neglected in the business set up. It is, therefore, the reason that why such types of studies are very important so that a

comprehensive set of components could be provided to the resource persons in the design of the course and in the delivery of course contents.

4.2 Responses from Faculty

After the survey and tabulation of results from students, in the next phase faculty members teaching BC course were approached. There were eight persons teaching the course at the time of research conducted, on full time and part time basis. A questionnaire was presented to each of them eliciting responses. The results of the responses are discussed in the subsequent part of the thesis.

Table 35: Cross Tabulation of Gender with Status, Teaching Experience, Educational Qualification

		gender of the respondent					
		Male		Female		Total	
		Co unt	Column N %	Co unt	Column N %	Co unt	Column N %
Status	Regular Faculty	2	40%	0	0%	2	25%
	Adjunct Faculty	3	60%	3	100%	6	75%
Teaching Experience	Less than 5 years	3	60%	2	66.7%	5	62.5%
	More than 5 years	2	40%	1	33.3%	3	37.5%
Educational Qualification	MBA	3	60%	1	33.3%	4	50%
	MA English	1	20%	1	33.3%	2	25%
	Both	1	20%	0	0%	1	12.5%
	Other	0	0%	1	33.3%	1	12.5%

Table 35 shows that total respondents were eight, out of which 3 were female teachers and 5 were male teachers. All female teachers are visiting faculty whereas two male teachers are

permanent teachers and the remaining three are visiting faculty. Majority of them (60% of the male and 66.7% of the female) possess less than five years teaching experience. The table further depicts that most of them hold MBA degree and only one of them has got MBA as well as MA English degree. It is interesting to note that only three teachers have MA English degree. As such Business Communication course is being taught by different teachers having specialization in different areas.

Table 36: Study of BC in Course of Studies

	Yes	No
Did you study Business English/Communication Course	62.5%	37.5%

Table 36 presents an interesting fact that majority of teachers have studied Business Communication course. The remaining teachers this course is somewhat different as they have not studied this course themselves nor obtained any training as ESP teacher.

Table 37: Percentage of Importance of BC Course in Corporate Sector

	Not Important	Less Important	Neutral	Important	Very Important
How would you rate the importance of BC in the corporate sector	0%	0%	0%	12.5%	87.5%

As presented in Table 37, all of the faculty members considered that this course is either important or very important with respect to the practical significance of the course in the corporate sector.

Table 38: Percentage of Language Used While Teaching

	English	Urdu	Both
Which language do you mostly use while teaching	87.5%	0%	12.5%

It is a known fact that English language is mostly used in the corporate sector in terms of presentation skills. In this regard the teachers were asked to indicate the language in which they conduct their classes. The results obtained indicate that about 88% percent of the teachers use only English while about 12% use both languages as medium of instructions in their classes.

Table 39: Percentage of Corporate Work Experience, Training in ESP and Business Communication

	Yes	No
Did you have any corporate work experience	37.5%	62.5%
Have you received any training in ESP	25%	75%
Have you received any training in Business Communication	12.5%	87.5%

A critical question was also made part of the questionnaire asking for the corporate work experience of the teachers teaching this course. Only 37.5% of the teachers have any corporate work experience while 63.5% do not have any work experience. Interestingly only 25% of the teachers have received training in ESP, on the contrary an overwhelming 75% of the teachers have no training in ESP. Even more interesting than that is the finding that only 12.5% of the teachers had any formal training in business communication while astoundingly only 87.5% of the teachers have no formal training.

Table 40: Professional Development Vs. Exam Focus

	Few of them	Most of them	All of them
Focus on professional development rather than getting through the exam	37.5%	62.5%	0%

With respect to the objectives of the students for studying this course, two main outcomes can be identified from anecdotal evidence. First and basic intention or objective of a student is to gain professional knowledge and increase his/her skills with reference to that subject. The other outcome is that if the interest level is not there due to any variety of reasons then the student just wants to pass through. In the opinion of faculty most the students want to develop their communication skills through the exam but a sizable minority does also comes in with the intention of just passing through. This is depicted by the fact that majority of the teachers (about 62%) believe that most of the students are sincere with their studies and are motivated in learning this course for professional development. On the contrary about 37.5% of the teachers think that most of the students only come in with the objective just to get through the BC course.

Table 41: Percentages for Objectivity and Contents - Faculty

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
The stated objectives of the course are mostly achieved	0%	0%	0%	50%	50%
The contents support other courses in MBA program	0%	0%	0%	37.5%	62.5%
The recommended learning material covers all the contents of the course outline	0%	0%	0%	100%	0%
The course contents give equal emphasis to oral and written communication	0%	0%	0%	50%	50%
Students are trained keeping in view their future needs	0%	0%	0%	37.5%	62.5%
Seminars/ workshops held on Business Communication reinforce the contents	0%	0%	0%	12.5%	87.5%
Concepts are illustrated with examples from business related fields	0%	0%	0%	25%	75%
This Course significantly contributes towards professional grooming of the students	0%	0%	12.5%	37.5%	50%

The next inquiry was carried out to determine the effectiveness of the contents of the course with respect to the improvements desired at the culmination of the course. Most of the teachers of BC course agree or strongly agree that the stated objectives of the course are achieved at the end of the course. All of the teachers agree that the BC course is a basic core course that imparts skills to support other courses of the MBA program. The entire faculty agrees that the recommended learning materials cover the complete course. Everyone (100% of the teachers) agrees that course gives equal emphasis on oral and written communication. Future needs are definitely taken into account while training the students. Seminar and workshops are held to reinforce the contents and concepts are illustrated using examples from the business world in the opinion of most of the faculty. About 88% of the teachers agree that the course significantly contributes towards the professional development of the students.

Table 42: Opinion about Students' Communication Skills - Faculty

	Very Poor	Poor	Acceptable	Good	Excellent
Overall communication skills	0%	0%	12.5%	87.5%	0%
Written communication skills	0%	0%	12.5%	87.5%	0%
Oral communication skills	0%	0%	37.5%	50%	12.5%

All responding teachers agree that the communication skills of their students are significantly improved. The same opinion is carried forward for written communication as well. On the contrary about 37.5% of the faculty is not very optimistic about the improvements in the oral skills of the students at the end of the course.

Please feel free to make any other comments about this course:

Table 43: Opinions on Open-ended Questions - Faculty

S. No.	Category	Frequency	Percentage
1	Instead of one, two separate courses for oral and written communication be introduced at IIU	7	87.5%
2	Setting up Business Communication Society	1	12.5%

Almost all teachers have suggested that instead of one BC course, two separate courses for oral communication and written communication be introduced at MBA level. One teacher has also suggested that Business Communication Society be launched. Perhaps the respondent intend to stress upon beyond the class room activities of students like holding of seminars, functions etc where students might get chances to improve their communication skills.

Discussion on Faculty Response

The positive aspect of the results generated from the second questionnaire is that all teachers are in agreement with the responses of the students in terms of Objectivity, Contents and the Teaching Methodology of this course. Majority of teachers have stated what the majority of the students have said and teachers are fully aware of the importance of the Business Communication course. However teachers are convinced that students' priority is to get through the examination instead of improving communication skills. This means that the Needs Analysis of Business Communication students cannot be taken as a true reflection of their actual professional needs. Another very important finding is that teachers who are teaching this course are either not MA English or they haven't received any training in ESP. A professional course is being taught without any professional training. The majority of teachers have no experience of

working in the corporate sector. So their emphasis is on preparing students for qualifying the examination instead of developing their communication skills.

4.3 Responses from Corporate Sector

In the last phase of the study a survey was developed for the corporate sector to elicit the opinions from the practical world and counter check the claims of professional development made by the students and faculty.

Table 44: Cross Tabulation of Gender with Age, Educational Qualification

		gender of the respondent					
		Male		Female		Total	
		Co unt	Column N %	Co unt	Column N %	Co unt	Column N %
Age	Less than 35 years	3	21.4%	2	33.3%	5	25%
	More than 35 years	11	78.6%	4	66.7%	15	75%
Educational Qualification	MBA	10	71.4%	4	66.7%	14	70%
	MA English	0	0%	0	0%	0	0%
	Other	4	28.6%	2	33.3%	6	30%

As reflected in Table 44, not even a single respondent holds a master's degree in English and about 72% of the corporate respondents have completed an MBA while 28% have done degrees other than MA English or MBA. This may lead us to the conclusion that in the corporate sector the MBA degree holders are supposed to take up the challenge of communication on the basis of what they learn during their program of studies. This means that they are required to get professional level coaching as part of their MBA experience.

Table 45: Study of BC in Course of Studies

	Yes	No
Did you study Business English/Communication Course	90%	10%

As shown in Table 45, majority of the respondents (90%), being MBA, have studied Business Communication Course while just 10% have not studied this course at any level. It is pertinent to mention here that all individuals joining the corporate sector at managerial positions are expected to have good communication skills and as such must have gone through a business communication course.

Table 46: Percentage of Importance of BC in Corporate Sector

	Not Important	Less Important	Neutral	Important	Very Important
How would you rate the importance of BC in the corporate sector	0%	0%	0%	25%	75%

All of the respondents consider business communication as an important or very important part of work in the corporate sector. Interestingly 75% of the respondents consider it very important and it can be taken as a unanimous response since no one has indicated otherwise.

Table 47: Percentage of Language Used in Office

	English	Urdu	Both
Which language is mostly used for official corresponding in your office	90%	0%	10%

Another interesting finding is the fact that not even a single company carries out its official correspondence in Urdu only. English is used as the medium of communication by 90% of the responding companies. The knowledge of good English is a pre requisite for young executives for joining the corporate sector.

Table 48: Percentage of Overall Communication Skills of IIUI Business Graduates

	Very Poor	Poor	Acceptable	Good	Excellent
Overall communication skills	15%	55%	15%	10%	5%

The graph presented above represents the outcome of the key question asked regarding the overall communication level of the business graduates who apply for job positions at the respective organizations of the respondents. The results completely contradict the claims of the students and the faculty. According to the results 15% of the respondents rate the communication skills as very poor while an overwhelming 55% of the respondents rate the skills as poor. This gives a tally of 70% of the respondents are highly dissatisfied with the communication skills. As far as acceptability is concerned a cumulative 30% of respondents rate the skills as acceptable to excellent.

Can you pin point any particular deficiency in their communication?

Table 49: Open-ended Question – Corporate Respondents

S. No.	Category	Frequency	Percentage
1	Business writing skills	6	30%
2	Interviewing skills	5	25%
3	Speaking Skills	9	45%

Table 49 reflects the responses of the corporate executives to the open end question where they were required to pin point any particular deficiency in the communication skills of the IIU business graduates working in their organizations. Speaking skills have been termed as a major flaw in the graduates. In the same manner interviewing skills and business writing skills are also pointed as major deficiency of employees. This may be interpreted as something very

serious and such deficiencies are required to be addressed by the Business Communication teachers.

Table 50: Methods of Communication in Corporate Sector – Corporate Respondents

	Never	Rarely	Sometimes	Frequently	A lot
Reading reports, correspondence	0%	0%	10%	30%	60%
Attending telephone calls	0%	0%	0%	50%	50%
Conversation in small groups	0%	5%	30%	50%	15%
Participating in formal meetings	0%	0%	50%	30%	20%
Giving presentations	0%	0%	25%	60%	15%
Writing minutes of the meetings	0%	0%	35%	35%	30%
Writing business letters/emails	0%	0%	0%	15%	85%
Writing reports	0%	5%	10%	70%	15%
Working with Foreigners	10%	20%	70%	0%	0%
Visiting foreign countries	10%	40%	45%	5%	0%
Social contacts	0%	5%	40%	40%	15%
Any other please specify	0%	0%	0%	0%	0%

Table 50 presents the practical aspects of business communication that are used in corporations. The most frequently used form of communications is reports, correspondence, business letters and emails. On the other hand the least used form or avenue of communication is communicating/ working with foreigners as this is mostly done by the top executives. All the other forms of communication show a very high usage rate. The same question was also put up in the questionnaire for business communication student's. The response of the students match with the response of the corporate executives.

Table 51: Percentage of Training Courses for Communication Skills

	Yes	No
Is there any training or refresher course held by your organization to promote employees communication skills Course	75%	25%

Table 51 indicates that 75% of the business organizations conduct trainings and refresher courses of communication to maintain the high level of communication skills of their employees. This shows the level of importance that these organizations give to communication skills.

Discussion on Corporate Response

The positive aspect of the results generated from the third questionnaire is that executives are fully aware of the fact that refresher courses in Business Communication can further improve the skills of their employees. The executives have stated the same areas as stated by students with respect to frequencies of different activities pertaining to communication skills. This means that the Needs Analysis of Business Communication students can be taken as a true reflection of their actual professional needs. Executives of the corporate sector are in agreement with the responses of the students. Majority of the teachers have agreed what the majority of the students have stated. However the majority of executives are convinced that our business graduates have certain shortcomings and they require enhancement in their professional skills. Another very important finding is that for all commercial correspondence and other allied communication matters the corporate sector is heavily relying upon the business graduates i.e. MBAs. Hence a professional course like Business Communication should be taught in a professional manner. Based on the above it can be safely concluded that the business students are required to be trained to acquire high level of communication skills which are the need of the corporate sector.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the findings of the present study by blending all the diverse findings pertaining to various specific research objectives and hypotheses. The summary is followed by the conclusion of the whole study. The recommendations based on the findings of the present study are outlined as Institutional Recommendations and Policy Recommendations. Such recommendations are also aimed at improving the teaching and learning of Business Communication. The chapter then ends with the suggestions for further research.

5.1 Summary

Based on the analysis in the previous chapter, it can be concluded that the objectivity of the course is much appreciated by the students. This can be interpreted as the students are satisfied by the objectivity of the course thus accepting the H1 stated in this regard. Another conclusion that can be drawn is that in the opinion of the students the contents of the course match with the requirements and aspirations of the students. This leads us to conclude that the students are satisfied by the contents of the course being investigated in this study thus accepting H2 stated in this regard. It can also be concluded that in the opinion of the students the teaching methodology of the course is designed in such a way that it facilitates the learning process. This leads us to conclude that the students are satisfied by the teaching methodology of the course being investigated in this study thus accepting H3 stated in this regard. As far as the fourth hypothesis regarding need analysis was concerned, it could not be analyzed in detail just on the

basis of student questionnaire. It was determined that in the opinion of the students they were getting professional training meaning that the course was fulfilling the professional needs of the students. As far as the teachers are concerned, they also hold the same opinion. On the contrary this perception is negated by the corporate sector respondents who think that the communication skills of the fresh graduates were not up to the professional standards. When the analysis was carried out to determine the reasons for this paradox, it was found that most of the faculty teaching this course neither have any professional training to teach this course, nor do they have any corporate working experience. This was the greatest obstacle to impart communication skills in the students that fulfill the requirements of the corporate sector. In light of this study we can safely reject H4, meaning that the BC course does not fulfill the professional needs of the students.

The study gave very interesting results. For instance, the data revealed that the goals of the course are implicit rather than explicit. Secondly, lecturers do not hold the same understanding as students regarding the goals of the course and this has a tremendous impact on the students. Thirdly, the students are not seen as stakeholders in the Business Communication course. Overall results can be written as follows:

- 1- It was assessed that current course is fulfilling the objectives including improvement in communication skills, presentation skills, written skills and team work ability.
- 2- As far as course outline and contents of the course are concerned, students were of the view that course outline is comprehensive containing outcomes of the course.

- 3- About the quality of teaching methodology being currently adopted there is not any comment that may require further discussion.
- 4- As far as output is concerned, students were of the view that after joining this course they have improved their comprehension skills, speaking, listening, writing and vocabulary.
- 5- In the section of need analysis students are of the view that they will require English in corporate sector in formal environment. They are of the view that business communication would enhance their participation in formal setup of the corporate sector.
- 6- In response to the importance of course contents, majority of the students appreciated the discussions, writing and spoken practices and use of business articles in the class room.
- 7- The male students and the female students have the same opinion about objectivity, contents, teaching methodology and needs analysis which means that gender doesn't matter. In the corporate sector Business communication is equally important for both, male and female.

5.2 Findings and Conclusion

The findings of the present study can be broadly summarized into five key points, which explain the reasons why there exists a fluctuating performance by students in the business world:

1. Responses of the students reflect that the Business Communication course is appropriate to cater to their future needs. Whereas, the responses from the corporate sector indicate that our students' communication skills do not meet the required standards. At the same time the responses from faculty do not refer to this discrepancy. As such students are being primarily prepared for getting through the examinations and not being trained for the corporate sector.
2. The findings indicate that most of the teachers of Business Communication are adjunct faculty and these teachers are hardly given any specialized training on the teaching of Business Communication. The inductions of such teachers of Business Communication have contributed to the average performance of the students in the business world.
3. This is evident from the findings of this study that students have shown their utmost satisfaction on the contents, objectivity and methodology of Business Communication course, as these facilitate them in getting good grades. At the same time they have reflected in the Needs Analysis their awareness of usage of Business Communication in different contexts in the corporate sector. These students often adopt inappropriate or poor revision strategies during the examination period. This leads to good performance in Business Communication examinations and they may get good grades. As such these grade-conscious students must be trained primarily for the corporate sector.

4. The results of the needs analysis conducted in this study clearly reflect that the Business Communication course outline is not an accurate reflection of the future requirements of the Business students. There are certain disparities between these two documents that lead to the somewhat poor performance of the students in the Business world. The students have stressed upon the practice sessions in all areas of the course whereas the contents of the course outline does not speak of any practical sessions.
5. The findings of this study lead to the need for redesigning the Business Communication syllabus for improving the performance of the students in Business world. The course content for enhancing written communicative ability and for increasing oral communicative competence of the Business students must be integrated. This would help business students perform well in the corporate sector.

Business Communication is a relatively complex area of English language teaching not only in Pakistan, but also in the whole world. As such, there are bound to be methodological and pedagogical problems that are normally associated with such courses as this study depicts.

The Business Communication Course, which is a genre of ESP, is very important in the training of an efficient and competent workforce in the Business world. The findings of this study reveal certain shortcomings with the course as it is offered at International Islamic University. However, it is hoped that with increased research interest in the fields of ESP and Business Communication, such shortcomings will be taken up for thorough research.

5.3 Recommendations

In view of the findings of the present study, the researcher wishes to make the following recommendations.

5.3.1 Institutional Recommendations

(i) The instructors teaching Business Communication must focus more on application of skills through 'practice sessions', as desired by the students in the Needs Analysis. This would discourage learners for just memorizing the text-book lessons. The instructors must take up Business Communication as an educational cum training course.

(ii) The Business Department may hire the faculty from the corporate sector by offering better terms. Also the number of untrained teachers must be reduced as these impacts negatively on the learning abilities of the students. The Business Communication course must not be considered as an ordinary English language course.

(iii) Unfortunately, ESP teachers often feel isolated both from professionals in their Students' specializations and their colleagues in other institutions. They also have difficulty in getting or exchanging information in the field. The department should provide necessary ESP network to all teachers of Business Communication. At the same time close liaison with the corporate sector be maintained.

5.3.2 Policy Recommendations

(i) The Business Communication syllabus requires review and redesigning as describe in the findings and conclusion of this chapter. This would help the students and the teachers of Business Communication to relate the skills learnt to the appropriate corporate environment.

(ii) Business Communication involves specialized use of language in business settings. As such, students' must be frequently exposed to the corporate sector during the teaching of this course. Students may be encouraged to visit business offices for completion of their assignments and projects. Extension lectures of the business executives must also be arranged.

(iii) There is need to have an in-built training component for the Business Communication Course. The instructor must be provided specific guidelines on the training and practice procedures. This would eliminate the disparities between the Business Communication Course contents and the corporate sector requirement of communication skills.

5.3.3 Suggestions for Further Research

(i) The present study has focused on the Business Communication Course as it is taught at International Islamic University. Since the syllabus is approved by Higher Education Commission, it is almost the same throughout the public sector universities. There is need for further research that focuses on certain private universities that have good business schools that are rated best in the corporate sector. This would help in determining the extent of the generalizability of the findings of the present study.

- (ii) There is need for studies focusing on other types of syllabi relevant to Business Communication Course like Business English, Business Report Writing, Business Proposal Writing, Technical Report Writing, Commercial Correspondence, and Functional English to find out whether the present findings can be generalized to the other syllabi.
- (iii) There is need for longitudinal and tracer studies on Business Communication students to find out their performances in their various occupations. This should then be related to their on-job training with a view of finding out the extent to which their training had impacted on their performance in various occupations.

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Dear Respondent,

Research is being conducted to determine whether Business Communication Course offered at Faculty of Management Sciences, equips the students with skills required for the corporate sector.

Please fill in the following questionnaire. Your views on various aspects of the survey will make an important contribution to the research study. Your name will not be mentioned anywhere. Be honest in giving your opinions.

Guidelines for filling the questionnaire

1. Most questions are closed-ended and require only a tick mark. (✓)
2. A few questions are open-ended and solicit your views written in your own words.

-
1. Gender: Male ☐ Female ☐
 2. Age: Less than 25 years ☐ More than 25 years ☐
 3. Place of Birth: _____
 4. What is your first language? _____
 5. Which language you were most exposed to at school?
English ☐ Urdu ☐ Any other ☐

Objectivity:

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
6	The stated objectives of the course are mostly achieved.					
7	My communication skills have improved.					
8	Now I can make good formal presentations.					
9	I feel confident in writing business letters/memos.					
10	I can think analytically.					
11	My ability to work in teams has improved.					
12	My spoken English has improved.					
13	My listening skills have improved.					
14	I feel more confident.					
15	This course has helped me studying other courses.					
16	I think I can better face the challenges of market demands.					

Contents:

17. The course provides an outline.

Yes ☐ No ☐

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
18	The outline provides a clear description of the course.					
19	The outcomes of the course are clearly stated in the outline					
20	The course contents are well organized.					
21	The contents support other courses in MBA program.					
22	The course contents match the objectives.					
23	The course contents are easily covered in a semester.					
24	The course emphasizes practical tasks.					
25	The course is suitable for students of Business Communication.					
26	The course inspires for further practice.					
27	The recommended learning material covers all the contents of the course outline.					
28	The course contents give equal emphasis to verbal and non-verbal communication.					

Teaching Methodology:

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither agree nor disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
29	Students are made independent learners.					
30	Students are encouraged to participate in groups.					
31	Teacher provides detailed written feedback on students' performance.					
32	Students are trained keeping in view their future needs.					
33	Seminars/ workshops held on Business Communication reinforced the contents.					
34	Material is presented in an organized manner.					
35	Concepts are illustrated with examples from business related fields.					

Needs Analysis:

36. This course is;

Too Easy ☐ Ok ☐ Very Hard ☐

37. In your opinion what should be the duration of a class.

1 Hour ☐ Same time (1.5 Hrs) ☐ 2 Hours ☐ More ☐

38. The course should be taught in.

Semester 1 ☐ Semester 2 ☐ Semester 3 ☐ Semester 4 ☐

39. Please tell us about your English proficiency level before you joined this course.

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>
Reading comprehension					
Fluency/confidence in speaking					
Accuracy in speaking					
Listening comprehension					
Accuracy in writing					
Range of vocabulary					

40. Please tell us about your English language level after attending this course (Now).

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>
Reading comprehension					
Fluency/confidence in speaking					
Accuracy in speaking					
Listening comprehension					
Accuracy in writing					
Range of vocabulary					

41. Please tell us how much you expect to use English after joining corporate sector in the following contexts.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>A lot</i>
Reading reports, correspondence etc					
Reading instruction manuals, articles etc					
Attending telephone calls					
Conversation or informal talk in small groups					
Participating in formal meetings					
Addressing an audience - giving presentations					
Taking notes during meetings.					
Writing business letters/emails					
Writing reports					
Working with others who speak English					

Traveling (airports, hotels etc.)					
Visiting foreign countries					
Social contacts					
Meeting English-speaking personalities					
Any other please specify					

42. Show the importance of the following components of this course?

	<i>Not important</i>	<i>Less important</i>	<i>Important</i>	<i>More important</i>	<i>Most important</i>
Have discussion practice					
Have vocabulary practice					
Have grammar practice					
Have writing practice					
Practice negotiating skills					
Read more business articles					
Practice meeting skills					
Practice presentation skills					
Have listening practice					
Report past events					
Any other please specify					

43. How often do you have difficulty with each of these skills while studying other business courses in MBA program?

	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
Reading					
Speaking					
Writing					
Listening					

44. Please answer the following question in the space provided:

A. The greatest strength of Business Communication course is:

B. This course can be improved by:

C. Please feel free to make any other comments about this course:

Note: You may also use the backside of this page

Thank you for completing this questionnaire.

Dear Respondent,

Research is being conducted to determine whether Business Communication Course offered at Faculty of Management Sciences, equips the students with skills required for the corporate sector.

Please fill in the following questionnaire. Your views on various aspects of the survey will make an important contribution to the research study. Your name will not be mentioned anywhere. Be honest in giving your opinions.

Guidelines for filling the questionnaire

1. Most questions are closed-ended and require only a tick mark. (✓)
2. A few questions are open-ended and solicit your views written in your own words.

1. Gender: Male ☐ Female ☐
2. Status: Regular Faculty ☐ Adjunct Faculty ☐
3. Teaching Experience: Less than 5 years ☐ More than 5 years ☐
4. Educational qualification: MBA ☐ MA ENG ☐ Both ☐ Other _____
5. Did you study Business English/Communication Course? Yes ☐ No ☐
6. How would you rate the importance of BC in the corporate sector?
 Not important ☐ Less important ☐ Neutral ☐
 Important ☐ Very important ☐
7. Which language you mostly used while teaching?
 English ☐ Urdu ☐ Both ☐
8. Do you have any corporate work experience? Yes ☐ No ☐
9. Have you received any training in ESP? Yes ☐ No ☐
10. Have you received any training in Business Communication? Yes ☐ No ☐

11. In your opinion how many students study this course for professional development rather than just for getting through the exam?

Few of them ☐ Most of them ☐ All of them ☐

Please indicate your opinion on the following statements?

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
12	The stated objectives of the course are mostly achieved.					
13	The contents support other courses in MBA program.					
14	The recommended learning material covers all the contents of the course outline.					
15	The course contents give equal emphasis to oral and written communication.					
16	Students are trained keeping in view their future needs.					
17	Seminars/ workshops held on Business Communication reinforce the contents.					
18	Concepts are illustrated with examples from business related fields.					
19	This Course significantly contributes towards professional grooming of the students					

20. Please give a fair opinion about the communication skills of the students at the end of the course

	<i>Very Poor</i>	<i>Poor</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>
Overall communication skills					
Written communication skills					
Oral communication skills					

21. Please feel free to make any other comments:

Thank you for completing this questionnaire.

Dear Respondent,

Research is being conducted to determine whether Business Communication Course offered at Faculty of Management Sciences, equips the students with skills required for the corporate sector.

Please fill in the following questionnaire. Your views on various aspects of the survey will make an important contribution to the research study. Your name will not be mentioned anywhere. Be honest in giving your opinions.

Guidelines for filling the questionnaire

1. Most questions are closed-ended and require only a tick mark. (✓)
2. A few questions are open-ended and solicit your views written in your own words.

1. Gender: Male ☐ Female ☐
2. Age: Less than 35 years ☐ More than 35 years ☐
3. Educational qualification: MBA ☐ MA ENG ☐ Others _____
4. Did you study Business English/Communication Course? Yes ☐ No ☐
5. How would you rate the importance of BC in the corporate sector?
 Not important ☐ Less important ☐ Neutral ☐
 Important ☐ Very important ☐
6. Which language is mostly used for official correspondence in your office?
 English ☐ Urdu ☐ Both ☐
7. Based on your observation, please give a fair opinion about the Overall Communication skills of IIU Business Graduates applying for job positions at your organization

<i>Very Poor</i>	<i>Poor</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>

8. Can you pin point any particular deficiency in their communication?

9. Please tell us the frequency of the following activities in your organization:

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>A lot</i>
Reading reports, correspondence					
Attending telephone calls					
Conversation in small groups					
Participating in formal meetings					
Giving presentations					
Writing minutes of the meetings.					
Writing business letters/emails					
Writing reports					
Working with Foreigners					
Visiting foreign countries					
Social contacts					
Any other please specify					

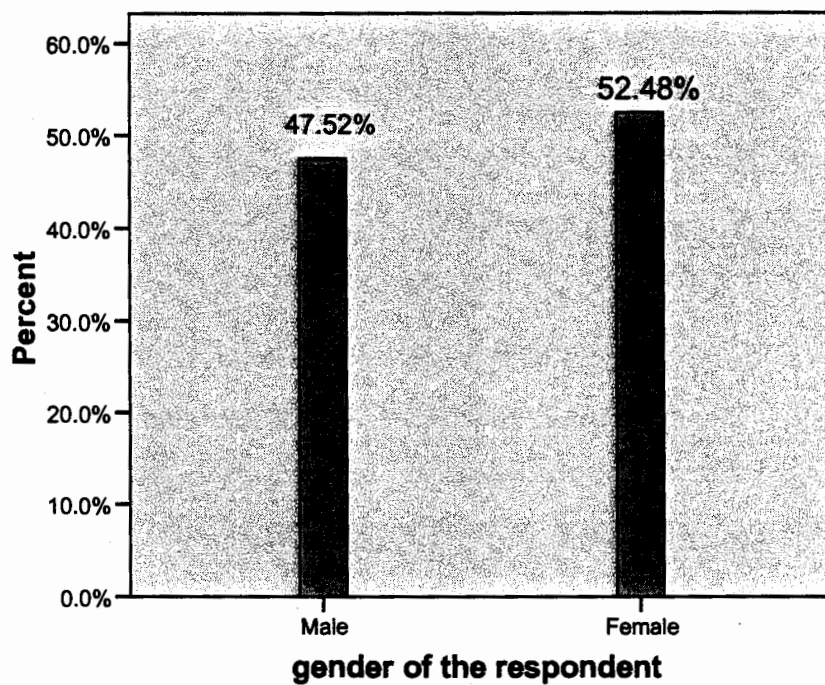
10. Is there any training or refresher course held by your organization to promote employees communication skills. Yes ☐ No ☐

11. Please feel free to make any other comments:

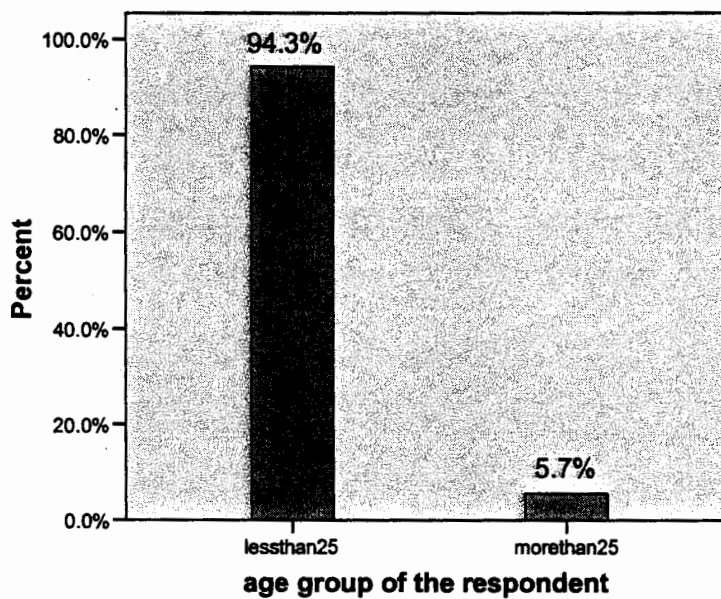
Thank you for completing this questionnaire.

