READING AND WRITING SKILLS FOR ADVANCED STUDENTS OF BUSINESS ENGLISH IN PAKISTAN

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A thesis submitted to the Faculty of Advanced Integrated Studies, National University of Modern Languages, Islamabad in partial fulfillment of the requirements for the degree of PhD in English

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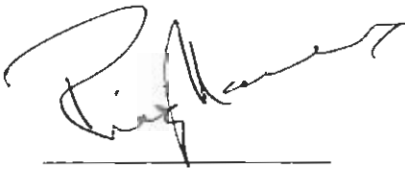## Islamabad

30 June 2005

Declaration

I hereby declare that the work produced in this dissertation is my own except where I have indicated other sources and has not been presented before any other institution for a degree. This work was carried out and completed at the National University of Modern Languages, Islamabad and the University of Portsmouth, Portsmouth, UK.

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Acknowledgements

Dedication

The work is dedicated to all remarkable personages who ever strove for human dignity, peace, and service to humanity. They committed a great part of their short span of life to this exalted conviction.

Abstract

Business English is relatively a new subject in Pakistan. Research in this area at the doctorate level is virtually non-existent. This research investigated and analyzed the teaching-learning situation of Business English at the undergraduate level in Pakistan. The study focused on reading and writing skills in Business English teaching (BET). It was an exploratory study with ex post facto design. The study established theoretical framework for Business English as a Discourse and English for occupational purposes (EOP). The theoretical framework also discussed communication in general and Business or organizational communication in particular. The input to this research comprised empirical data collected through a questionnaire survey from a sample comprising 13 course administrators in the educational institutions, 23 practitioners of Business English, and 316 learners of Business English. There were 13 professional education institutions in 7 cities selected for the sample. The data collected was analyzed through the SPSS (release 12.0) program by looking at average, maximum, minimum, and SD. Results of statistical analysis were interpreted independently. A contrastive study of practitioners and learners' responses tested 32 hypotheses about BET by using independent sample t-test. The study presented a set of recommendations based on inferences for effective BET. The recommendations aimed at equipping the learners with written communication skills to meet with the field challenges.

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Chapter One

Introduction

1.1 Introduction

This chapter looks at the basics of communication with reference to business and organizational communication. It further pinpoints the concept of Business English (BE) from various perspectives, both communicative and linguistic. The concept is discussed with reference to teaching practices. The hypothesis of the primary problem is stated, together with the objectives and delimitation of this study.

1.2 The Fundamentals of Communication

Communication is an arch trait of humanness. Human lives are remarkably

influenced by what is being communicated. In fact, communication is the pivotal feature of the social and psychological make-up of an individual. As a people, human progress greatly depends upon learning to understand each other. This can be accomplished by interacting with each other to develop new ideas and solve problems (Gamble and Gamble 4). Learning to understand each other is linked with interaction and participation in various social situations. Communication is a key instrument in this process. It is rather, an essential component of all interactive and participatory activities. In other words, the progress of an individual is also linked with communication abilities. Thus, communication is a need in all spheres of human life.

All people, irrespective of occupation and level of responsibility, regularly practice communication. Improvement of communication abilities is a need of every one (Rosenblatt, Cheatham, and Watt xiii). In this age of greater human interaction, communication is a prerequisite of any activity. All individuals participate in the social world around them and endaevour to achieve set objectives of various kinds in their lives. To accomplish all this, they essentially require adequate communication skills (Cunningham VII). In organizations, an individual has both specific as well as general roles. The success of these roles will influence the accomplishment of organizational objectives. Communication is an essential element of these roles and development of the communication skills of an individual worker will affect

the operations of an organization. Communication and organization, thus, are interdependent (Rosenblatt, Cheatham, and Watt 7). Moreover, the professional and personal success of an individual is also linked with the development of communication skills. For organizations, a worker with the ability to communicate effectively can be an asset to be taken into account. It is a challenging task to develop communication skills so that communication works in favour, not against an individual or an organization (Gamble and Gamble 5). It can be demonstrated that communication skills are not innate, but can be improved by programmed efforts. Communication skills development is a continuous process and depends upon the relevance of input efforts. From the beginning to the end, different types of communication are integrally related to an individual's life, (Gamble and Gamble 5). Usually, an individual gets ample opportunities to develop communication skills through academic programs, challenging social situations, and other similar opportunities. Nevertheless, an organized communication development program can be more fulfilling and has far reaching results.

Workers, in organizations have defined tasks to accomplish. As discussed earlier, communication skills of every worker can impact the entire working of an organization. However, for workers with managerial roles, communication is not only more crucial, it is more consequential. The organizational environment with its complexities challenge analytical

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abilities of a manager to adopt effective communication strategies. Thus, a higher degree of communication abilities is mandatory for the holders of strategic positions in an organization.

According to Smeltzer and Leonard, "management communication is both challenging and exciting. It is challenging because organizations are becoming much more complex, and many new forces confront the manager" (3). However, communication challenges provide opportunities to frame strategies for effective communication. Therefore, in prevailing circumstances management leaders have a greater opportunity than before to bring out a significant difference in the success of the organization and to improve the quality of work (Smeltzer and Leonard 3). Although it makes the objective of effective communication difficult, well programmed strategies can result in communication success. Revolutionary developments in communication technology have assisted the communication process. Human communication abilities are also aided and enhanced by advancements in telecommunications (Smeltzer and Leonard 4). The improvement of communication skills coupled with technological aids will significantly enhance the effectiveness of communication. As communication skills development is a continuous process, it should be an essential part of the communication policy of an organization. It will be pertinent to mention here that communication is more challenging when

more people are involved in the interaction. Metaphorically, this relationship is depicted in the following figure:
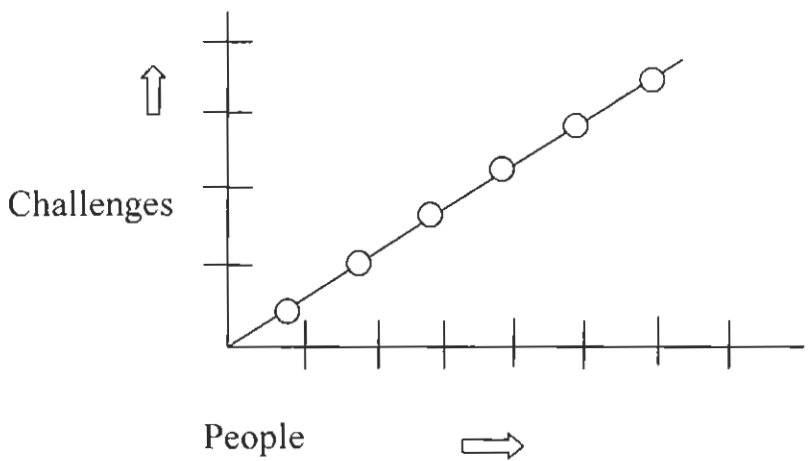
(Figure 1.1) Communication challenges and number of people

1.2.1 Elements of Communication:

Communication is a dynamic process. In this process, various elements function in harmony, making the transmission of the content possible. These elements make up the communication 'whole'. All communication interactions are characterized by certain common elements. These dimensions of the communication process are useful entities for the comprehension of this process. A better understanding of these elements can result in the development of communication abilities (Gamble and Gamble 8). Almost all models of communication identify at least three elements as pertinent to the exchange of information. But the number of elements varies from four to eight in the relevant literature. A comprehensive analysis of the communication process would involve the following nine elements:

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(i) Sender:

Human communication will necessarily involve people. All forms of communication take place between or among senders and receivers (Gamble and Gamble 8). The sender initiates the communication process. In fact, the sender is motivated to communicate out of sheer necessity. The sender and receiver keep on changing their positions. During this process, their roles are not thus exclusive. "The processes of sending and receiving are constantly being reversed" (Gamble and Gamble 8). However, the sender sends a message to the receiver, in case of 'intrapersonal' communication which is a thinking process communication does not take place in this order. Effective communication depends upon the role performance of the sender and receiver. Being the activator or starter of the communication process, the sender can greatly influence the effectiveness and objectives of the message. In other words, the sender determines, to a great extent, the scheme of communication.

(ii) Receiver:

A message is destined to reach at an end in the process of communication. On the receiving end, it is the perception of the receiver to be influenced by the message. The receiver is a listener or reader and decoder. However, a message may have more than one decoder in the process of interpretation as well as comprehension (Murphy, Hildebrandt, and Thomas 13). The decoding process can have a significant impact on the message, depending

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upon the decoding abilities of the receiver and the inherent complexity of the message to be decoded. While decoding, the receiver is not directly assisted by the sender. Thus, for the sender, awareness of the elements influencing the receiver to decode is a determining factor for effective communication.

(iii) Context:

Context is the situation that motivates the sender to start the communication process. In other words, it is a stimulus creating a need for communication. A particular message is determined by the situation in which an utterance is made. For Gamble and Gamble, all forms of communication will always take place in some context or setting. Context is a condition of place and time and it can affect communication, even though it is not realized (10-11). There can be various aspects of the context like needs, desires, states of mind, initiatives, and incentives. The ability to analyze aspects of the context is fundamental to the effectiveness of communication (Murphy, Hildebrandt, and Thomas 12).

(iv) Encoding:

It is not possible to read minds and to be aware of unexpressed feelings. In response to stimuli, the sender has to encode thoughts and feelings into symbols. According to Smeltzer and Leonard, meaning is not inherent but encoder and decoder associate meaning with symbols. In the process of encoding, choosing the correct symbol is the most challenging aspect of

communication (34-35). Encoding is a sensitive job and requires that the encoder should have reasonable cognizance of the meaning-symbol relationship.

(v) Channel:

The sender utilizes productive language skills (i.e. speaking and writing skills) in the communication process. The sender will make a choice between the channels of speaking and writing. Sometimes, both channels are utilized collectively to attain the designed results. Sound and symbols are two major channels, but there are also other channels like body language, page layout, graphics, and designs. According to Gamble and Gamble, effective communicators adopt multi-channel approach and communication is a multi-channel activity (9). With the advent of new technologies, more channels and combination of channels are available to communicate messages with greater accuracy and effectiveness. Channels also affect the message and the channel selection has become more complex decision (Smeltzer and Leonard 33). An influential factor in this regard is noise which will be discussed in coming sections. Noise is a possible disturbance that will affect the message. The channel selection is linked with having minimum noise. Various communication channels have different incidence of noise. The following figure projects this situation:

○ Incidence of Noise   Channel   —
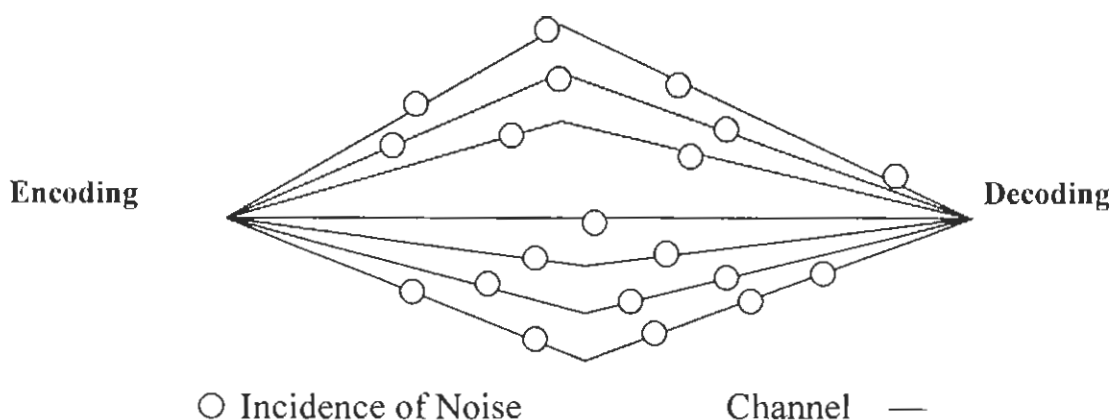
(Figure 1.2) Communication channels and incidence of noise

(vi) Decoding:

Interpretation or decoding a message is a subjective activity. Decoding depends upon the listening, reading, and analytical skills of the receiver. It also requires other subsidiary skills and abilities. Smeltzer and Leonard describe decoding as a two-step process. Firstly, perceiving the message and secondly, interpreting all that has been perceived. They further maintain that the communication process can be possible if the gap between the sender and the receiver's perception is above the minimal limits. In usual practice people give selective attention to different messages (35). Therefore sender's knowledge of the patterns of the receiver's attention is a significant factor.

(vii) Feedback:

The receiver's reaction to the message is communicated **to the sender** in the form of feedback. Feedback is evaluation of the impact **of the message.**

Positive feedback is an outcome of effective communication. Feedback can be verbal or non-verbal. Gamble and Gamble have categorized feedback as positive and negative with good and bad effects of communication respectively. There is also internal and external feedback. The former is self-monitoring of the behavior or performance and the latter is the response from other individuals involved in the communication process (12). Feedback is one of the determining factors in communication strategies and development of the communication process. The sender will need feedback to know the result of communication (Murphy, Hildebrandt, and Thomas 14).

(viii) Effect:

Effect is the influence created by the communication. Gamble and Gamble point out that communication has always some effect on the people who interact in this activity. An effect of the communication can be emotional, physical, cognitive or any combination of the three. Effect is not always immediately visible or "immediately observable" (17). It is the ultimate outcome of a completed communication process and is realized by the receiver. Moreover, effect can be positive, negative, or neutral. It is positive when the sender's purpose of communication is fulfilled and negative when an act of communication brings out adverse influence on the receiver against the intended purpose of the sender. The effect remains neutral when the receiver is not influenced either in favour or against the objectives of communication. However, there can be an inconsiderable effect at the end of

almost every communication act. Effect will be direct when communication objectives are directly accomplished and indirect when the fulfillment of communication objectives takes place through a related activity or action in the communication episode.

(ix) Noise:

Noise can be any type of obstruction at any stage of the communication process. According to Smeltzer and Leonard, noise can be internal or external. External noise will take place within the communication environment, whereas internal noise can be within both the sender and receiver. Although it is almost impossible to eliminate the noise, it could be minimized (38). In the cycle of communication process, noise will influence the effectiveness and clarity of the message negatively. It is also a prerequisite of effective communication to minimize noise at the lowest possible level.

The above-mentioned elements make up the cycle of communication. These are the determining factors of effective communication and miscommunication. The figure 1.3 illustrates the communication cycle. Arrows show the communication flow and dotted lines represent irregular or optional transmission.
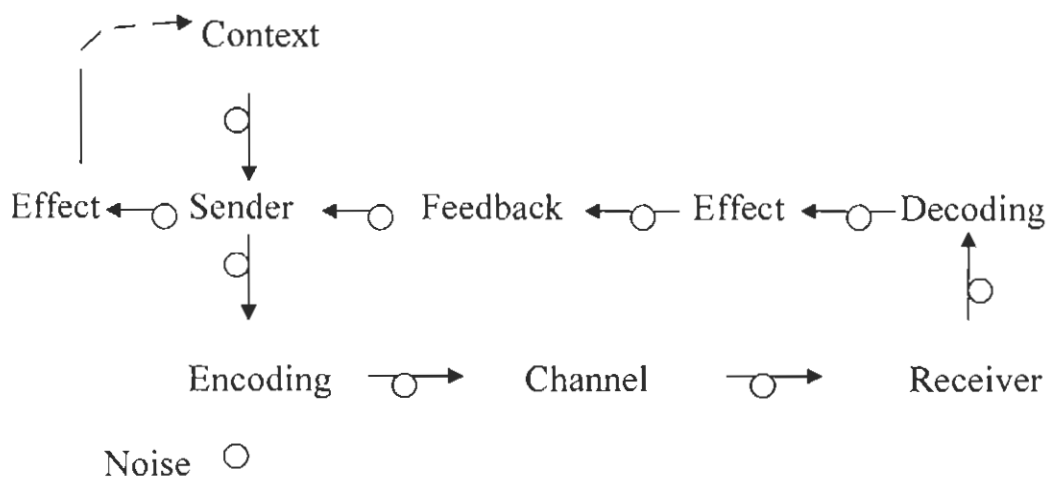
(Figure 1.3)   **Communication flow**

1.2.2 Characteristics of Communication:

Communication is more than merely an exchange of information. The communication cycle can have various patterns. Gamble and Gamble have suggested the following two general characteristics of communication:

(i) Dynamism:

All communication is dynamic. It means that all its elements constantly interact with each other. They also affect each other. In the social fabric of human life, individuals are interlinked as well as interdependent. "Nothing about communication is static. Everything is cumulative." The dynamism of communication is highlighted further when "All our present communication experiences may be thought of as points of arrival from past encounters and as points of departures for future ones." Communication is dynamic in all its aspects. It continues incessantly in an individual's life from beginning to end. At the micro level it is intrapersonal (i.e. individual's thinking) and at

macro level it is interpersonal communication. Neither of them discontinues even for a very small period of a few hours.

(ii) Un-repeatability and Irreversibility:

Gamble and Gamble declare that every human contact experienced by an individual is unique. The contact would have never happened before and will never take place again quite the same way. Communication is concerned both with the internal as well as external states of participants in communication activities. It is nearly impossible to be exactly in the same state again at another point of time. Therefore, it is nearly impossible to repeat a communication activity. Although with conscious efforts two similar communication encounters can be similar, those can never be exactly the same (12-13).

Communication is irreversible. Words or gestures once transmitted, cannot be held or taken back. In some cases, the sender may instantly send a counter-message to the receiver, in order to nullify the effect. Nevertheless, the effect of any message cannot be completely neutralized. Moreover communication is a time taking process. Time cannot be rolled backward. Thus, a message sent will remain recorded in one's mind or on the paper. However, effect of the message can be diluted with follow up communication. "To take words back" (a Pakistani English idiom) is actually not possible. Therefore, all forms of communication are irreversible

in all circumstances. It is a distinctive feature of effective communication that it does not require a counter-message or follow-up message to complete the desired effect.

1.2.3 Functions of Communication:

Communication is a purposive activity. Every communication interaction is aimed at certain objectives. It has to complete the functions required by the interactants. Every communication act is aimed at achieving certain objectives set by the sender as well as the receiver. According to Gamble and Gamble, there are three key functions of communication which are given below:

(i) Understanding:

"One key function of communication is self-other understanding: insight into ourselves and others." The process of understanding is unending. It starts with knowing about things immediately around a person. Then it proceeds further to other aspects of human life. For all this understanding, from the basic to advanced levels, it is dependent upon communication. It is through communication encounters that the process of discovering, learning, and development will take place. Furthermore, clarity of thoughts and feelings, power to influence others, decision-making, and problem solving are also achieved through communication activities. On the contrary, any kind of understanding is almost impossible without communication.