Data Analysis

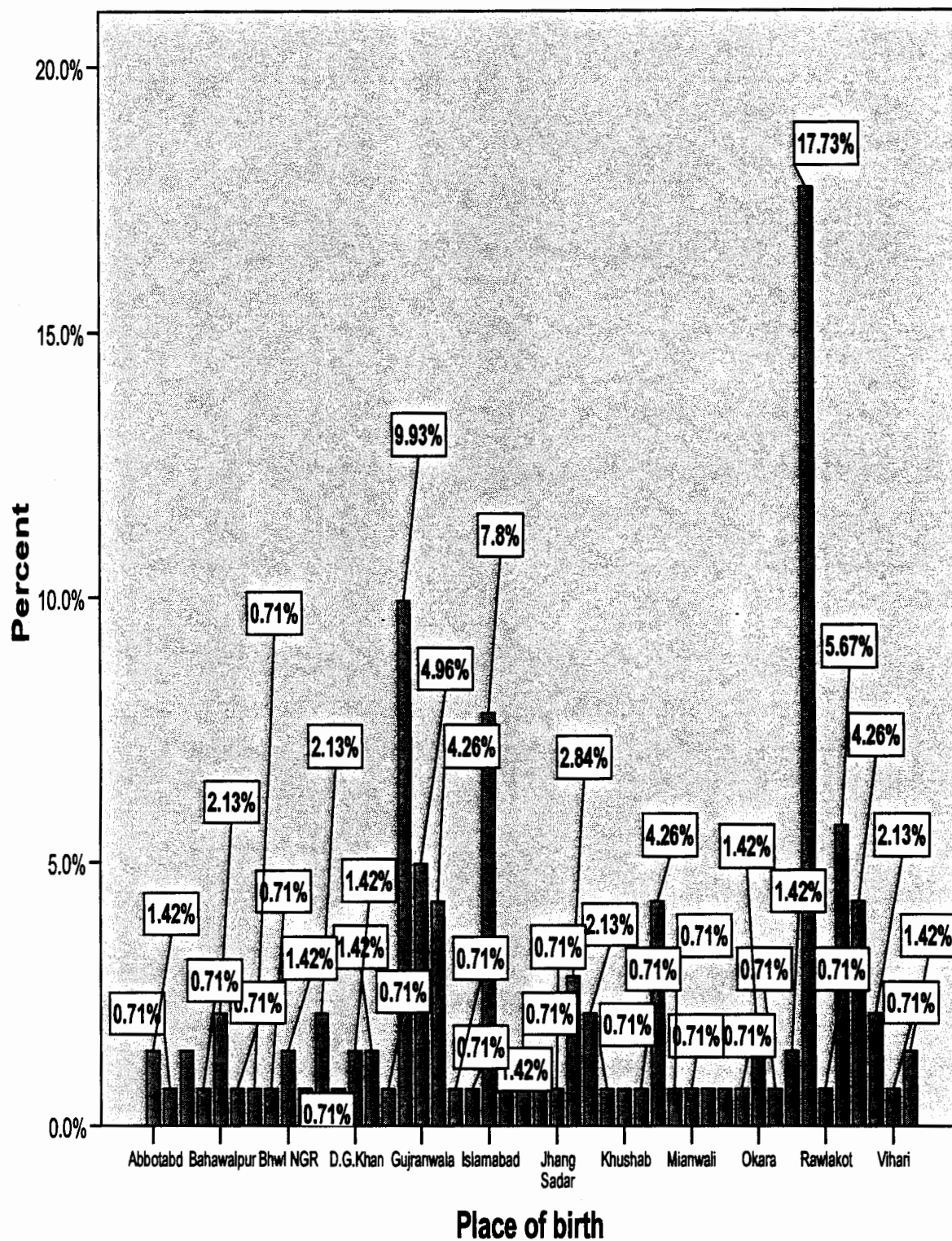
1. Gender

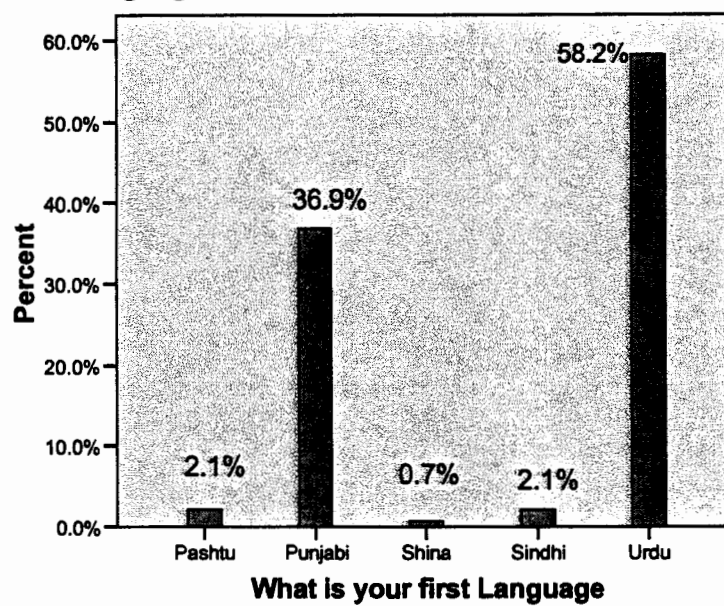
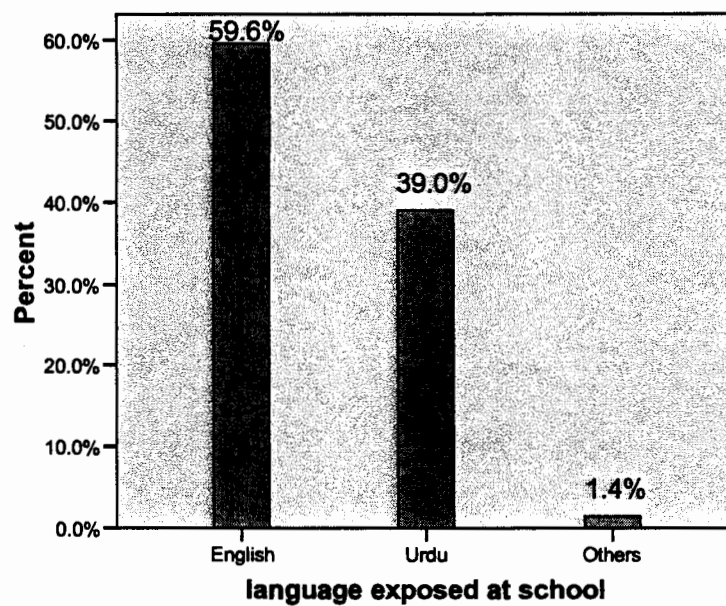


2. Age



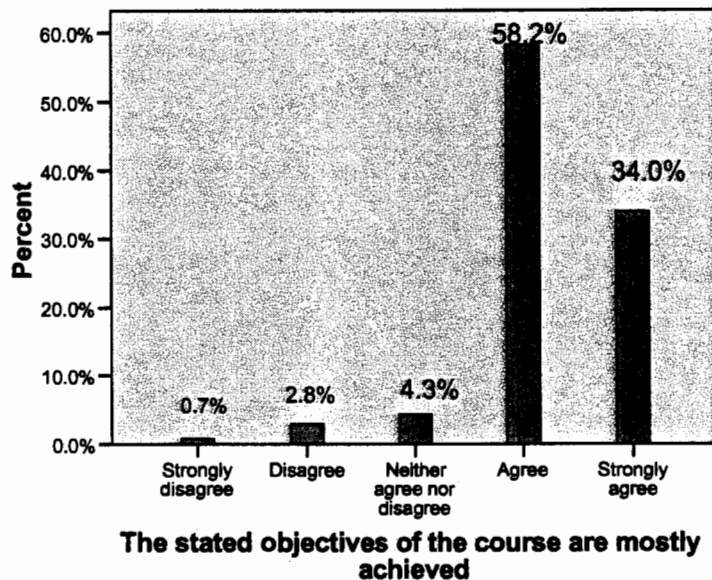
3. Place of Birth



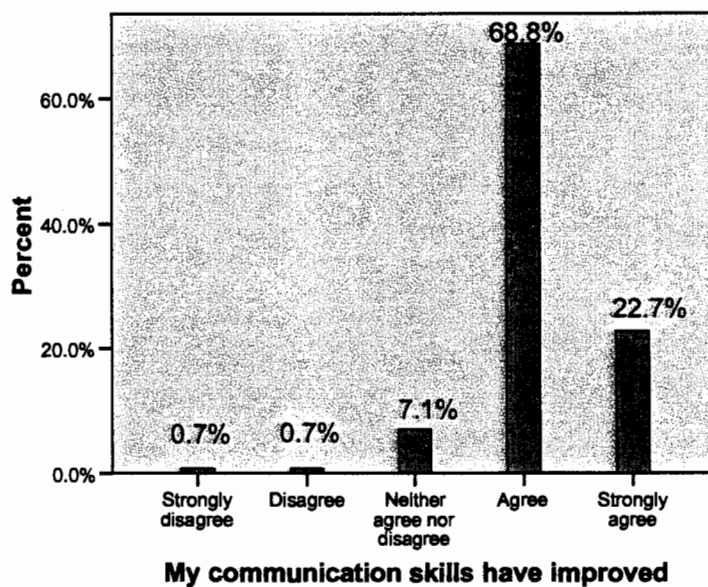
4. What is your first language?**5. Which language you were most exposed to at school?**

OBJECTIVITY

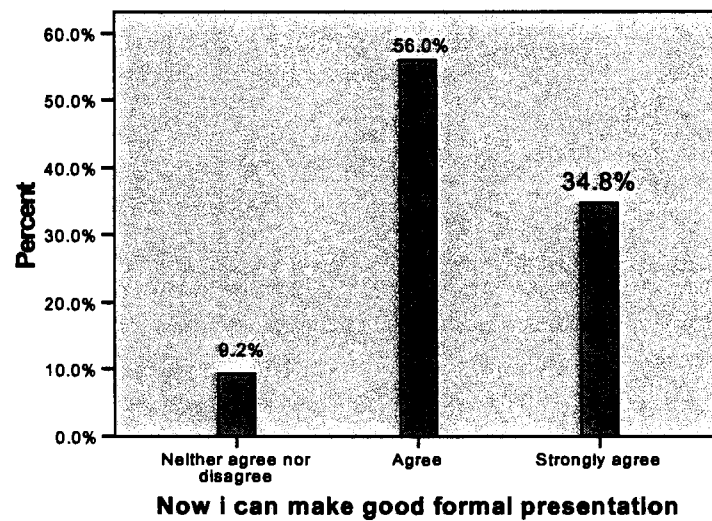
6. The stated objectives of the course are mostly achieved



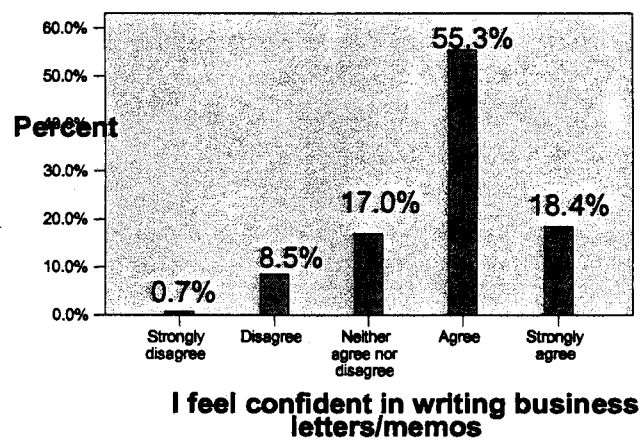
7. My communication skills have improved.

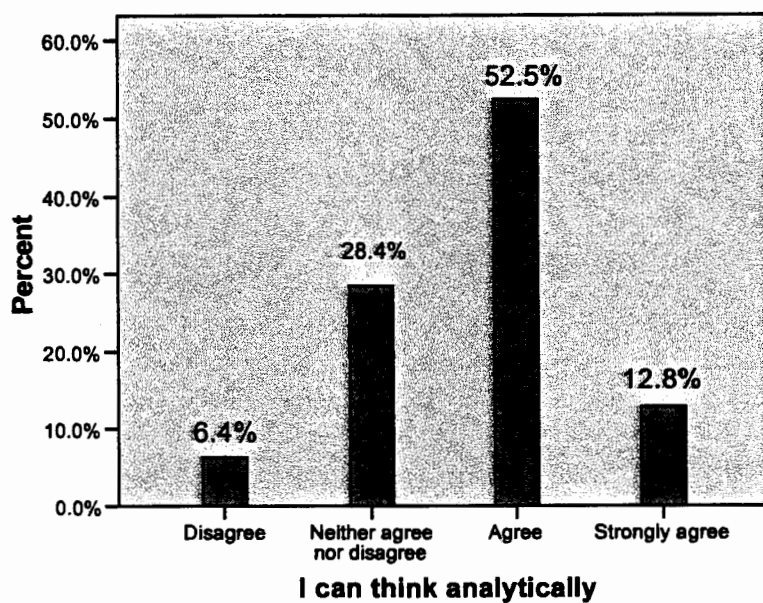
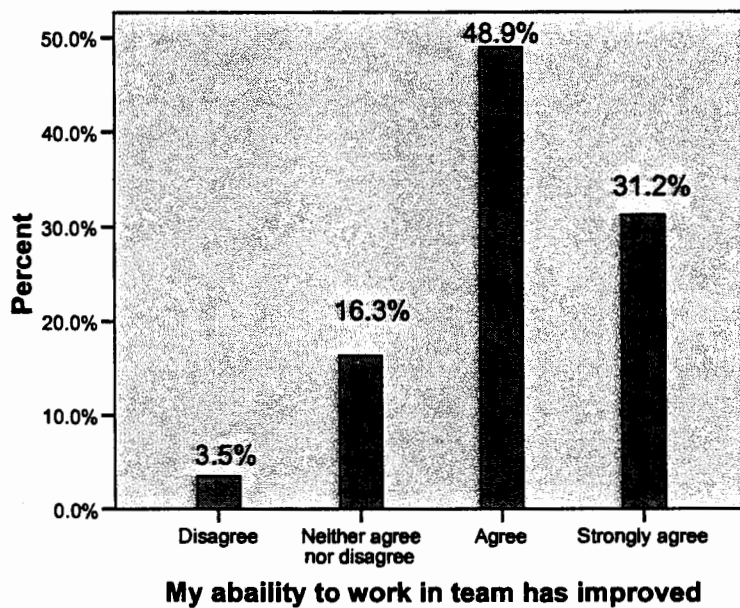


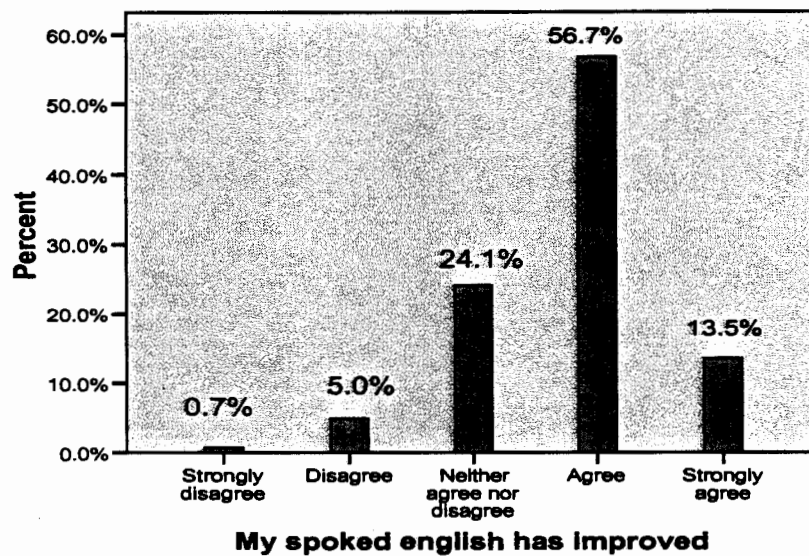
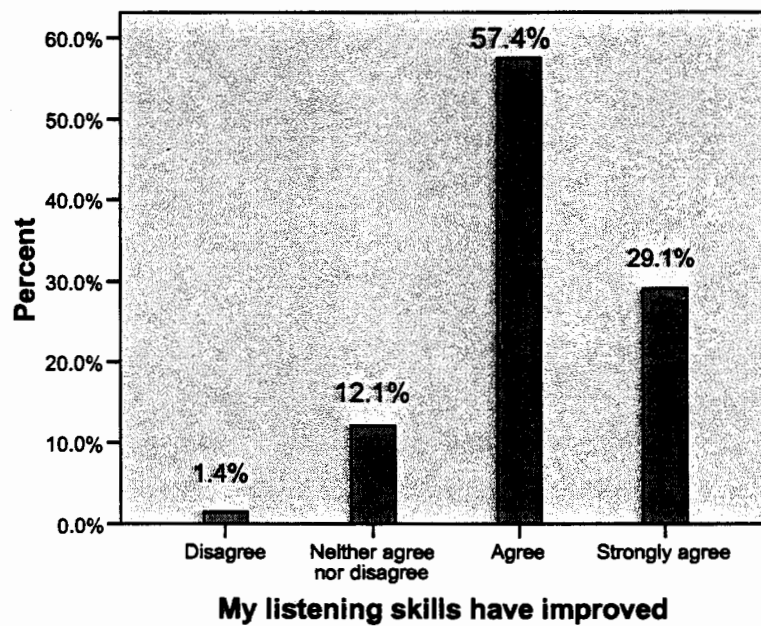
8. Now I can make good formal presentations.

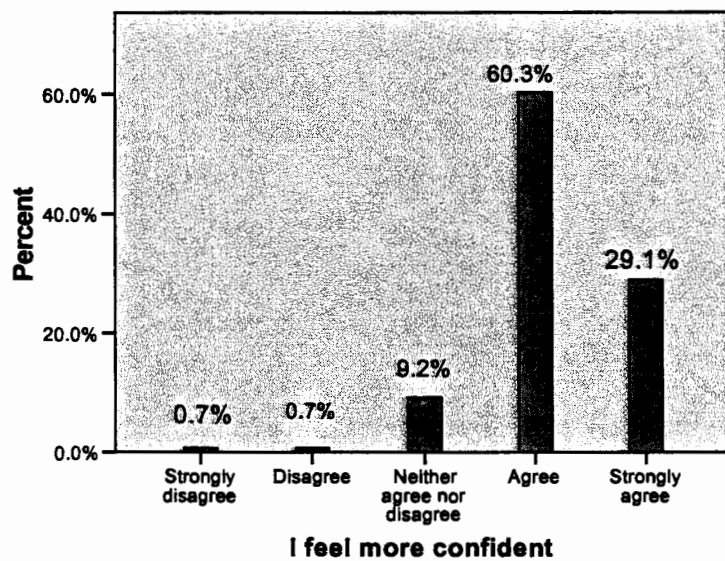
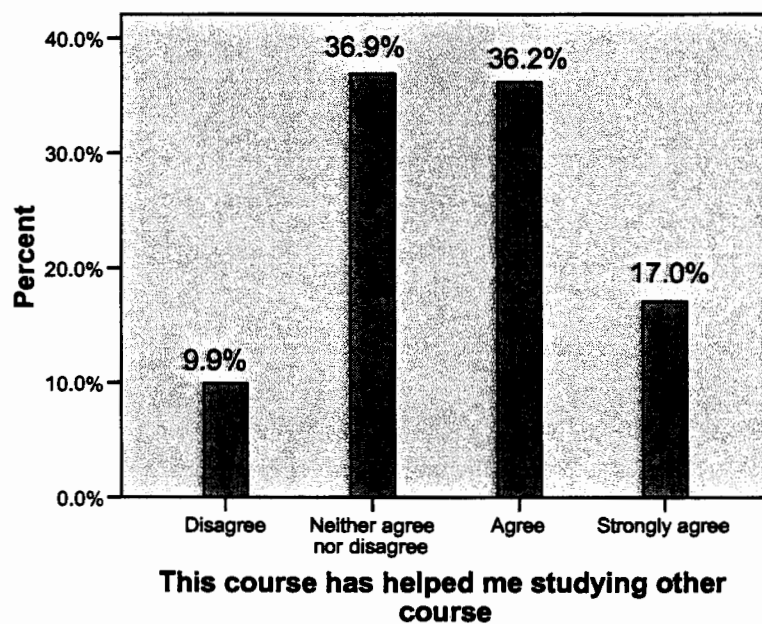


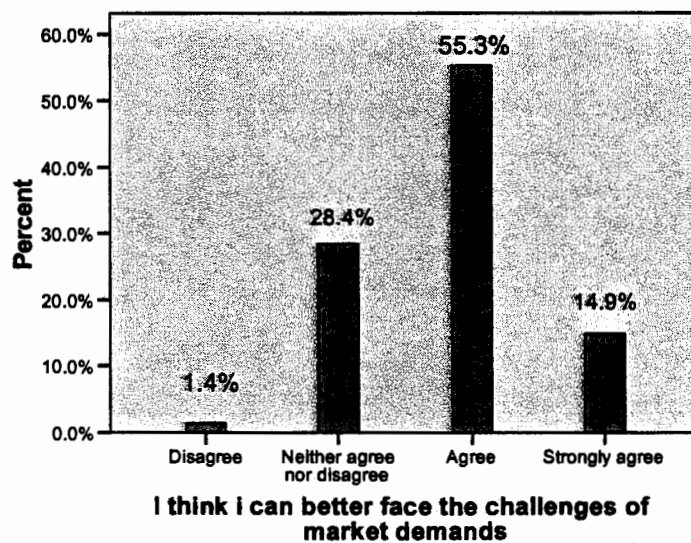
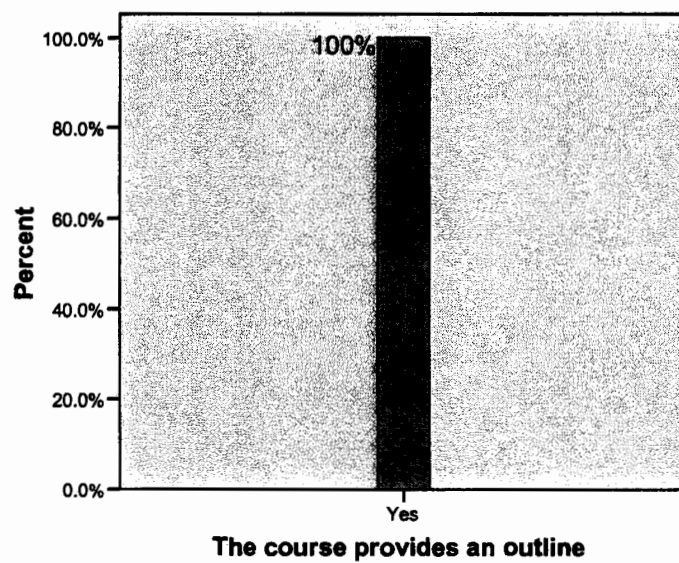
9. I feel confident in writing business letters/memos

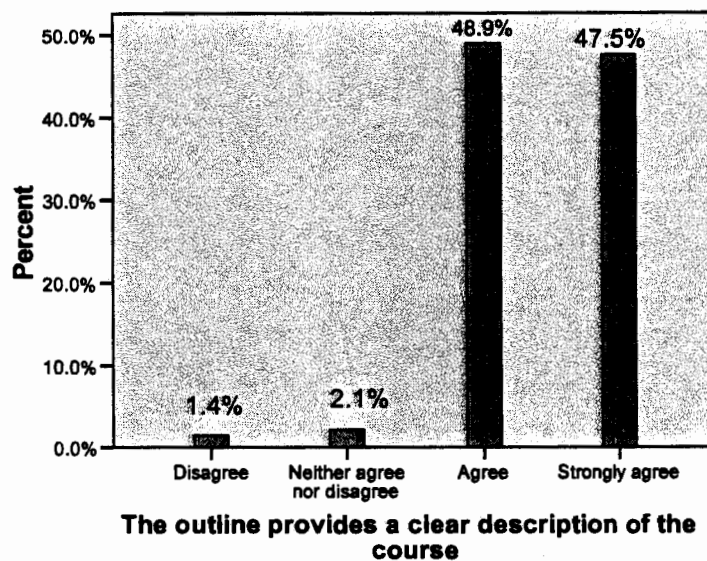
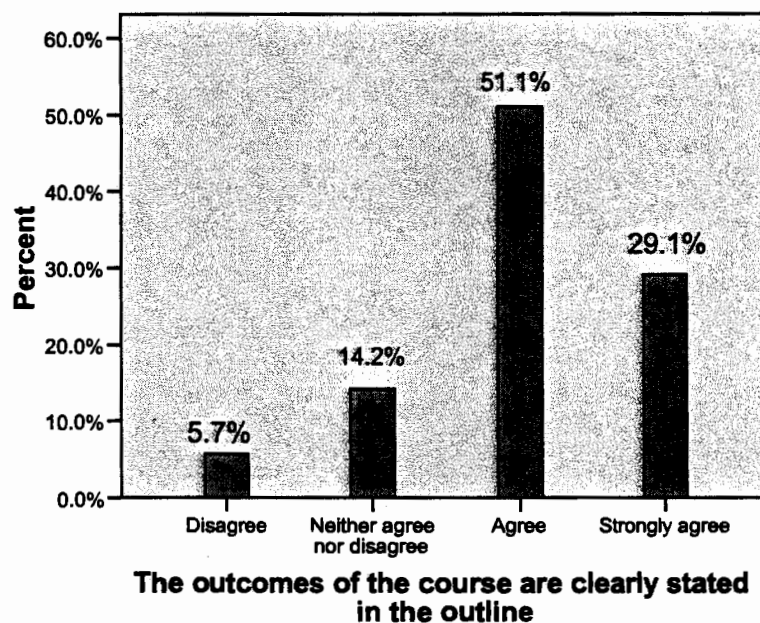


10. I can think analytically**11. My ability to work in teams has improved.**

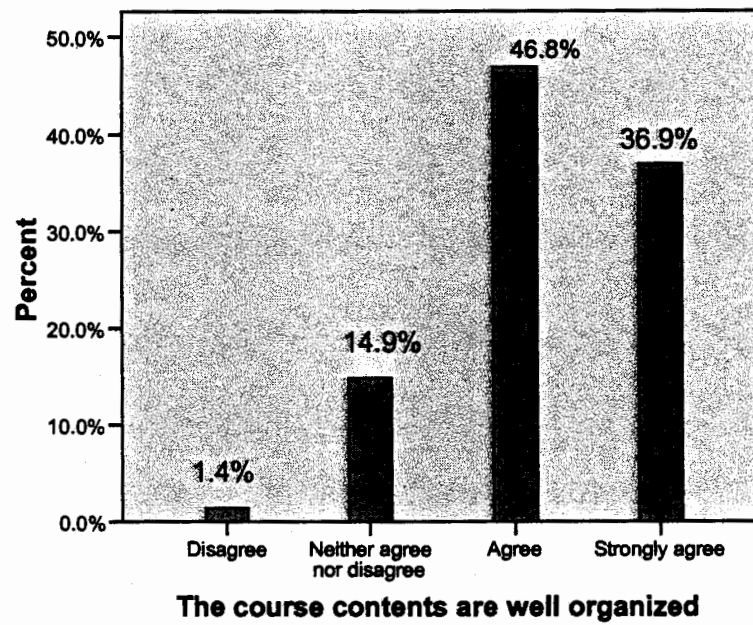
12. My spoken English has improved.**13. My listening skills have improved**

14. I feel more confident.**15. This course has helped me studying other courses.**

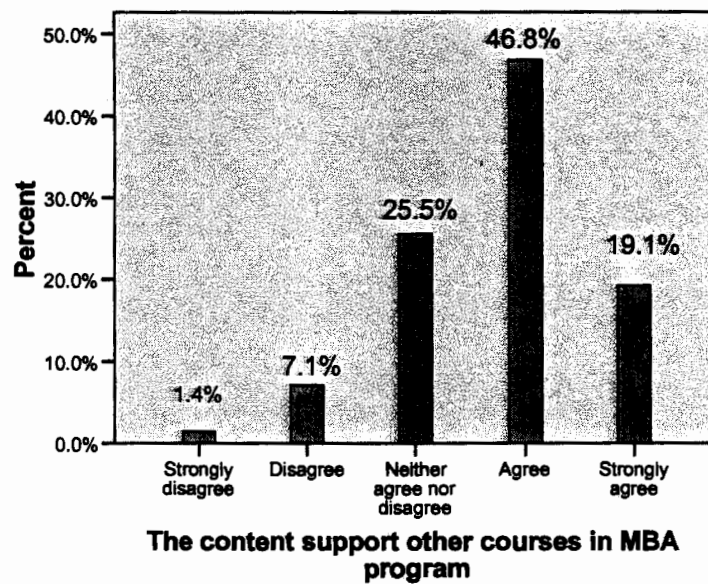
16. I think I can better face the challenges of market demands**CONTENTS****17. The course provides an outline**

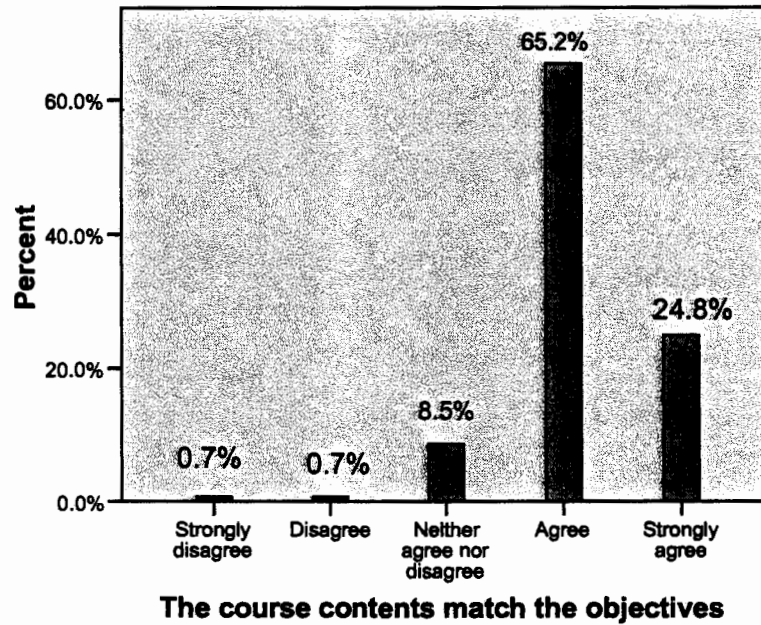
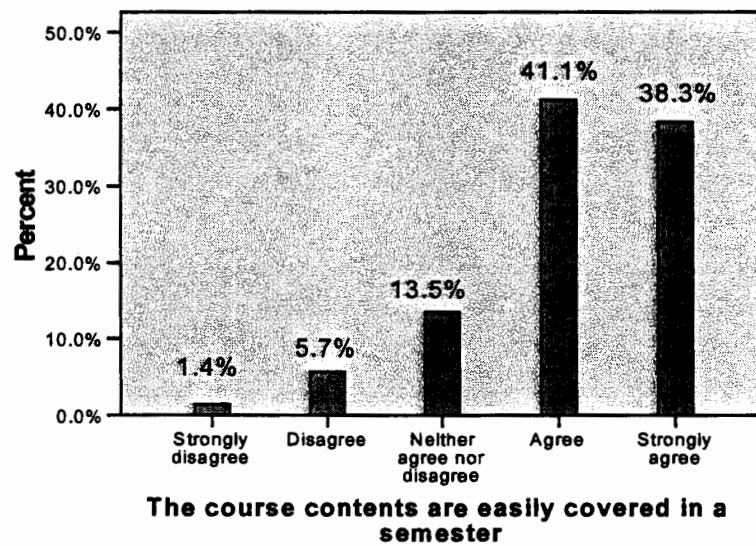
18. The outline provides a clear description of the course**19. The outcomes of the course are clearly stated in the outline**

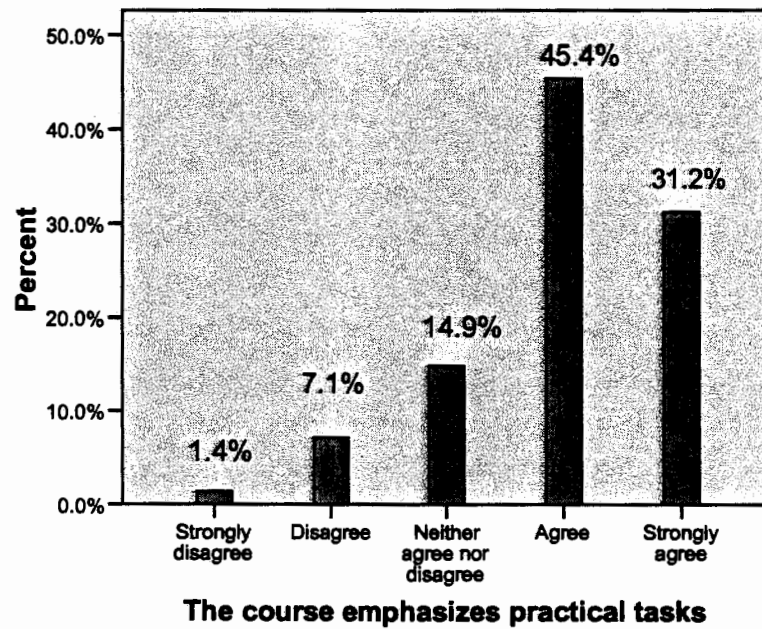
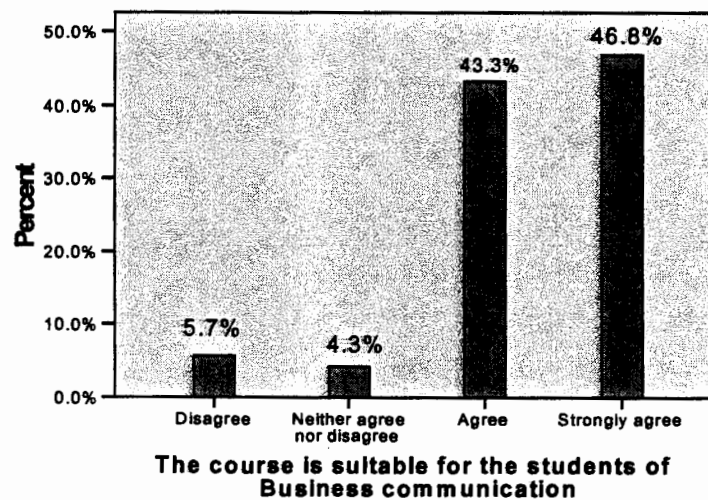
20. The course contents are well organized.