(ii) Relationship:

Relationship building is a bilateral process. In this process other participants cannot be ignored. Development of a relationship starts with communication. Effective combination helps us meeting our fundamental physical and social needs. The science of psychology has established the fact that a person needs other people, like other essentials of life. Thus, the vitality of social relationships is met by communicating with others and establishing relationships.

"Communication offers each of us the chance to satisfy our needs for inclusion, control, and affection." The need for inclusion is being with others, the need for control in feelings of being capable and responsible, and the need for affection is the need to express or receive love. These are fundamental needs of all individuals in human society. Relationships are not only needs of an individual, they are also required for social development. The communication process is the medium to initiate and to develop relationships.

(iii) Influence:

All forms of communication create some kind of influence. Communicators aim at influencing each other according to their purpose. However, a communicator may be successful or not in achieving this aim. In business communication, mostly influence is persuasion towards certain objectives.

Much time is spent in various types of communication to persuade and develop harmony in thinking. "In any case, our experiences with persuasion afford each of us the chance to influence others so that we may try to realize our own goals" (17-18).

1.3 Business Communication

Communication is the lifeline of every organization. Communication among individuals and organizations for business objectives, either direct or indirect, is characterized as business communication. It employs all forms of communication at all levels. It is through communication that an organization carries out its operations. Communication has a direct relation with the growth or recession and strengthening or weakening of the organization, as well as its structure. According to Murphy, Hildebrandt, and Thomas, communicating effectively in speaking and writing is a highly valued skill. It is a 'need' for every individual in a business organization. Organization will be paralyzed without open and effective communication (4). Organizations have to spend an enormous portion of time, energy, and capital on communication. Various studies indicate that workers in organizations spend 70% to 85% of their work time in communication activities as an essential part of their working (Locker 6). According to Smeltzer and Leonard, "Managers spend about 75 percent of their time communicating; and the higher up managers go in the managerial hierarchy, the more time they spend communicating" (91).

1.3.1 Development of Organizational Communication:

It is useful to define an organization before discussing organizational communication. "An organization is a group of people associated for business, political, professional, religious, athletic, social, or other purposes" (Murphy, Hildebrandt, and Thomas 4). White et al describe organizations:

> They consist of a network of relationships among the individuals who regard themselves as belonging to that organization. These relationships will be variously directed towards the achievement of the goals of the organization, towards maintaining the organization as a social unit, and towards fulfilling the personal needs of the individuals. (6)

Therefore, an organization is "any goal-oriented group of people" (Lesikar 3) and this goal could be any activity from wide ranging affairs of human life. Business sector organizations are one group of all existing organizations. There are certain features common amongst the organizations and they differ as well.

In the second half of the twentieth century, "organizational communication" was established as a field of study. It was in recognition of the fact that a number of organizations existed other than business organizations. Communication is essential for all organizations. A comprehensive study of communication in this backdrop was a distinct field of study as "Organizational Communication". Charles Redding in his article,

"Stumbling Towards Identity: The Emergence of Organizational Communication as a Field of Study", traced the rationale behind the evolution of organizational communication:

> When 'business and industrial' was generally dislodged by "organizational" as a modifier, this symbolized what I nominate as the important conceptual shift in the history of our field: the final acceptance of the blatantly obvious fact that the world is full of many kinds of organizations in addition to just those we call business and industries. (Hutchinson 14)

Business Communication is thus a part of organizational communication and hereafter in this work, the words 'business' and 'organization' will be interchangeably used with reference to communication. Although modifier 'organizational' is general and 'business' is specific, both share a great deal. Business Communication is communication in various organizations.

Business communication needs to be optimally effective. It is the effectiveness that determines the "advantages" or "disadvantages" component of the process to the parties involved in communication. Although there is a universal criterion for effective communication, it differs among various cultures. After phenomenal growth of internal trade, Murphy, Hildebrandt, and Thomas, mention that it is also required to "understand intercultural communication—the ability to speak and write in ways that are sensitive to and cognizant of the factors in different cultural contexts" (4).

The principles of effective business communication vary in number, according to significance and emphasis. However minimally there are three essential and fundamental traits: economy, clarity, and authenticity.

1.3.2 Patterns of Business Communication:

The process of communication is completed in a sequence. However, it follows a number of patterns: direct, indirect, simple, or complex. Patterning occurs in the channel of communication. In Locker's view, shorter communication channels are more accurate than longer ones. All channel patterns, where everyone can communicate with everyone else, will bring better decisions and more satisfactory results (46).

(i) Intra-Organizational Communication:

Initiation of the communication process in an organization is for its internal usage. "A vital means of attending to company concerns is through effective internal communication—*downward, upward,* and *horizontal.* It helps increase job satisfaction, safety, productivity, and profits and decreases absenteeism, grievances, and turnover" (Murphy, Hildebrandt, and Thomas 5). An organization's fundamental need to operate is the establishment of its multidirectional internal communication. The effectiveness of intra-organizational communication strengthens an organization.

(ii) Inter-Organization Communication:

Communication with the audience outside the organization affects its ultimate success. In its external communication, an organization communicates with other organizations and organized groups. In this pattern on the receiving end, a sizable group with more or less similarities, is influenced. It is comparatively more consequential to the success of a business organization. However, the audience in inter-organizational communication is more easily predictable than in generalized communication. Effectiveness of this communication primarily establishes the reputation of the organization.

(iii) Generalized Communication:

Communication is generalized when organizations communicate with external mass receivers. It is complex and unpredictable. Mostly it is communication of the same message to a variety of people. It is direct and communicated through short channels. In the following figure, Locker portrays examples of communication patterns in organizations:

Direct channel from A to B

A must go through other people to get to B

A can send messages to four people simultaneously. They must go through A to send messages to each other.

A can send messages to four people simultaneously. They can send messages directly to each other.
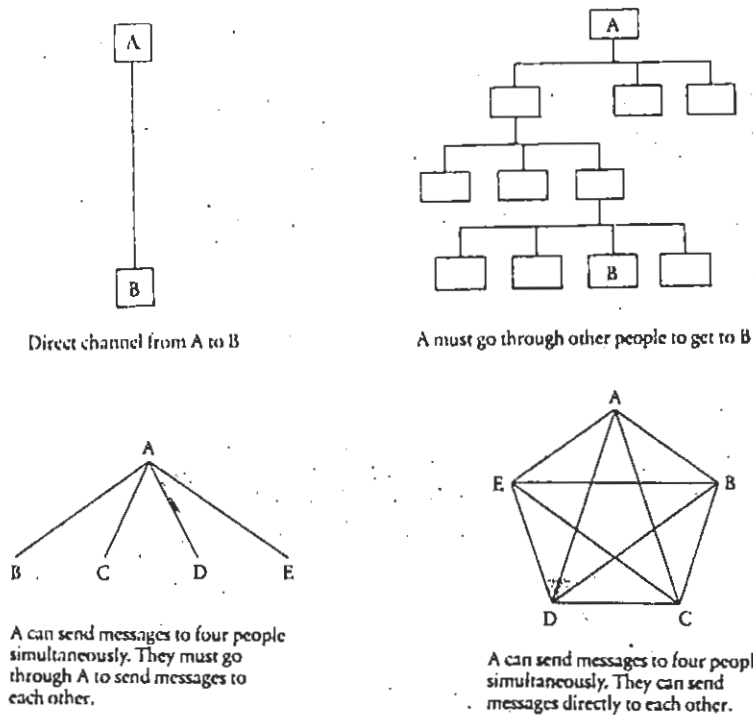
(Locker 47)

(Figure 1.4)   Examples of communication patterns in organizations

1.3.3 Dynamics of Business Communication:

Dynamics of business communication are various factors to affect the communication process. These are mentioned below:

(i) Audience Analysis:

A message is directed to the receiver (s). Consideration of the receivers is the first step to determine the strategy and dimensions of the message. Secondly, a message is exclusively for the audience. "Audience analysis, like the development of an objective, is a step necessary to any properly planned and executed attempt to communicate regardless of form, medium or method" (Mambert 39). Members of multiple-audience are more different than alike. Here this similarity is a sound base for the formation of assumption.

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Analyzing weakness and strength as well as perception and prejudice of the audience will further develop it. In this process, Mambert suggests, "allow your first impression to prevail if you like. But from as objectively and realistically as you can, always including the possibility that you could be totally or partially wrong" (43). There is no definite system of audience analysis. However, the following are fundamental factors to this analysis:

- Sufficient Significant Information: the minimal information to develop an image,

- Objectivity: objective approach of the sender,

- Sensitivity: sensitivities of the audience.

(ii) Communication Strategies:

"Strategy is the result of skillful planning" (Andrews 13). Thus, utilizing an appropriate strategy is itself a skill of great consequence. Smeltzer and Leonard reveal that "Communication can rarely be intuitively implemented; rather, it must be planned and strategically implemented" (75). There are various strategies that may be appropriate in different situations.

Smeltzer and Leonard have presented six strategies applicable to various levels of communication. Firstly, it is the controlling strategy in which the sender directs the action or thoughts of others. It is "one-way dictate" in emergency and for unskilled subordinates. Secondly, in equilibrium strategy,

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the sender does not play the role of an expert, but receives and gives information. It has a two-way flow of information, and involves the other person in communication as well as improving understanding. Thirdly, structure strategy is used to establish order, organize, schedule, and to structure through communication process. It succeeds more in a complex environment, and is not suitable for highly sensitive or emotional topics. Fourthly, dynamic strategy is for the messages with pragmatic and action-oriented contents. It is most suitable for fast moving environment. Fifthly, relinquishing strategy is implemented to submit to the desires of another, and to follow the other person's views. It is used with the purpose to counsel or to boost confidence. And sixthly, withdrawal strategy is used to avoid a subject. It has limited applications (75-79).

(iii) Message Presentation:

Message preparation is a multi-step process. From giving it the final shape to its dispatch to the audience, it is a sensitive procedure. It can reinforce or undermine the strength and effectiveness of the message.

Oral communication has a different pattern than the written. According to Gregory, "Speakers who lack professional polish and training, but who care deeply about conveying their ideas to the audience, almost always do an adequate job with their delivery" (315). Presentation includes the method of speaking, voice, and non-verbal communication. A well developed message,

through an appropriate presentation, will have more chances of being effective. In written messages, selecting the appropriate channels is equally important. Moreover, the physical dispatch of the message to the right person at the right time is the last but not least step of effective business communication. The first encounter of the audience with the message creates an initial reaction. Maki and Schilling argue, "Some documents invite readers' attention and encourage them to take the message seriously. Others make readers turn away. A clumsy format can even mislead readers, causing them to misread a message" (83). It is especially of great significance in persuasive and generalized communication. Effective communication also requires development of nonlinguistic skills like communication strategies and presentation. Widdowson declares that the acquisition of linguistic skills does not essentially guarantee the consequent acquisition of communicative abilities in a language.

1.4 Business English

The term Business English has various definitions. It is, although, difficult to define Business English and limit it in linguistic terms (Dudley-Evans and St John, 54). It is a form of English, lexically and stylistically different from everyday English. This difference is based on a variety of factors. Business English also differs in linguistic context as well as usage. Hutchinson and Waters elaborate that Business English is an established tradition of certain rhetorical principles. These principles are various, including "stylistic

devices, language usage, vocal delivery and other principles." It is the process of adapting discourse for a specific audience (13). Thus, Business English discourse is not usual everyday discourse. It has a specific audience for specific purposes. In fact, this context is the determining feature of Business English. As Aitchison has mentioned, "The linguistic situation reflects the social situation. This is not necessarily static. Any change in the social relationship is likely to be mirrored in changing language styles" (110). Requirement of the linguistic context creates a need for a particular choice of English, both in speaking and writing. Business English, primarily, communicates impersonal or formal messages, directly or indirectly related to organizational affairs. It provides the means of conveying these messages. It is a selection of a particular range of language to convey messages in business and organizational settings. Business English differs from general or everyday English in a limited sense, i.e. lexis and stylistics. It shares major linguistic features with everyday English. Expressions suitable to particular communication contexts and objectives are employed in Business English. According to Whitehead and Whitehead, Business English is the language of communication in international business and "It is ordinary English, related particularly to business use" (9). Similarly, Jones and Alexander maintain, "Although there is a certain amount of vocabulary that we can describe as special 'business' vocabulary, most so-called business English is simply English used in business contexts–it is not a special language" (I).

For Ellis and Johnson, the term Business English denotes the English taught to a wide range of professional people as well as people in the education process, leading to a business career. This range also includes occupations like commercial jobs, research jobs, technical jobs like working in a refinery or manufacturing plant, information technology, and managerial job positions (215). Business English aims at maximizing clarity while utilizing living language expressions. In the linguistic selection process, it targets the comprehension of the receiver in the most effective manner. Business English in speaking is used in close coordination with the paralinguistic features like body language: hands and eye movements, facial expressions, and gestures. Moreover, in Business English writing, paralinguistic features like page layout, colour scheme, graphics, and other similar features have special relevance. The following figure metaphorically illustrates the concept of Business English as a "Discourse with a big D" (Gee 26):
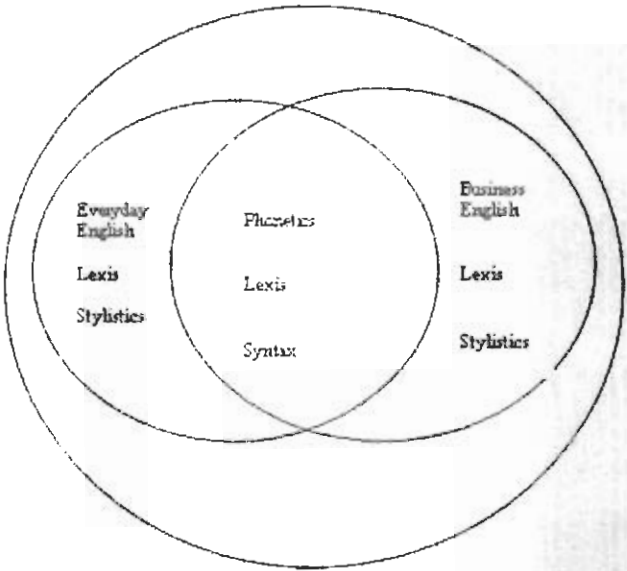
(Figure 1.5)   Domain of English Language

The linguistic context of Business English is business and organizational communication (see section 1.4.1). Business English may not be relevant or appropriate to every socio-linguistic context. According to Sillars, "anyone who works for a living is involved in business communication." It is not just communication taking place in the offices and big city institutions (2). Thus it is communication at a commercial place or place of work, and is usually meant for the development of business activity. The word 'business' is used in the wider sense, and it is not trading alone.

For Ellis and Johnson, business communication in English will involve language, which is neither as rich in vocabulary and expression nor as culture-bound as that used by the native speakers of English. Rather it is "based on a core of the most useful and basic structures of vocabulary" (9). Unlike social communication, business communication is carefully organized, comparatively formal, and more concerned with the accomplishment of objectives (Sillars 2). A communication activity with these essential features will require a specialized variety of English. Business English will enable the user to achieve such communication objectives, which cannot be achieved only with general linguistic as well as paralinguistic expressions. Thus, the contextual requirement of business communication involves Business English. However, Business English is only the linguistic dimension of business communication. As Hartley and Clive point out, the art of communication is finding the best effective means

of sharing ideas and information (5). Business English is a primary mean to fulfill the requirements of business or organizational communication.

1.4.1 Features of Business English:

Business English is a segment of the domain of English that can be characterized. It is part of English for occupational purposes (EOP) and broadly of ESP. General understanding of Business English is based on a number of facts. The following are the fundamental features of Business English:

(i) Economy and Clarity:

It is the fundamental characteristic of business communication and requires language to be economical and clear. Therefore there is the requirement of clear and well-organized thought expressed in words that indicate the logical processing of the message. There is often the need to keep the message economical, this may increase the cost of communication, especially by fax, phone, or post. It is a fact that unnecessarily long messages involve greater cost for more time, materials, and communication mediums. Certain terms and expressions have been evolved to save time in referring to concepts which people in business are well acquainted. Moreover, the jargon of business communication like words, terms, and acronyms, is even expressed in a particular stylistic and syntactical manner, in order to create economy and clarity. It minimizes both the risk of misunderstanding and cost.

(ii) Purposefulness:

Communication in business always has a definite purpose that is usually of great vitality for the communicators. Many problems in communication are generated by unclear or inappropriate purposes (Hartley and Clive 5). Thus a sense of purpose is the context of all business communication. The language needed in business communication should be able, in the most appropriate way, to highlight the purpose and attain the objective. The success of a business episode will be dependent on the use of language, in addition to other factors. Thus, Business English will be responsible for better prospects of the achievement of a business enterprise in well demarcated business communication situations. Business English will exhibit purposefulness in communication events.

(iii) Social Dimensions:

In the business world, a lot of social interaction takes place. International business communication will happen across cultural boundaries. Communication is always influenced by the social context in which it takes place. Social skills of business people are needed to develop contacts with people for business objectives. There is a pattern of social interaction with people of a diversified socio-cultural background, locally as well as internationally. Since English is the language of business, especially international business, Business English is used in these multicultural and multilingual interactions. It is used to meet the needs of a communicator in

an appropriate way, and without creating disappointment for either of them. It utilizes a particular vocabulary and style to make social interaction that is usually brief and pleasant. This choice of English will objectively meet the communicative requirement of a particular situation. This situational context is not of personal relationships, and cannot have subjective language.

1.4.2 Business English as a Register:

Business English, in an effort to describe its features and to establish a linguistic definition, can be discussed as a register. Richards, Platt, and Platt define a register as "a speech variety used by a particular group of people, usually sharing the same occupation." A register can be differentiated by a particular set of lexis, usage styles, and different grammatical structures (312-313). These three linguistic features are responsible for the development of a register as a speech variety both in oral as well as written communication. Registers or language styles are linked with communicative competence and usually every individual is capable of using several registers (Aitchison 105). It is especially true for native speakers of a language but a proficient person in any other language can also possess this competence. Individuals use a different language style in a specific communication context. It thus varies from one situation to another. The corollary of this is that a uniform language style does not exist in human communication. A peculiar style perhaps can only make a situation specific communication

event effective and appropriate. While in this backdrop, business English can be described as a register of general English language.