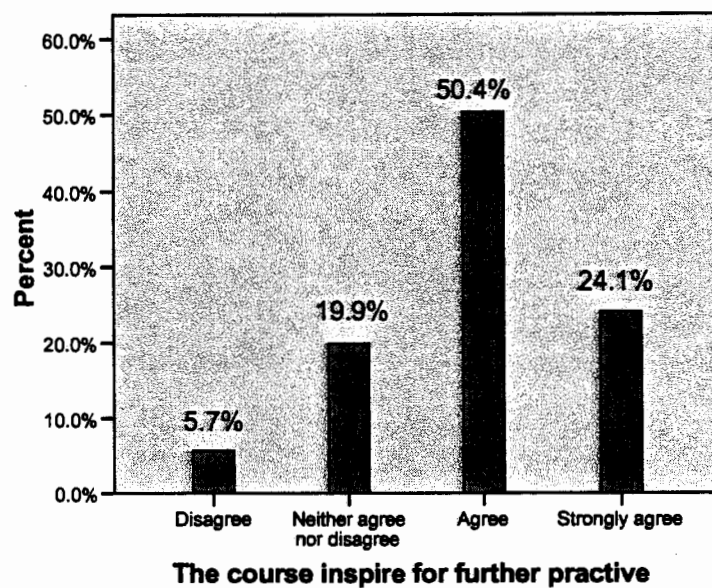
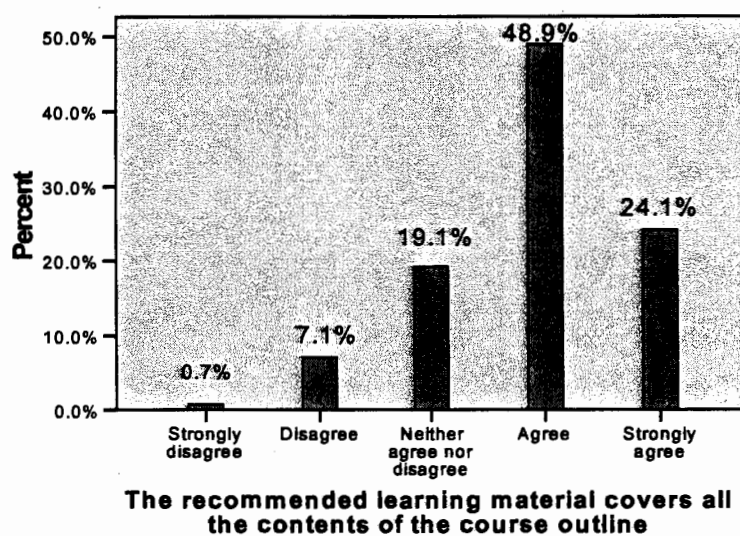


21. The contents support other courses in MBA program.

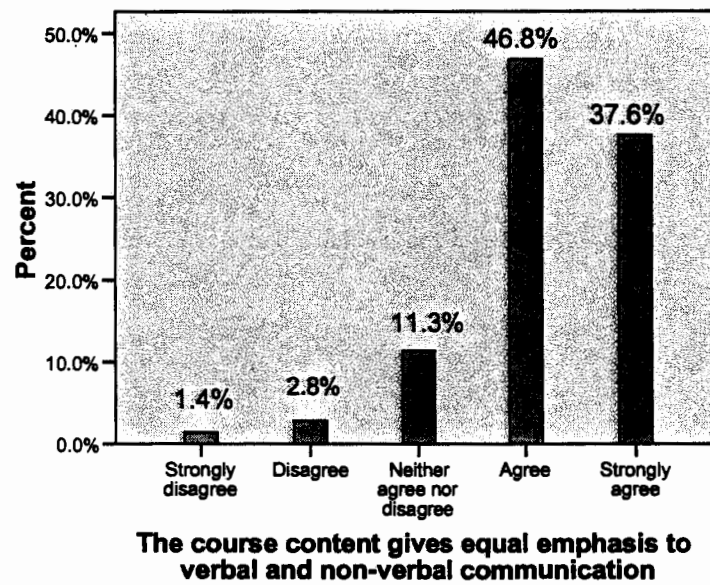


22. The course contents match the objectives.**23. The course contents are easily covered in a semester.**

24. The course emphasizes practical tasks.**25. The course is suitable for students of Business Communication.**

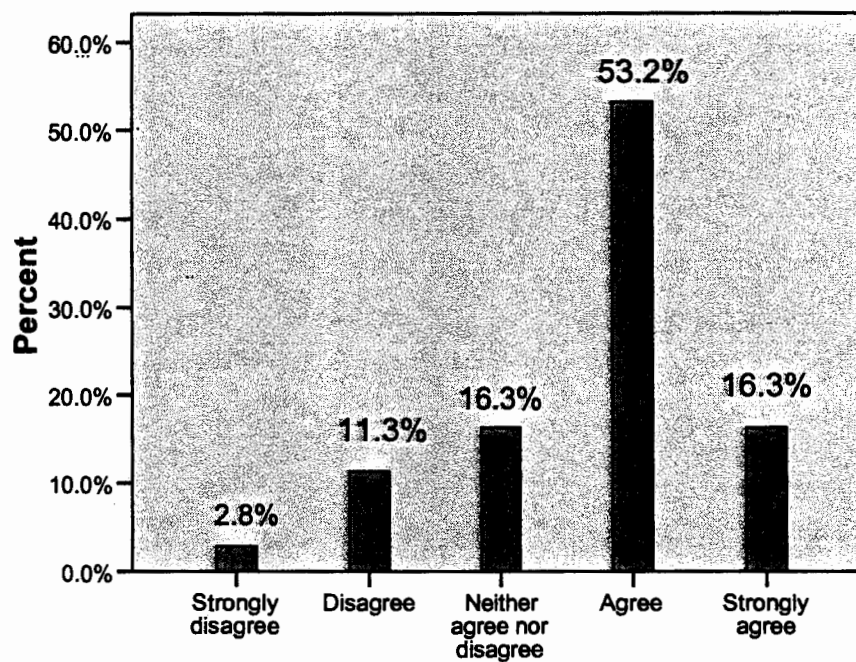
26. The Course inspires for further practice**27. The recommended learning material covers all the contents of the course outline.**

28. The course contents give equal emphasis to verbal and non-verbal communication.



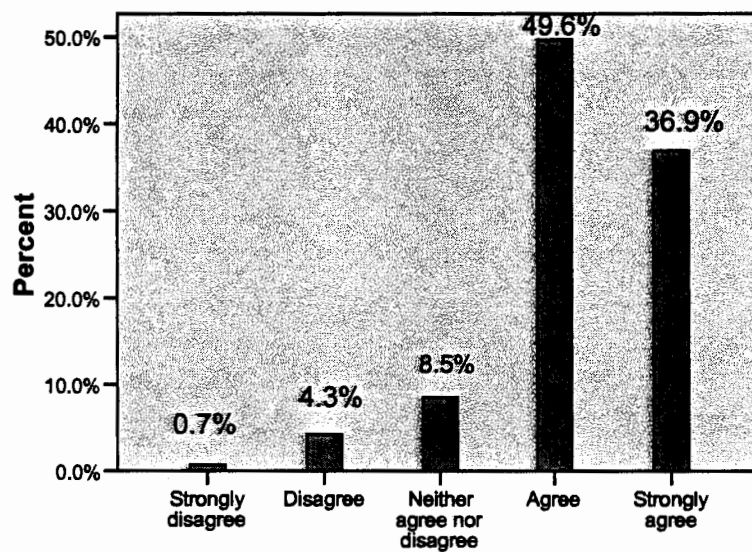
TEACHING METHODOLOGY

29. Students are made independent learners

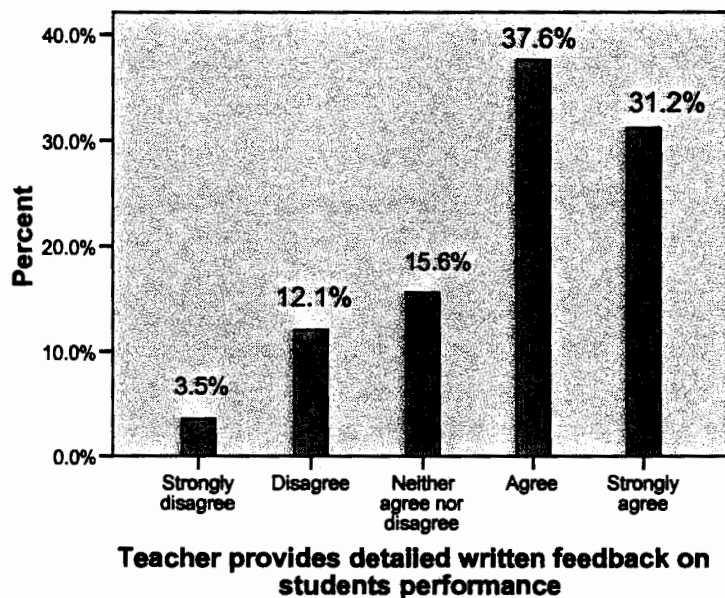
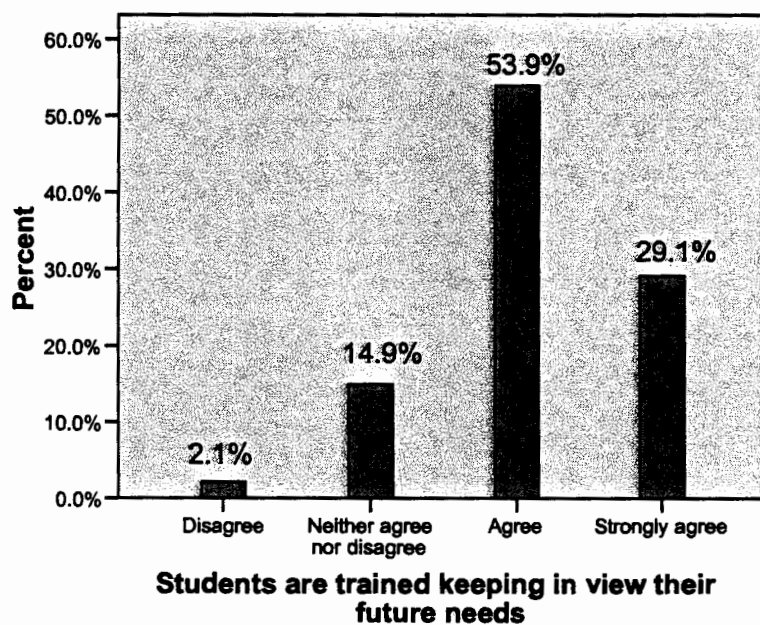


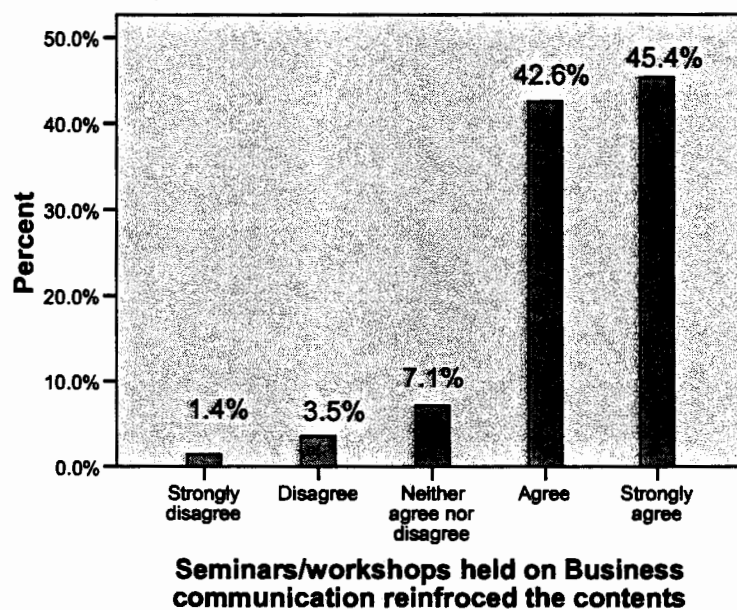
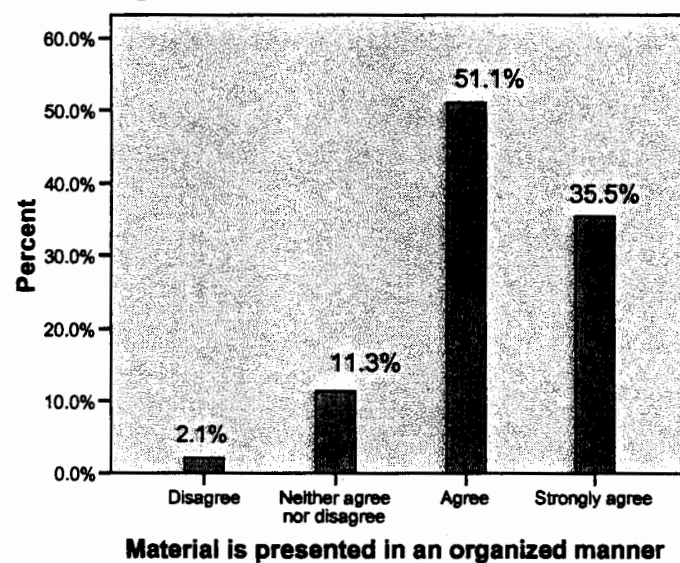
Students are made independent learners

30. Students are encouraged to participate in groups.

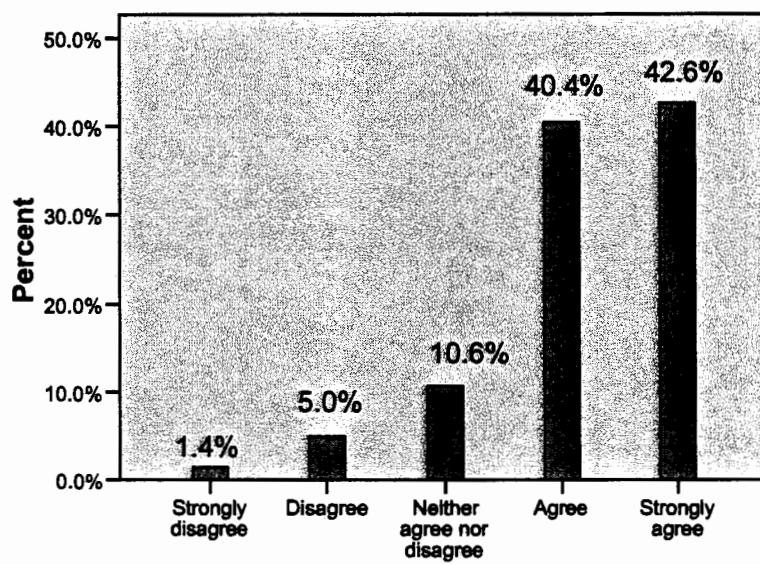


Students are encouraged to participate in groups

31. Teacher provides detailed written feedback on students' performance.**32. Students are trained keeping in view their future needs.**

33. Seminars/ workshops held on Business Communication reinforced the contents.**34. Material is present in organized manner**

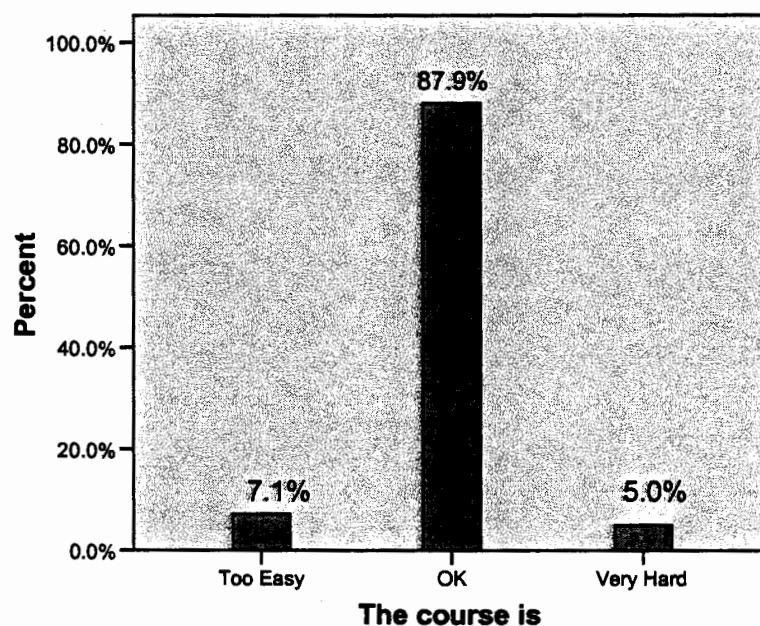
35. Concepts are illustrated with examples from business related fields.



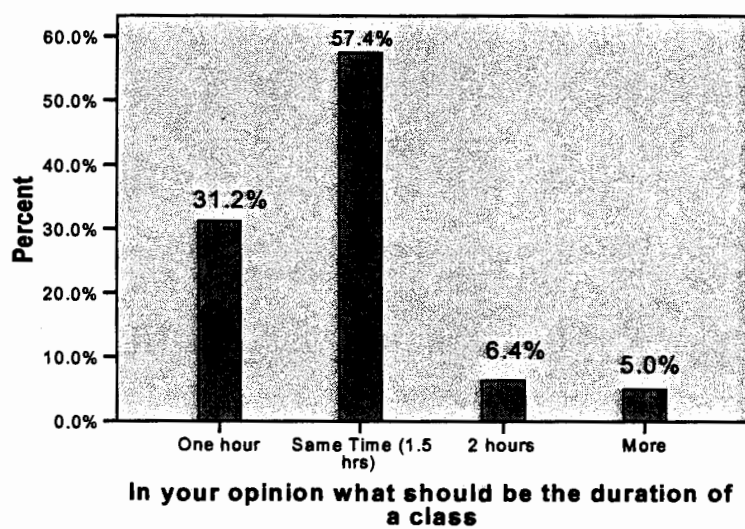
**Concepts are illustraed with examples from
Business related fields**

NEEDS ANALYSIS

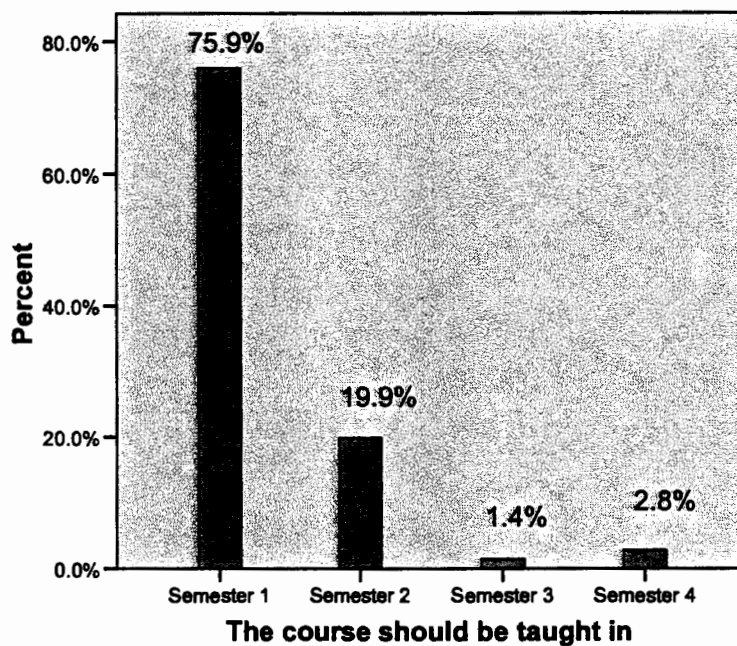
36. This course is



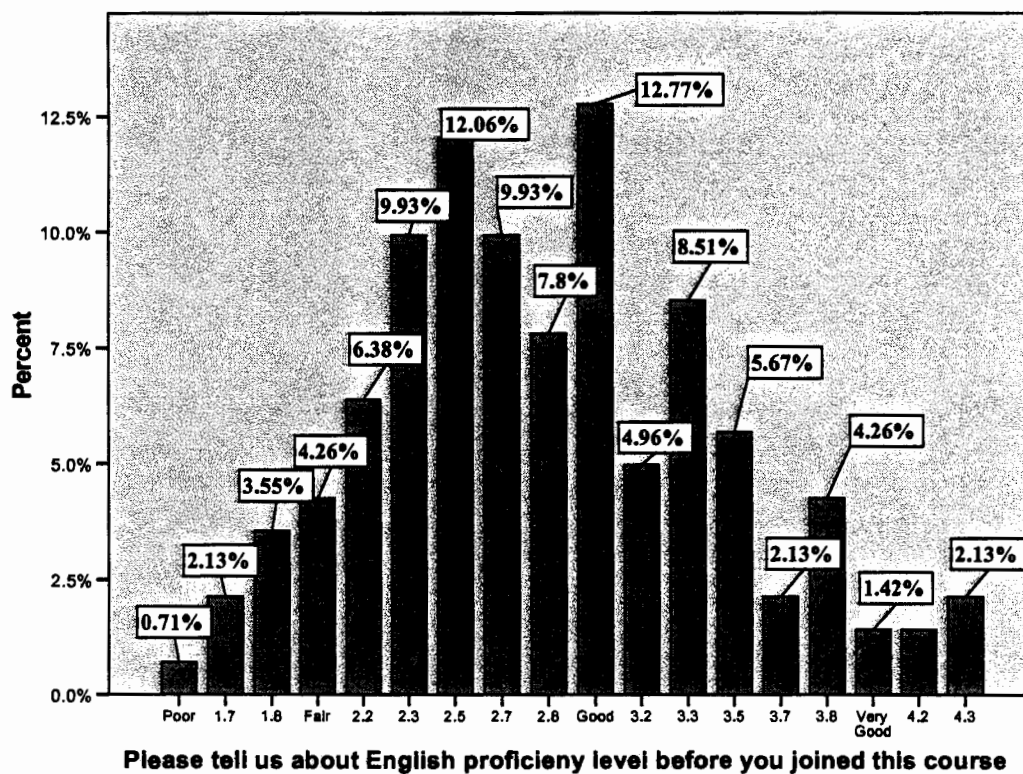
37. In your opinion what should be the duration of a class

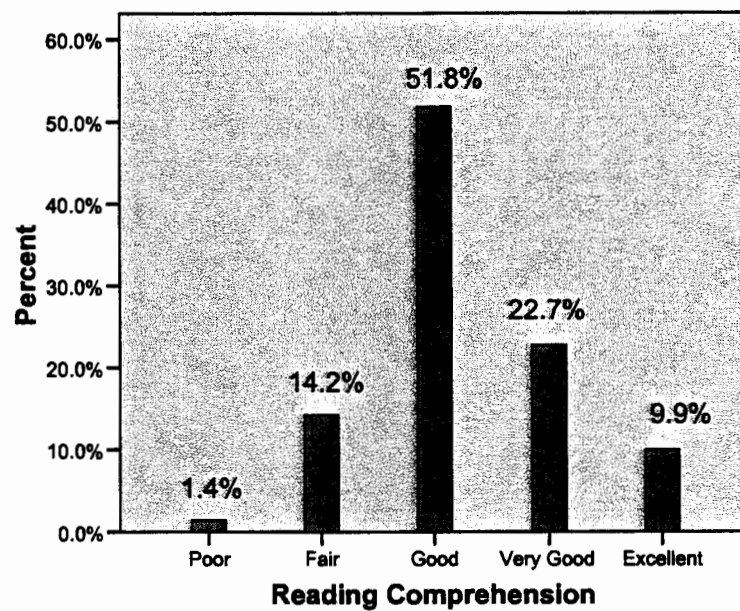
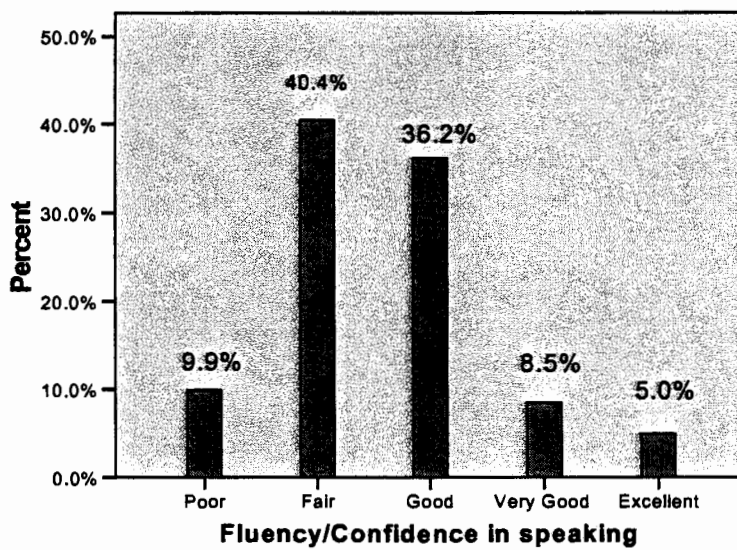


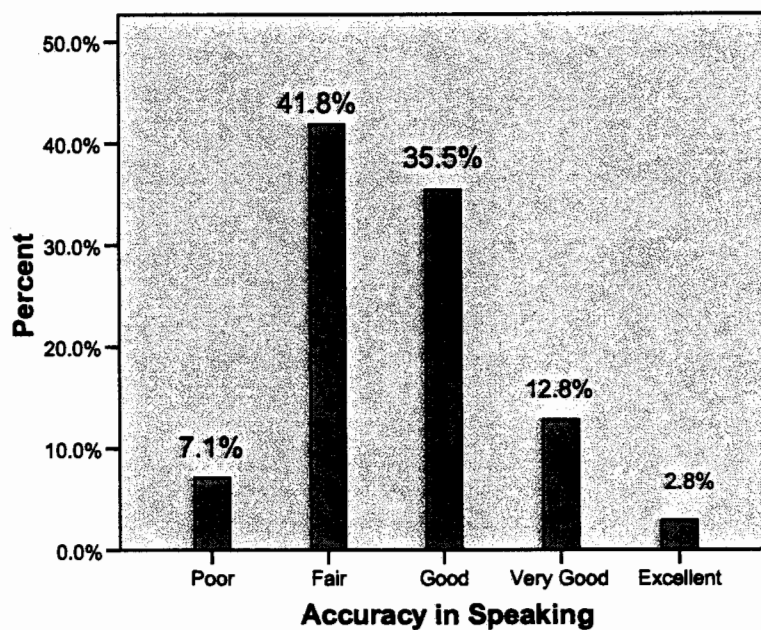
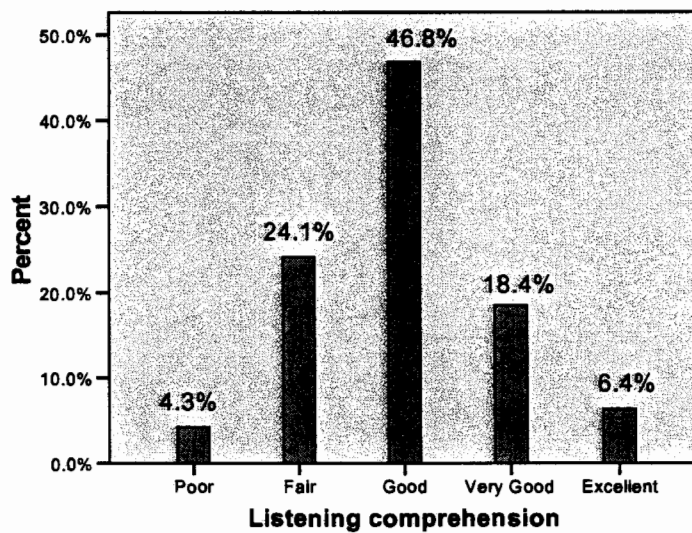
38. The course should be taught in.

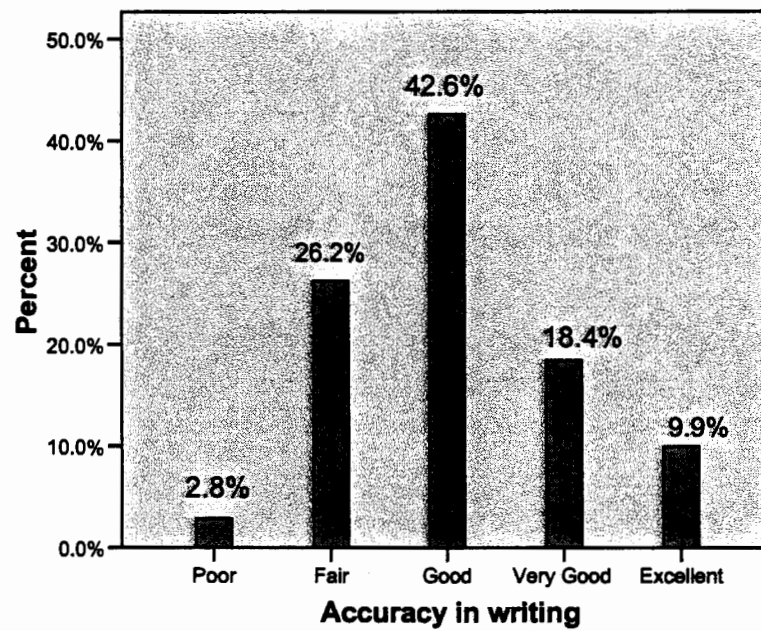
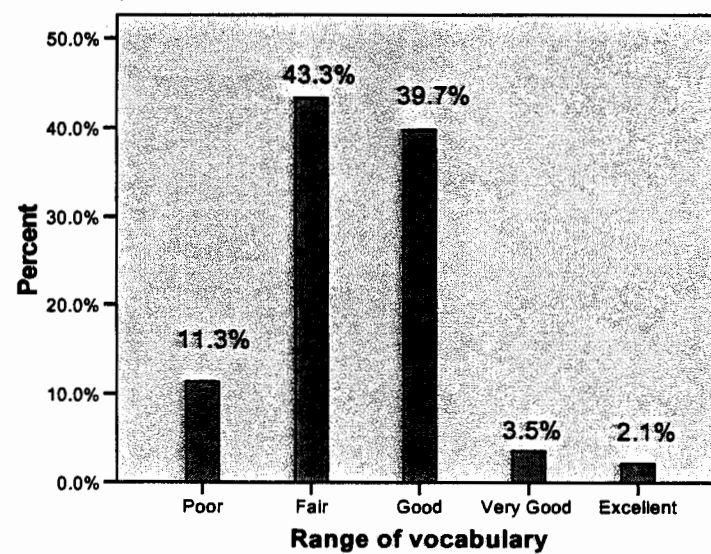


39.
40. Please tell us about your English proficiency level before you joined this course

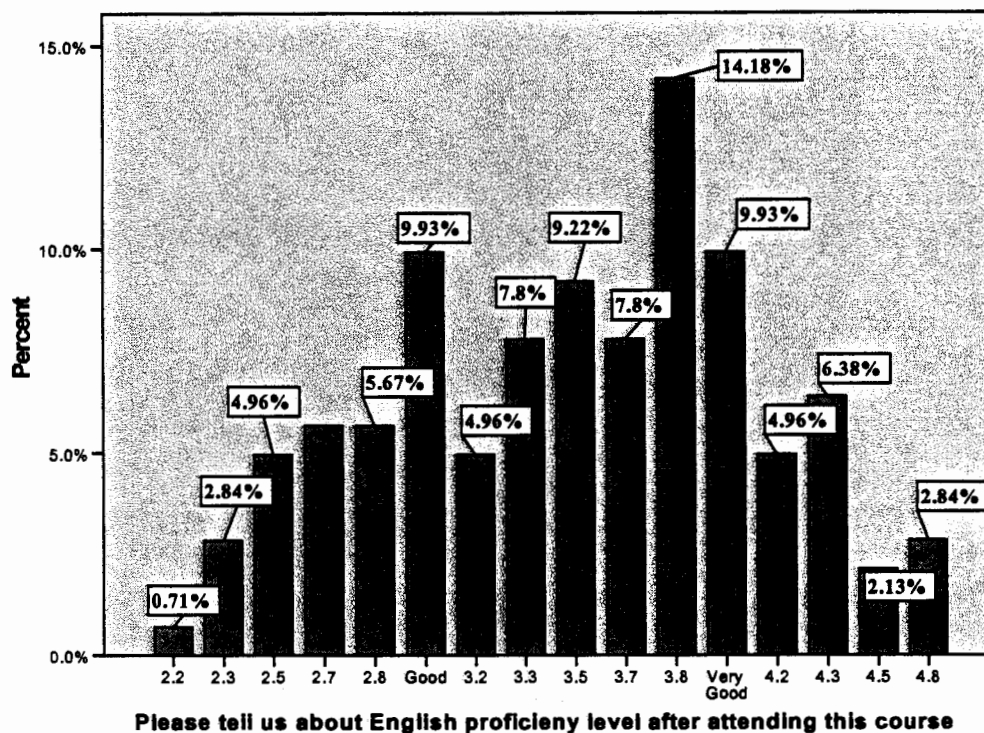


40.1. Reading Comprehension**40.2. Fluency/Confidence in speaking**

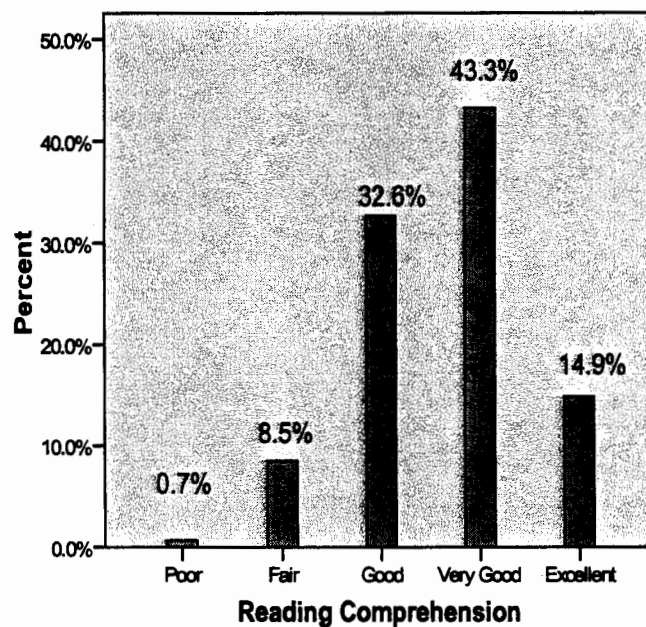
39.3 Accuracy in speaking**39.4 Listening comprehension**

39.5 Accuracy in writing**39.6 Range of vocabulary**

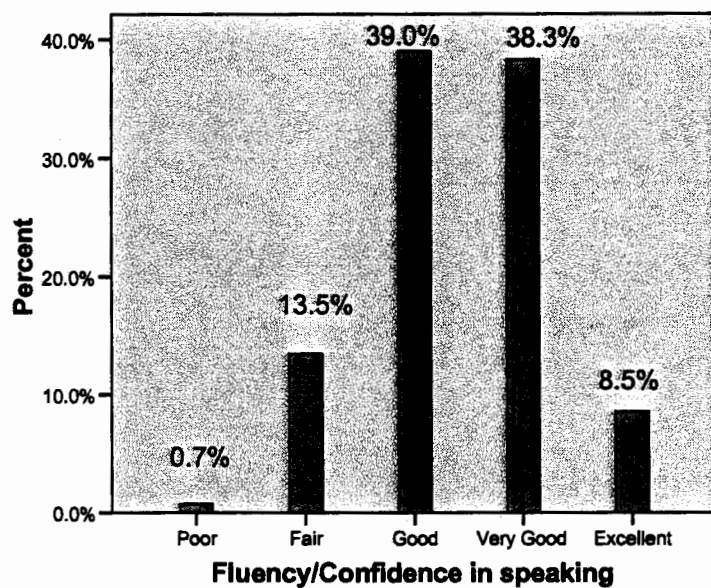
40 Please tell us about your English language level after attending this course (Now).



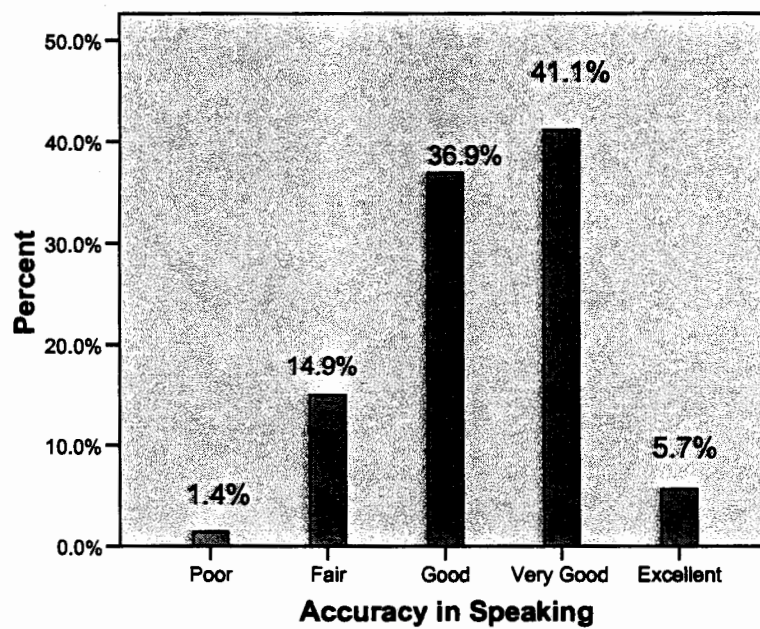
40.1 Reading Comprehension

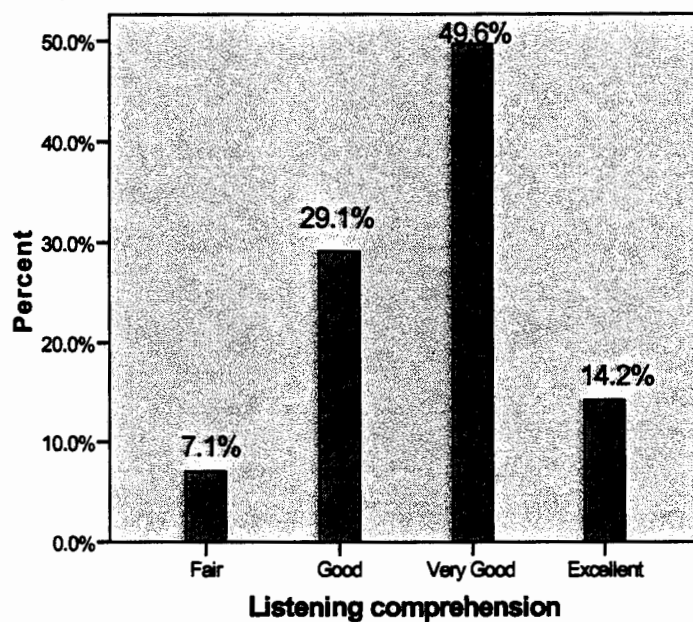
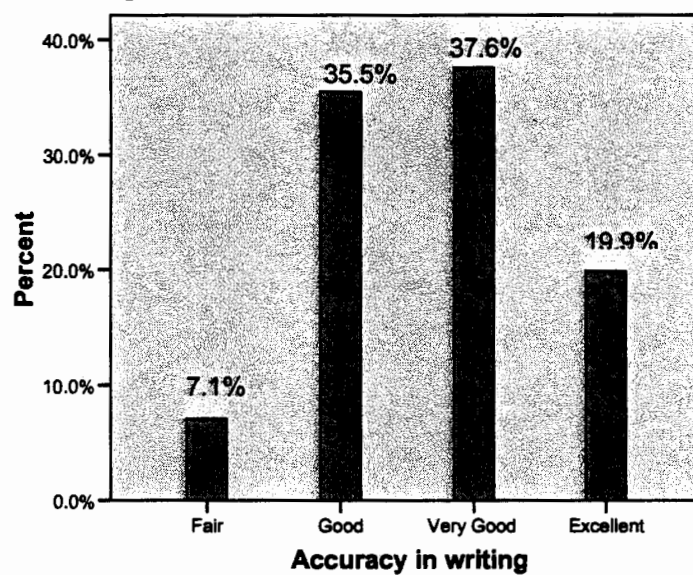


40.2 Fluency/Confidence in speaking

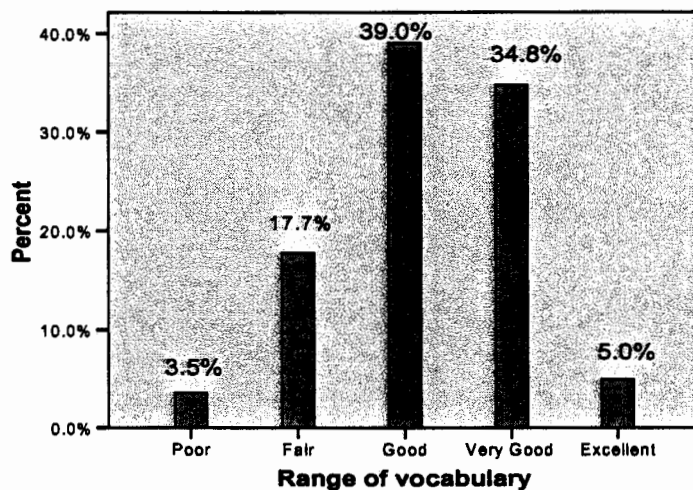


40.3 Accuracy in speaking

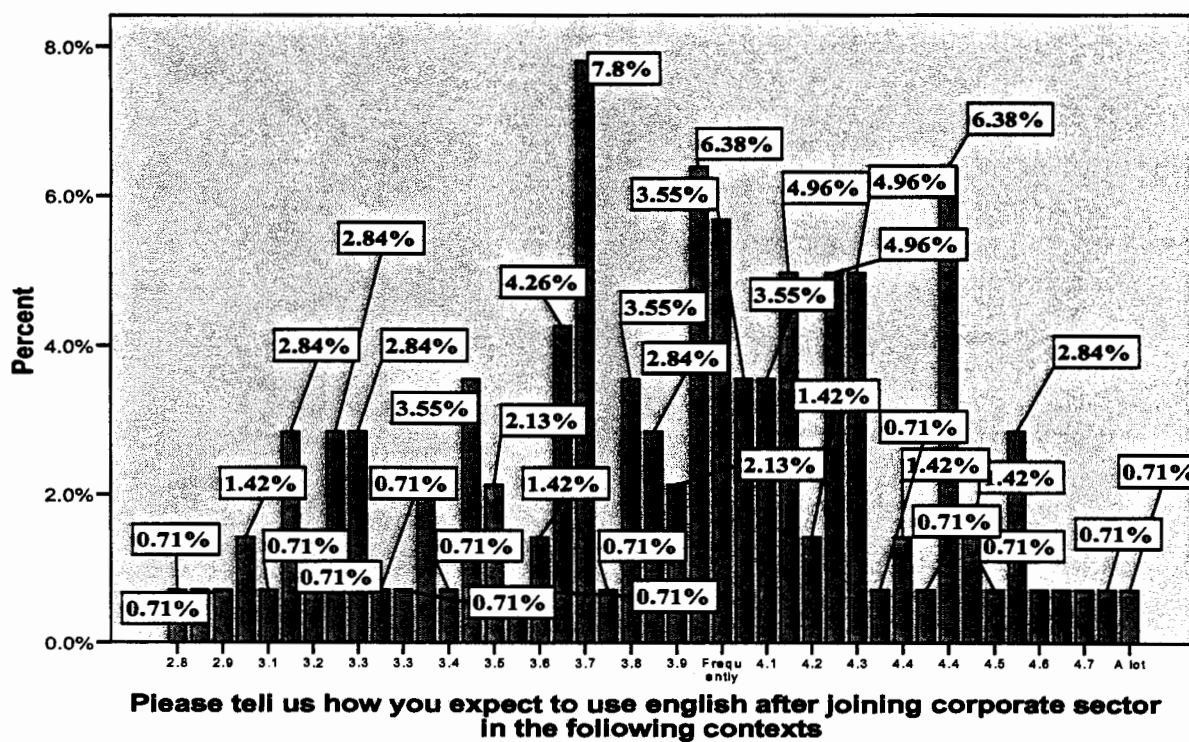


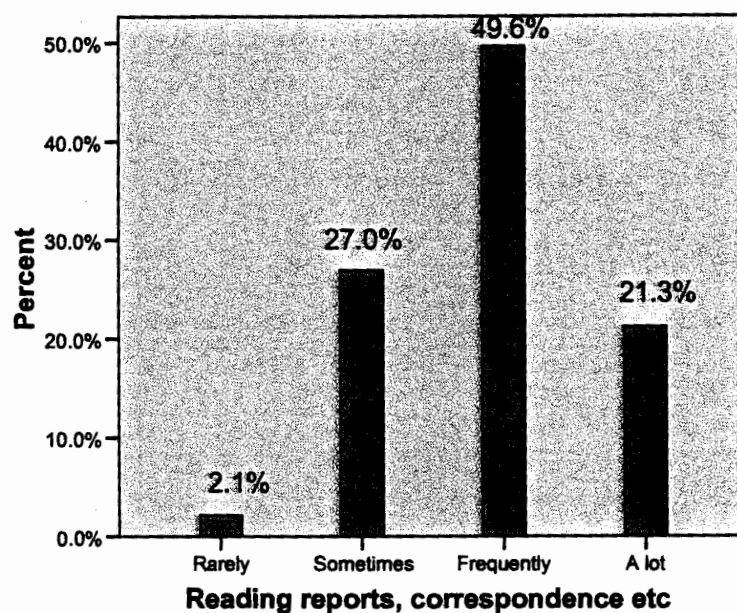
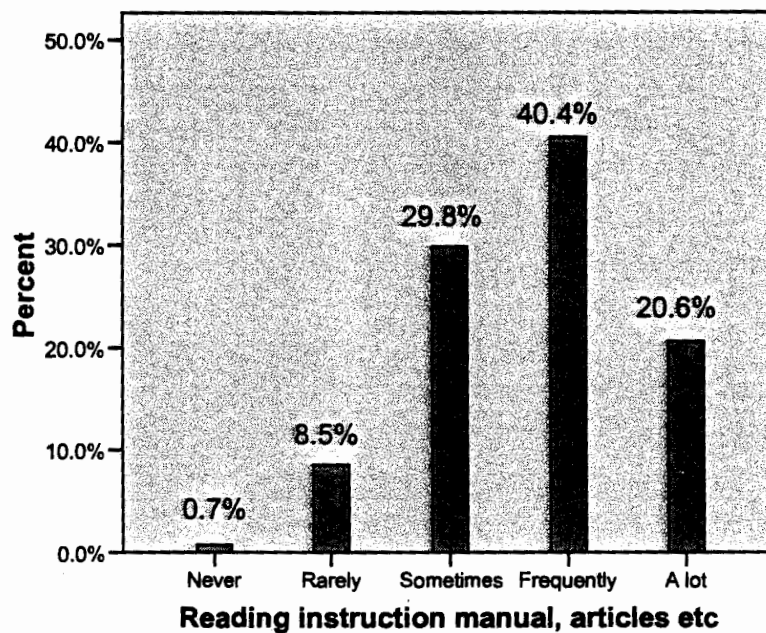
40.4 Listening comprehension**40.5 Accuracy in writing**

40.6 Range of vocabulary

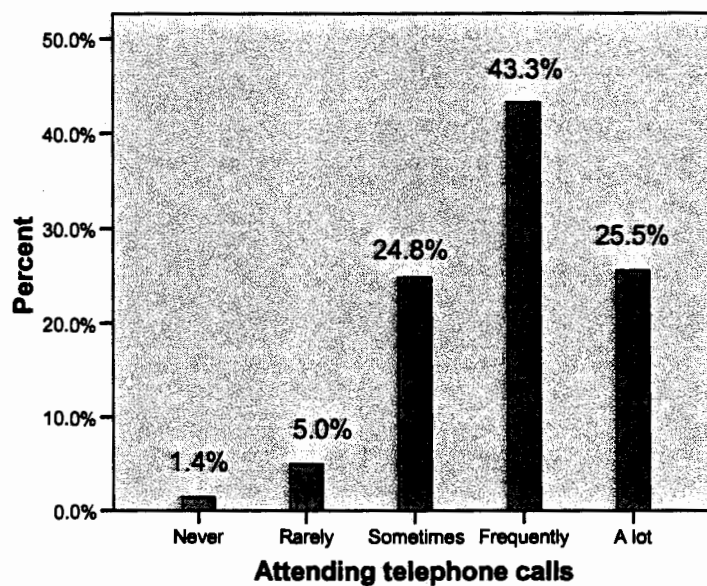


41 Please tell us how much you expect to use English after joining corporate sector in the following contexts

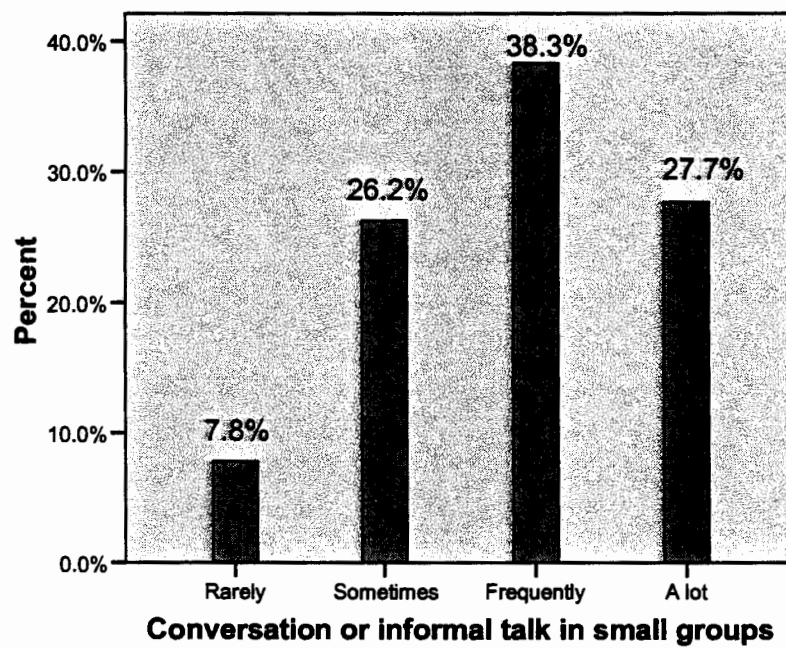


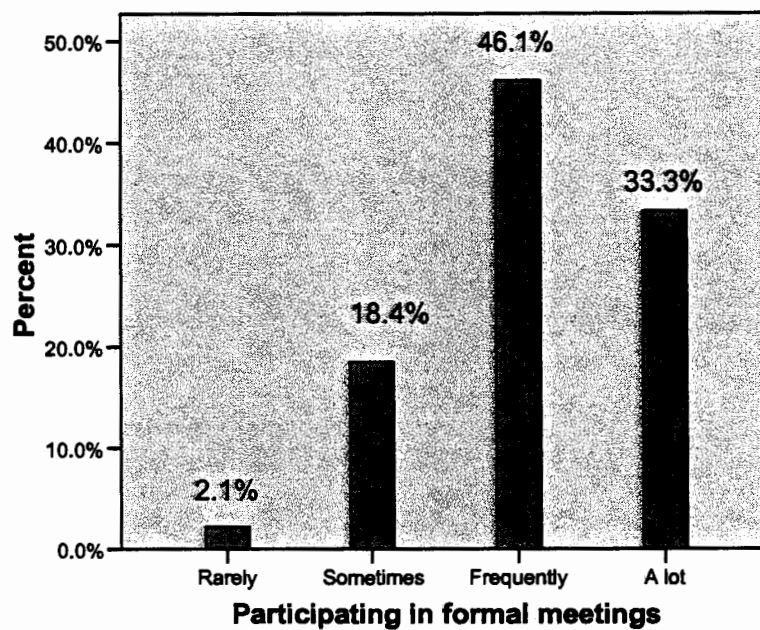
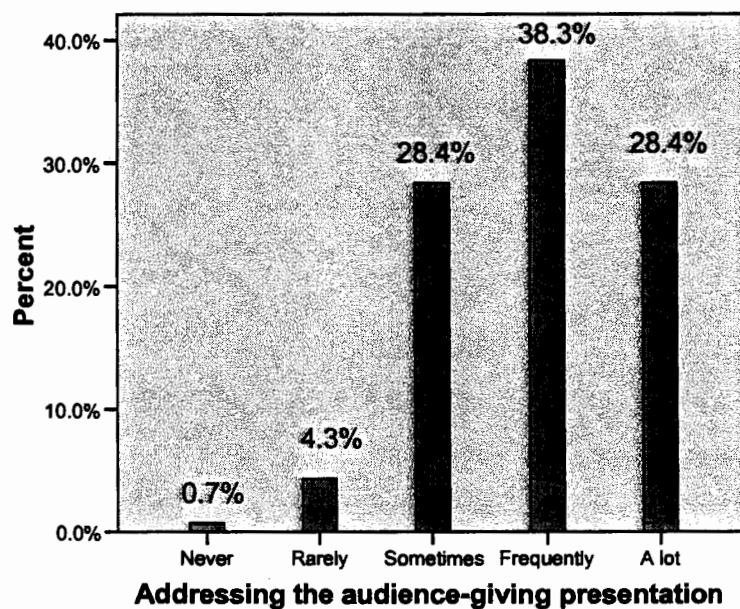
41.1 Reading reports, correspondence etc**41.2 Reading instruction manuals, articles etc**

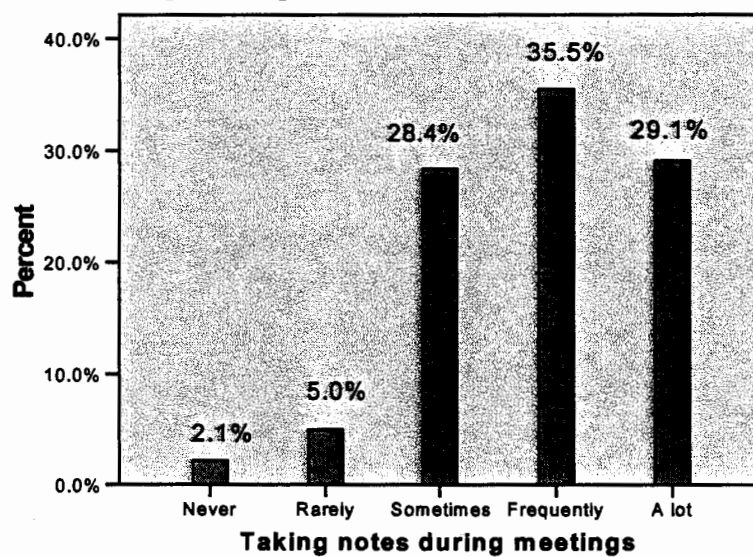
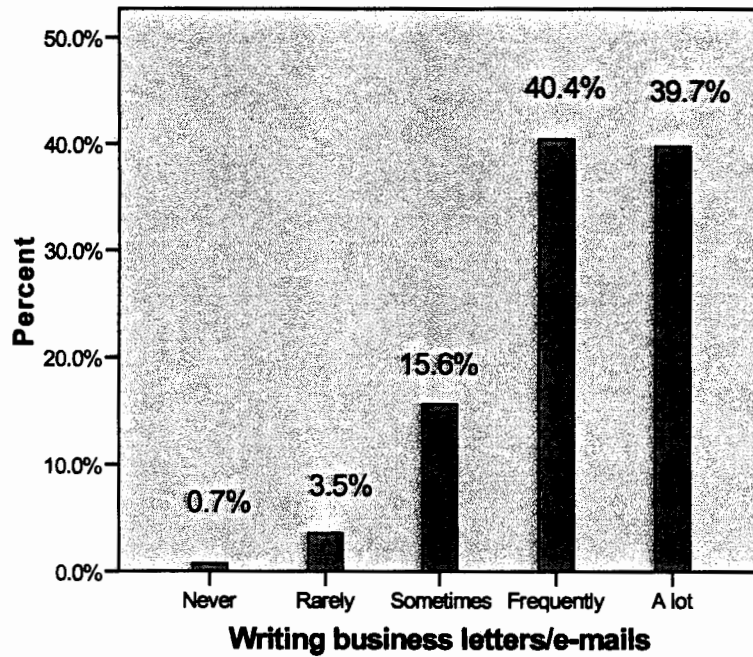
41.3 Attending telephone calls

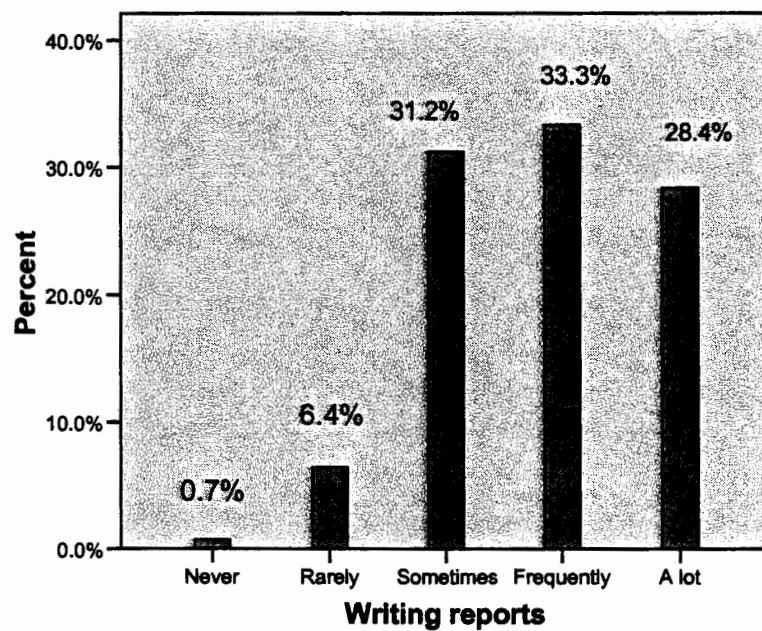
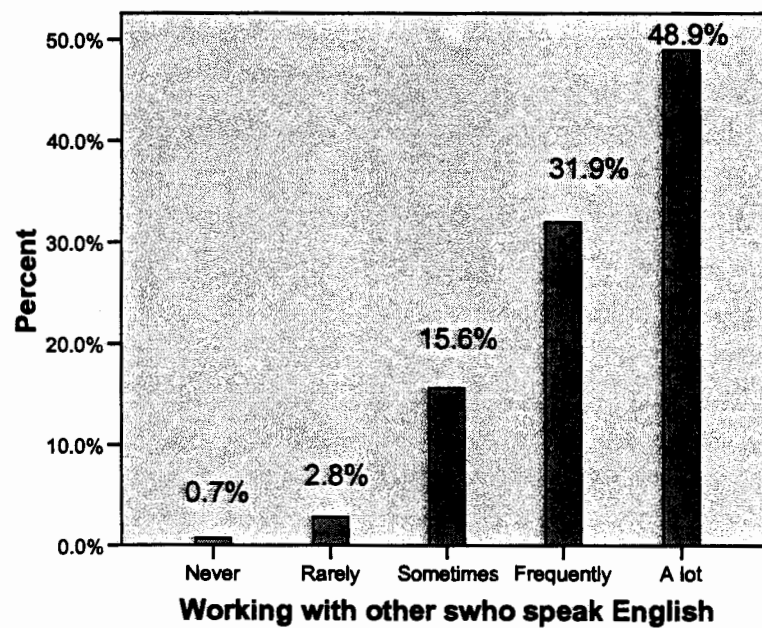