In a communication event, various factors will be responsible for the selection of a register. These factors include, "the subject of discussion, the audience, the genre, the occasion and purpose, and the medium of communication" (Algeo xviii). Moreover, Aitchison has pointed out three major aspects of a register "formality of occasion, the medium used, and the topic under discussion" (105). The sender's decisions about these factors according to the requirements of the situation will be responsible for register selection. A register then will be the most suitable linguistic choice for effective communication in that context. "Register depends on who we are communicating with, where, how, why, and about what" (Algeo xviii-xix). As discussed in section 1.4, it is the communication context to determine the speech variety or register of a language. Business English can be characterized by its lexical and stylistic choices. It is the functional linguistic option in business or organizational communication.

It is a fact that the language use, both in writing and speaking, varies in different situations and contexts (Hutchinson and Waters 7, Hartley and Clive 33, Aitchison 110). Making a choice for a specialized language in a specific communication situation is therefore not flexible. There cannot be much variety in this regard. A register has a certain linguistic role that

otherwise cannot be successfully fulfilled by another variety of language. Hartley and Clive mention an important implication of the register as "certain registers are accepted as the norm in certain situations even if they are not 'efficient'" (34). The main features of any register can be recognized. While comparing the language of a hospital and the language of an office, two different registers would be immediately recognized. For instance, use of the adjective 'positive' has the same primary meaning but quite different impressions in these two registers. When a laboratory test report of a person is positive, it is alarming. However, when in an office a person gets a positive report, it is an achievement and pleasant surprise. A register however differs from a dialect and an accent. A dialect is "characteristic of a region or socio-economic group" and an accent is linked with "distinctive pronunciation" (Hartley and Clive 34). Therefore, a register will be a suitable variety adapted to the needs of specific communication requirements.

In case of business communication, the need of a register is based on the impersonal social contact between the communicators and mostly to accomplish official jobs. Here lexical and stylistic choices will reflect the needs and constraints of business or organizational communication. It has socio-cultural dimensions too. Aitchison points out that "style adaptation is not only a means of fitting in socially. More worryingly, it can be used to manipulate people, sometimes without them realizing it, as in the language of advertising" (108). Business English is a linguistic need to meet with the

challenge of business communication. It is very practical in its functions and aims at the effectiveness of communication. Thus, it is a desired language variety in business or organizational communication for its utility and significance.

1.4.3 Business English Teaching (BET) in Pakistan:

Business English teaching is expanding in its operations with increasing numbers of business and professional schools in Pakistan. The popularity of management, IT, and related professional programs is on the rise (Awan III). This situation will require pro rata share of BET as an integral component of these programs. However, the BET practices are carried out on traditional ELT patterns. BET practitioners usually rely on usual ELT approaches for not having relevant training. As Tamim has mentioned, most of the BET practitioners are not formally qualified in ESP teaching. Whereas heterogeneous classes in proficiency levels are more demanding. There is a serious "need for special techniques and strategies and actual decision making regarding the content on the part of the teacher and course designers" (176-177). This situation points out that BET practices are unable to develop skills of the learners to make them effective communicator in organizational settings.

In fact, no specialized courses or training programs are available to the practitioners. BET has not yet emerged as a need based skill development

program at business and professional schools. All the stages of a Business English program like need analysis, methodology, materials development, and evaluation are not sequenced in practices. Not more than one or two book titles are available. Similarly, research in this area is quite limited in spite of widespread BET practices. "As a consequence, theory and practice of BET remains isolated to real life business communication. In Business English courses, needs are not analyzed and the contents are drawn from General English materials" (Awan III).

1.5 Thesis Statement

In Pakistan, students enroll in an undergraduate (Bachelor's) program in business management and information technology after completing FA/FSc or A levels. In most of cases, they have studied English as a second or foreign language (ESL/EFL) for twelve years. An average student at a business school has a low intermediate level language proficiency in English language. In these undergraduate programs, usually of two to four years duration, students are taught Business English and Business Communication. The assumed problems in Business English teaching are stated below:

(i) There exists a considerable gap between the real proficiency of learners and that assumed by the practitioners. At the beginning of undergraduate studies, it is predetermined what a student needs for the development of language proficiency. Due to a number of problems in

ESL/EFL teaching, an average student seriously lacks the required proficiency in the English language even after twelve years of ESL/EFL instruction.

(ii) Usually a Business English class is large in size and it is a heterogeneous combination of learners in terms of language level.

(iii) There is no tradition of needs analysis; and the learner's linguistic needs assumed by the course designers are unrealistic. It is unlikely that the learner's communication needs are practically determined and taken into account by the course designers as well as practitioners of Business English.

(iv) Practitioners hold the master's degree in English language and literature, and in some cases have a qualification in TEFL or Applied Linguistics. They do not have an orientation or research in Business English nor any exposure to business communication practices. For those practitioners who are trained in ESL/EFL, or hold a general postgraduate degree in English, however, a shift to Business English teaching is not easy (Boswood 102). Consequently, approaches and strategies in BET are flawed and unsuccessful.

(v) Usually general English and business communication are taught in combination. It does not adequately deal with the workplace communication and field challenges that learners will face after taking on professional job positions. The demands of communication in fast

changing international business are becoming more challenging, diverse, and complex.

(vi) Stereotyped study materials do not include authentic samples of Business English that learners will actually utilize in real life communication. The socio-academic context of Business English needs to be assessed while producing realistic materials and planning activities for the learners.

(vii) Practitioners of Business English and teachers of business studies do not operate coherently. The former confine their teaching to the language side, usually focusing on the fundamentals of English language without much collaborating business discourse and analyzing communication problems. The latter do not show concern about matters of style, register, and language usage. However, user-friendly communication methods are relevant to all areas of business studies.

(viii) The terminal examinations are merely a test of general English language proficiency, mostly of writing skills. These examinations will not necessarily test skills and learner's ability as an effective business communicator.

(ix) BET is a poorly researched and non-specialized area of EFL/ESP in Pakistan. It requires institutions to realize the significance of communication skills in business, management, and IT, and to offer skills-oriented courses with a vision of future needs of the professional world. Moreover, since BET does not have a big share in the curriculum

of undergraduate studies, it is imperative to plan BET courses specifically to the communication needs of the learners.

1.6 Objectives of the Research

The objectives of this study are to:

(i)   develop a theoretical framework for Business English as language of business and organizational communication while focusing on reading and writing skills.

(ii) determine the nature and extent of the hypothesized situation of BET by carrying out a field survey.

(iii) suggest methods and strategies for effective BET in the light of various theoretical approaches that underpin the Business English teaching-learning process by utilizing the survey output.

(iv) analyze the syllabus design, teaching techniques, and approaches to BET in Pakistan, with reference to BET practices in the world as well as theories current in the field.

(v)   establish the foundation for research about BET in Pakistan and to provide the theoretical basis for future research.

I hope that by fulfilling the above objectives, the dissertation will present an analytical picture of BET in Pakistan while focusing on reading and writing skills. Although the study has various audiences, it will be especially shared

with the BET practitioners and professionals. The study may initiate professional rethinking about BET and can positively influence the teaching-learning situation. The inquisitive and professional needs of the learners of Business English at the undergraduate (Bachelor's) level will also be identified in the broader sense. Moreover, the research will, possibly, provide guidelines to course designers and practitioners of Business English. The findings can be considered as criteria by which future courses and course materials can be evaluated. That would lend originality to the present pioneering research in the area.

1.7 Delimitation of the Research

The research work in hand is delimited to the following parameters:

(i)   The study is concerned with BET in educational institutions only.

(ii) It refers to BET in Pakistan.

(iii) It analyses and investigates BET at the undergraduate (Bachelor's) level in ESL/EFL settings. Undergraduate programs are the last level of BET and it will be considered advanced. This concept of advanced level will be verified through data collection soliciting information about elementary as well as intermediate levels.

(iv) In communication skills, the study will focus on reading and writing skills. Reading and writing skills cannot be discussed in isolation, there

will be occasional mention of listening and speaking skills in data and

private and public sector, offering Business English in undergraduate

professional studies. These institutions are located in Peshawar,

Nowshera, Rawalpindi, Islamabad, Sargodha, Faisalabad, and Lahore.

1.8 Conclusion

The business or organizational communication is specific and follows a

systematic pattern. In this context, Business English comprises the linguistic

aspects of this kind of communication. Business English cannot be discussed

in a narrow sense to be the language of the business world alone; rather it

stands for the language of communication in the organizational set up of any

sector of operation. BET practices in Pakistan need to be developed in line

with professional requirements of an ESP course (see Chapter 4 for a

detailed discussion).

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13) **How important to you are these reasons to learn Business English:**

Scale: **00**=Of No Importance, **01**=Less Important, **02**=Important, **03**=Very Important

a) English needed to get a job----------------------------
b) English for personal/business relations-------------
c) English language learning is a hobby/pleasure-----
d) Essential for studies-----------------------------------
e) To pass the examination and getting a degree------
f) To pass English proficiency examinations----------
g) Necessary for better education----------------------
h) To travel/work abroad---------------------------------
i) English as Common Global Language -------------
j) To have higher grade in the examination-----------
k) For higher position/promotion in the job-----------
l) Because Urdu does not offer sufficient knowledge in the field of study--
m) English as better language than other local languages----------------------

Thank you for participating in this research.

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Chapter Two

Review of Literature

2.1 Introduction

This chapter reviews the relevant literature about ESP, BET, and Communication skills. As this research is delimited to reading and writing skills, only materials related to these two skills will be discussed (see section 1.7). This review surveys mostly international literature concerning approaches and developments in these areas. ESP in general and Business English in particular are emerging areas in Pakistan. There is not much literature available on these subjects including research papers, book titles,

and theses. Although no PhD level research has been conducted, there are quite a few master's level theses related to the indigenous situation of Business English or BET. Materials used in BET are overwhelmingly taken from international resources. In comparison, ELT has been a subject of research, both published and unpublished, and some materials were written. Collectively there are just a few books and some research works published about ELT but very little about ESP and BET. Currently, reliance on electronic resources in general ELT, ESP, and BET is increasing. Moreover, no national level database contains materials concerning ESP and BET in the Pakistan.

2.2 ESP

English for Specific Purposes (ESP) is specialized English language teaching to develop specific skills according to the needs of the learner. The following discussion, by exploring the available literatures, aims at defining ESP and EOP subgroup as well as the origin and development of ESP.

2.2.1 Development of ESP:

During the past few decades, the science of ESP has developed considerably. With the rapid expansion of various domains of human knowledge and the emergence of specialized activities of human life, individual language needs have become more specific. ESP learners are of various age groups and academic backgrounds. ESP is taught as part of the academic curriculum in

educational institutions. On the other hand, ESP is also needed among experienced professionals to improve their communication (Villata 30).

ESP is defined in a number of ways and there are various interpretations as well. Munby gives comparatively a comprehensive definition of ESP that in ESP courses, syllabus, and teaching materials are determined by prior analysis of the learner's communication needs (2). In Robinson's view, ESP focuses on the purposes of learners, and their successful performance in work. In ESP courses, English language learning is carried out through the acquisition of a different body of knowledge, as well as a different set of skills (5-6). Therefore, ESP involves learning the very same knowledge base and set of skills as learning general English, but in addition it requires acquisition of specialized lexicon and registers. However, various approaches about ESP emerged over a period of time. It was also feared that close attention to subject-specific language might result in a narrowness of focus and could create an unreal sense of security in participants (Swales 174).

There were various factors responsible for the emergence of ESP. McDonough has mentioned some of them:

> Beginning in the early 1960's, there were many reports from around the world of a growing dissatisfaction with the language

teaching practice then current, where all learners were served up with literature regardless of their aims, needs, or interests. (4) Similarly, Hutchinson and Waters have identified three main reasons which led to the emergence of ESP. Firstly, the second half of the 20th century brought remarkable expansion in all spheres of human life and English language learners had specific objectives related to their work. Secondly, the realization that English language needs vary from situation to situation and these needs are specific. Thirdly, developments in educational psychology also contributed to the emergence of ESP. The centrality of learners in all teaching practices was emphasized (6-8). This situation set the scene that led to the emergence of ESP.

The development of ESP since the 1960's remained burgeoning with all kinds of criticism and approaches. However, ESP successfully grew in all its ramifications. It was then an established branch of ELT. There was a radical shift in the approach of ESP from other assumptions of language teaching. ESP is completely learner-centered. However, this learner-centeredness is not unique to ESP (Robinson 10). ESP courses are for those individuals, irrespective of age, who already have some knowledge of the English language. According to Robinson, an ESP course is a redirection in the study of English. Moreover, attention to the needs of the learners has fundamental importance in ESP (10). It first sets a target according to the specific language needs of the learners and then achieves it through professional as

well as practical means. First, it determines the needs of the learner, then devises study materials, and finally implements them in the classroom.

An ESP practitioner is necessarily innovative, and credit is given for doing something 'new', rather than for doing things 'well' (Swales 175). Swales further explains the concept of the ESP practitioner as a teacher who designs curriculums, prepares materials, and carries out various kinds of investigations as well as research (177). The teacher of ESP is fully involved in the whole process of language teaching, and takes the responsibility of developing language proficiency to meet the specific needs of the learner. These needs are pivotal to the paradigm of ESP. Instead of studying for an open-ended period of time, an ESP learner will study to perform a practical role in a particular working situation (Robinson 11). However, an ESP practitioner may not be able to master the language of every academic discipline and professional field, nor is it necessary because he or she would practice specialized language teaching. In ESP, the role of the teacher is an essential aid to the learners' communication development (Villata 30).

It is very important to determine the specific objectives of an ESP program accurately. An ESP classroom should also lead learners towards acquiring useful skills for better performance in the learning environment. According to Swales, it is to utilize study habits, to comprehend the processes of academic reading, and to discover methods of handling authentic materials

(174). Similarly, Robinson explains that an ESP program is purposeful, and is aimed at the successful performance of occupational or educational roles (13). This program can differ in its mechanism, selection of skills, topics, context, and purpose from other language teaching programs. This is not only a difference of the focal point, but also of the process, from the beginning to the end. Here it requires clarity that ESP is an approach to language teaching. Hutchinson and Waters define ESP as an approach and highlight the foundation of ESP practices:

> ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? (19)

Thus, ESP is an approach to English language teaching. Here concerned processes are tailored to the needs of the learner.

ESP developed through various stages, where particular approaches prevailed in ESP practices. As Hutchinson and Waters highlight, ESP is now passing through a learning-centered approach. ESP is not concerned with language use, but with language learning (14). This is a major shift in ESP approach. Instead of describing and defining linguistic features, the emphasis is to acquire the language in real life communication. This in fact, then

brought to light that daily life communication in various fields of life uses a particular type of language. This situation cemented the foundation of ESP. It may not be a realistic assumption that describing and exemplifying what people do with language will help the learner to learn it. Actually, a valid approach to ESP will be an understanding of the language learning processes (Hutchinson and Waters 14).

2.2.2 Types of ESP:

Since ESP is a specialized English language teaching approach, it is further divided into groups. Based on the learner's reasons to learn the English language and the context of communication, ESP is classified into various branches. Although there is no definite system of this classification, a generally accepted scheme (Gatehouse 5, Johns and Price-Machado 44, Jordan 150, McDonough 6, and Qadir, Introducing Study Skills, 29) is given below:


```
                          ESP
                        /      \
                      /          \
                  EAP              EOP
        +---------------------+  +---------------------+
        | English for Academic|  | English for         |
        | purposes:           |  | Occupational        |
        | Science and         |  | Purposes:           |
        | Technology,         |  | Trainers,           |
        | Social Sciences,    |  | Secretaries,        |
        | Medical Studies,    |  | Technicians,        |
        | Earth Sciences,     |  | Businessmen,        |
        | Computer Sciences.  |  | Managers.           |
        +---------------------+  +---------------------+
```
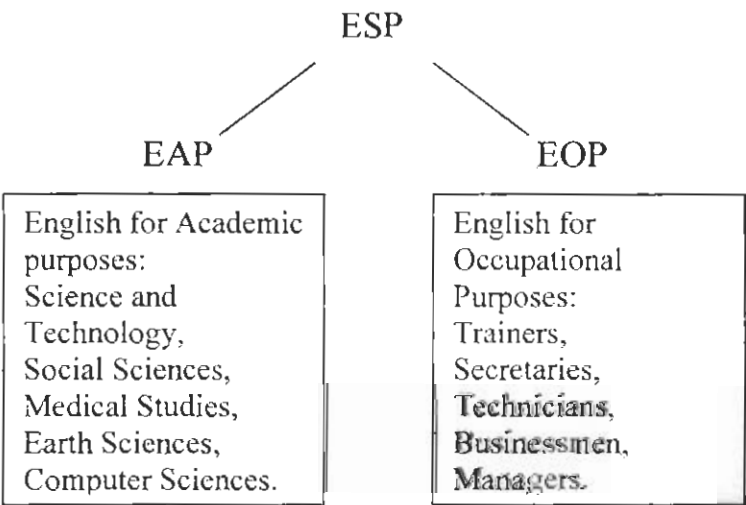
(Figure 2.1)   **ESP classification**

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These are incomplete lists, as it goes on further according to the specific communication needs of various spheres of human life. "There is a remarkable array of ESP courses offered throughout the world" (Johns and Price-Machado 43). However, this classification proceeds further based on two major premises, occupational and educational. The element of overlapping has also been indicated between these two areas of ESP (Hutchinson and Waters 16, Trimble 6). This classification is not rigid, but it is the manifestation of ESP development and trends.