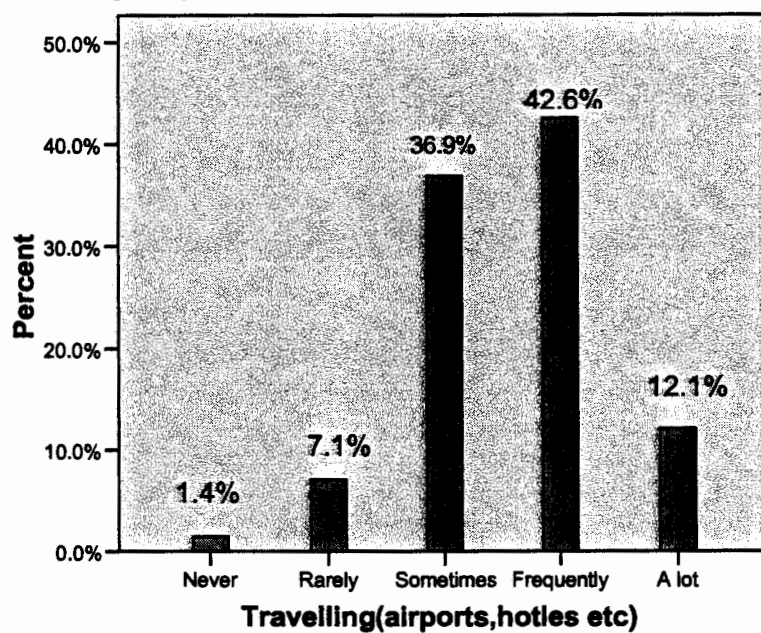
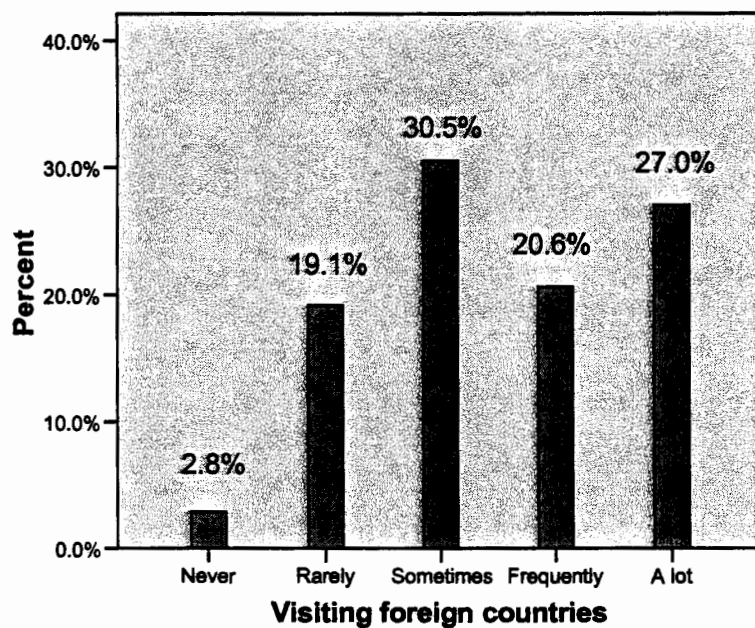
41.4 Conversation or informal talk in small groups

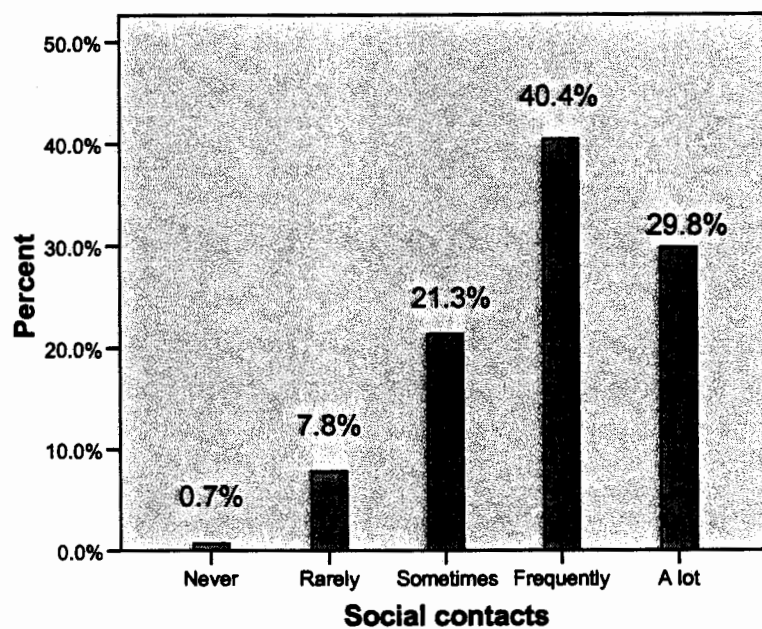
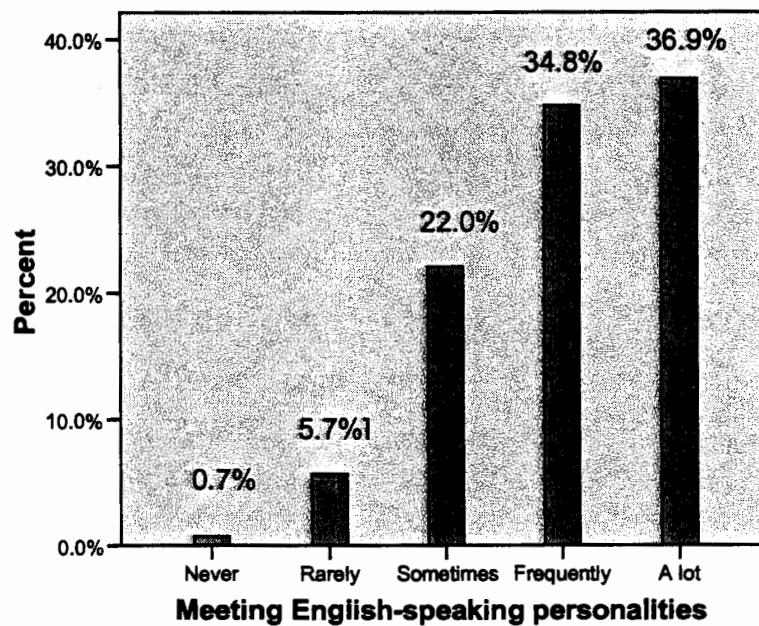


41.5 Participating in formal meetings**41.6 Addressing an audience - giving presentations**

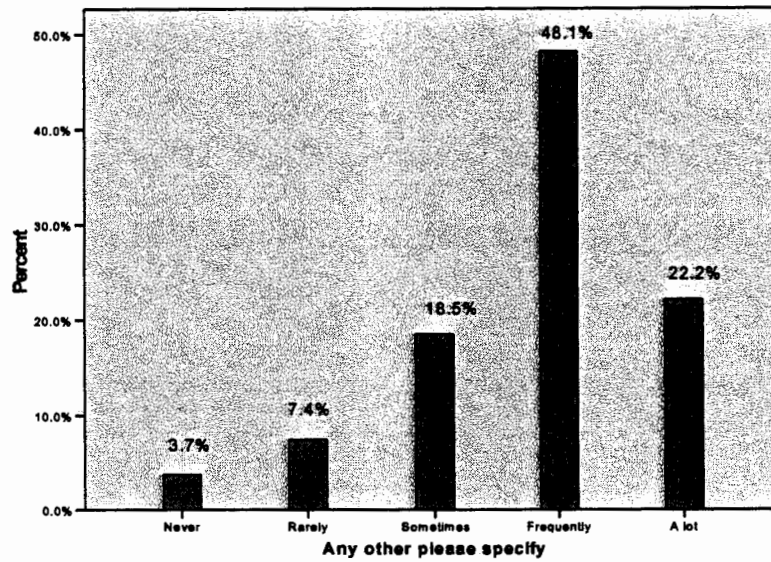
41.7 Taking notes during meetings.**41.8 Writing business letters/emails**

41.9 Writing reports**41.10 Working with others who speak English**

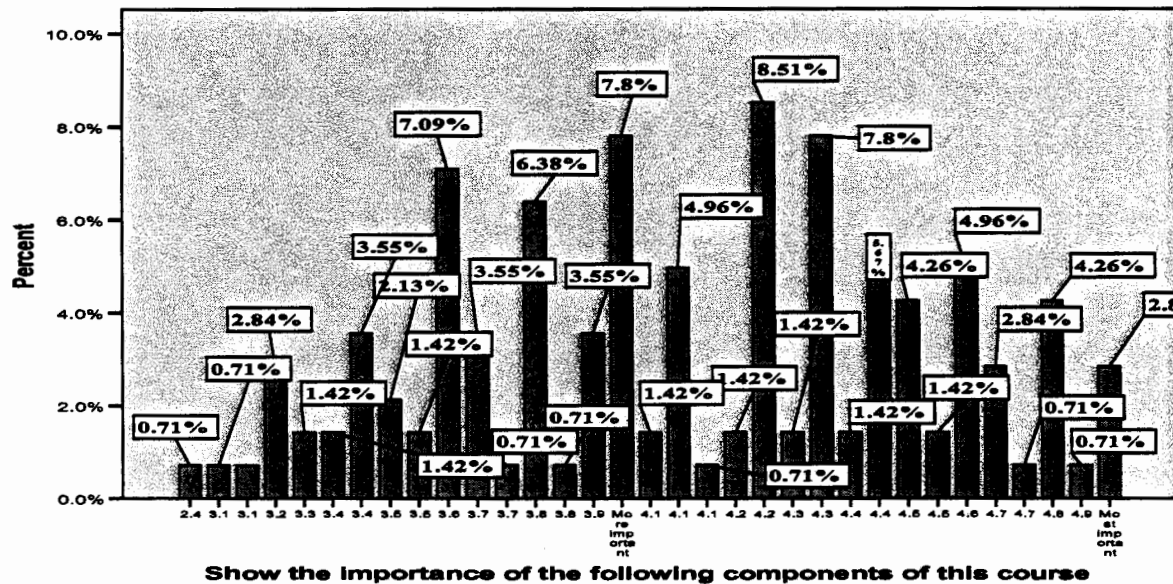
41.11 Traveling (airports, hotels etc)**41.12 Visiting foreign countries**

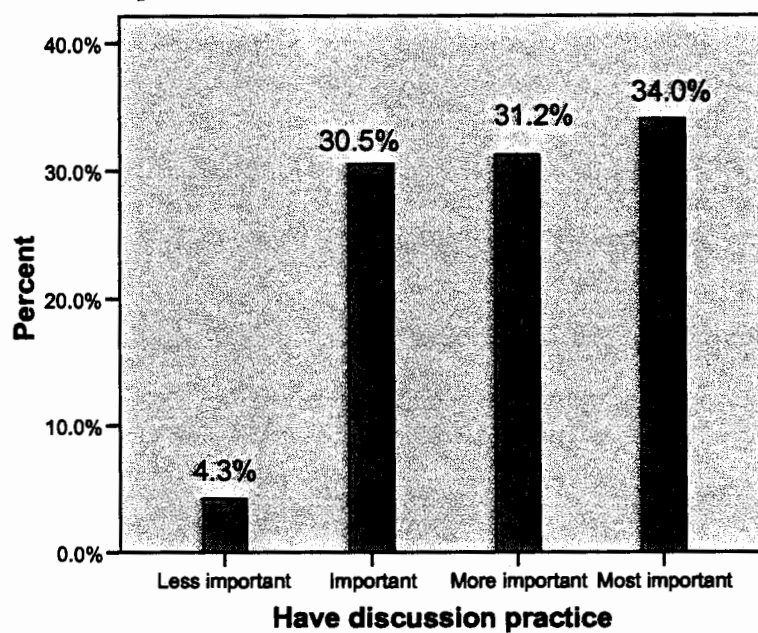
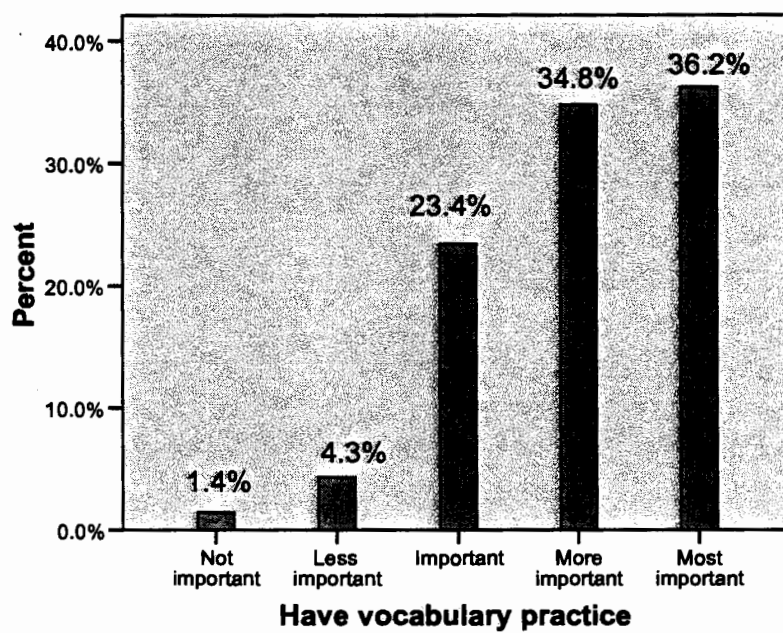
41.13 Social Contacts**41.14 Meeting English-speaking personalities**

41.15 Any other please specify

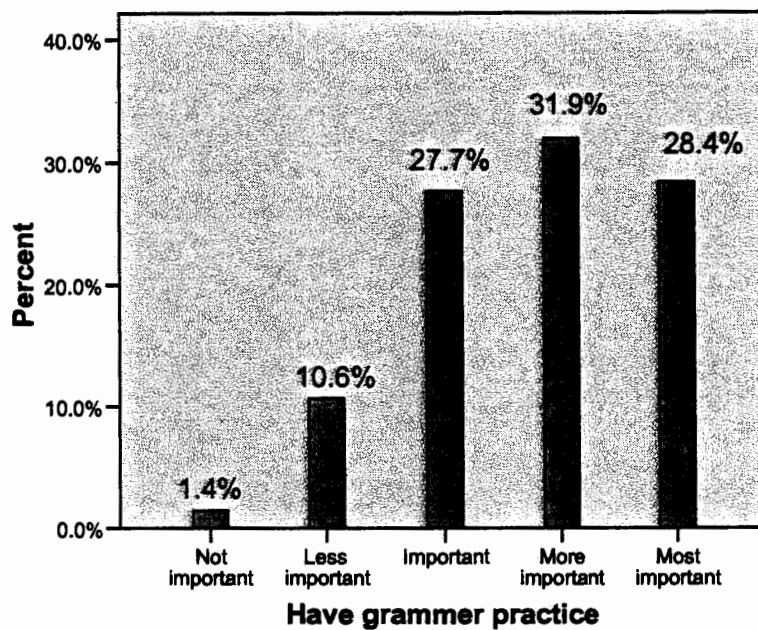


42 Show the importance of the following components of this course?

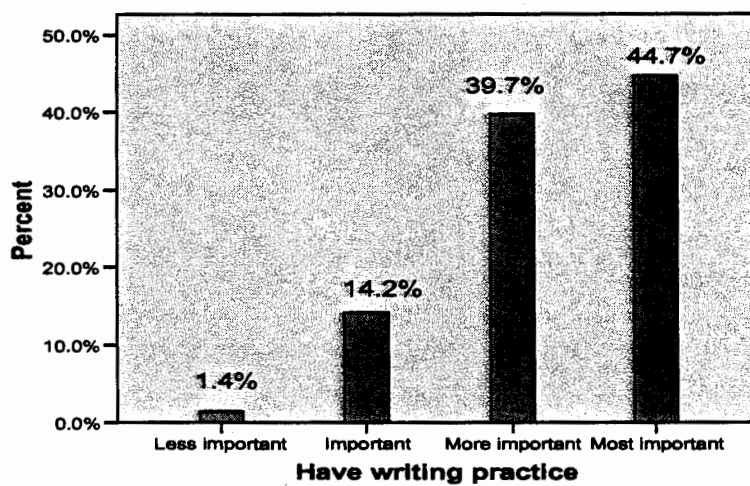


42.1 Have discussion practice**42.2 Have vocabulary practice**

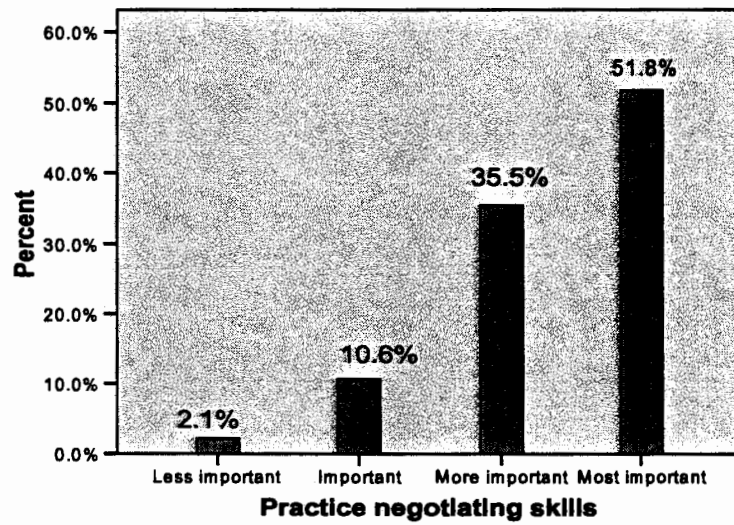
42.3 Have grammar practice



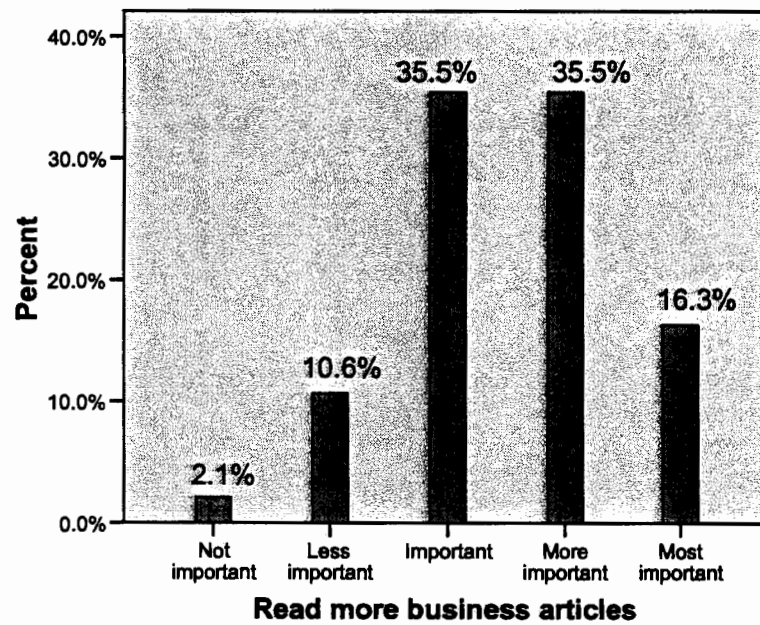
42.4 Have writing practice



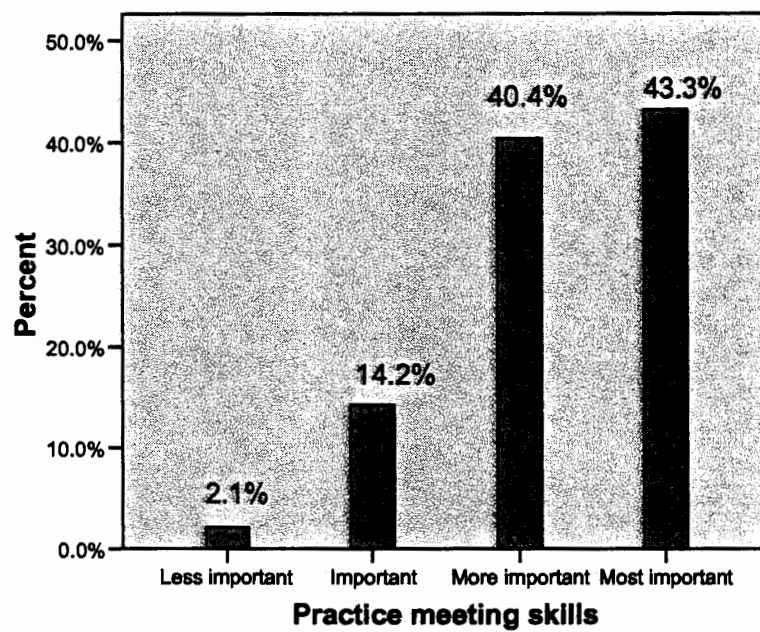
42.5 Practice negotiating skills



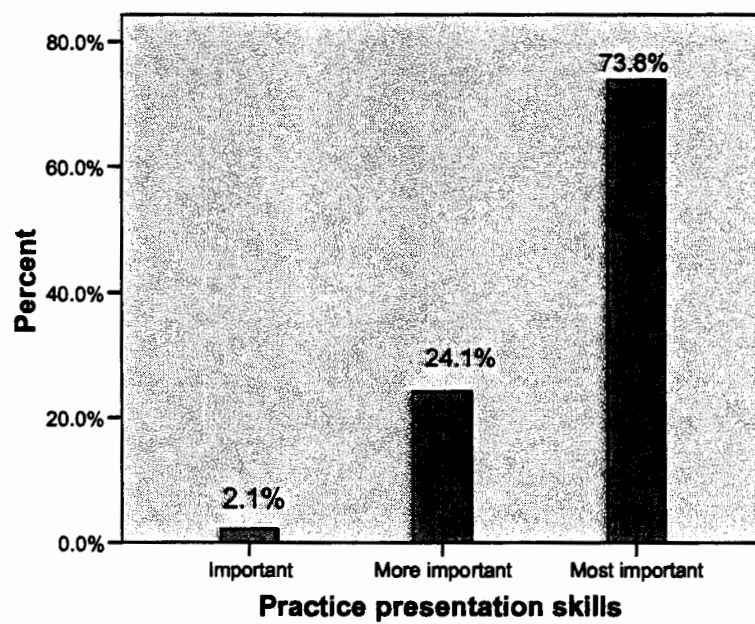
42.6 Read more business articles

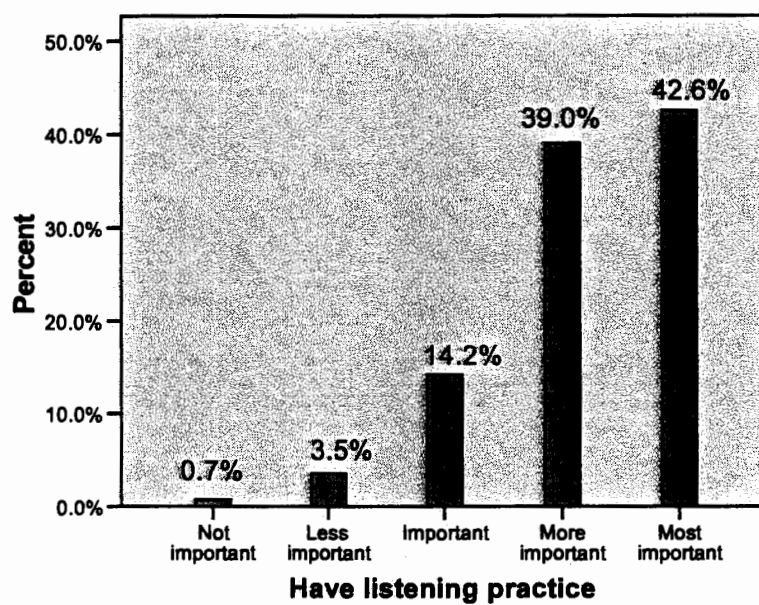
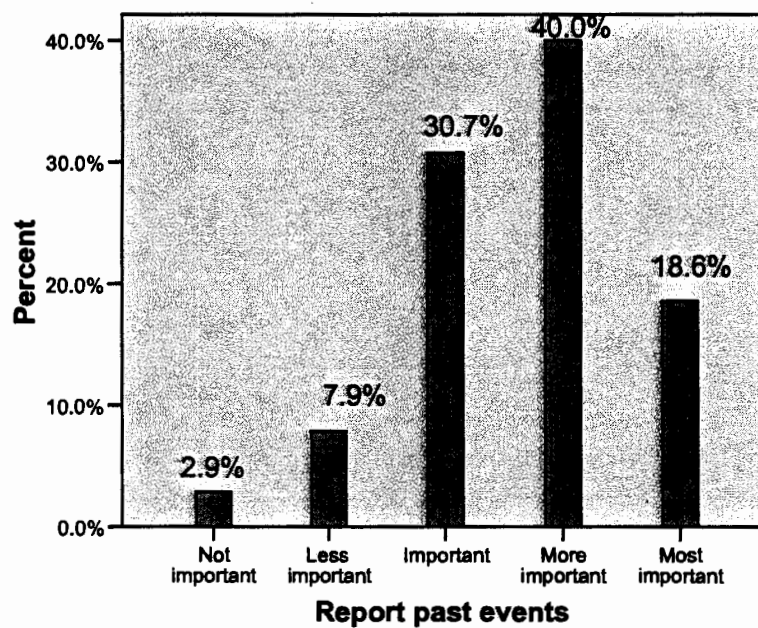


42.7 Practice meeting skills

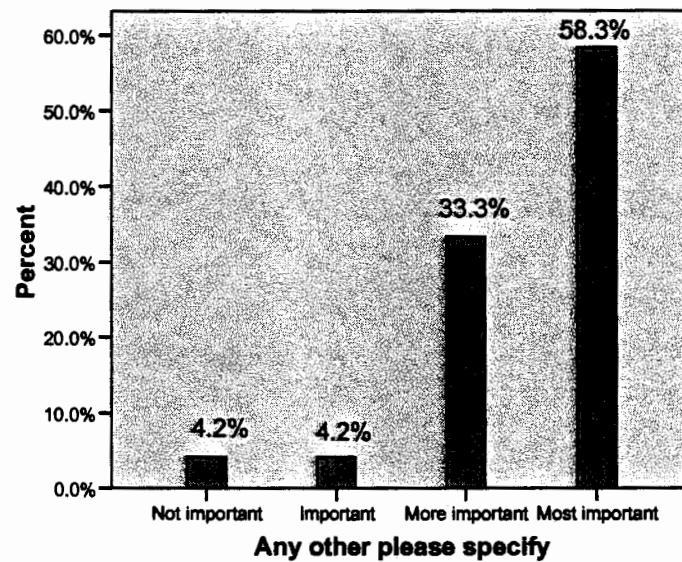


42.8 Practice presentation skills

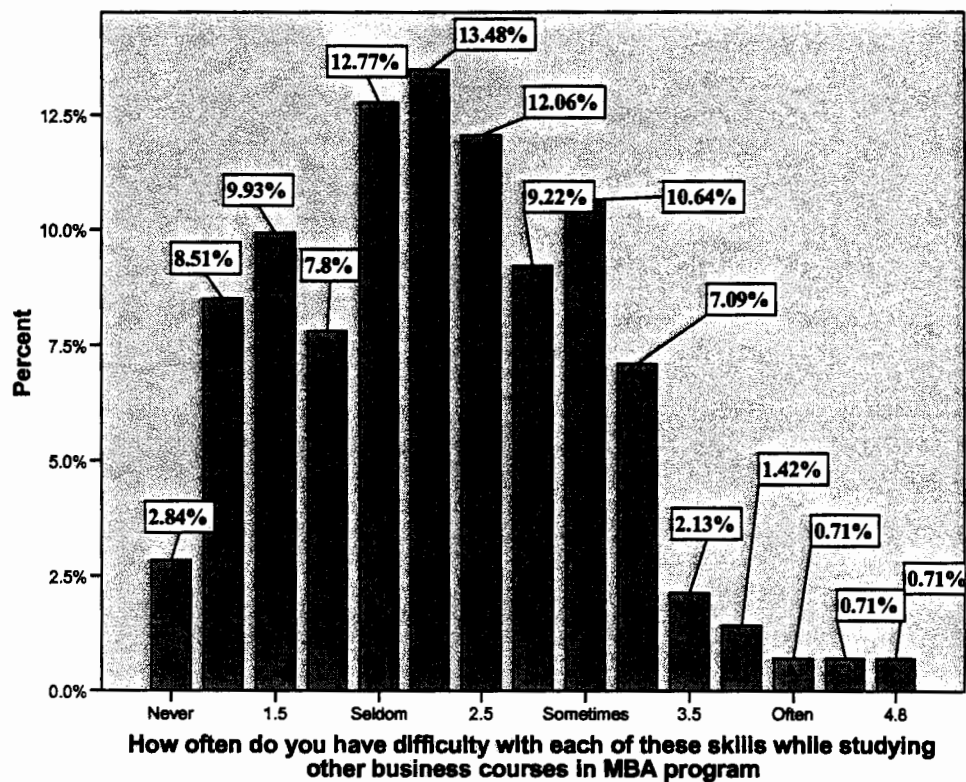


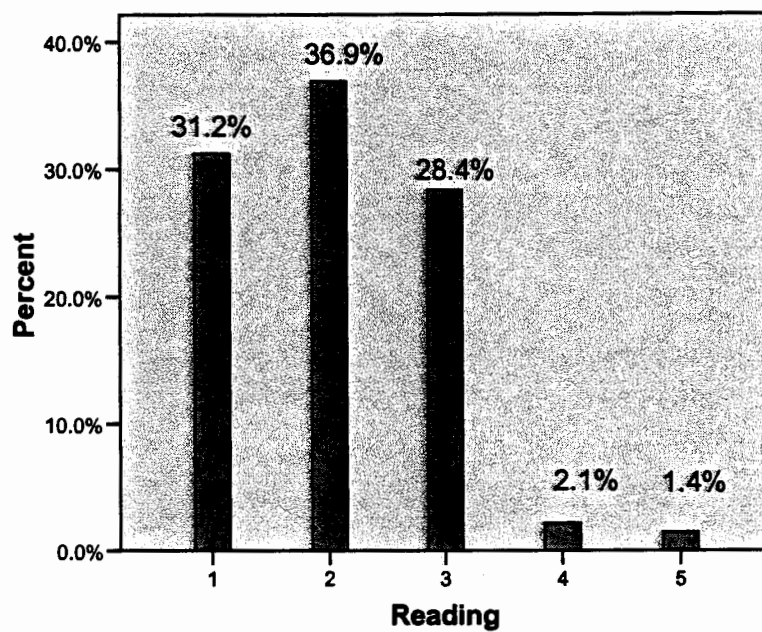
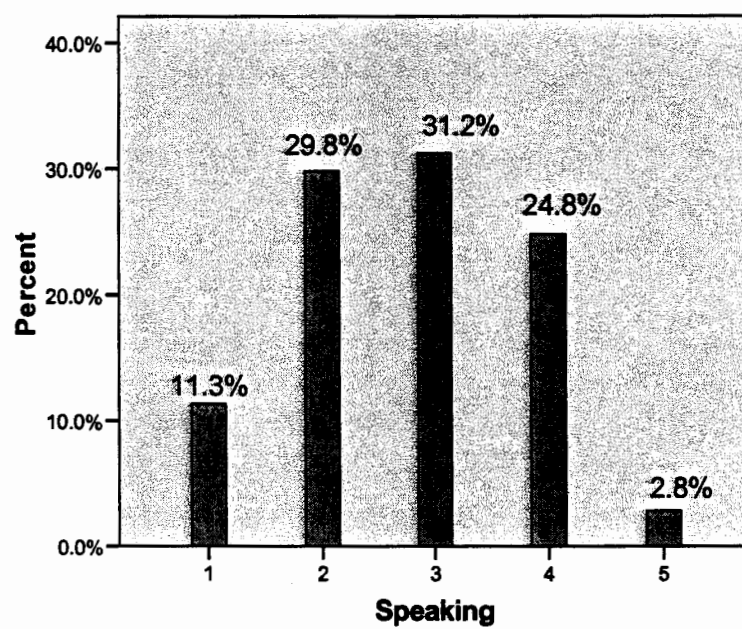
42.9 Have listening practice**42.10 Report past events**

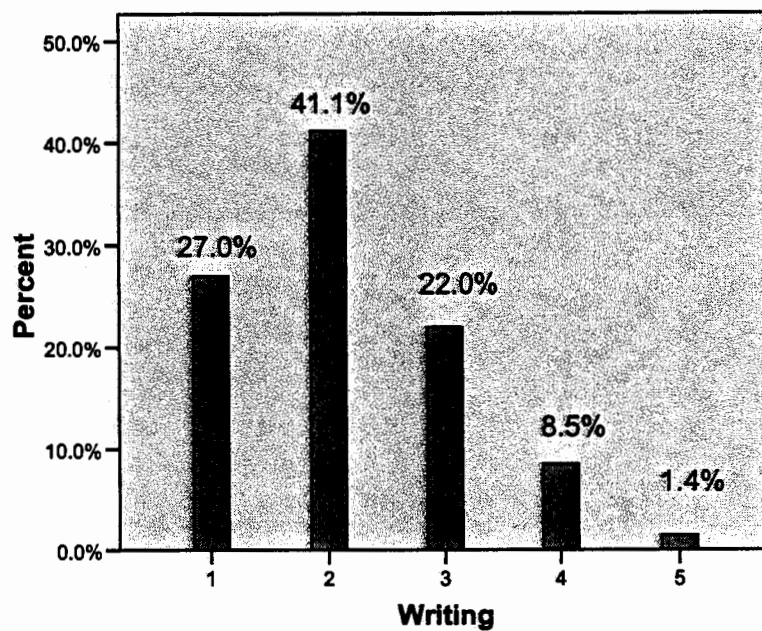
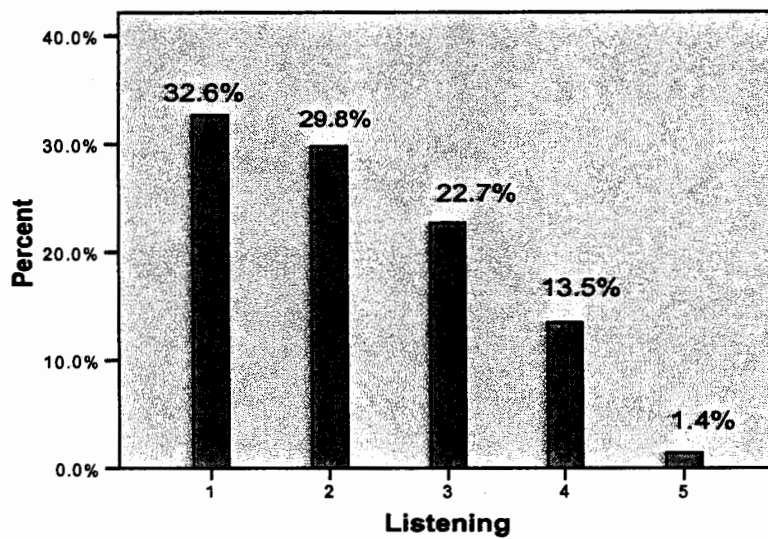
42.11 Any other please specify



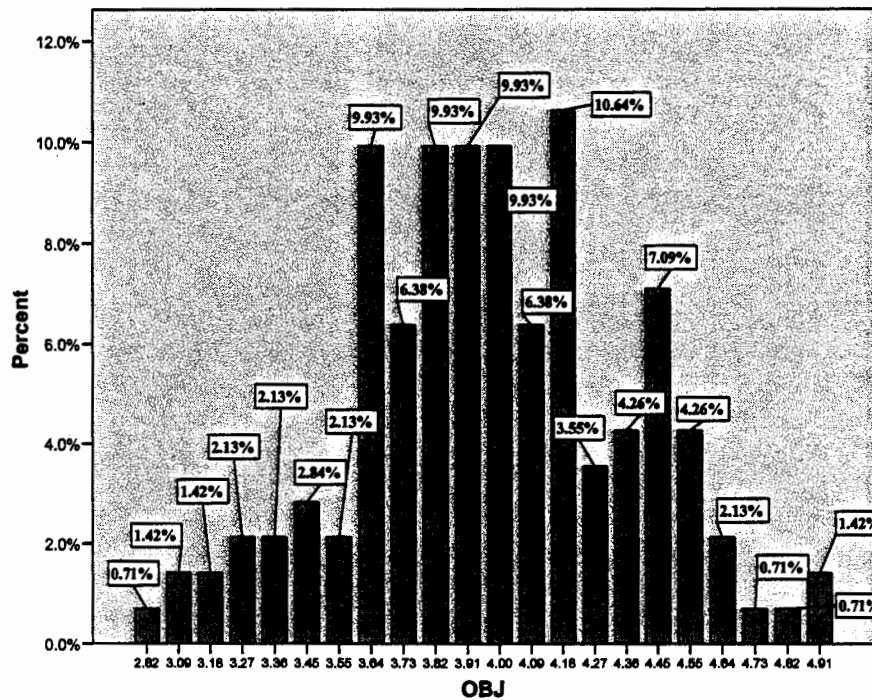
43 How often do you have difficulty with each of these skills while studying other business courses in MBA program



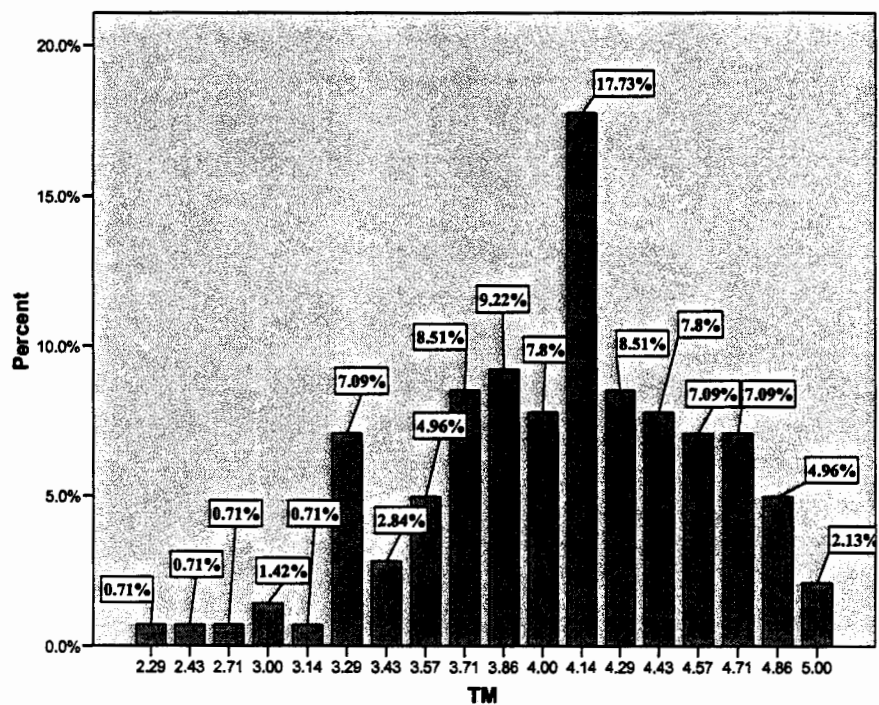
43.1 Reading**43.2 Speaking**

43.3 Writing**43.4 Listening**

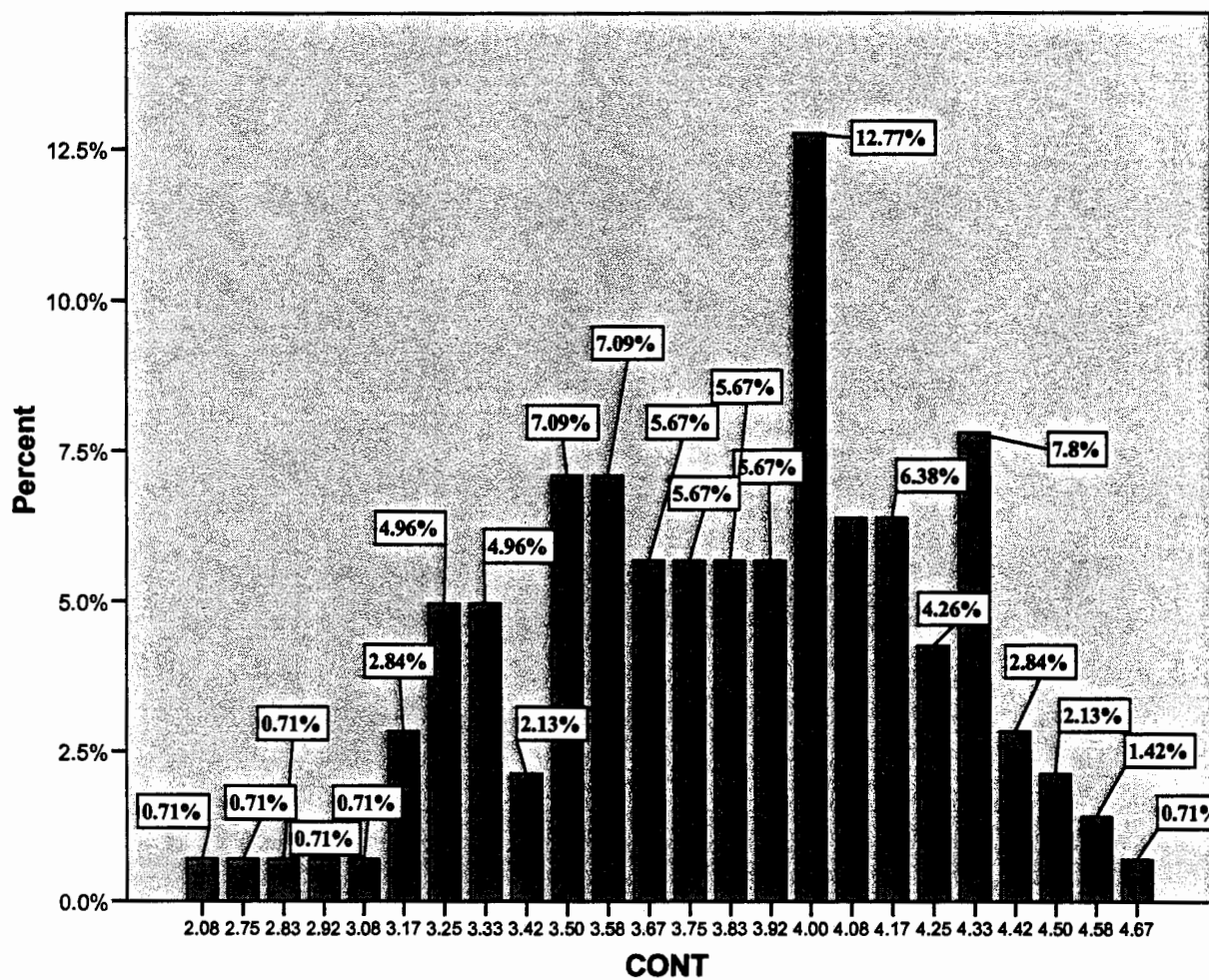
44. OBJ



45 TM

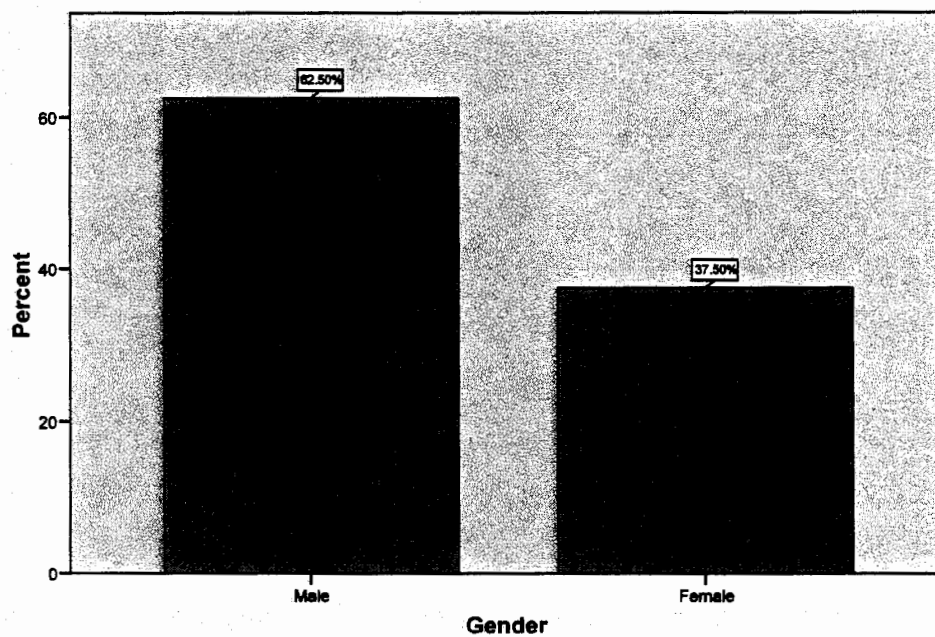


46. CONT

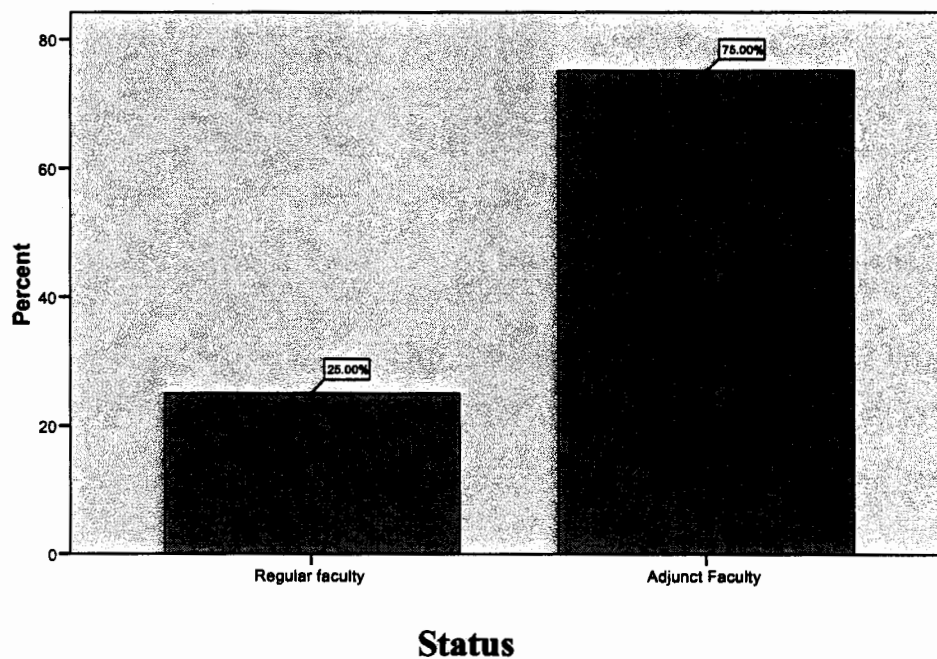


Teachers Responses Graphical Representation

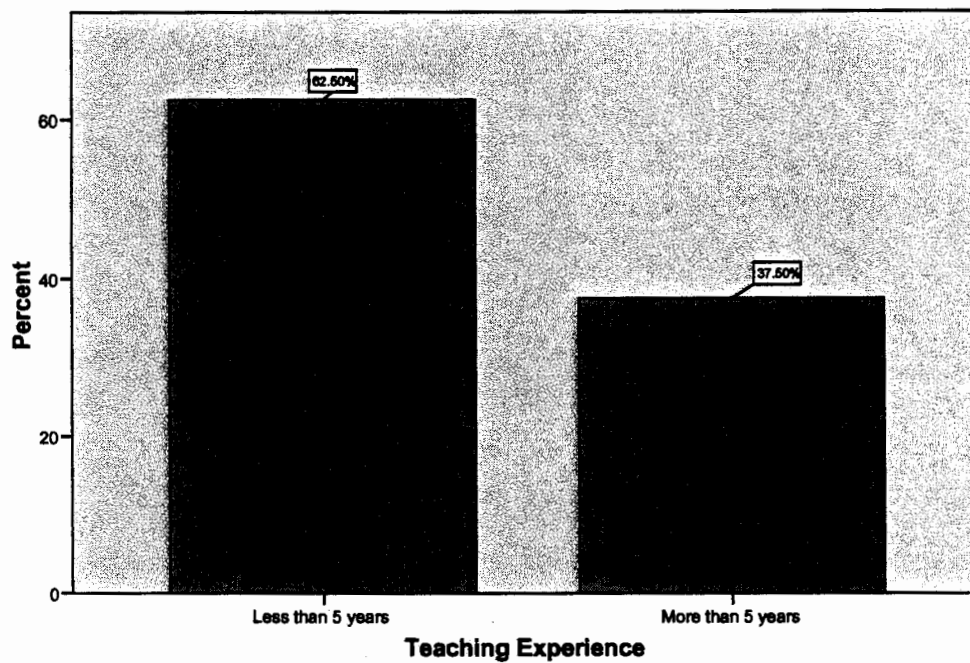
1. Gender of the Respondents



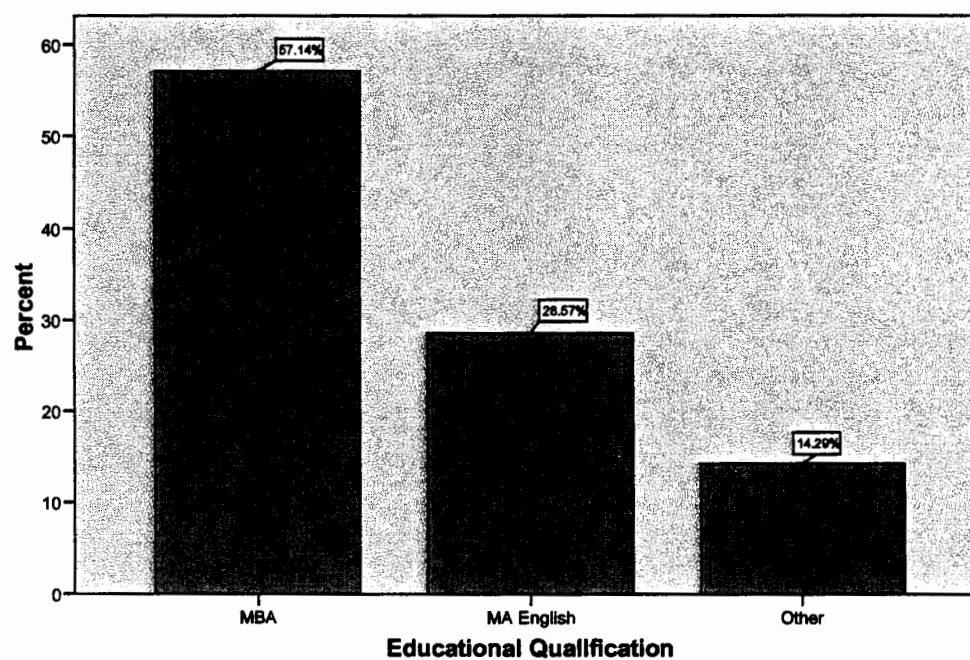
2. Status of the Faculty



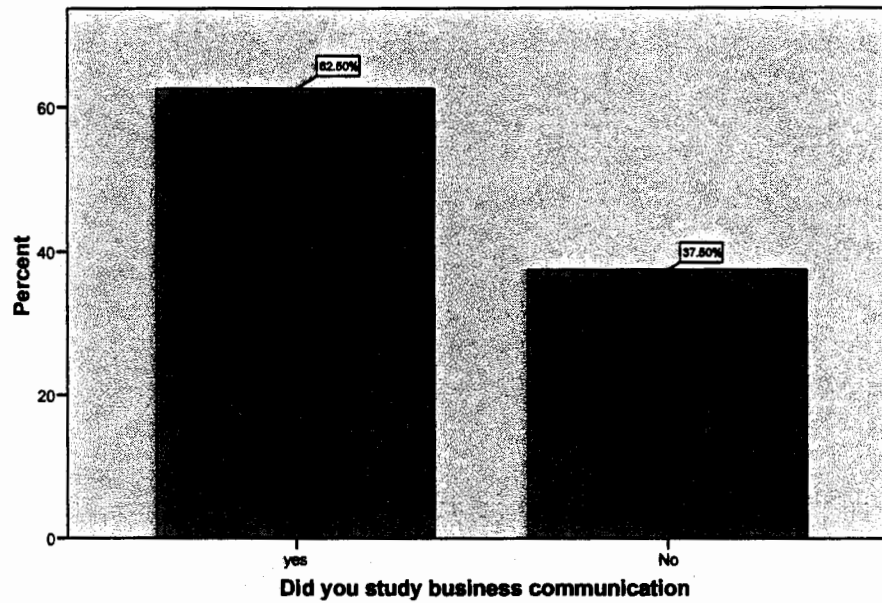
3. Teaching Experience



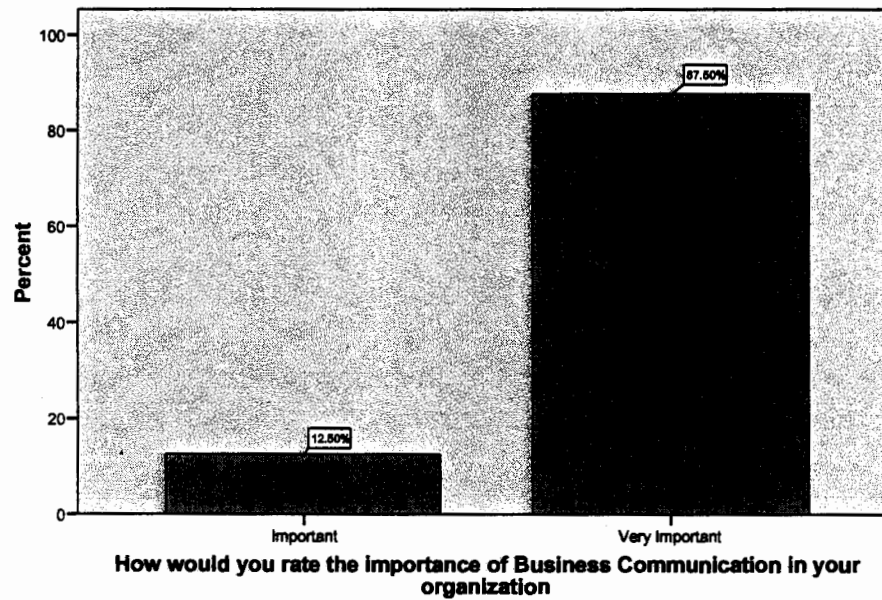
4. Educational Qualification



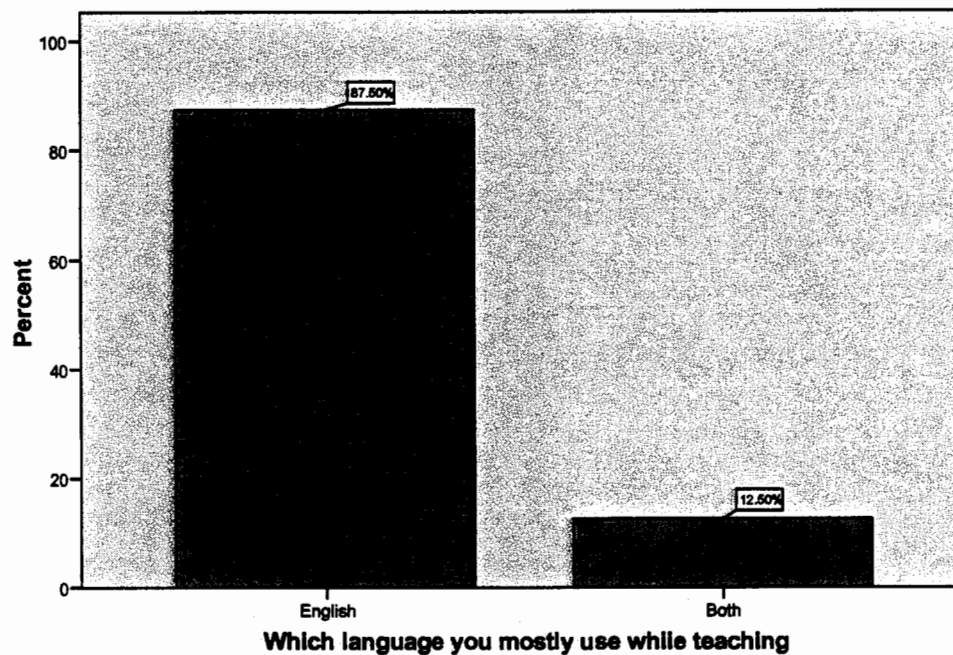
5. Did you study Business Communication



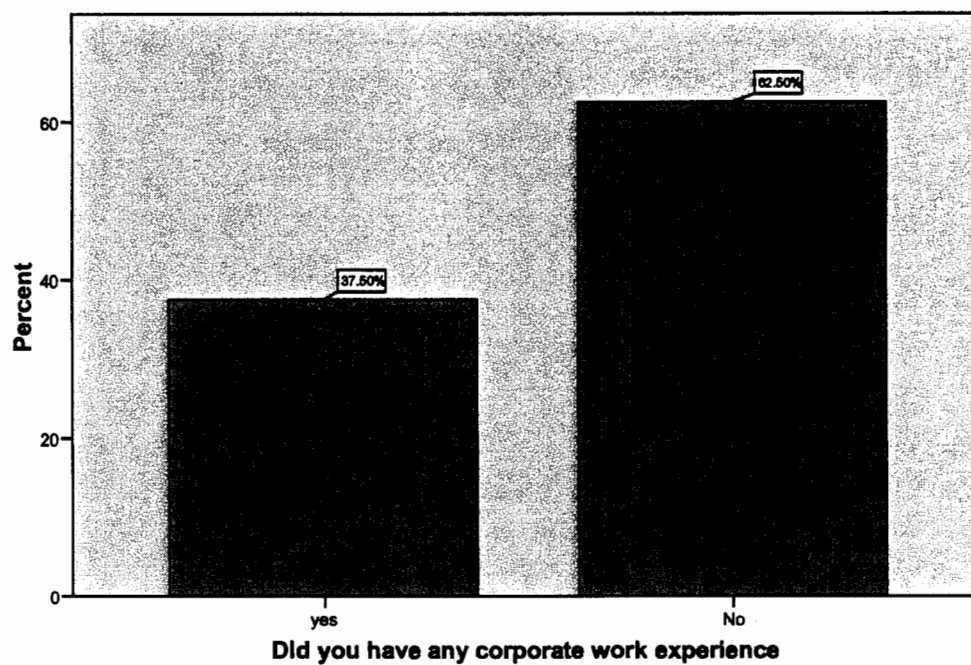
6. How would you rate the importance of BC in the corporate sector?

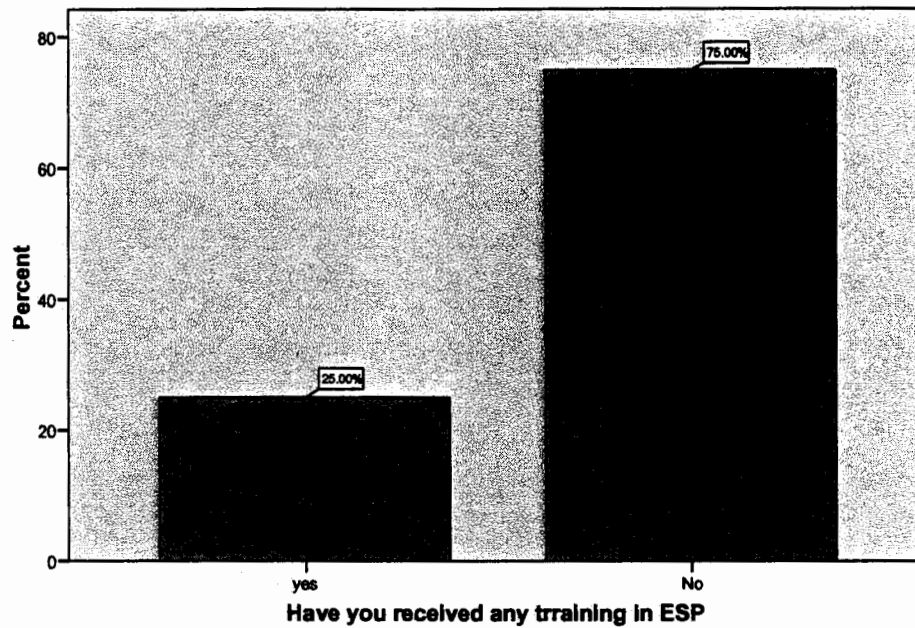
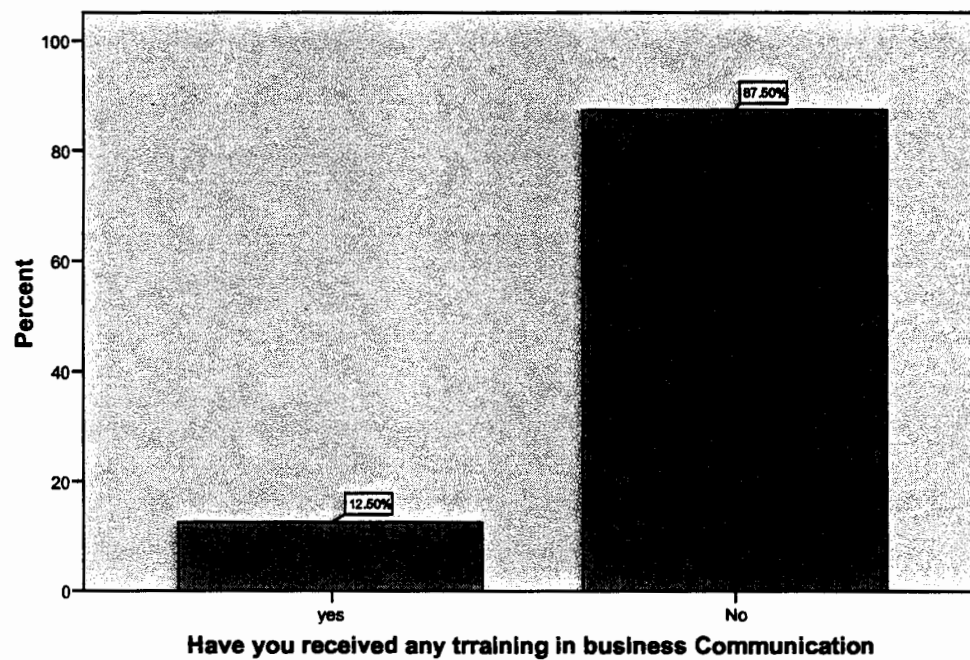


7. Which language you mostly used while teaching?

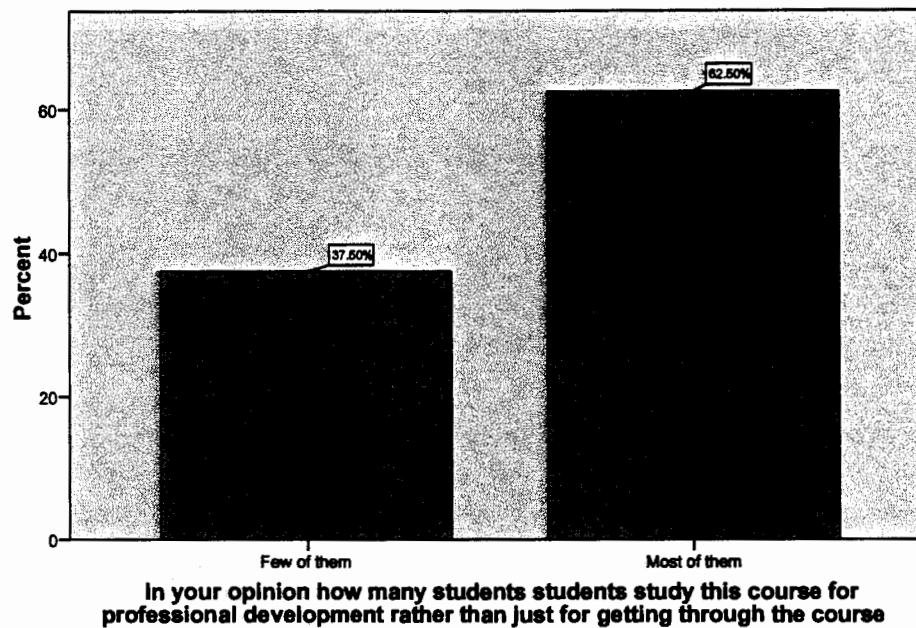


8. Do you have any corporate work experience?



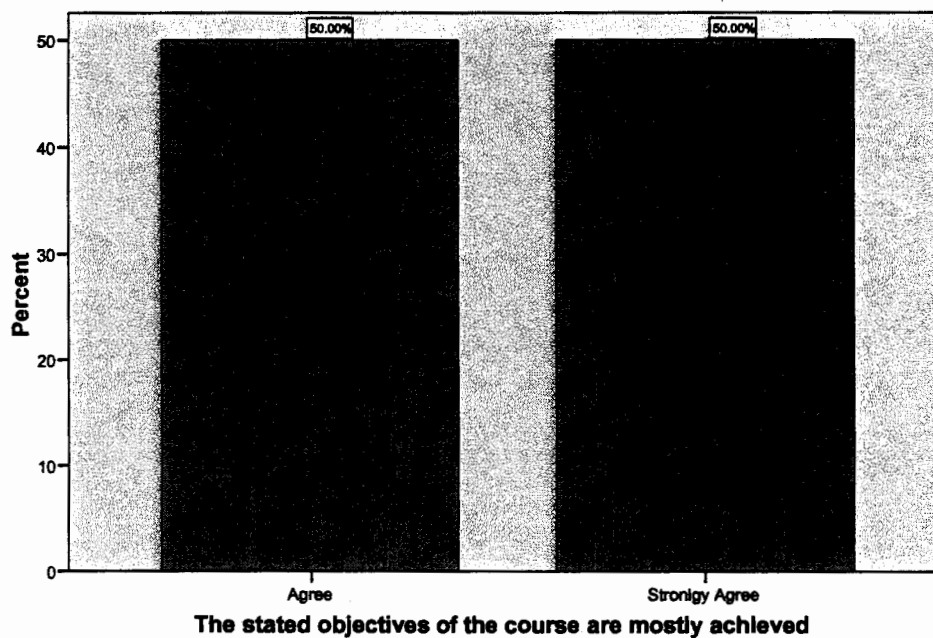
9. Have you received any training in ESP?**10. Have you received any training in Business Communication?**

11. In your opinion how many students study this course for professional development rather than just for getting through the exam?

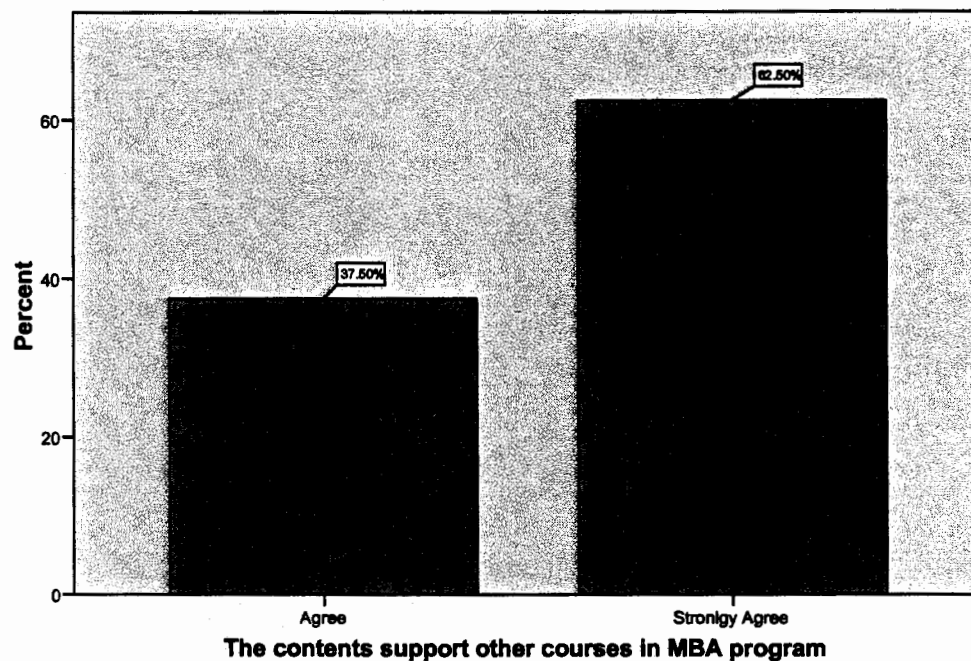


12. Please indicate your opinion on the following statements?

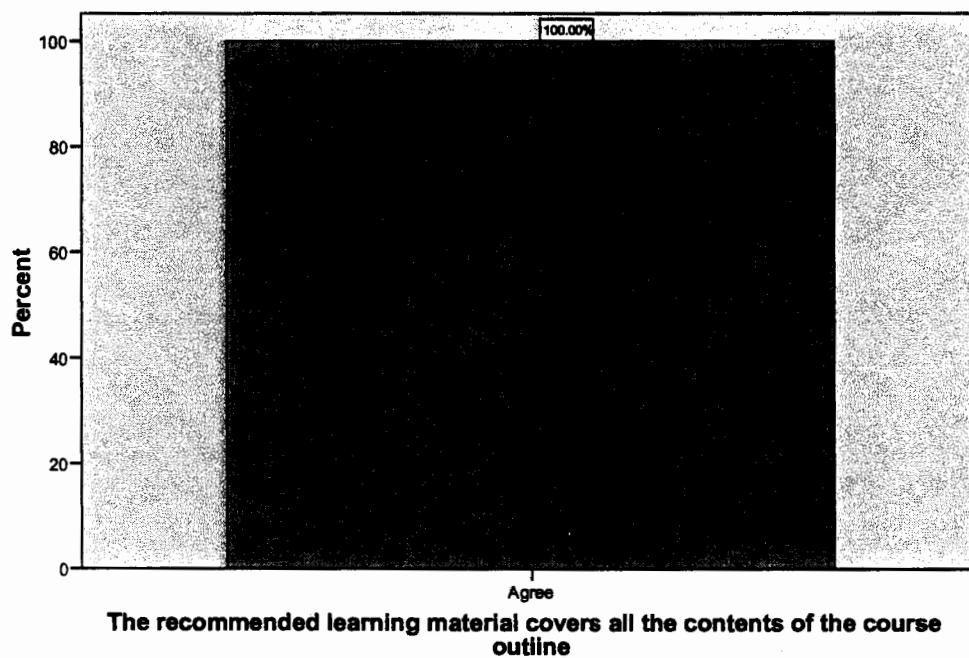
12.1 The stated objectives of the course are mostly achieved.

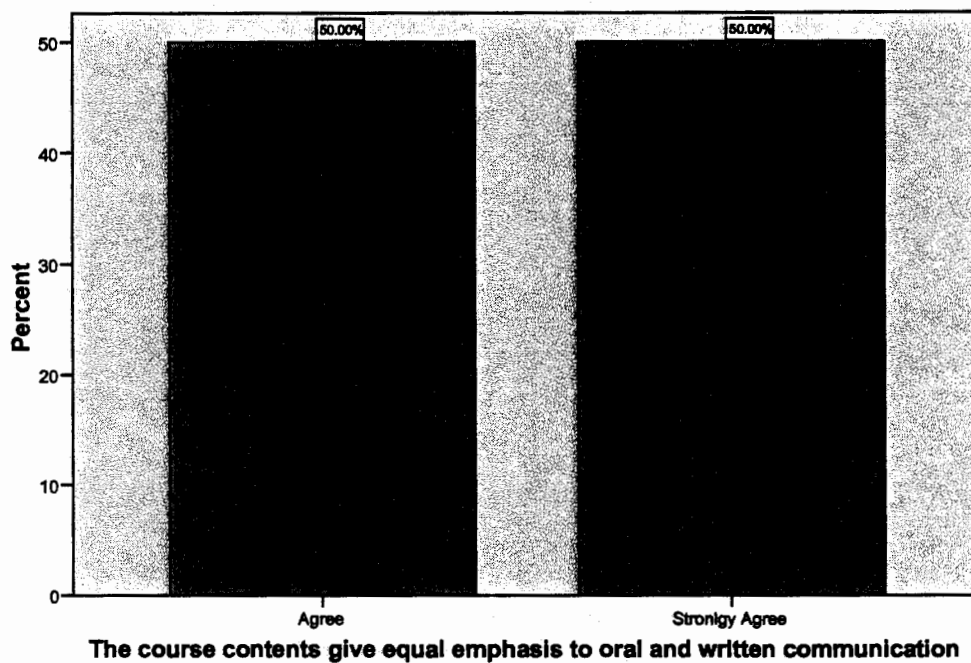
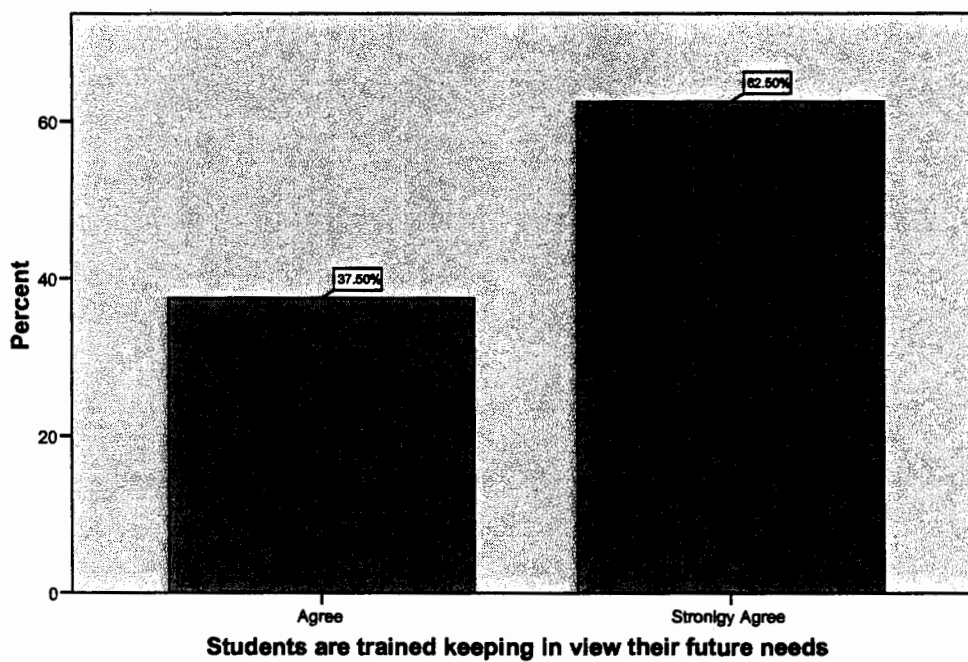


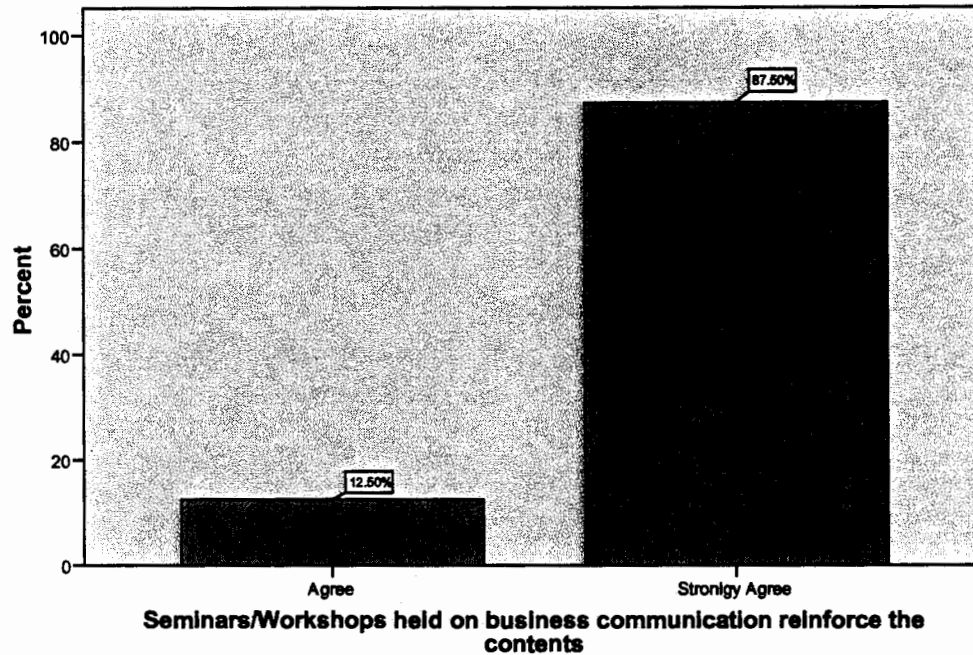
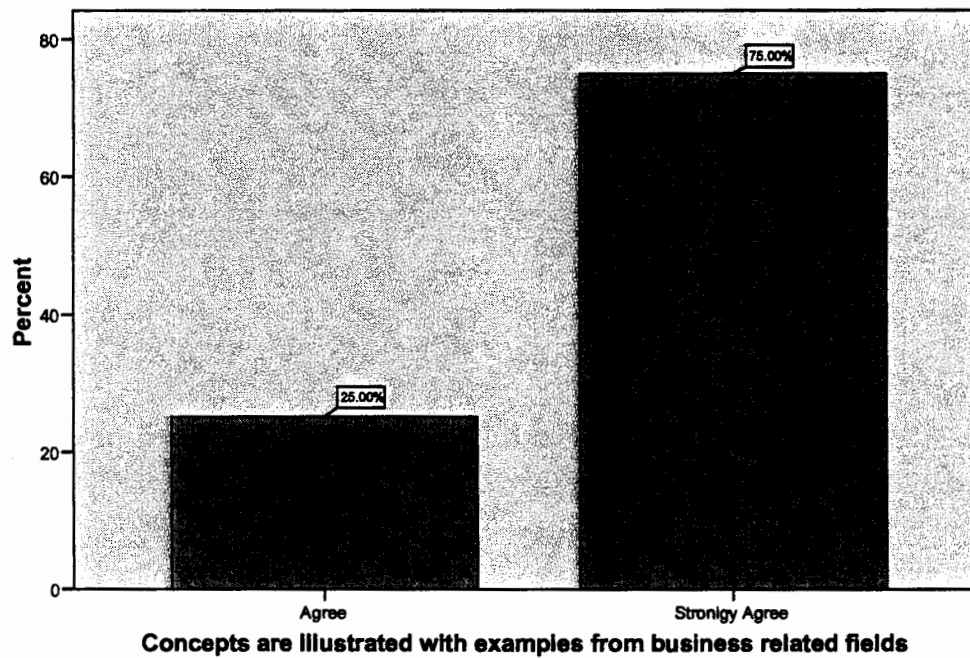
12.2 The contents support other courses in MBA program.

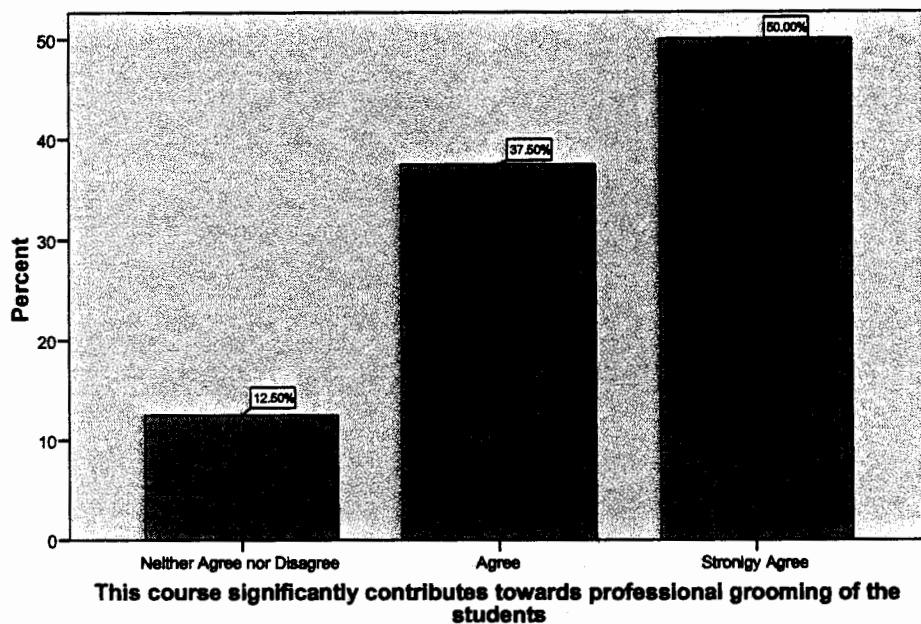
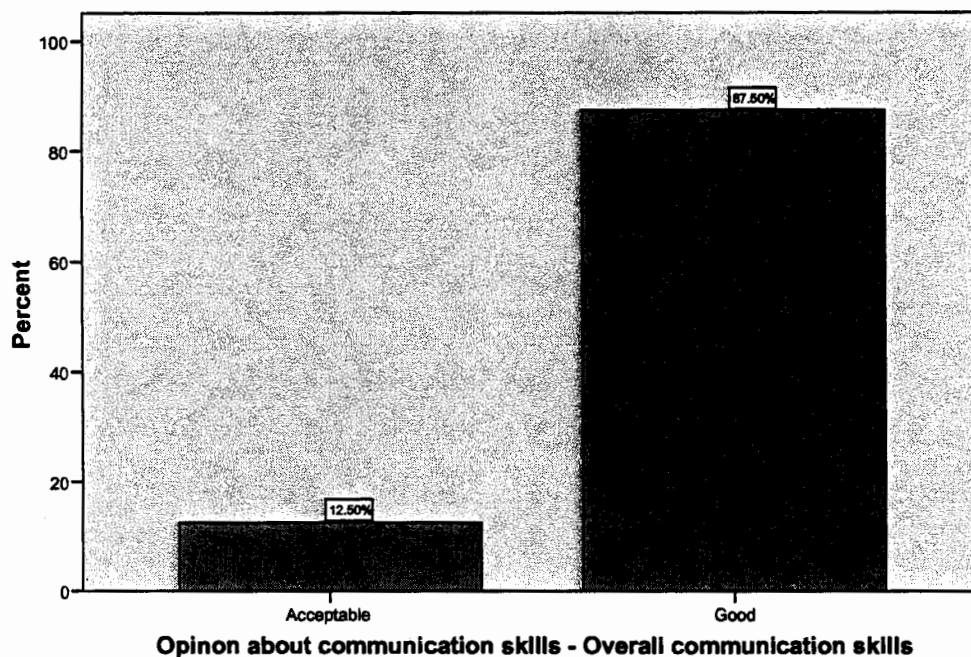


12.3 The recommended learning material covers all the contents of the course outline.

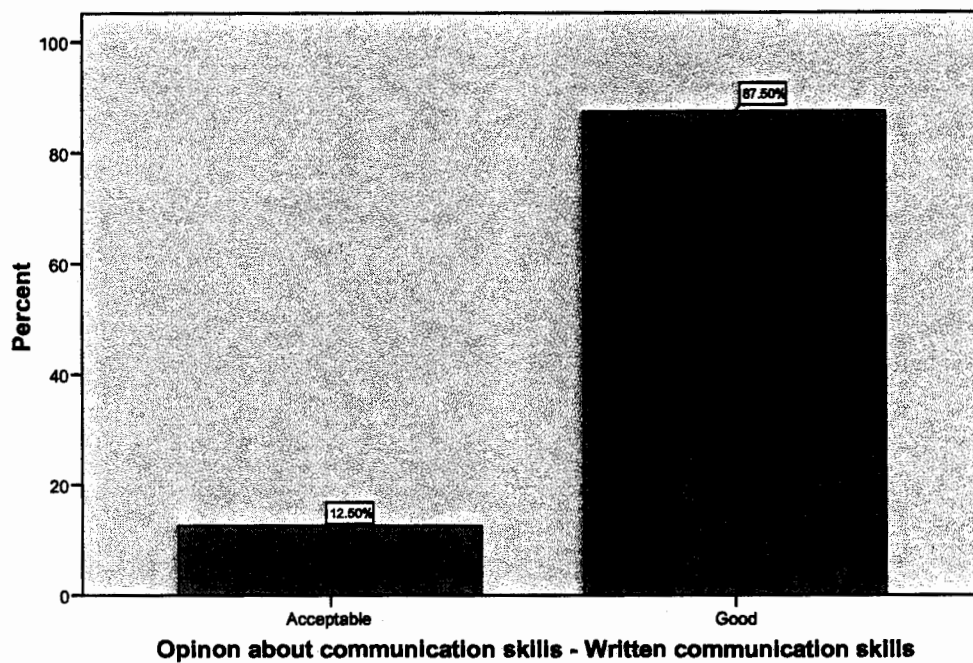


12.4 The course contents give equal emphasis to oral and written communication.**12.5 Students are trained keeping in view their future needs.**

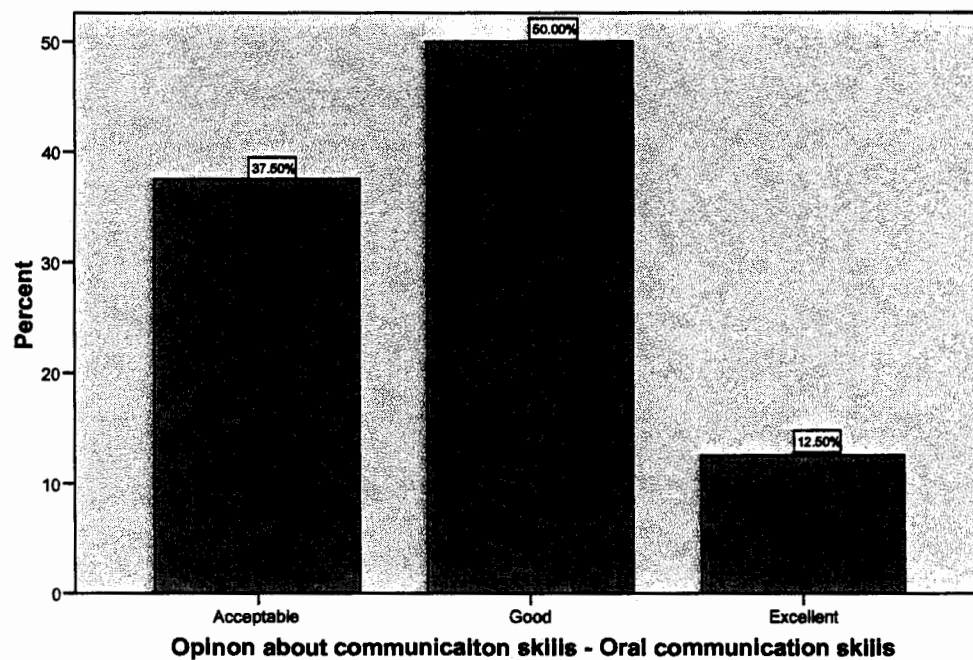
12.6 Seminars/ workshops held on Business Communication reinforce the contents.**12.7 Concepts are illustrated with examples from business related fields.**

12.8 This Course significantly contributes towards professional grooming of the students**13 Please give a fair opinion about the communication skills of the students at the end of the course****13.1 Overall communication skills**

13.2 Written communication skills

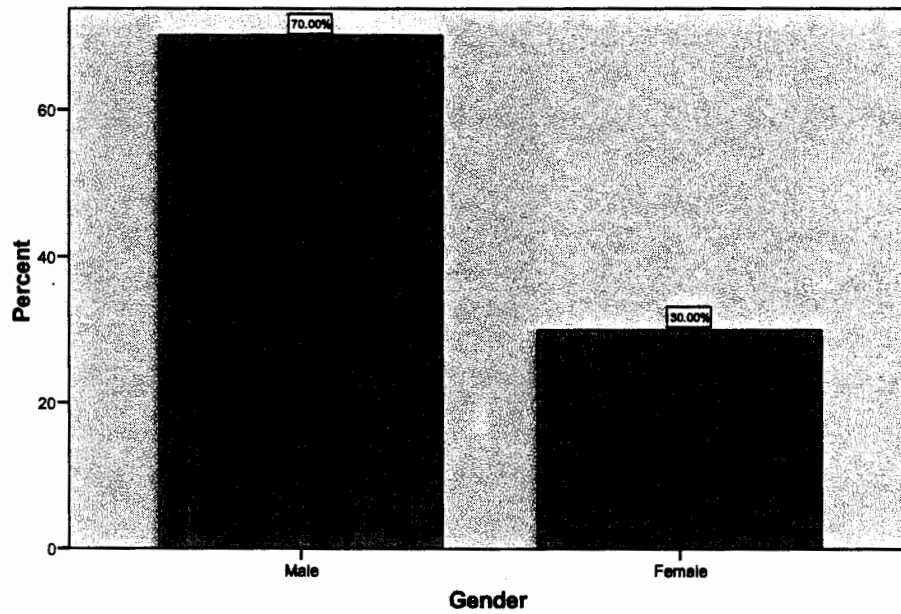


13.2 Oral communication skills

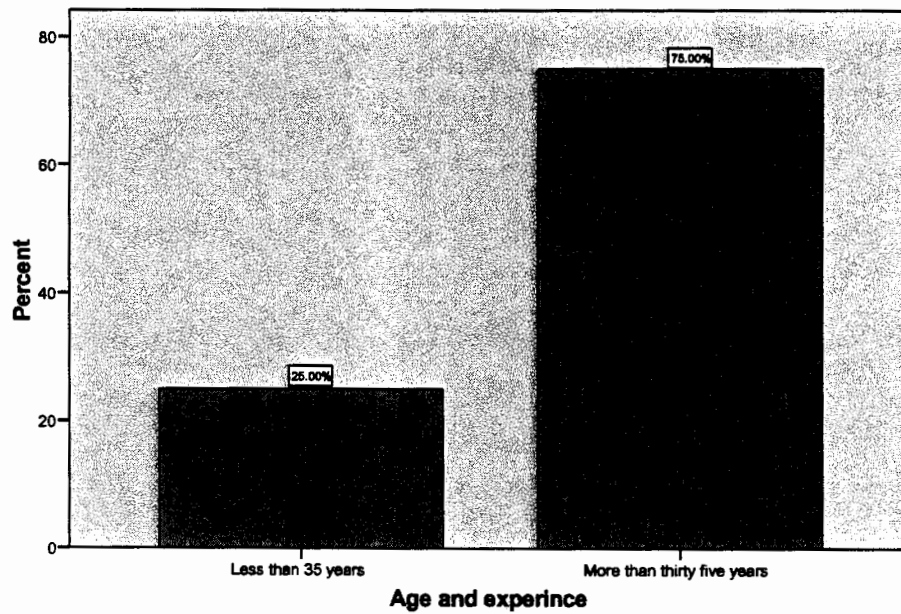


Corporate Sector Responses Graphical Representation

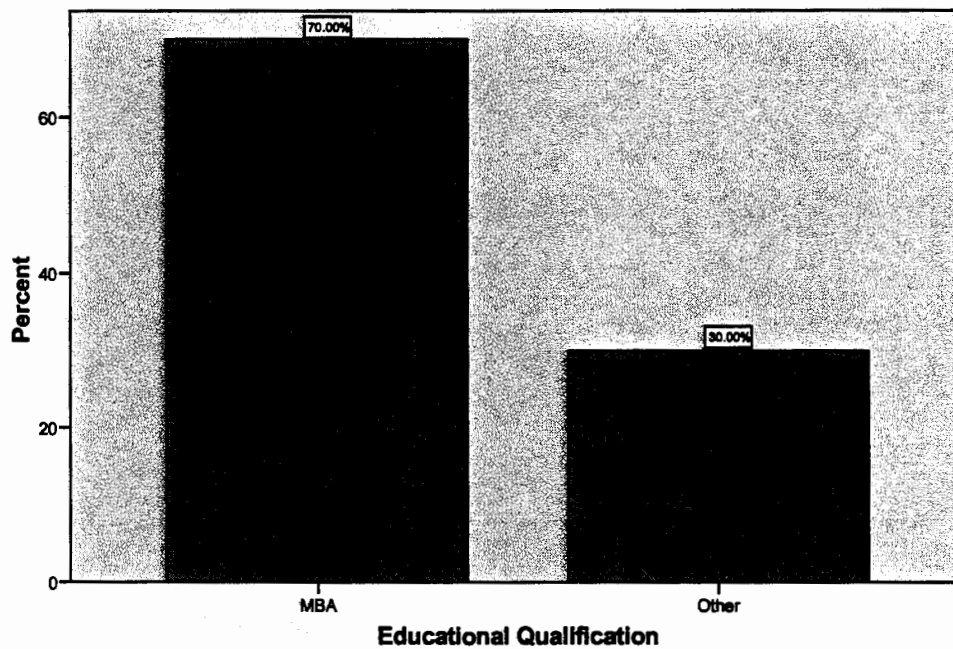
1. Gender



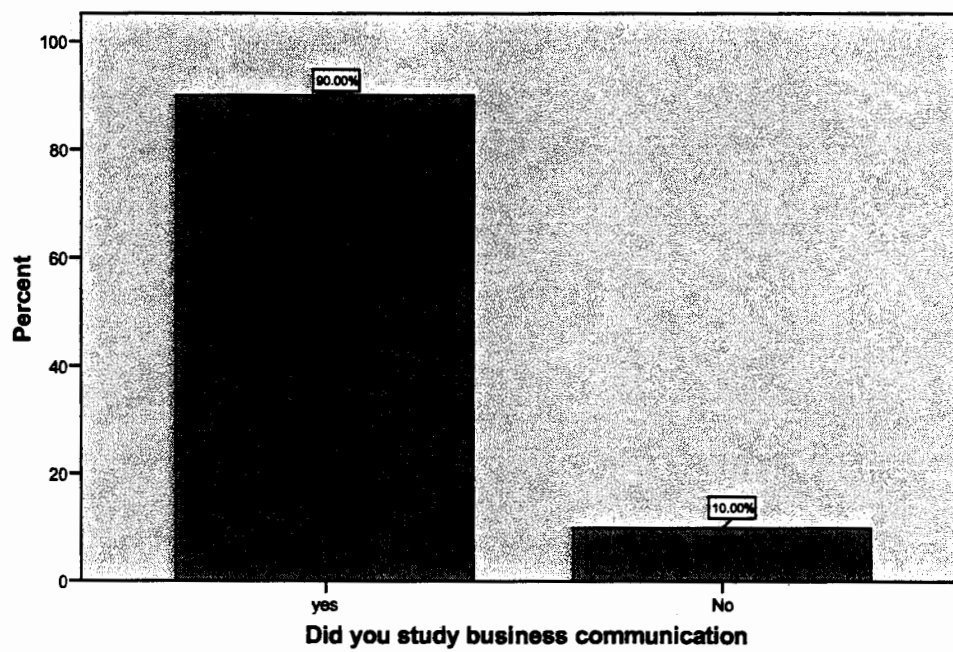
2. Age



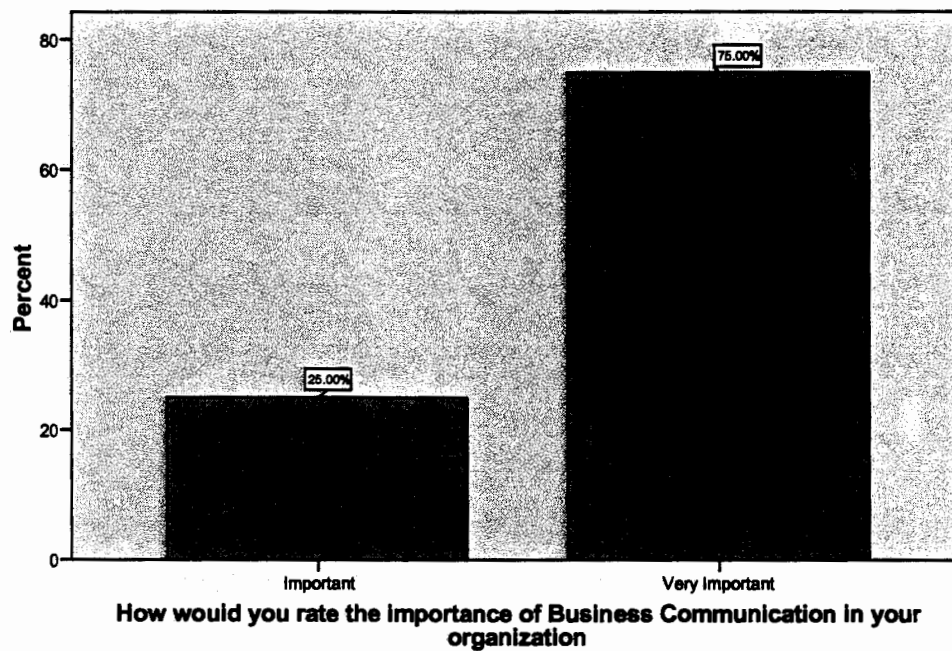
3. Educational qualification



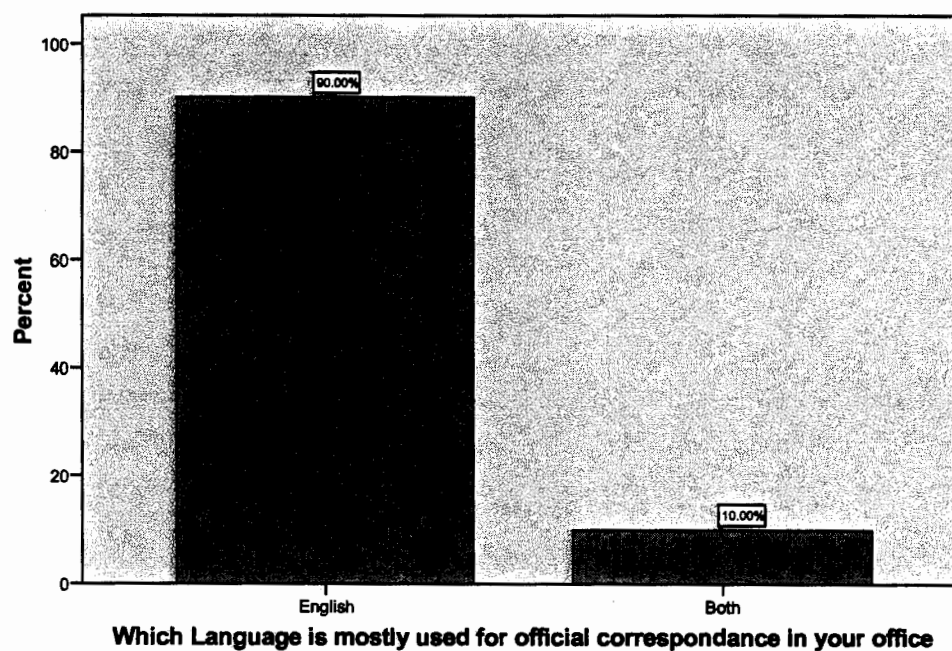
4. Did you study Business English/Communication Course?



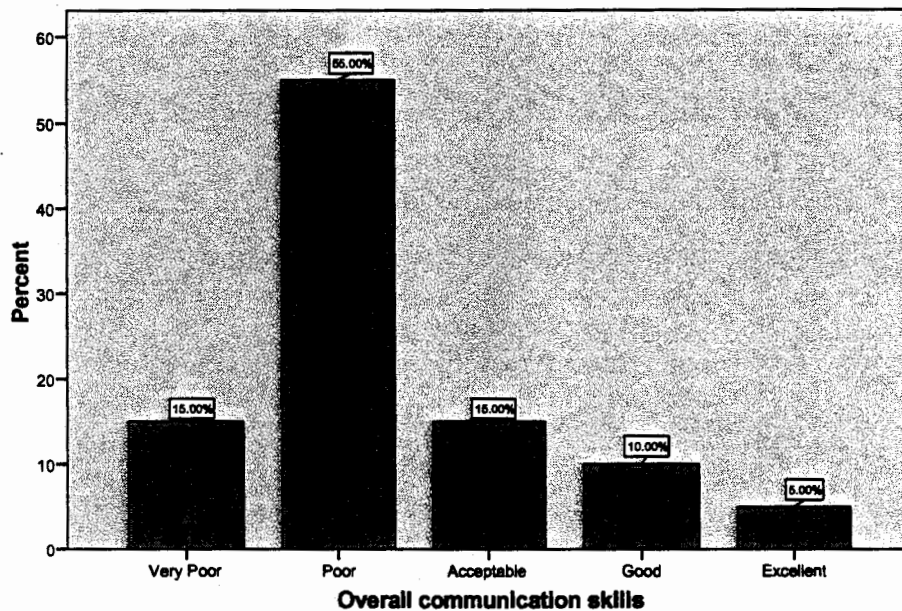
5. How would you rate the importance of BC in the corporate sector?



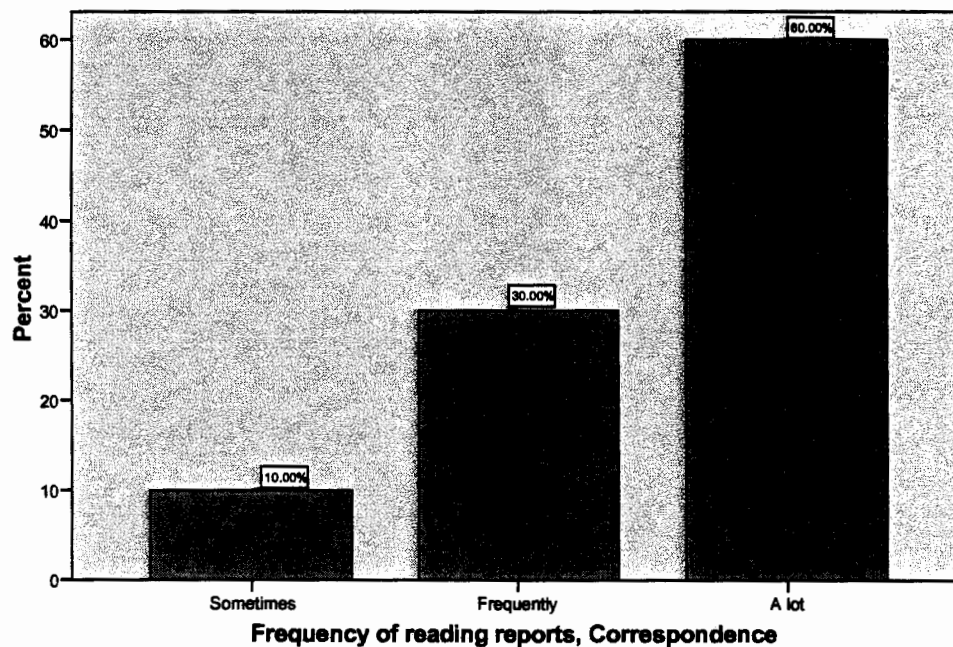
6. Which language is mostly used for official correspondence in your office?



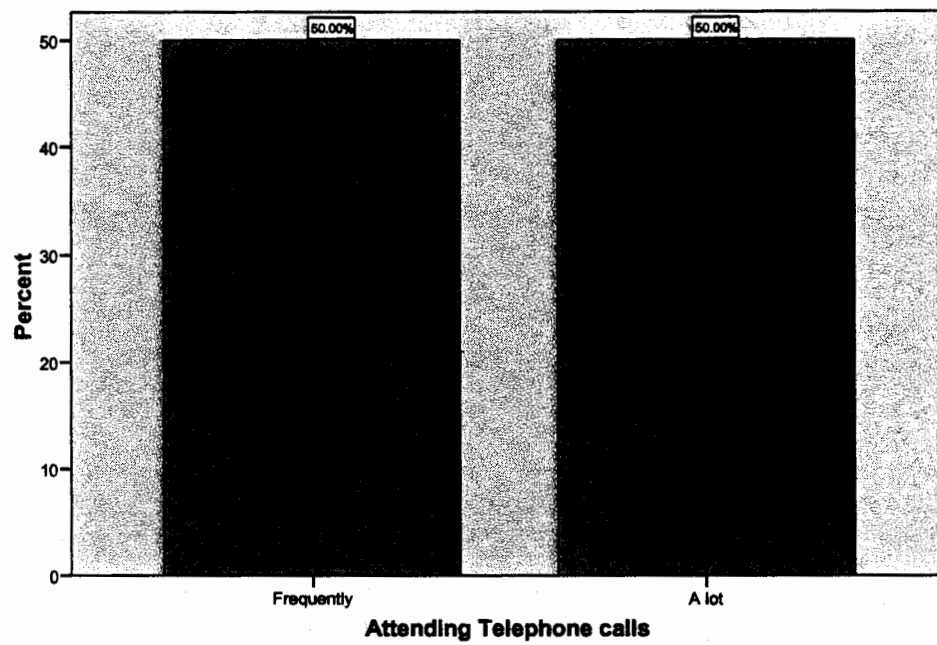
7. Based on your observation, please give a fair opinion about the Overall Communication skills of IIU Business Graduates applying for job positions at your organization



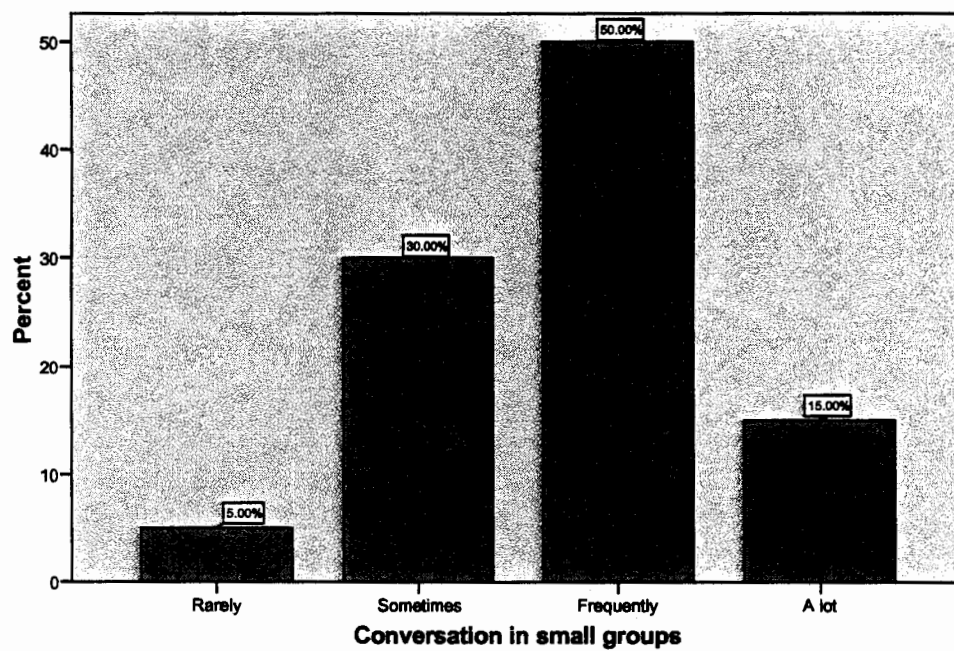
8. Please tell us the frequency of the following activities in your organization
8.1 Reading reports, correspondence



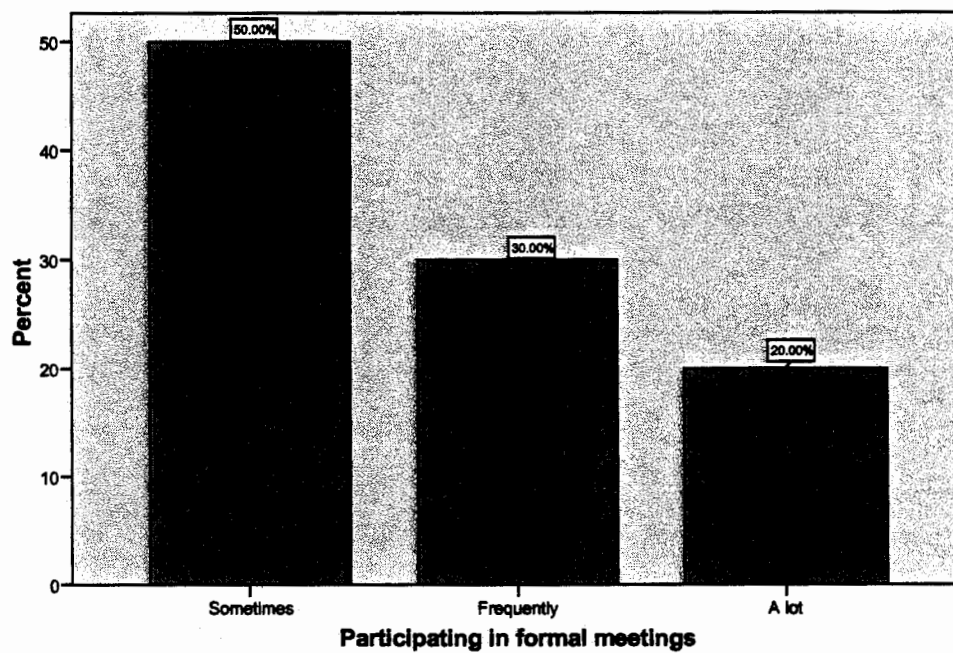
8.2 Attending telephone calls



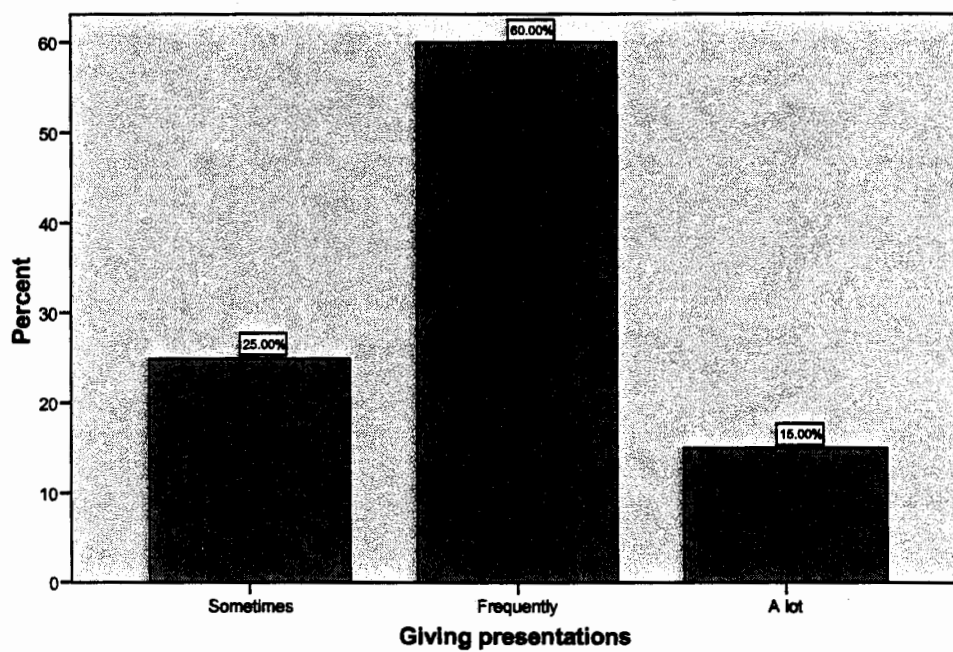
8.3 Conversation in small groups



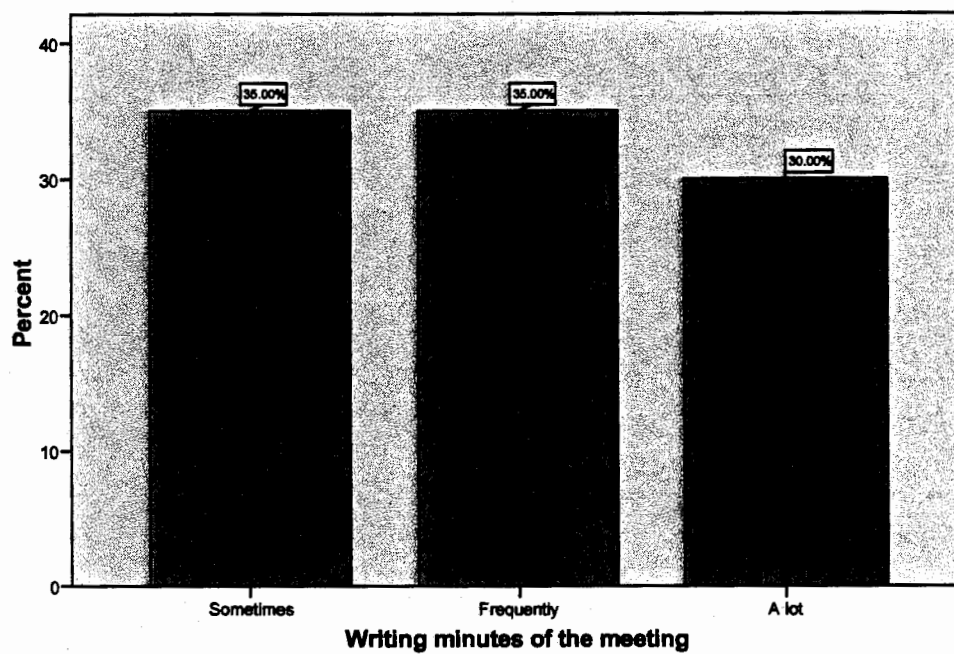
8.4 Participating in formal meetings



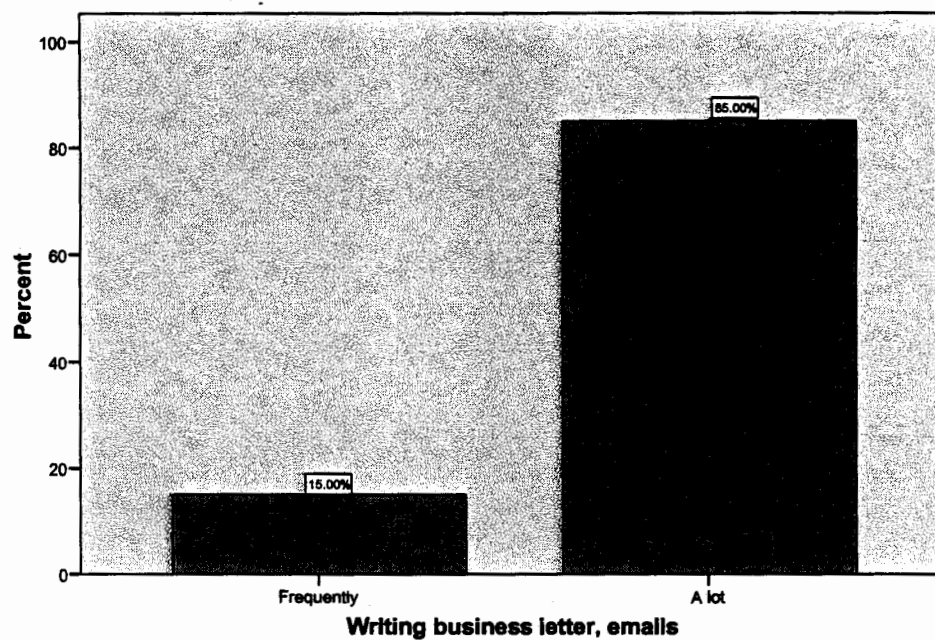
8.5 Giving presentations



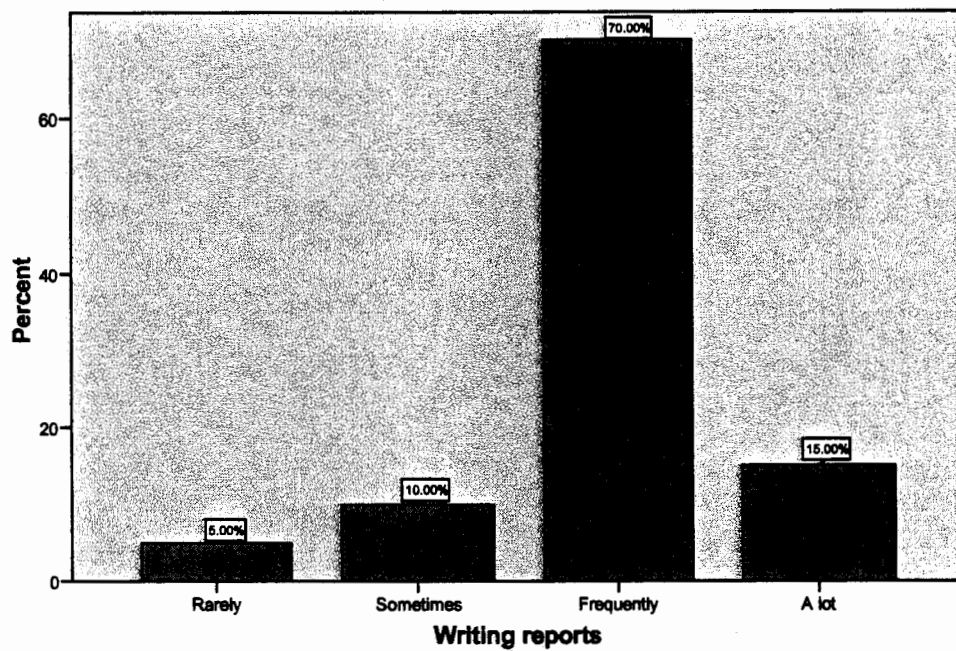
8.6 Writing minutes of the meetings



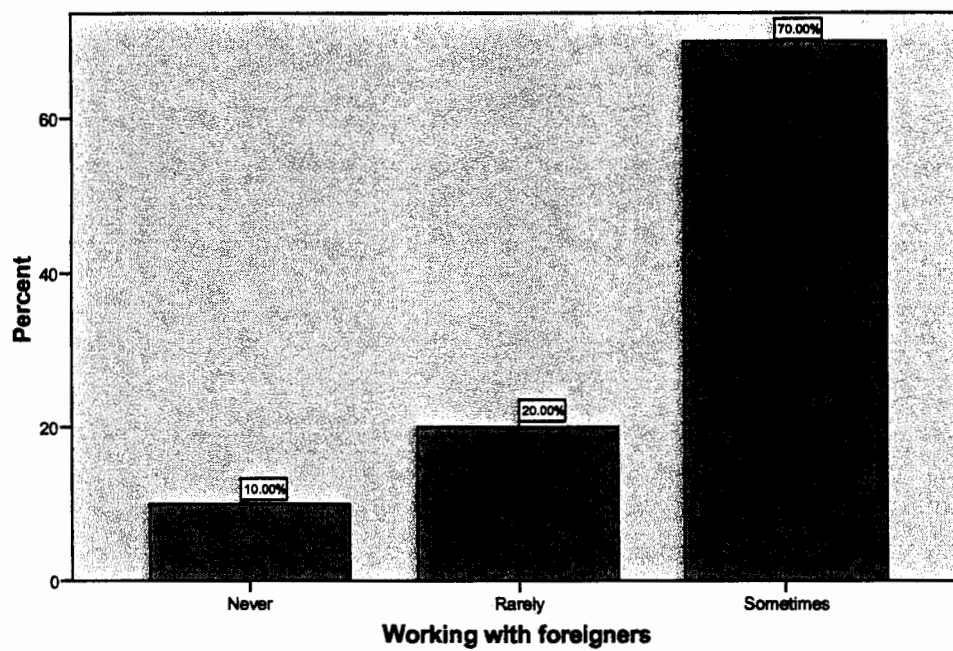
8.7 Writing business letters/emails



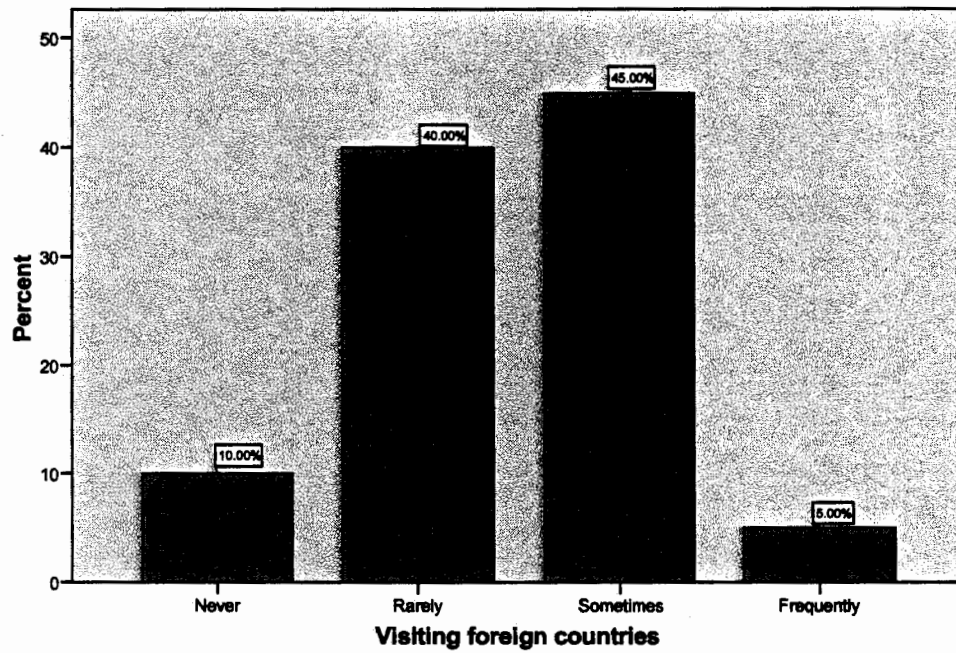
8.8 Writing reports



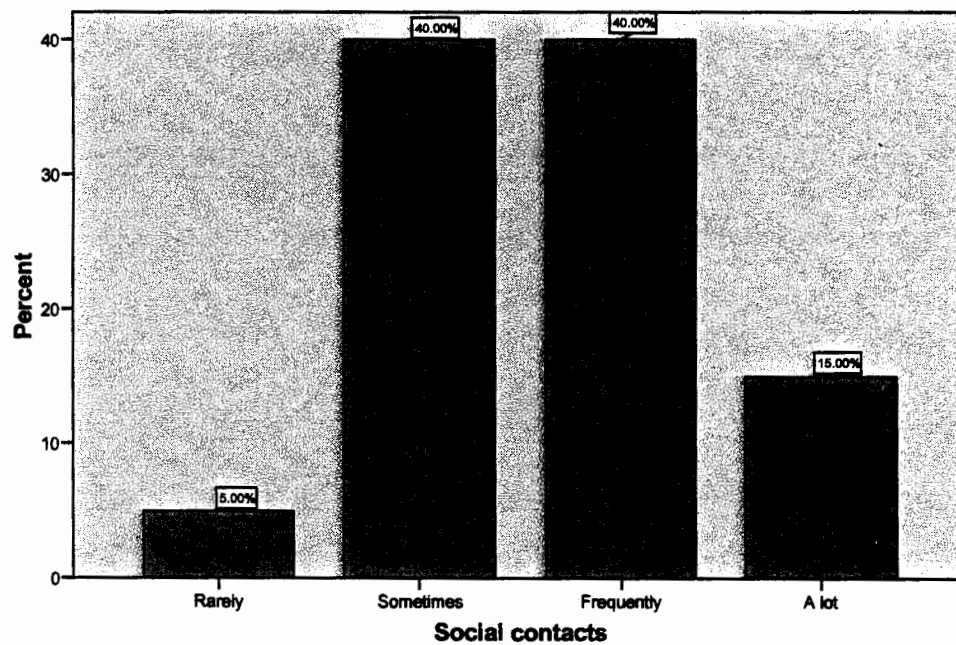
8.9 Working with Foreigners



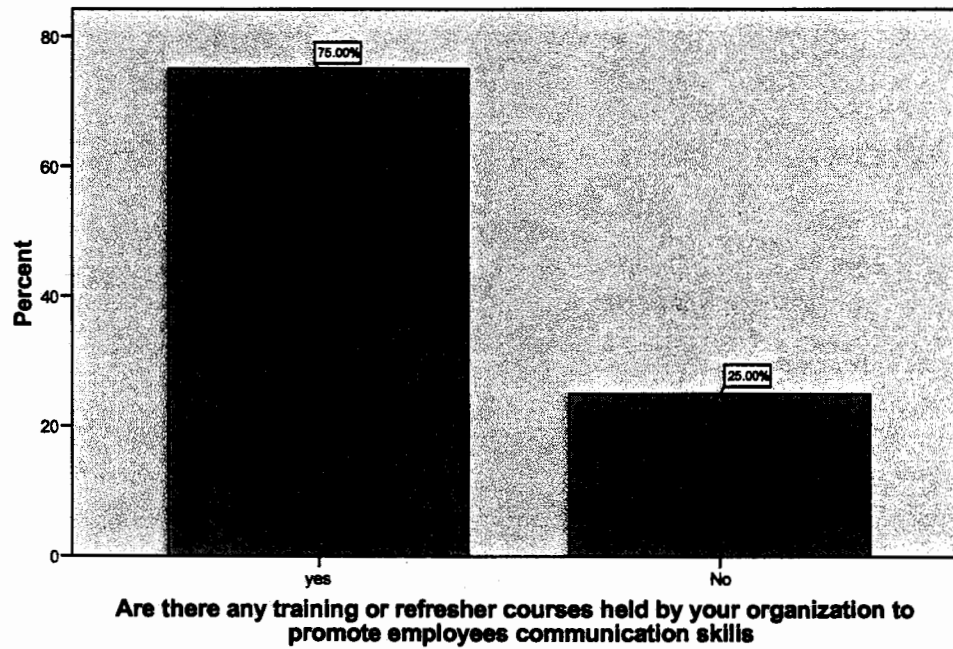
8.10 Visiting foreign countries



8.11 Social contacts



9. Is there any training or refresher course held by your organization to promote employees communication skills.



MGT607
BUSINESS COMMUNICATION



Course Coordinator:

Contact:

Phone:

Email:

What the Course is about:

Communication is believed to be the most important tool of efficient management of the business organizations. The objective of this course is to provide the students an insight into the importance of communications and introduction of various tools of communication used by the business organizations.

Objectives

The students will be able to

- Use technical knowledge of Business English
- Develop oral presentation
- Listen with a purpose
- Speak persuasively
- Read different genres meaningfully
- Write inquires, replies, claims, invitations, orders, job applications, commercial letters and business reports
- Develop and maintain the sense of confidence and self-worth

What is expected of you?

You are expected to read the assigned material and to complete the accompanying problems. The readings and problems, in conjunction with the lectures are designed to help you learn the material. This course moves quickly through a fairly large body of material so you will fall behind if you do not keep up with the assigned readings.

Text Books:

ESSENTIAL TEXT:

Murphy and Hildebrandt (1997) Effective Business Communication, 7th edition, McGraw-Hill.

RECOMMENDED TEXT:

Bovee and Thill(1995) Business Communication Today,4th edition , McGraw-Hill

Lectures:

DAY - TIME

DAY - TIME

General Rules and Procedures

1. Regular attendance is mandatory.
2. There can be a quiz at the end of every second class related to the material covered in the previous class and to be covered in the next class.
3. There will be no makeup quiz, mid-term, final for any reason whatsoever.
4. Deadlines will not be extended under any circumstances.
5. Students are required to attend the class in proper dress. T-shirts, jeans/Khakis, chappals and *Casual Wears* not allowed.

Course Assessment

Oral Presentations	10%
Group Project	10%
Midterms	20%
Quizzes	5%
Class Assignments	5%
Final	50%

Midterm TEST

A date for the test is as follows: _____

Course Contents TENTATIVE

Week	Topics:
1.	Course Introduction: Understanding Business Communication-The Nature and Purpose of Communication
2.	Principles of Communication-The Seven Cs
3.	Characteristics of Effective Written Communication-Planning and Organizing Business Written messages
4.	Modern Business Letters-Standard and Optional Parts-Formats-Types of Punctuations and Paragraphs
5.	Types of Messages: Good News-Bad News-Neutral-Request-Special Request- Persuasive
6.	Write inquires, replies, claims, orders
7.	Write adjustments, promotions, sales
8.	Career Strategies: Writing Resumes and Job Application Letters
9.	Mid -Term
10.	Planning and Writing the Report-Informal and Formal Business Reports
11.	Oral Strategies: Effective Listening and Speaking
12.	Oral Strategies: Conducting Meetings and writing minutes of the meeting
13.	Students Presentations
14.	Students Presentations
15.	Dyadic Communication-Telephoning - Dictating- Interviewing
16.	Special Topics in Business Communication.