2.2.3 Dimensions of ESP:

ESP is an approach to language learning which is directed by both specific as well as apparent reasons for learning the English language. Hutchinson and Waters compare ESP and General English:

> What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited. (53)

An ESP course comprises a set of interlinked steps. From resumption to completion, the course proceeds on these ordered steps:

(i) Needs Analysis:

An ESP course has the primary objective to meet the language needs of the learner. Therefore, it starts with the analysis of learning needs. Stapa concludes his study about an ESP program by declaring that practitioners should seriously consider learners' language preferences in making decision about the range of classroom activities. This remains a crucial element to an ESP program (2). Similarly, Johns and Price-Machado have also pointed out that the assessment of needs of learners is an essential component of an ESP course and other components like curriculum design and evaluation procedures draw upon the assessment of needs (49). The assessment should, however be realistic. In fact needs are gaps between goals set and the learner's proficiency at that stage. Hutchinson and Waters use "Target Needs" as a comprehensive term for necessities, lacks, and wants (54). They discuss the target situation through necessities, lacks, and wants. They have presented a comprehensive description of these possible three elements of target needs. Necessities are "determined by the demands of the target situation". It is the estimation of necessary skills required for the learner to work efficiently in the target situation. Lacks are the gaps between the target proficiency and existing proficiency of the learner. Wants are perceptions of the learners about their own needs (55-57). Needs analysis will therefore diagnose necessities, lacks, and wants. It is presented in the following table:

	OBJECTIVE (i.e. as perceived by course designers)	SUBJECTIVE (i.e. as perceived by learners)
NECESSITIES	The English needed for success in Agriculture or Veterinary Studies	To reluctantly cope with a 'second-best' situation
LACKS	(Presumably) areas of English needed for Agricultural or Veterinary Studies	Means of doing Medical Studies
WANTS	To succeed in Agricultural or Veterinary Studies	To undertake Medical Studies

(Hutchinson and Waters 58)

(Table 2.1)   Necessities, lacks, and wants

Needs analysis is not and cannot be a scientific procedure since the learner's needs are related to social, psychological, and educational factors. There are contradictory elements too. A needs analysis, largely, can develop awareness of necessities, lacks, and wants among the course designers and practitioners. Nevertheless, it is also an art. It remains a continuum, requiring additional situational analysis of needs as the course progresses. Thus needs analysis is flexible rather than final. Needs are not a constant but a variable and there can be new developments during a course.

There are different ways to gather information about the learner's needs. A key element in this regard is feasibility in terms of time and availability. How long the analyzer or conductor of the needs analysis can interact with the learner, and the availability of the learner to participate in the needs analysis procedures, are major factors to be realized. The analyzer can

employ various tools during the information collection procedure. The principal tools for needs analysis are questionnaires and interviews (McDonough 42). However, there are no definite rules to employ these various tools. Questionnaires and interviews have advantages as well as limitations. A particular situation can also demand indigenous tools on the part of analyzers. McDonough proposes that the analyzer should be clear about two major factors. One should consider what kind of information is required for each kind of person prior to deciding as to how data will be gathered. Secondly, there are no absolute reasons for selecting a particular instrument of information collection (45). Johns and Price-Machado have pointed out questionnaires, interviews, observations, surveys of students, modes of students' working, and spoken and written reflections by the students or their supervisors as commonly employed tools for needs assessment (49). a combination of these tools is useful however for increasing the accuracy and reliability of needs analysis. Relevant quantitative data, consulting individuals concerned with the academic program other than learners, textbook analysis, and tests are also tools that can be employed in needs analysis. For an ESP program, Smoak has declared that needs analysis should not be "unilateral", but rather multilateral. "Observation and analysis are essential to find out what the real language needs are" (25). In fact, needs analysis is a complex process and requires substantial information about a range of various factors.

(ii) Course Design:

In an ESP course design, the fundamental dimensions of ESP provide parameters. In this regard, Widdowson has stressed the relevance of training over the educative function of the ESP course design. He elaborates:

> ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet. The course, therefore, makes direct reference to eventual aims.
>
> (Learning Purpose, 6)

This argument provides an outline to the course designer of an ESP program. According to Hutchinson and Waters, "Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge" (65). The course design aims at covering the lags between existing and desired proficiency. It is developed through the input of needs analysis. Therefore, course design is governed by two elements: approach to the course design and the objectives of the course. This can be described through the following figure which depicts the bi-directionality of this process:

```
                    ┌──────────────────┐
                    │    Approaches    │
                    └──────────────────┘
                             ↕

  Input                                          Output
┌──────────────┐    ┌──────────────┐    ┌──────────────────┐
│    Needs     │ ↔  │   Syllabus   │ ↔  │    Materials     │
│   Analysis   │    │    Design    │    │   Production     │
└──────────────┘    └──────────────┘    └──────────────────┘
                             ↕                     ↕
                    ┌──────────────┐    ┌──────────────────┐
                    │   Objectives │    │     Teaching     │
                    └──────────────┘    │ (Implementation) │
                                        └──────────────────┘
```
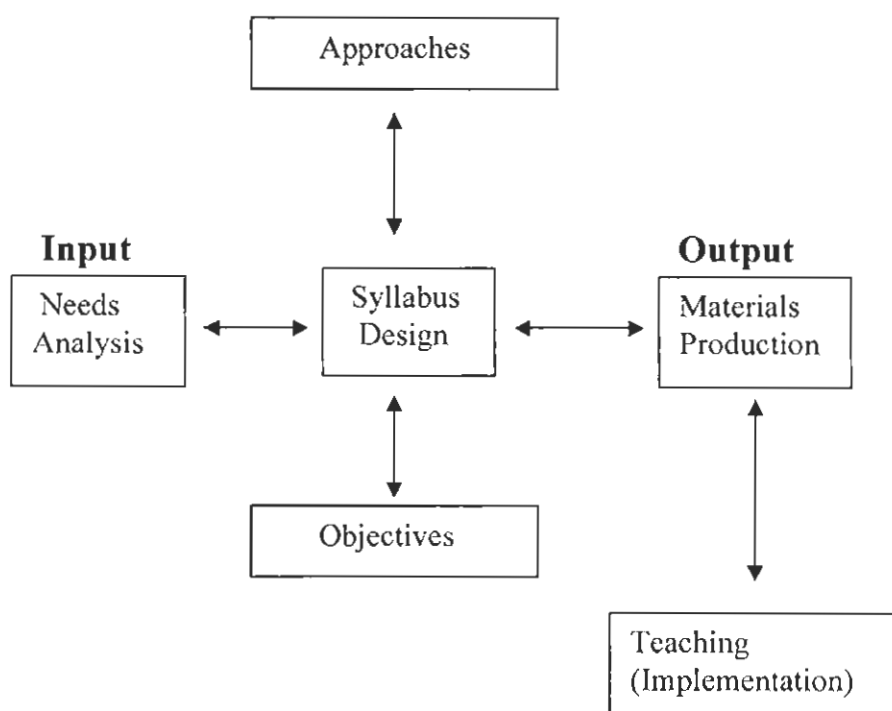
(Figure 2.2)   **The course design process**

ESP course design has a number of approaches. The success of any one approach may not be comprehensive or essential. Therefore relying on any one approach will not create an effective ESP course. For the success of course design, one should rather rely upon a compound approach. This approach employs various approaches partially or completely according to the situation. A compound approach incorporates various approaches for their relevance and effectiveness. Marco has advocated the content-based approach for its usefulness in developing linguistic and communicative skills of ESP learners (21). An ESP course design includes syllabus development, teaching methodology, and establishing evaluation procedures. Therefore, at all these stages, a single approach may not be effective in diverse situations.

There are three main approaches to course design: language-centered, skills-centered, and learning-centered (Hutchinson and Waters 65). These approaches evolved in this order, and are considered comprehensive. Hutchinson and Waters have compared these approaches. The language-centered approach is based on the fact that the nature of the target situation performance will determine the outlines of an ESP course. The skills-centered approach is not focused on apparent performance but the underlying competence. "The basic theoretical hypothesis is that underlying any language behaviour are certain skills and strategies, which the learner uses in order to produce or comprehend discourse." The learning-centered approach goes beyond the competence that enables someone to perform. It is not competence, but how someone acquires that competence will be discovered (69-73). Therefore the learning-centered approach to course design considers the learner at every stage of the course design process. It is comparatively comprehensive and is akin to the student-centered approach, in which the focus is on the learner.

The approach to course design is materialized in the form of syllabus. The syllabus determines what is to be learnt. The main purpose of a syllabus is to break down vastly stretched knowledge into manageable units (Hutchinson and Waters 85). The syllabus therefore is a statement of purpose, and an order of the learning process. The ESP syllabus should be inherently realistic as well as flexible. In this regard, Marco has suggested content-based

syllabus (21). As learning a language is a complex affair, the teaching-learning process cannot be mechanically outlined. It requires a reasonable degree of flexibility. Secondly, the ESP syllabus remains concerned with the factual situation about all aspects of the course. According to Nunan, an ESP syllabus planner would equally focus on "language functions" as well as on "the subject matter through which the language is taught." This shift in syllabus design is one of the factors responsible for the emergence of ESP (11). Although the syllabus is based on the outcome of needs analysis, it should be viewed through apparent realities about the course. "A syllabus is not divine writ." It should be flexible to ensure the maximum achievement of the aims and the learning process (Hutchinson and Waters 95).

(iii) Materials Development:

Another significant task after finalizing and specifying the draft of syllabus design is the development of materials. It takes place within the parameters of the syllabus. An ESP practitioner also has to perform this challenging task, in spite of all limitations. However, materials development does not necessarily require new materials writing. As a first choice, it is utilizing, selecting, and adapting existing materials. These texts and passages should be about the real world outside the classroom. It is only when needs are so specific, that neither of the previously mentioned possibilities can be availed. Here Smoak clarifies that "ESP is not simply teaching technical vocabulary" (23). Moreover, the starting point for materials development is the gathering

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of authentic data, as its use is an essential component of any ESP course (Robinson 35). In case of content-based instruction (CBI), it is necessary, in selection and adaptation of materials, to be practically relevant to the profession of learners. As Smoak has observed, "Reading and writing about a profession is not the same as reading or writing texts actually used in that profession." Moreover, the selection and textbook development process should not be directed by the imaginary perception of the ESP practitioner about the profession. It will require real life analysis of the language in use in the relevant situation (23-25).

In materials design, four major principles of suitability, relevance, creativity, and stimulation should be part of the planning process. Hutchinson and Waters propounded guiding principles in the writing of materials, which are given below briefly. Therefore, good materials:

(a) "do not teach" but encourage to learn,

(b) "provide a clear and coherent unit structure to guide the teacher and the learner",

(c) show in a real sense what is thought and felt about the learning process,

(d) create a balanced outlook about the complexity of problem and suggest a remedy to the problem,

(e) introduce teachers to new techniques,

(f) lay down models for correct and appropriate language use. (107-108)

These are characteristics of a well-devised ESP materials development exercise. It is the outcome of a learning-centered approach to materials development.

(iv) Implementation Process:

All ESP exercises are in fact targeted at the success of classroom teaching. Once the ESP practitioner sets the targets and develops teaching materials, it is the implementation of all the input in the actual physical space of the classroom. Despite all specialized stages of needs analysis, course design, and materials development, an ESP practitioner's professionalism will be most decisive in the output of the course. Moreover, there is no particular ESP methodology. No definite classroom procedure is associated with ESP (McDonough 89). The implementation process, in fact, displays more commonalities between ESP and ESL (English as Second Language) than differences. However, Hutchinson and Waters propose a learning-centered methodology and outline eight basic principles of language learning:

- Firstly, second language learning is a development process.

- Secondly, language learning is an active process.

- Thirdly, language learning is a decision making process.

- Fourthly, language learning is not just a matter of linguistic knowledge.

- Fifthly, language learning is not the learner's first experience with language.

- Sixthly, learning is an emotional experience.

- Seventhly, language learning is to a large extent incidental.

- Eighthly, language learning is not systematic (128-130).

These precepts present a comprehensive methodology for the implementation process, and highlight the multidimensional nature of the process. Furthermore, a practitioner can also learn from general ELT knowledge and should not take the implementation process as static. The practitioner will deal with human beings, not machines, in the classroom. Therefore, a good lesson will require utilization of all available resources in the classroom to facilitate the learners. If an ESP course is for those learners who perform certain real life tasks, then it will be more practical when they perform some or part of these tasks in the classroom (Robinson 39-40). Language learning should be closer to the learner's target world and the teaching methodology should have primary focus on these facts.

(v) Evaluation:

An ESP course endeavours to equip particular learners with the necessary linguistic competence to carry out particular tasks in English. The evaluation also includes assessment by means of a set of tests to measure the linguistic abilities of the learners, from the beginning to the end of the program. Tests in an ESP course are not always qualifying requirements. These tests are a form of feedback to the practitioners, learners, and all concerned individuals, to take various decisions. Although evaluation comprises part of a language

teaching program, in ESP it does not have significance as an achievement pointer. "ESP is accountable teaching", and all the stakeholders want to know the outcome of both their input efforts and their financial investment (Hutchinson and Waters 144). There is a demand for more and better evaluation procedures. McDonough has elaborated various objectives of testing in ESP programs. These include placement of the learners, diagnosing linguistic problems, measuring the learning achievement, determining language level, selecting the learner for a particular position according to language level, fulfilling any examination requirement, and testing as a motivation in short courses (109-110). In this regard, Hutchinson and Waters describe two levels of evaluation. Firstly, "learner assessment" examines the student's performance in the course at significant stages. Secondly, "course evaluation" aims to find out whether the objectives of the course are being fulfilled in accordance with its design (144). ESP evaluation is a holistic analysis and does not focus on the learner alone. Evaluation, therefore, aims at fulfilling the objectives related to it. Three broad objectives of ESP evaluation can be presented as:

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         ┌─────────────┐
         │    ESP      │
         │ Evaluation  │
         └─────────────┘
          ╱      │      ╲
         ↙       ↓       ↘
┌──────────────┐┌────────────┐┌────────────┐
│ Measurement  ││ Assessment ││  Feedback  │
└──────────────┘└────────────┘└────────────┘
```
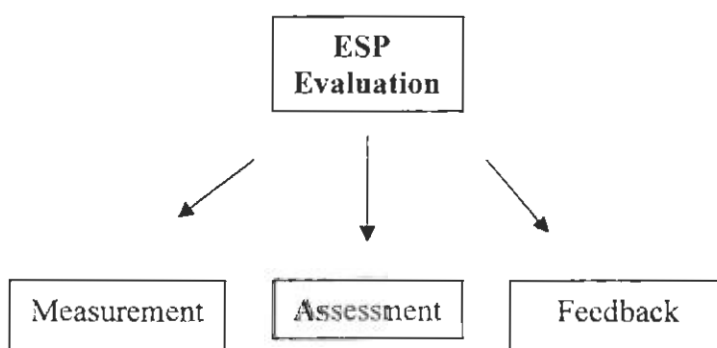
(Figure 2.3)   **The objectives of ESP evaluation**

Evaluation can be carried out in various forms. Analysis of any response of the student to the teaching-learning procedure can be a part of the evaluation component of ESP. Table 2.7 summarizes a set of tests with specific objectives utilized in ESP assessment/evaluation procedures. However, this taxonomy of tests is not final. Tests and objectives can overlap depending upon the teaching-learning situation.

Test	Objectives of Test
Placement	To decide appropriate class or grouping in terms of language skills.
Diagnostic	To diagnose the learner's specific problems.
Achievement	To assess how much has been learnt by the learner during the course.
Proficiency	To assess the language level in general terms or to measure linguistic proficiency in relation to the demands of a particular target situation.
Questionnaire/ Interview	• To evaluate the extent to which an ESP course meets the needs of students as language learners and users. • For Needs Analysis

(Table 2.2)   **ESP assessment procedures**

2.2.4 English for Occupational Purposes (EOP):

ESP is divided into separate specialized areas according to situational needs. As discussed earlier, in the basic division of ESP, English for academic purposes (EAP) and English for occupational purposes (EOP) are the two main branches. According to Hutchinson and Waters, a definite distinction between EAP and EOP cannot be made. Learners can study and work as well. Language learnt for immediate use in academics can also be used at the

workplace (16). However, EOP deals specifically with workplace relevant language use. When English language learning is for exclusively occupational purposes, it has altogether different parameters keeping in view the specific objectives it will require to fulfill. Moreover, the relationship of organizational communication and EOP can also be established through the role of English language. EOP has very broad range and it deals with a variety of job contexts, from air ticketing to oceanography, and engineering to business management. Organizational communication relates to occupational settings like those of the secretarial worker, typist, clerk, manager, senior executive, and other such occupations. EOP will be a part of organizational communication. Moreover, most of the organizational communication in Pakistan as well as in multinational organizations utilizes English language, and EOP is the development of English for the purpose of communication in a particular job context.

2.2.4.1 Abilities Required for Occupational Communication:

Successful communication, especially in organizational settings, requires a set of abilities. Gatehouse enumerates three necessary abilities for successful occupational communication. These include the ability to use:

- the particular jargon of an occupational position as well as of the occupation
- general academic skills like research and responding to a letter

- everyday language to communicate effectively, regardless of the occupational context, like informal and personal communication. (6)

These three abilities are fundamental to successful communication in occupational settings. An EOP course should incorporate activities that contribute to the acquisition and development of these abilities. "The task for the ESP developer is to ensure that all three of these abilities are integrated into and integrated in the curriculum" (Gatehouse 6). It can also be said that an EOP course, although it does not have a predetermined syllabus, should address the universals of communication, in addition to particular needs of particular learners. At the needs analysis stage, the level of the learners' prior acquisition of the linguistic skills and abilities of communication should also be determined, and, accordingly addressed in the course design. Although it is difficult to determine general linguistic abilities that all practitioners agree on, a few essentials, both abilities as well as skills, can be listed. The essentials of a particular job context are comparatively easy to determine because the settings and objectives of a job can be demarcated.

2.2.4.2 Approaches to EOP Instruction:

An EOP course always has functional objectives specific to an occupation. It will be of greater success if the teaching-learning process replicates some occupational communication activities in the classroom. It will actually train the learners in this occupational communication. McDonough suggests that the function of simulations is to rehearse for the target situation. There are

two essential features of a simulation. Firstly, the aim of simulation is to set up an environment as close as possible to the real world situations in which the learner is training to work. Within this framework, there can be approximations to the real situations in terms of roles, topics, language choice, and types of activity, as well as procedures of communication. Secondly, a simulation is, pedagogically, based on problem solving techniques (92). Simulations have a number of benefits in the development of English language proficiency in the context of the target occupation. It takes language learning much closer to the actual field needs of the learner. They go through the process of finding solutions to a problem, and rely on their own professional knowledge and knowledge of English language. Generally, simulations involve listening and speaking skills, but these can be equally effective for other skills. Simulations address the three abilities for occupational communication mentioned earlier. In the EOP context, simulations involve technical and general problem solving as well as decision-making whereas in an EAP context, simulations are useful for in-class group activities, tutorials, and presentations.

Stoller has advocated content-based instruction (CBI) for its success and popularity in various language learning programs including ESP/EOP. She has mentioned:

> Content-based instruction allows for the **natural integration** of sound language practices such as **alternative means** of

assessment, apprenticeship learning, cooperative learning, integrated-skills instruction, project work, scaffolding, strategy training, and the use of graphic organizers. (3)

In this regard, she has suggested the use of project-based learning as an effective approach to the teaching methods in practice. In content-based classrooms, "project work is particularly effective because it represents a natural extension of what is already taking place in class" (2-3). Guceri and Akin advocate the case study method especially in EOP teaching. Case studies are widely used and have great popularity in many disciplines. "Case studies provide students with the opportunity of reading, understanding, and discussing a specific problem area. Students are expected to propose logical solutions to the problem presented." Therefore, this method involves various skills like "critical thinking, creativity, communication skills, as well as attitude, self-analysis, social skills, and decision-making skills" (18-19). The case study method will have greater relevance to EOP instruction than other methods and techniques, which can be used in EOP. However, the utilization of an approach or method will be determined by their effectiveness and relevance to the objectives of an EOP course.

2.3 Communication Skills

Language is the fundamental instrument of communication in both verbal and written communication. Messages are encoded in the words of a language. Smeltzer and Leonard's conception of communication skills

includes the ability to encode, decode, receive feedback, and adjust to noise. They further find that optimum communication occurs when both the sender and receiver are skilled communicators (43). Ellis further elaborates the concept in the following way:

> Communicator and listener skill depend on linguistic and cognitive resources. A person in the role of a speaker must make lexical and syntactic choices that assist with differentiation among possible meanings, and a listener must incorporate the language of the speaker into his or her knowledge and cognitive resources to make decisions about meaning. (80-81)

It is the knowledge of a language that links the sender and receiver in the process of communication and the language skills, enabling them to make appropriate linguistic choices, will be a tool for communicators.

Communication skills predominantly comprise language skills, but are not the same. Sometimes the difference between them is not taken into account. It is completely incorrect, therefore, to use the expressions 'communication skills' and 'language/linguistic skills' interchangeably. Smeltzer and Leonard point out that communication skill is the overall ability of an individual to communicate for understanding. In addition to this, they examine six factors "that create unique individual filters and affect communication". These are knowledge, culture, status, attitude, emotion, and

communication skills (39-43). However, the perception and understanding of a person will be an aid to the language skills and it will influence the formation of appropriate meaning in a communication episode. Ellis suggests that by applying their own memory, recall, and comprehension abilities, people explore various spheres of the information communicated in a single word. Therefore, many other factors also influence the creation of meaning (81). An individual may be prone to reaching different meanings than that desired or intended by the sender. In the communication process, linguistic and non-linguistic skills thus collectively contribute to the decoding as well as encoding of a message in the communication process. Ellis also mentions that, "highly skilled communicators are able to make intelligent decisions about their messages and control the communicative code well enough for successful outcomes" (146).

Communication is a primary responsibility of many workers in business organizations (Murphy, Hildebrandt, and Thomas 7). Communication skills are not essentially innate but can be developed considerably. Nevertheless, linguistic skills and communicative abilities are closely linked. Language skills are necessary aids to communication skills that cannot be acquired without acquiring the former. But development of language skills "does not guarantee the consequent acquisition of communication abilities in a language" (Widdowson, Teaching Language 67). Therefore, acquisition of language skills will not automatically develop into communication skills.

There are four language skills: speaking, listening, reading, and writing. Speaking and listening relate to language expressed through aural medium. Reading and writing are concerned with the visual medium. Speaking and writing are active or productive skills, but reading and listening are receptive or passive language skills (Widdowson 57).

2.3.1 Language Skills in Business Communication:

Business communication employs both oral and written mediums. Employment of either medium more than the other in communication, varies according to the nature of responsibility of the worker as well as the size and culture of an organization. In every career, a worker will certainly rely upon these mediums for communication. According to Smeltzer and Leonard, much communication at managerial level uses the oral medium and some of it is in the written medium. All kinds of communication have their own significance and vitality for the communicator and the organization.

Smeltzer and Leonard have described "several strategic advantages" of written communication like "economy, efficiency, accuracy, and official performance" (91-92). Similarly, Bovee and Thill have observed that oral communication in the business world is the preferred medium over written medium. In terms of proportion, oral communication makes up 75% and written communication the remaining 25% of total business communication. Moreover, more time is spent receiving information (listening and reading)

than in sending (speaking and writing). Nevertheless, important messages are communicated in writing (5-6). Furthermore, Hartley and Clive point out "the dominant form of communication in many organizations is by written means" (6). Both oral and written communications have their respective contribution in the fulfillment of organizational objectives. In the process of communication, the sender and receiver have interchangeable roles. While utilizing either of the mediums, the communicators are supported by corresponding language skills. It can be presented as the following:
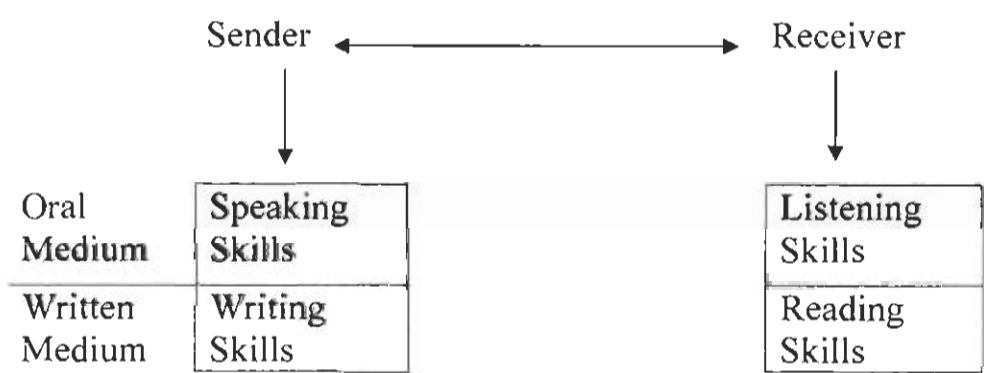
(Figure 2.4)   Language skills and communication mediums

Initially it is up to the sender to make strategic decisions for effective communication. Sender should, without affecting the content of the message, use language skills in such a manner that the message should be comprehensible as well as assist the interpretation process of the receiver. Effective communication, however, entails the development of language skills and greater knowledge of varying meanings of words.

In the contemporary world, a business organization faces tough competition in its operations both locally and globally. Influential business strategies are devised to accomplish the business's objectives and to maintain the growth as well as the survival of the enterprise. The success of all these strategies, to a great extent, depends upon expressive, persuasive, and informative communication. Individuals in an organization require developed language skills to implement these strategies. Bovee and Thill surveyed 120 job advertisements from the business world in 'The Wall Street Journal'. They conclude that in all cases it was required that the prospective employee "must have strong oral and written communication skills", irrespective of the job position (4).

Murphy, Hildebrandt, and Thomas observe that weakness in communication can cost time and capital. Ineffective messages are more expensive than effective messages, as they result in lasting losses to the organization (7). Scott points out four types of barriers to the effectiveness of communication: physical, linguistic, analytical, and lack of feedback to the sender (5). In order to overcome these barriers, the sender should also be equipped with appropriate language skills. The development of language skills is directly involved in fulfilling communication objectives. As a matter of fact, one of the most sensitive issues in business communication is language (Murphy, Hildebrandt, and Thomas 11).

Both written and oral communications have their own areas of effectiveness. Mostly these effective areas are not interchangeable, but occasionally both oral and written communications reinforce the effectiveness of the message. However, written and oral communications are differentiated by a number of characteristics. Based on their research, Murphy, Hildebrandt, and Thomas have pointed out the following characteristics of oral and written mediums:

Oral	Written
• Immediate feedback • Shorter sentences; shorter words • Conversational • Focus on interpersonal relations • Prompt action • Less detailed technical information • More personal pronouns • More colloquial language • Simpler constructions • More imperative, interrogative, and exclamatory sentences	• Delayed feedback • Longer sentences; longer words • More formal • Focus on content • Delayed action • More detailed technical information • Fewer personal pronouns • More complex constructions • Useful for permanent record, detailed documentation • Possibility of review

(13)

(Table 2.3)   Characteristics of oral and written communication

The above dichotomy might have validity in some situations; however, it does not describe exclusive characteristics of oral and written communication. The characteristics of both types of communication depend upon genre and audience. For instance, delayed feedback associated with written communication is not true in case of an email. Sentence length can be long and short in both oral and written communication. Moreover, oral communication is not necessarily conversational or informal like speech of the president, CEO's address, clergy's sermon, and a news bulletin. The ten

characteristics outlined in table 2.3, thus cannot be definite. The effectiveness of written business and organizational communication is, largely, determined by reading and writing skills of communicators. Written language skills are a resource to create economy, clarity, and precision in the official/formal messages. Characteristics of communication in business organization will be discussed in section 3.2.1.

2.3.2 Reading Skills:

Grabe and Stoller point out that reading is recognized as the most significant academic language skill in the ESL context (187). Reading is a process. It is the gradual unfolding of meaning, resulting in the comprehension of the text. Comprehension takes place in stages, depending upon the recognition of the smaller units of the text. The reading process is initiated by linking various individual units of the text. Langan finds that comprehension is achieved gradually as the reader proceeds from "a general feeling" about the meaning to a "deeper level of understanding" of the text (319). In fact, the meaning of information is divided into fragments, large and small. The recognition of longer fragments is rapid and easier, whereas reaching the smallest ones requires more concentration and associating these with the larger segments.

Grellet has given quite comprehensive accounts of the reading skills. "Reading is a constant process of guessing" (7). It brings out another dimension of reading. Reading is not merely associating the recognized units

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of text but also analysis and inference. Grellet further mentions that for efficient reading, "the structure of longer units such as paragraphs or the whole text must be understood." It should not be a study of the text as a series of independent units (6). The guessing or prediction of meaning in the reading process aids the association of meaning units and developing comprehension of the text. The creation of meaning is thus an interplay of all segments of the text through analytical skills. Comprehension is also dependent upon the analytical faculty of the mind.

Swales argues that reading is an active process. It involves not only receiving the message, but also interpreting the passage. A reader interprets a passage by:

--Understanding the writer's implications

--Making inferences

--Realizing not only what information is given but also what information is not given

--Evaluating the passage (167)

In business communication, workers have to read a great deal. They receive a variety of documents, ranging from brief notes to longer ones, simple to complex, and general to technical. Reading is then a part of their responsibility. Their accomplishment will depend on precise comprehension and time-effective reading. It will be determined by the efficiency of their reading process and adopting appropriate reading strategies. Reading, in

business communication, occurs in a context where mostly the necessity for complete comprehension comes into conflict with time constraints. A reasonable balance between these two aspects is always necessary. Grellet proposes that the reader should start with global understanding and move towards the detailed understanding of the text to be read (6). It is time efficient and the awareness of the general structure of the text will develop reading efficiency. However, this approach does not assist reading comprehension in business communication. It essentially requires better comprehension of the text, in order to develop the right response. The reader has to be less selective of the units of the text. Therefore, it will facilitate receiver's understanding if in a business text, various segments of meaning or information are associated in a well-coordinated style.

2.3.2.1 The Reading Process:

While discussing the process of reading, Barnes and Powell comment that, "Reading is really an elaborate guessing game, involving many different aspects of the physical, cognitive and emotional dimensions of the reader" (6). Reading is a complex process (Ediger 154) and it is difficult to divide it into clear-cut stages. However, all types of reading involve the same stages in the process (Grabe and Stoller 188). It is still very difficult to determine what actually happens during reading. Broadly analyzing it, there are three stages of the process: recognition, association, and comprehension. These can be discussed as the following:

(i) Recognition:

This entails recognizing words, figures, and diagrams in the text. As meanings are encoded in a number of units arranged in a sequence, these units have independent existence. Meanings are constructed according to the sequence of these units. Ediger observes that, "Fluent readers recognize and get meaning from words they see in print, and use their knowledge of the structure of the language to begin forming a mental notion of the topic" (154).

(ii) Association:

Units of meaning are associated to bring out various layers of meanings. Once the associating process starts, units contribute to the development of the meaning of the text. It continues until all units are associated, resulting in full comprehension of the text. According to Barnes and Powell "Beyond simple recognition of language through the visual channels, the brain is set in motion to derive meaning through context" (6). At this stage of reading, mental abilities of the reader with reference to the context develop association of the units of meaning. It will provide a clear foundation to the comprehension of the reader.

(iii) Comprehension:

Comprehension is the ultimate result of the reading process. It involves analysis of the information and depends upon a variety of reading skills.

Comprehension of a text may not always be the same for every reader. As encoding will directly affect comprehension, and it can make a text disorganized, unclear, difficult.

Reading does not rely on linguistic resources alone. Rather the reading process involves a variety of skills (Grellet 4). It is a set of skills to work in coordination with results in the comprehension of the text. Thus, It will be more appropriate to call it reading 'skills'. Langan describes eight key skills to increase understanding of the text (319). Munby identifies some of the basic skills as follows:

–Recognizing the script of a language

–Deducing the meaning and use of unfamiliar lexical items

–Understanding explicitly stated information

–Understanding information when not explicitly stated

–Understanding conceptual meaning

–Understanding the communication value (function) of

sentences and   utterances

–Understanding relations within the sentence

–Understanding relation between the parts of a text through

lexical cohesion

–Understanding cohesion between the parts of a text through

grammatical cohesion devices

–Interpreting text by going outside it

–Recognizing indicators in discourse

–Identifying the main point or important information in a piece

of discourse

–Distinguishing the main idea from supporting details

–Extracting salient points to summarize (the text an idea etc)

–Selective extraction of relevant points from a text

–Basic reference skills

–Skimming

–Scanning to locate specifically required information

–Transcoding information to diagrammatic display (Grellet 4)

Thus, the reading process also requires the development of related micro skills for better comprehension. The description of these skills is however not final. Since reading is not a solid object or a physical activity, it cannot be exactly analyzed. The above analysis of reading process is, therefore, not definite. Nevertheless, reading skills are a combined mechanism to create meaning of a text. As a corollary, it can be deduced that development of reading ability is to develop micro-skills, and not the other way round. Reading comprehension is also affected by physical factors that influence the reading skills either directly or indirectly. Any physical disturbance which influences the cognitive or analytical ability in the process of reading will act upon the pace and depth of reading comprehension.

2.3.2.2 Purpose of Reading:

Reading is a multipurpose activity. In most situations, reading is carried out for pleasure, information and education, professional responsibility or for a business activity (Grabe and Stoller 187), and a combination of any two or all of these purposes. Moreover, Whitehead and Whitehead mention that, "to succeed in business it is essential to read widely, to improve your vocabulary and to assimilate the rules of punctuation" (27).

As discussed in section 2.3.2, reading activity in business and technical communication will have the primary emphasis on comprehension, and secondly on time-efficiency. Thus, to start reading with global understanding may not be valid as it will shift the primary emphasis from comprehension to time-efficiency. However, the reading process from global understanding to comprehension through various steps is summed up in the following figure:

Global Understanding

Identificati-on	Classificat-ion	Anticipati-on	Skimming	Confirm-ation	Final Study
The study of the layout including titles, addresses, monograms, typeface, and length of the document	Further identificati-on: type of document, subject, headings, reference, date, non-linguistic features	To anticipate the message while relating to current and previous knowledge	To skim through the message to develop fundament-al database of relevant information First comprehens-ion	To study non-linguistic information and additional notes	Perusal of the message to add to the first comprehe-nsion and to establish deeper comprehe-nsion

Comprehension

(Figure 2.5)   **The reading process**

2.3.2.3 Reading Strategies:

Primary reading strategies are plans of extracting information according to the purpose of reading. There is not a single type of reading but several (Grellet 17). The following general reading strategies can also be related to business communication:

(i) Skimming:

Skimming is a type of rapid reading. Langan has defined skim reading as: "In skimming, you do not read every word; instead, you go quickly and selectively through a passage, looking for and marking off important ideas but skipping secondary material" (419). It is a selective reading of the text,

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focusing on some of the units of information to extract the gist of the text. This strategy is useful for reading a number of documents and reports. When sorting out documents to assign to the concerned persons or sections, skimming is an appropriate reading strategy. Skim reading makes decision-making about the text easier and reduces the probability of any misunderstanding in the process of scrutiny of the message. Langan claims that skimming provides the readers with flexibility of determining the "final reading goal" and makes them to be able to use different types of reading (419).

(ii) Scanning:

Scanning is another type of rapid reading. It is used to locate a particular piece of information from a text, without understanding the other part of a text (Richards, Platt, and Platt 322). Scanning has the limited purpose of looking for a particular part of a message, usually smaller units. It can be a word, phrase, sentence or a figure. Scanning and skimming may proceed together but these can be carried out independently.

Both of these reading strategies have different purposes. Yet, these two activities are generally used together (Grellet 19). Based on the previous discussion, both strategies can be contrasted. Skimming is text-oriented and scanning is unit-oriented (of text). Skimming has horizontal movement whereas scanning movement is vertical; skimming is unidirectional while

moving alongside the text and scanning has back and forth movement. This contrast is illustrated in the following figure:
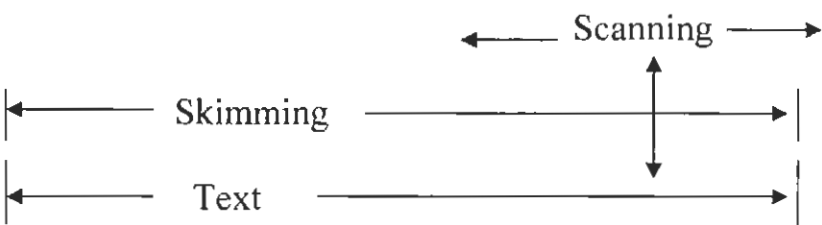
(Figure 2.6)   The reader decides to skim or scan or both.

(iii) Thorough Reading:

It can be argued that contrary to skimming and scanning, thorough reading requires the reading of a text without any selection. It is to grasp all units of meaning, whether linguistic or non-linguistic. Thorough reading may entail second or third reading. Focus then shifts to full comprehension of the text, with all necessary details. Thorough reading can be completed in chunks but it depends upon the urgency, length of the message, and other constraints. It is preferable to carry out thorough reading in one go, with the maximum concentration and least outside interference. During thorough reading, highlighting and taking notes of essential units is useful, especially in longer texts. In this way, thorough reading would involve reading skills more than reading strategies.

2.3.3 Writing Skills:

Written communication is usually adopted as the most formal medium of

communication due to the reasons mentioned in table 2.9. In business and organizational communication, especially, mostly written communication remains more formal than oral communication. But this sense of formalness should not make the message "a frozen depersonalized presentation" (Smithies 2). Writing skills involved in the creation of a document, are both linguistic and non-linguistic. The point of departure is that "writing is communicating" (Turk and Kirkman 1, Olshtain 207). Therefore, Bovee and Thill have proposed "audience-centered" writing. This will require that the audience remain the primary consideration at all stages of the communication. This approach is the cornerstone of writing activities in organizational communication. They have described three stages of writing: planning, organizing and composing, and revising (90-92). The process of writing starts when the need arises in a particular context and proceeds through these stages to the final encoding of the message into words. Each stage comprises a number of steps and is influenced by non-linguistic features of writing like graphs, pictures, layout, and other. Lawrence believes that writing is semantic as well as cognitive (3). It would also extend the writing process beyond linguistic and non-linguistic skills.

Sternglass holds that different kinds of thinking are associated with different types of writing. Expressive writing focuses on some aspects of the writer's personality, expository writing conveys information from a writer to a reader, and argumentative writing stresses the reader (22). Writing would

therefore give the senders a strategic edge to present their arguments when the receivers read their arguments attentively with greater possibility of a serious thought.

However, writing at the workplace can be sensitive both for the sender and the receiver of the message. Turk and Kirkman have discussed effective writing in technical and business communication. They stress forming correct attitudes to writing to make it effective and suggest fundamental steps. While writing, it is pertinent to recall our own experience as readers (2). They further emphasize that starting writing is a psychological situation and present "seven point plan" which includes the stages: analyzing the aim, considering the audience, making a plan, discussing the synopsis, drafting the text, leaving the draft for sometime, and finally revising and editing (36-41). This approach is more likely to result in effective communication. Furthermore, Marzano and DiStefano have pointed out at least seven factors common to all writing. These integral steps are: motivation, topic identification, audience identification and consideration, identification of format, collection of information, putting thought to paper, and polishing. All these steps are essential to writing, but emphasis may shift from one to other in different writing situations (8). Effective writing, therefore, is often described as a sequenced process and can be challenging to the writing skills. Turk and Kirkman consider motivation as the initial factor to the sequence of writing process, which Marzano and DiStefano do not include in

the seven factors mentioned above. They identify similar factors the writing process.

2.3.3.1 The Writing Process:

Analysis of the writing process and strategies for skill development are of great consequence for writing. Description of the writing process will bring out that transforming thought into written communication is incredibly complex (D'Aoust 7). This complexity entails appropriate emphasis on the following three stages of the writing process:

(i) **Prewriting:**

Prewriting consists of various activities to lay the foundation for writing. In fact, prewriting is a critical stage of the writing process. According to D'Aoust, "prewriting activities facilitate the planning for both the product and the process" (7). In the writing process, motivation is a primary factor and a crucial component (Marzano and DiStefano 11, Turk and Kirkman 36). Motivational problems can adversely influence the success of writing. In organizational writing, under the restraint of time and responsibility, unmotivated writings can lack effectiveness. As Maki and Schilling argue, organizational writing aims at informing the reader. However, it has the primary purpose to motivate people and to accomplish the given work (5). There can be a number of prewriting activities like brainstorming, clustering, free writing, discussing and debating, as well as drafting. However,

prewriting activities do not hamper spontaneity. Prewriting activities stimulate the flow of ideas prior to the start of actual writing (D'Aoust 7).

(ii) Writing:

Writing takes place while structuring prewriting ideas and expressions in an appropriate order. At this stage, the writing process takes a difficult form. According to Maki and Schilling, writing an initial or first/test draft will give the writer a chance to pull together the fragments of preliminary writing. It is also a process to select the most suitable words for the expression. "The process of drafting is the process of discovering both what you mean to say and how to say it best to your reader" (48). However, at this stage, spontaneity and creative construction are usually thought to take precedence over the correctness of format and content.

Furthermore, a key factor to be considered is coherence in writing. In discussing writing skills, it should not be overlooked or taken as a natural consequence of writing. Lee emphasizes, "A pedagogical focus on coherence can shift students' attention from sentence-level grammar to discourse features such as textual structuring and propositional unity, which are crucial to creating meaning in texts" (32).

(iii) Revising:

To shape the test draft into a mistake free and meaningful piece of writing, it

goes through various procedures of revision. The draft is to be revised in the light of self-responded feedback of the sender. It further requires linguistic craftsmanship or editing. In the process of polishing the first draft, expansion and reduction of the text are key skills (Marzano and DiStefano 132). Expansion can be by adding new words, phrases, sentences, or ideas. On the contrary, reduction is decreasing the text size. The purpose of applying these skills is to reshape the written draft in line with the objectives of writing. Moreover, a fundamental prerequisite of organizational writing is brevity by means of economy of words and avoiding repetition as well as redundancy. Revising is not only re-viewing but also finalization of the writing.

2.3.3.2 Essentials of Writing:

Scott claims that there are four key variables, which can create a difference in writing. These include the length of statement, choice of words, use of words, and choice of the pronoun. He further mentions that writing style depends on how one makes use of one's basic education in English language (57). Organizational writing would require certain skills particularly in creating a document. These can be considered as the essentials of written organizational communication. Smeltzer and Leonard have elaborately discussed various dimensions of writing with reference to organizational communication. They have enumerated twelve principles to guide the writer in the selection and management of words for clarity, comprehension, and coherence. These are summarized as the following:

One: Choosing words precisely, as words have denotative and connotative meanings.

Two: Using short, rather than long words. Simple words are easy to comprehend and less confusing.

Three: Using concrete rather than abstract words, as concrete words are more specific and develop the argument solidly. Abstract words can threaten some readers, begetting mistrust and confusion.

Four: Using words with economy is the central concept to business writings. Wordiness serves no purpose and costs time and money. Economy of words is a highly desirable feature of business messages.

Five: Avoiding clichés and gobbledygook, as hackneyed expressions yield dull messages and badly affect the expression of writing.

Six: Using positive words to convey courtesy. Positive word creates positive stimuli that will attract encouraging response and vice versa. Positive words are ambassadors of goodwill and establish credibility.

Seven: Using a conversational style, as it involves everyday expressions of living language. Such a style is especially of great relevance in business writing. It creates a sense of concern and involvement.

Eight: Keeping sentences relatively short: short sentences are less prone to confusion, and more understandable to the reader.

Nine: Preferring the active to the passive voice. In the active voice, action is directed towards the object, and the sentence has normal order. Sentences in the passive voice are reversed. It weakens sentence construction. Active

voice is more direct and to the point, and it gives proper emphasis to the actor and the action.

Ten: Developing effective paragraphs: the paragraph is an independent unit of writing and contains one major idea. It should be well structured and ordered.

Eleven: Developing coherence: coherence in writing is an effect of a well-organized and inter-related paragraph. It pervades within a paragraph and among paragraphs.

Twelve: Editing and rewriting: these are two significant processes to give final shape to the document. Editing requires reading of what has been written, examining it, and developing coherence. Rewriting is also rewording sentences (112-130).

2.3.3.3 Mechanics of Writing:

The mechanics of writing, according to Olshtain, are "necessary instrument skill without which meaningful writing cannot take place" (207). Mechanics are non-lexical devices to organize and reinforce the meaning of the writing. These devices include punctuation, spelling, and capitalization. For Sillars, "spelling and punctuation are of equal significance in business communication". It is not only what is communicated that matters, but also how it is communicated (66).

(i) Punctuation:

It is the nonlinguistic feature of writing. Whitehead and Whitehead give the purpose of punctuation "to advance understanding by turning what might otherwise be long and complex sentences into shorter, more manageable, phrases" (61). In speaking, lowering and raising voice, body language, and tone are features by which ideas are emphasized and better understood. Whereas writing relies upon punctuation and capitalization to create these effects. Punctuation shows the reader how ideas are grouped and strained, and without punctuation, written language may be incomprehensible (Marzano and DiStefano 281). Punctuation is one aspect of written English. The English language has a conventional system of punctuation that is consistent as well as sensible (Trask 1-2). Smithies points out that punctuation "separates segments of words into coherent and cohesive wholes, and provides breaks so the reader can absorb the meaning" (120). Punctuation is, thus an essential part of the writing process. Sentences that are punctuated differently can give rise to radically different interpretations (Sillars 66). There is a tendency at least in creative writing to defy punctuation conventions, sometimes even deliberately or experimentally. This leniency is however unaffordable in business communication.

(ii) Capitalization:

Capitalizing letters and words also influence the meaning and stress pattern of writing. Capitalization of words or parts of words is sometimes used as a

substitute for boldfacing and italicization to indicate emphasis. Capital letters are special signals and make words distinctive (Stewart, Zimmer, and Clark 273). Therefore, capitalizing is another essential component of writing. It has an organized pattern that requires proper understanding, particularly for the writers of organizational messages. Mis-capitalization can lead to weakening of expression and some degree of miscommunication. Awareness of the rules of capitalization is a significant ingredient of writing skills.

(iii) Spelling:

In the English language, like most other languages, words are not written as they are pronounced. It makes spelling correctly, a sensitive job. Some words are so close in meaning and similar in spelling, that confusion is a natural outcome. Learning spelling through rules is pointless, as there are many exceptions (Smithies 122). The use of a dictionary is the most reliable aid when in doubt or confusion about spelling, while revising written messages (Stanley, Shimkin, and Lanner 608). When composing a message in word processing programs on a computer, the facility of tools like the 'Spelling and Grammar' check will assist the writer to compose the message correctly as well appropriately. However, these tools are not infallible, as the computer cannot understand the ideas the sender intends to compose or the tone of the message.

2.4 Theories of Communication

It is relevant to look at the various theories of communication. There are several theories and recent development in communication studies has led to considerable research in this area. Griffin has presented a review of thirty-two specific theories related to communication phenomena. One of the earlier communication theories is "Information Theory". In the 1940s, Shannon and Weaver presented this concept in an effort to solve some technical problems in the transfer of sound. The basic concept of communication model and relevant terms were contributed by this theory. Although this theory was simple and general in its analysis, it became the "standard description of what happens when one person talks to another". Shannon, however, considered the "semantic aspect" and the "engineering aspect" did not have much relevance. The major deficiency of this model is viewing communication as a "one-way flow of information" (48-54).

Three theories related to organizational communication are pertinent. However, there are several theories that discuss various aspects of communication. "Organizational theorists offer a variety of helpful ways to view what's going on when people come together for complex activity" (259). Weick has demonstrated that organizations are made up of a lively process in his theory "Information Systems Approach to Organizations". "Weick equates organizing with information processing; information is the common raw material that all organizations process." In organizational

communication, it is quite common to receive equivocal information and Weick's model presents how to deal with confusing "verbal inputs". He observes that organizations fail while being the strict followers of previous experiences. There is need of flexibility and continually questioning the existing policies (261-270).

The theory of "Cultural Approach to Organizations" propounded by Greetz and Pacanowsky recognizes the significance and existence of organizational culture. Greetz thinks that culture is unchangeable and efforts should not be made to change it. For the employees "a sensitive cultural analysis would help them make an intelligent choice". Pacanowsky has classified the narratives of an employee in the organizational life as personal, collegial, and corporate stories (273-284). In "Critical Theory of Communication Approach to Organizations", Deetz has replaced the information model of messages with a communication model. He has questioned the prevailing idea that communication is transmission of information. According to Deetz, multinational corporations possess considerable power in society even more than other social institutions and they "control and colonize" modern life. Therefore, he has challenged the realities projected by these corporate giants. He has stressed that the "constitutive nature of communication can help us understand consent practices in the workplace". He is critical of "managerialism" which manipulates the consent of workers and increasing

control of higher echelons. He has analyzed organizational communication in this backdrop (285-296).

2.5 Business English Teaching (BET)

Various aspects of organizational communication make up components of the academic programs in Business management and IT. Business English comprises the language component of organizational communication in English language. Therefore, BET can be discussed with reference to organizational communication. The chapter four presents more literature about BET. BET introduces organizational communication in English to learners in professional schools. Business English learners already possess some proficiency in the English language. Thus, BET is the initial training program for organizational communication. However, it is difficult for a BE program to develop organizational communication in a real occupational context due to logistic reasons. When a graduate of a professional program assumes an occupational role in an organization, previous Business English training may not be adequate for effective and specific organizational communication. Even within an organization, the job context changes through vertical or horizontal mobility. Sometimes job context change is so obvious that new communication requirements are developed. Therefore, reliance on previous EOP training may not be sufficient. Nevertheless, BE programs provide a foundation for further skill development. The need for an on-the-job EOP course would arise then to brush up relevant skills.

Academic resources about BET in Pakistan are quite limited and in this section, available literature will be discussed.

Qadir's research compiled in her master's of education (M Ed) thesis discusses communication skills for graduate students of Business management in Pakistan. This research is one of the earliest works in this area in Pakistan. She has presented course planning and teaching strategies with reference to BET in Pakistan. Course planning follows an ESP pattern and starts with needs analysis and formulating objectives. The study focused on MBA students at the Bahauddin Zikriya University, Multan. The needs analysis showed that:

> The students also need a Business Communications course which emphasises study skills and to some extent oral communicative skills to bridge the gap between their "linguistic competence" and "communicative competence". This course could be a part of the first semester. The purpose of the proposed course should be to enable the learner to function competently and effectively in his chosen field of study. (English Communication Skills, 31).

She has pointed out that the materials used in BET are printed in the West, expensive, and not easily available (English Communication Skills, 35-36). Since then, the situation remains unchanged and even now overwhelmingly reliance is on imported BE materials. Teaching practices largely remain

teacher-centered and learners-lecturers' academic interaction is low (English Communication Skills, 38; Tamim 182). Qadir proposes an intensive 12 weeks business communication skills program. Her recommendations include using a variety of teaching aids, giving priority to the Business English course, and training of the practitioners to carry out their job effectively (English Communication Skills, 72-74).

Most recently, Tamim has surveyed various professional schools offering programs in management and IT across the country. The subject of her survey is ESP (BET). Participants of the survey were learners, lecturers, and administrators. She has analyzed different dimensions of BET. About the language skills, the survey results suggested that "The most problematic area of the learners, as seen by the teachers was writing skills then the reading skills and the least problematic area was realized to be that of listening comprehension" (182). Giving the reason to learn English, the majority of lecturers and learners believed that understanding the lectures was the main specific purpose (184). Learners regarded speaking skills as very important but they did not expect much from reading skills. Tamim finds that, "Reason may be again, reliance on rote memorization, for reproducing in writing, while the reliance for understanding is on lectures" (207). The paper presents quantitative data collected through a questionnaire and compiled according to the questions related to various dimensions of BET. Both the learners and

lecturers were also asked to identify weak areas of the course and suggest remedies. Tamim finds that:

> The proficiency level of the learners was far below the standard required by the high professional studies they were undertaking. This inadequacy was felt both by the learners as well as their teachers. But little can be achieved from the general English course infused into the curriculum. The study confirms the hypothesis that the English courses taught at the professional colleges were at variance with the professional and academic needs of the learners. (224)

The study analyzed BET practices at professional schools. It was perhaps the first questionnaire survey to investigate the situation of BET although it dealt with a limited sample. Tamim has concluded that ESP/BET at professional schools is running on the pattern of general English language teaching in Pakistan, lacks "clarity of vision", professionalism, and effectiveness. Broadly speaking, these are a few weaknesses that the survey has highlighted. She has presented her recommendations to improve the situation of BET in Pakistan. It is pertinent to make these courses relevant to specific needs of the learners, ESP training to lecturers, and to allocate more time to Business English courses.

Whitehead and Whitehead pinpoint the following "chief subject areas" in teaching Business English:

(i)   Reading and comprehension

(ii)   Vocabulary building

(iii) Grammar and syntax

(iv)   Practical applications of the language in various business situations

(v)   Use of non-language aids in writing (3)

This sets broad parameters of BET and can be taken into account while designing a Business English course. While referring to skills development in the Business English classroom, Donna has stressed the importance of specifically addressing the weak areas of the learners. Donna presents basic notions to develop specific skills in BET "appropriacy is a more useful concept than accuracy", decontextualized practice should be linked to more contextualized practice, "using authentic materials or real life-situations", and "ongoing assessment" (126). In this backdrop, BET in Pakistan can be assessed and analyzed. Although these concepts are fundamental in nature, they can be considered as guidelines to BET.

2.6 Conclusion

ESP has a distinct pattern of procedures. It is needs specific and flexible in its instructional procedures to the determined needs of the learner. Usually written communication has lesser part in organizational communication, but it retains a dominant position. Written communication skills involve various

micro-skills. Moreover, a number of theories discuss the process of communication. It is difficult to reach at one definite conclusion and an approach to organizational communication. BET is a part of the ESP family. In Pakistan, BET is passing through an evolutionary phase. It requires solid professional input in all its aspects.

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Chapter Three

English in Business Communication

3.1 Introduction

This chapter is a discussion of the role of English in business and organizational communication. Communication in business organizations has certain characteristics and its value in the total business volume can be estimated. The role of English in organizational communication with reference to the situation in Pakistan and the dimensions of emerging patterns of global communication are highlighted. In this background, the function of linguistic resource in effective business communication is discussed.

3.2 Communication in Business Organizations

Communication is the fundamental part of the organizational activities. It is

one of the determining factors of the strength of the organizations. An organization cannot operate effectively without effective communication (Henderson 30) and above all organizations cannot even exist without communication (Lesikar 3). Communication will also reflect the structure and the strategies of an organization. Communication has a direct influence on the sustainability of the business organization. Hartley and Clive conclude that the role of communication, over a period of time, has become even more crucial to the success of a modern business organization (112). Information flow is very rapid and strategic in the corporate organizations. From online shopping to international interorganizational communication, there is a wide range of communication forms and formats. Moreover, quick action is the hallmark of business organizations to satisfy the customers and to retain place in the market world. Greater precision is required in analysis of a communication episode and in responding to it. According to Hartley and Clive, the art of communication is to find out the most effective means of sharing ideas as well as information (5). The effectiveness of the line of communication will have an even more beneficial impact on the business of an organization than it is usually considered to be. This factor is usually underestimated and sometimes not accounted for.

Communication is a socio-linguistic phenomenon. It is very pertinent how users as well as organizations view communication. One of the most agreed views about communication is that it is a process. However, understanding

this process largely varies. Individuals and organizations, generally, emphasize one or more features of communication over others depending upon their conception of this process. Communication therefore may have different patterns in various organizations. Their perspective of communication about procedures as well as significance will determine the organizational communication policy and plans. It greatly varies in different business organizations depending upon the size, structure, and cultural context of the organization. Clampitt has put forward three typical approaches to communication. Firstly, the "arrow approach" upholds the view that communication is like shooting an arrow at a target. The sender aims at making the receiver understand the message effectively and accurately. In this approach communication is regarded as one-way activity primarily based on the skills of the sender. For effective communication it is aimed to select the proper words and to organize the ideas with a focus on the sender instead. Secondly, the "circuit approach" stresses "feedback over response, relationship over content, connotations over denotations, and understanding over compliance". Here communication is taken as a two-way process involving "a dynamic interplay of an active sender and receiver." Communication is a circle-like process. Thirdly, "communication as dance" approach is based on many similarities between dance and communication. Both are patterned, repeatable, and irreversible. Moreover, both the activities are rule governed, involve coordinating meanings, and are for multiple purposes. The dance-communication relationship has very significant

practical implications (2-20). Communication approaches can be many more but it will be quite consequential as to how it is implemented. Although it is always desired by individuals and organizations to make communication optimally effective, there is no standard formula to follow. It gives communication policy makers greater flexibility but makes it challenging. Therefore, it requires considerable work to develop effective communication system in any organization.

Communication patterns in organizations are based on communication planning. The communication analysis provides the foundation of the communication action plan. It is a linear procedure and can be summarized as drawn below:

```
Approach ⟹ Analysis ⟹ Action Plan ⟹ Patterns
   ↑_____|
```
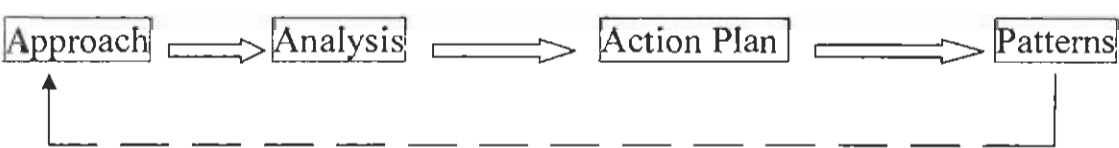
(Figure 3.1)   Communication action plan (CAP)

The objective of the communication plan is effectiveness of communication and it is an active process. Patterns of communication impact the approaches as input. Hartley and Clive's approach is based on the communication triangle. They put together two different perspectives, examining the major components of the communication process and investigating the socio-cultural context as well as the historical background. Once these approaches

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are compared, differences in perceptions can be spotted, and then an appropriate action plan developed (15). The three vertices of the communication triangle are the stages of communication analysis. Hartley and Clive's triangle is very comprehensive in its analysis. In the analysis of communication, it is significant to take into account the socio-psychological context of the communication. The perception of receiver is influenced by social, cultural, and psychological background. Sometimes it proves to be a critical factor in the construction of meaning. According to Neuliep, the cultural context is the most influencing factor to the communication, taking place therein, and culture will provide the parameters in which humans learn to organize their thoughts, emotions, and behaviour with reference to their environment (30). Thus, the analysis of communication will be incomplete without referring to the cultural context. The socio-cultural factors can be more generalized than psychological factors and comparatively easy to identify.

Communication in business organizations can be divided into various categories. Usually it is categorized according to purpose and its format. However, it can be divided into frontal communication (FC) and peripheral communication (PC) as described below:

```
        ┌─────────────────────────────────────┐
        │ Communication in Business Organizations │
        └─────────────────────────────────────┘
                          │
          ┌───────────────┴───────────────┐
          ▼                               ▼
┌──────────────────────────┐   ┌──────────────────────────┐
│ Frontal Communication (FC)│   │ Peripheral Communication (PC)│
└──────────────────────────┘   └──────────────────────────┘
      Representative                    Recording
      Propagating                      Controlling
      Persuasive                       Collaborative
```
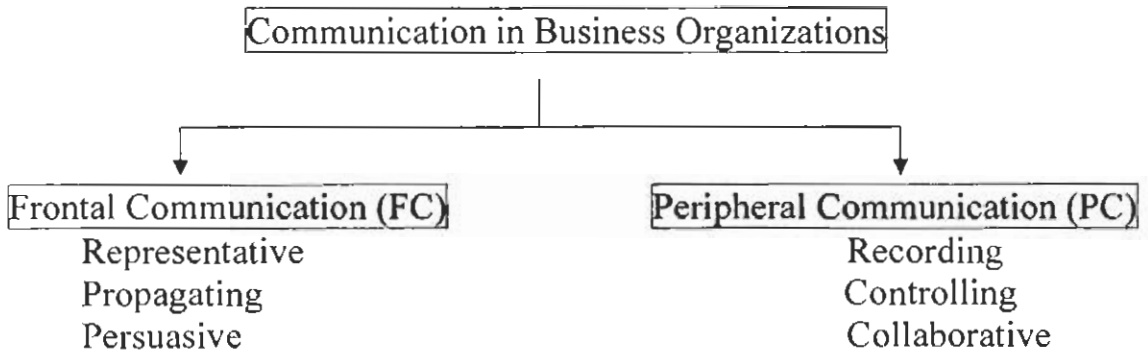
(Figure 3.2)   Frontal and peripheral communication

Frontal communication is the part of organizational communication with individuals, groups, and organizations for dealing in business activities. It is frontline communication of the organization to represent the organization for a variety of business objectives. This communication is very strategic and will have direct influence on the success of a business program. Frontal communication will include all correspondence, verbal and written, aimed at the propagation and representation of the organizational programs as well as persuasion of the audience towards the business interests of the organization. It is usually communication with the audience outside the organization. While peripheral communication is all kinds of communication meant for the working members of the organization. It involves the flow of information to collaborate and organize the activities of the organization; recording and planning, and analyzing the operations of the organization.

3.2.1 Characteristics of Communication in Business Organizations:

It is useful as well as practical to characterize communication in business organizations. The governing principle of business communication is

adaptation. All styles and formats are adaptable to the needs of communication in certain situations. It is opposed to the rigidity of structures that can affect the effectiveness of communication. Locker's criteria for the communication in organizations have five principles that the message is clear, complete, correct, saving reader's time, and building goodwill (45). While Murphy, Hildebrandt, and Thomas have proposed seven principles of effective business communication. These are completeness, conciseness, consideration, concreteness, clarity, courtesy, and correctness (31). Although communication can have various modes and principles but following are the fundamental characteristics of communication in business organizations:

(i) Economy:

Economical sized messages carry greater possibilities for effective communication. It is the principle of economy upon which many of the rules of good business writing are based. In real sense, economy is the most demanded feature in communication. With the advent of technology, rising cost of human resources, and quickness in the working of business organization, less time is available to receivers of the messages to interpret and understand them. Moreover, it is necessary to find out that what should be the size of the message as it is required in a communication activity. Anything shorter or greater than the determined size will affect the communication process negatively. As Hartley and Clive note, in any communication situation, the sender will have more information than it is

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required to include in the message. It is thus to determine the existing knowledge of the audience about the situation, and what is needed as well as wanted by the audience (166-167). An optimal sized message will be balanced neither missing any part of essential information nor communicating any unnecessary information.

The principle of economy needs to be applied proportionally in all parts of the message. It is not to trim the message as a whole. The proportionality optimizing all constituents of the message is a thorough balancing process. In the first draft, deletion and substitution will be done following the principle of economy. Lexical choice is the first stage of this process. Familiar and short words require less effort from the receiver and understanding of the reader will be quicker. It can also be argued that there is not be much difference in this regard between the oral and written communication. Secondly, according to Turk and Kirkman, in construction of sentences words should be used economically. Simple structured and short sentences communicate clearly as well as easily (93-94). Thirdly, a well ordered paragraph will not require a lot of sentences. The application of principle of economy in a paragraph will strongly consolidate the units of information in it. Moreover, the principle of economy also makes the message clearer and coherent. Making communication economical linguistically will not be a single attempt rather it may require revisions.

There can be a number of ways to express but it is selecting the one that meets the principle of economy most appropriately.

(ii) Clarity:

With unclear messages, communication remains incomplete. Clarity in message is a natural expectation of the audience in business communication. When audience, whether single or multiple, will have highly diversified perceptions, views, and cultures, the element of clarity in messages is more needed to avoid any possibility of miscommunication. Information is an unchangeable fact but there can be a number of ways to encode this information in a language. Therefore, clarity can be created at three levels: firstly in choice of words and phrases, secondly in construction of sentences, and thirdly in the organization of paragraphs. "Clarity is achieved in part through a balance between precise language and familiar language" (Murphy, Hildebrandt, and Thomas 48). Economical message in simple and familiar language will be clearer than verbose texts. In case technical references and jargon is essential in a message, it is needed to work out for simplification. Clarity is not inherent in business messages rather it is to be created. In fact clarity is linked with the linguistic dimensions of the message and the sender has to depend upon his/her linguistic resource. Lexical and stylistic strategies will create clarity more than other dimensions of the message composition. Moreover, nonlinguistic features too contribute towards the creation of clarity. Layout, graphics, visuals, and presentation of

the message supplement the language in creating clarity. Both linguistic and non-linguistic dimensions should follow conventional standards of clarity.

(iii) Precision:

In business communication precision is even more essential for the effectiveness of a message. Like clarity, precision is also two-dimensional: precision in language expression and precision in information presentation. A message may not be slightly successful if the information or any of its components is incorrect. There are chances that if a smaller part of the information is not precise, authenticity of the whole message will be endangered. In maintaining precision, major emphasis will be on the precision of contents. In some cases huge losses and lasting unreliability is resulted when errors, whether typographical or intentional exist in a message. Misrepresentation is not only erroneous composition of information but it also includes amplification or understatement of the information. However, in persuasive and emphatic communication, presentation of the messages for certain objectives does not lose precision. The difference between misrepresentation and emphasis should be clear to the sender. Linguistically it is also very significant to compose the message with precision lexically, syntactically, and in use of punctuation.

3.2.2 Capital Value of Communication in Business Volume:

Communication has a capital value in the volume of business. Although it is

efficiency of communication channels will have direct impact on the productivity of an organization. With the advent of information and communication technology (ICT) mechanism, communication has become a major factor in the growth and sustainability of a business organization. It has made flow of information much faster and enhanced potential communication line significantly. But it requires more capital and human investment. Many surveys have been conducted to find out value of communication in quantitative terms. The quantitative value of communication can also be realized in case of miscommunication and losses incurred thereafter. For instance Spam (unsolicited email messages) can cost a company, with five thousand employees, about one million dollars annually for loss in productivity as employees have to waste time in dealing with these unnecessary emails (Mohsin 3). Furthermore, distortion of the message cannot be corrected and consequently response of the receiver may adversely affect the business activity as well as future dealings (Bloch and Starks 85).

In frontal communication, marketing is a major area of operation. In a competitive environment, marketing receives significant human and capital investment of an organization. Advertising is the most common and the most relied technique in marketing. Both in electronic and print media, advertising conveys the message to a great number of people in the world. Advertising greatly varies in forms and objectives. Organizations make considerable

not a physical object that can be measured but an estimated value can be determined. Organizational communication is essential to survive but it cannot be quantified in raw numerical values (Sierra 38). Both types of organizational communication, frontal communication (FC) as well as peripheral communication (PC) are significant factors in predicting the success of a business enterprise. Successful communication requires a policy and capital investment. Thus, communication value and productivity are two numerical quantities and a relationship can be established between them. However, there can be different ways of establishing this relationship. It is described below provided all other requirements of productivity are met:

$$BV = F (DI, CC, HR)$$

$$BV = a + bDI + cHR + dCC + e$$

Communication value and business volume

Business Volume (BV) is a function of direct investment (DI), communication channels (CC), and human resource (HR). In above equation a, b, c, d, and e are variables; other factors not accounted (a) and error term (e).

Communication infrastructure and communication policy determine the potential of communication in an organization. Many companies have invested considerably in new communication technologies to communicate quickly with their different staff members (Hartley and Clive 3). The

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capital investment in marketing and it is a quantitative variable of total capital investment of an organization. Therefore, in productivity and profitability analysis, the value of communication can be quantified. In fact business leaders usually don't understand the value of communication and communication professional also find it a hard task to calculate the value of communication (Sierra 38).

3.2.3 Miscommunication:

Miscommunication is not only the antonym of effective communication but it is the perception of the receiver different than what was intended by the sender. This difference in perception can be of varying degrees. It is even more than the failure of the communication process. According to Bell, miscommunication, as a concept, has been poorly defined even by the authors who focused on miscommunication (259). In miscommunication, the message is received and the communication process gets completed. The message creates an understanding as well as an effect. But the sender and receiver associate different meanings to the message at the end of communication process. Miscommunication can be due to a number of reasons including incomplete, unclear, and distorted messages. "Miscommunication is an interesting and slippery concept—perhaps interesting initially because it is slippery" (Coupland, Wiemann, and Giles 1). All the events of communication have more or less chances of miscommunication. It is only in ideal circumstances that the probability of

miscommunication is zero. In the communication process, the element of "noise" exists at various stages of this process. This noise can be physical, linguistic, perception-related, and cultural that could result in any form of miscommunication. It is almost impossible that communication is perfect and there is always some kind of loss or jumbling of information during the process (Ochalla and Green 6).

As communication has a value in the capital volume of an organization, similarly miscommunication has a negative impact on the business activity. This impact has both material as well as immaterial dimensions. In organizations, a number of problems are caused due to the "quality" of communication or "communication breakdowns" amongst individuals and groups involved in communication process (Coupland, Wiemann, and Giles 2). There can be losses of any kinds of varying intensity as a consequence of miscommunication act. Significance of communication can also be illustrated through the miscommunication. Moreover it is pertinent to mention that the completion of communication process, sometimes, may result in the situation opposed to the desired effect. Therefore miscommunication is failure not of the process but of the effect.

3.3 Role of English in Business Communication in Pakistan

Pakistan is a multilingual country. Regional, national, and official languages are employed in social communication. In some events of communication,

even multilingual mediums are used. There are a number of patterns of multilingual mediums in communication events in relation with social, educational, and cultural background of the participants. These patterns can be described as given below:

Oral Communication: L1 | L1 | L2 | L2 | L3 | L3 ....

————————————▶

Written Communication: L1 | L2 | L2 | L3 | L3 | L4............

(L1, 2, 3, 4, ... are different languages)
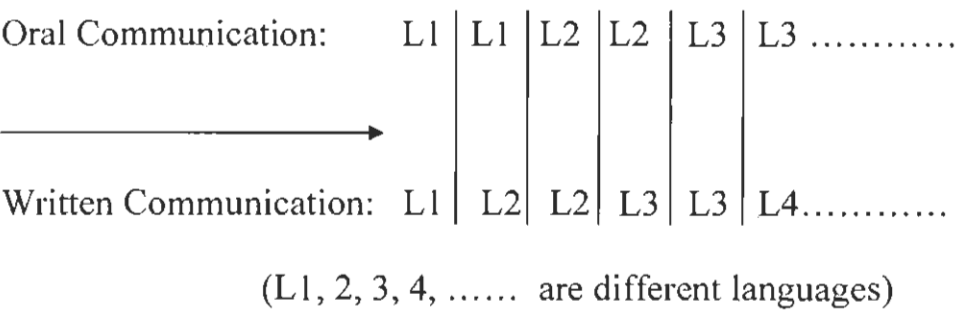
(Figure 3.3)   Patterns of multilingual communication

In Pakistan, English is the most common medium in multilingual business communication especially in writing whereas Urdu in oral communication. These are, however, generalizations and can vary in certain cases. But it is a fact that English language is in greater use as a medium of communication in business and organizations. This use is increasing with the ongoing globalization of institutions as well as the introduction of latest modes of communication. Moreover, as the size and operations of a business organization increase, use of English as medium of communication correspondingly increases.

A business organization may have different sizes. A general categorization of the sizes is small, medium, and large. English is language of officialdom

in Pakistan. All business organizations have to communicate in English with the government organizations. Here English will play a key role in not only carrying out essential business but also in its development (Tahir 206). It is, mostly, in written communication that English is almost necessary. Primarily English is the medium of both the frontal (FC) and peripheral communication (PC) in medium and large size organizations. In industry and business, the large sized organizations operate in English language (Haque 15). This role of English in business communication in Pakistan is established due to the international linkages of organizations and communication in global market. Better chances of development of an organization are created if the communication is efficient and vice versa (Tahir 206). Therefore, English will take the message to a wider range of audience all over the world. This is one of the factors to make English as a medium of business communication in organizations that aspire to expand and attain better standing in the local as well as international market. Moreover English is the language of leading disciplines like basic sciences, technology, and management sciences. English is thus an advantage to business organizations to be aware of all advancements in these areas.

3.3.1 Written Business Communication:

Written business communication has special significance for its formalness and longevity. Marketing is a strategic part of frontal communication (FC). Marketing, whether introductory or persuasive, can have a number of

patterns and strategies. Despite the use of local languages, English is vastly employed in written communication in marketing programs. When both verbal and written mediums are used, English is more frequently employed in written medium.

Local languages are widely used in oral communication. In various written frontal communication including signboards, labels, and product titles, English is a preferred language. Here choice of language is a part of image building of the product as well as of an organization. Frontal communication in English is considered to assure the audience about two facts: being world class and higher quality. It is the international standard that is linked with English as medium of frontal communication. Since English symbolizes internationalism, so in Pakistan frontal communication in English is generally believed to be fulfilling and creating better image than the FC in local languages. Pakistan has a low literacy rate. It was 45% in 1998 (UNESCO 12). Understanding of English is not part of the literacy standard. Out of these literates, a small percentage has basic proficiency in English language. Therefore, vast majority of people don't know English. Although local languages will have wider audience in communication events than English but preference of English can be seen in socio-psychological context. According to Haque, until English will remain the prime medium of expression of the ruling elite, "cultural preferences", "instruments of analysis", "categories of thought", and "modes of thinking" will be shaped

by those who are also controlling some of the major channels of international communication (16). It is a primary reason of English as preferred language in FC. This order of preference is given below:

Written $\Longrightarrow$ English—Urdu—Regional Languages $\Longleftarrow$ **Oral**
Communication   **Communication**
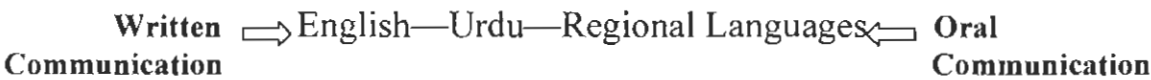
(Figure 3.4)   Language preference in business communication

In bilingual FC episodes, English remains almost an essential component. English is used mostly with Urdu and infrequently with regional languages in a bilingual combination. But in PC, English is used more than Urdu in written communication and some oral communication events. It is the functional value that is responsible for employing English as medium than other languages. English has become the language of marketing, business, IT, and international communication. English is almost essentially used in training programs, presentations, interviews, and meetings. According to Tahir, an increasing number of national and international companies require English for jobs, promotions, and higher salaries. Therefore, employees are learning English not because they like it but realizing the strong need to communicate in English (206). Documentations and records whether manual or electronic, are mostly in English. As terminology of management, accounts, and law is in English, it would help PC's effectiveness and compatibility all over the world. Thus, in multilingual communication in Pakistan, English is a primary medium of written discourse whereas local

languages are medium of oral communication in most formal communication episodes.

3.3.2 English as an Official Language:

English is language of official business in Pakistan. All government agencies use predominantly English in both the in FC and PC. Almost all public sector institutions communicate in English in their operations. As an official language in Pakistan, English is mostly a medium of written communication although Urdu and regional languages are also employed. Whereas oral communication is mostly in local languages but there is a tendency of using more or less English expressions, words, and terminology. Haque points out significance of English in the linguistic culture of Pakistan as being the language of the constitution and the law. Thus, English is medium of state rules and regulations, judgments and proceedings, policy documents, economy and technology, as well as education and information (14-15). This fact is responsible for partial or complete use of English as medium of communication. Secondly, English in the multilingual Pakistani society, has gained preeminence over all Pakistani languages (Rahman, Language, Education 68). English is considered an advantaged medium for its national and international acceptance. It has far reaching impact on the communication events in terms of linguistic prestige as well as global range of comprehension. It has given alleviated position to English over the regional languages of Pakistan. Even Urdu is a national language but it could

not become official language in Pakistan since 1947. It is English, not Urdu that is used at the elitist level in Pakistan (Rahman, Language, Education 67).

The position of English as an official language in Pakistan is also strengthened by the fact that English is a truly international medium. If the official language and the international language are the same, then a remarkable barrier between the two linguistic domains is removed. In 1995-96, out of the Union of International Associations' Yearbook, a sample of 500 organizations showed that 85% organizations from all over the world made English as an official language (Crystal, Global Language 79). This situation is an evidence for using English as a medium of the wider understanding in communication in different parts of the world. Urdu is the national language of Pakistan and seven major regional languages are used in various parts of the country. One of the determining factors of language choice is the degree of formalness. In most formal and top level communication, mostly English is the first choice. Urdu and regional languages are more employed in less formal and intimate official communication. English, however, has some presence in all communication events in formal and official settings.

By definition of the term second language (Richards, Platt, and Platt 142-143), English is the second language in Pakistan. For the last one and half

century, English is official language of Sub-continent. It continues to be the official medium although with some sharing of local languages especially in written communication. This is also a reason for English to be medium of organizational communication in Pakistan. Moreover, all organizations deal with sate institutions for a variety of purposes and this bilateral communication involves English language. It has led to the essential use of English as medium of organizational communication in Pakistan. According to Rahman, "English is in demand by students, their parents, and aspiring members of the professional middle class because it is the language of the elitist domains of power not only in Pakistan but also internationally" (English Teaching 27). In fact it is the official status of English language that has made it so much demanded in the society, organizations, and state affairs. It is symbol of empowerment for individuals as well as organizations and in dealings and communication. Furthermore English as a language lifts a linguistic barrier that the individuals and organizations can directly communicate with the national and international institutions. Better proficiency in English language is thus a tool of effective communication in Pakistan as is the case internationally.

3.4 Futuristic Perspective of English in Business Communication

Globalization is the hallmark of modern world. It is, especially, the technological developments that have led to socio-economic global linkages. The world has virtually been transformed into a town and a single market.

Almost all systems and businesses have global parameters through an interlinking network. It is not possible now for any organized activity to take place in isolation and remain uninfluenced by the global effects. In this backdrop, business organizations are also globalized in their operations and influence.

During the past decade, companies, although based in one country, are making increasingly investments to establish and run business in other parts of the world. It is the globalization of all operations of the organizations to carry out functions demanded in this scenario. Organizational and business communication is globalized and thus English is its language. In fact, business communication in modern world will have highly diverse linguistic foreground. Within global domain, multilingual audience and culture are to be communicated. English has been established to fulfill communicative needs in global multilingual cultures. It will facilitate the sender and the receiver by codifying the message in a medium comprehensible at both ends. The globalization phenomenon and speedy communication channels are further strengthening the essential role of global medium. There is more acquaintance of English as a global medium of communication in almost all parts of the world than any other single language.

English has presence in six continents and no other language, irrespective of number of speakers, has such global expense. Therefore, presently English is

the most extensively used language in the world. English is not just restricted to specialized areas only but from a layman to professional, educated individuals have some introduction with English everywhere in the world. In present times, English is more successful in comparison with its rival major languages like Chinese, Arabic, and German, but in the next century, they might pose a successful challenge to English in global communication (Phillipson and Skutnabb-Kangas 437). Although in certain parts of the world English has still a very limited presence but English language learning is taking place quite rapidly. According to Crystal, in past couple of decades a theoretical possibility of a world language is fast becoming a reality (Global Language 22).

English has nearly taken the position of the common global language (CGL), and no any other language is competing with English in this context. It is a fact that English is on the way to become the unofficial language of world though the French and the Russians strongly disagree with this position of English (Katzner 43). Moreover, one essential reason for a language to become CGL is the military and political power of its people (Crystal, Global Language 7). It was the language of British Empire and current economic, political, and military power, the US. This relationship reinforces rapidly increasing role of English language in international communication. Furthermore, realization of the global role of English is also increasing worldwide. In language planning and language policies, it is been widely

recognized. Nevertheless, there is resistance to English as medium of communication in various parts of the world. Phillipson and Skutnabb-Kangas argue that English has jeopardized "the linguistic human rights of speakers of other languages" and the "linguistic imperialism" should be actively rejected. Once these rights are duly recognized only then English can play a positive role in global communication (447). This position of English is also related with the objective of political hegemony of the English speaking nations. Scholars have convincingly claimed that English language has been an instrument of the "western imperialism" (Petzold 423). Dominance of English in its role as a global language is also considered as a significant factor towards the fast death of several small languages and could further diminish multilingualism regionally as well as internationally. In fact, evolution and disappearance of languages is a historical process. At other places, English is still considered an instrument of colonialism as well as new neo-colonialism. Moreover, international political unrestness associated with the role of the US is also creating a rejection for English language. Even after the tremendous increase in the use of English, about two-thirds of world population are not using it (Crystal, Global Language 23). It means that about a quarter of world's population has at least functional knowledge of English. It connotes a considerable increasing trend in spite of various frictions. In future, it also suggests that it is quite likely the use of English will increase manifold when it will be more politico-culturally desensitized and will be recognized by all nations as a need in global communication.

3.4.1 Needs of Global Communication:

By and large, English is meeting the linguistic needs of global communication. It is a fact that language itself can be a communication barrier. It will be then a significant factor to undermine progress and development. Presently human communication is taking place in about 6000 living languages in the world (Crystal, Cambridge Encyclopedia 287). In this extremely multilingual world, communication barriers are proportionally in great number. In order to overcome these communication barriers in international communication, English is playing a key role. It is a fact that no human interaction or activity is possible without any kind of communication episodes. Now human civilization has entered into an age of faster and efficient communication. The pace of all global political, economic, educational, and scientific developments is so rapid and strategic that an effective communication has become an essential element for development. English language is fulfilling these global communicative objectives as a medium and as an instrument of facilitating communication in the presence of numerous communication barriers. Significance of communication in global context is established in this regard. English language as the most successful medium of global communication has been practically recognized over a period of time. Therefore, it is a medium of global development, harmony, and information highway.

Futuristic analysis of English will involve the evaluation of its present strength. Evolution of English as a global language is linked with the geo-political and technological developments in the 19th and 20th centuries. English, although was not established as a common global language until the first half of the 20th century. But with the globalization of world affairs and development of information technology particularly contributed towards the official as well as unofficial recognition of English as a global language in the world. Moreover English qualifies to global status for being reservoir of knowledge and information. Most of the electronic data and materials in all fields of life are translated from other languages into English. It results in further extension in this reservoir at a rate much greater than any other language. For a speaker of a language L1 to access any resource in another language L2 is usually possible through English. This situation can be projected as the following:

English

L_1 L_2 L_3 L_4 L_n
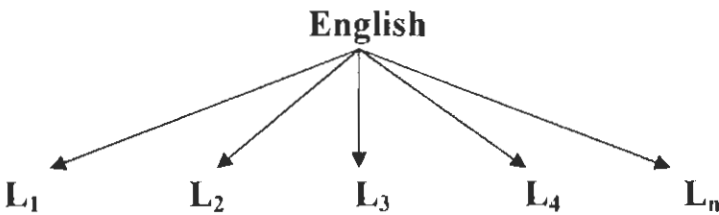
(Figure 3.5)   **English as an intermediary language**

According to a study of the use of English in scientific periodicals conducted in 1981, papers written in English as percentage of all papers written in all world languages were 85% of Biology and physics, 73% medical sciences,

67% chemistry, and 69% mathematics. However, in next years there was considerable increase of over 30% increase in scientific writing in English. In 1995, 90% of papers listed in the journal of "Linguistics Abstracts" were in English and even with higher percentage in computer science (Crystal, Global Language 102). It is more than two decades since then, the use of English has increased considerably. Crystal has declared recently that India has become "the country with the largest English speaking population in the world" and it was the US a decade ago (Crystal 27). This situation is an indicator of increasing use of English worldwide. In addition to social communication, English has become the most used language in development, research, and information.

Studies have suggested greater increase in use of English every year all over the world. To overcome the communication barrier, Crystal mentions that many experts still believe in the use of an "artificial language" (AL) to facilitate international communication. Since the seventeenth century, several hundred artificial languages have been devised and this process continues (Cambridge Encyclopedia 354). Of all these ALs, Esperanto is better established as an artificial language. It is the language of several journals and newspapers, education centers, and international conferences. Nevertheless it is far too behind to play a role in international communication.

It is really difficult to predict future communication in the world and there is no surety of future linguistic patterns. But the indicators show that the role of English will increase manifold in future. Its use as a global language will further strengthen and will be more established. Future communication will be more influencing and powerful. Thus, English will become language of communication empowerment globally.

3.4.2 Emerging Patterns of English Language in the World:

From the isle of Britain, English language first reached the North American continent in the 15th century, Australia in late eighteen century, Africa in early nineteenth century, and in seventeenth century in Asia. In all these regions, British strength increased tremendously in the following decades and ultimately these regions became part of the British Empire. English was introduced in these regions and became a dominant language as it belonged to the ruling elite and the government. Until the mid of the twentieth century, English was a major language of communication in six continents. In the case of North America, Australia, and some other territories, it was the first language there. In other regions it was the second language or foreign language. However, English evolved during this time differently in different regions. Moreover, a language spread over great expanse will have many varieties (Awan 6). For its global presence, English has new varieties and those could be characterized distinctly. These varieties have developed on different patterns. Since the 1960s these varieties are usually referred as

"New Englishes" (Crystal, Global Language 131). There has been social and political influence on these developments like the situation of American English. Above all, the influence of local languages is fundamental to the emergence of new varieties of English language. These varieties are natural outcome of spread of English in the world. Now there is better awareness about these varieties and these are recognized dialects of global English.

Localization of English in different parts of the world is, in fact, natural linguistic change. It, however, reduces the foreignness of language and develops it in that region with indigenous features of phonology, lexis, and stylistics. This is a process that makes English familiar and comfortable to use. International varieties of English express the identities and these are to reduce "the conflict between intelligibility and identity" (Crystal, Global Language 134). It also suggests people's acceptance of English as a language of regional and international communication by using it on familiar as well as indigenous patterns. English is no more a British or American commodity. USA being the largest English speaking nation has about 20% of the world's English speakers and it is, thus evident that no one can be the sole owner of English language (Crystal, Global Language 130). This fact is responsible for de-ethnisizing English and establishing it as a world language than of any particular nation. It has also, to a great extent, decolonized English. It was labeled in eighteenth and twentieth century as a language of colonialism. On the other hand in its continual stretch, English has a wider linguistic

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interaction with other languages of the world. After the processes of calque, interlanguage compounding, as well as borrowing and lending, English has influenced many languages of the world and similarly it is also influenced by these languages. English is a prolific borrower as well as lender and it has borrowed generously words and expressions from many languages of the world including Persian, Hindi, Urdu, Chinese, Spanish a few to mention (Awan 6).

Englishes or varieties of English are generally grouped as native and non-native. These are the essential consequence of the spread of English in the world (Crystal, Global Language 133). During the last five decades, these varieties are welcomed and duly recognized. However, there are certain apprehensions in terms of intelligibility. A general agreement exists that such diverging changes are going to reduce the intelligibility among speakers and users of a language (Saleemi 34). Current scenario implies that over a dozen distinct varieties of English worldwide have not posed any substantial hindrance in international communication. Although communication episodes do suffer at times from the mutual unintelligibility of certain degree, but these verities are far from being a communication barrier. According to Rahman, the unacceptance of non-native English in the past was partly due to ethnocentrism (Rahman, Pakistani English 10). New varieties of English were previously considered as a form of deterioration of the language. Pakistani English is an institutionalized non-native variety of

English like other such varieties (Rahman, Pakistani English 89). It has developed in the last five decades under the influence of regional languages. It is fulfilling communicative objectives nationally as well as internationally with satisfactory effectiveness. However, it can be argued that the use of English in Pakistan will increase in coming time.

3.5 The Linguistic Dimension of Effective Business Communication

Language is a fundamental tool of communication. Language plays a major role in a communication episode by establishing the communication process. Other mediums of communication cannot be effective unless supported by a language in the context or afterwards. Communication through a language can be infinite and can transfer immense information. Language has a very wide range of its application in human communication. The comprehensive role of a language in communication can be illustrated by comparing human and animal communication. Aitchison argues that the former has very limited communication methods and is without creativity as well as arbitrariness. Human language is highly developed than the animal signaling because it can communicate innumerable emotions, feelings, and information (18-19). Animal communication with all its complexities is a non-linguistic phenomenon. It relies mainly on the body language and some basic sounds. This is a fact that without using a language, communication system remains limited in its scope. However, it can be efficient and can communicate the basic and simple messages. Human communication has a

great diversity, effectiveness, and creativity. It is possible primarily because of employing a language. It makes a communication system wider in scope and capable to fulfill very complex communication objectives. Human languages can generate infinite sentences and expressions. Thus, the linguistic dimension of communication carries the capacity to deliver all kinds of messages.

Business communication has two components: linguistic and non-linguistic. Linguistic resource, inter alia, comprises choice of words, sentences, and tone. Non-linguistic part is the form given to linguistic materials concerned with the forms and formats of the messages. It also includes other elements of written and spoken communication. Therefore, language is a fundamental part of communication and it codifies the contents of the message. However, non-linguistic features contribute for the effectiveness of the linguistic resource. The linguistic component codifies the message into words and it can be of infinite patterns but the non-linguistic component has quite limited patterns. The former is complex but the latter is simple. Thus, the linguistic component has a major role in the effectiveness of business communication. It can be true for other kinds of social communication. Semantic and stylistic aspects of a message are the vital elements for effective communication. There are three basic factors to influence the effectiveness of communication: semantic convention, perception, and attitudes.

(i) Semantic Convention:

The receiver and the sender can be at different semantic understanding. Words have different shades of meanings and definitions. The knowledge a person will have about a subject or word will affect the meaning one will attach to it. Thus, the lesser difference between the semantic awareness of the sender and the receiver, the greater effectiveness of the communication and vice versa.

(ii) Perception:

Perception of an individual is influenced by a number of factors including education, abilities, sociocultural background, and experience. Although it is to some extent possible to predict the perception of a person from a particular class, organization, and region but any accuracy is impossible. Perception of the receiver has an influence on the understanding of the message.

(iii) Attitudes:

Attitude is a highly personal trait of an individual. A receiver's attitude towards a message can determine its acceptance or rejection. The effectiveness of business communication is affected by the set of values and attitudes of the sender as well as receiver. Sometimes, it is according to the attitudes that people react than according to the facts. It is summed up in the following figure:

```
                    Effective Communication
                              |
            +-----------------+-----------------+
            |                                   |
            v                                   v
        Linguistic                        Non-linguistic
            |                                   |
            |                          +--------+--------+
            |                          |                 |
            v                          v                 v
        Semantics                  Perception        Attitudes
```
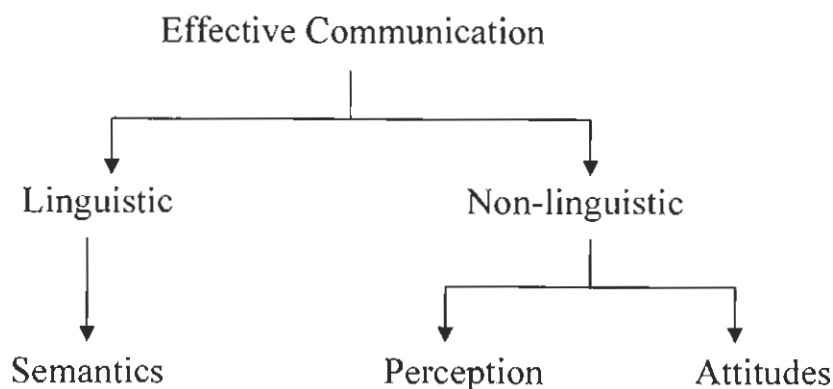
(Figure 3.6)   Elements of effective communication

English is the main language of global business communication (James 72).

For an affective communication globally in the business world, it is English

language to make the linguistic dimension. For most of the communicators,

it is a second/foreign language. Therefore, proficiency in English language is

of great significance for the communicators. In fact a relationship between

proficiency in English language and effective business communication can

be established. Better proficiency in English will bring success to the

communication foe being time-and-effort efficient, economical, and

effective. It will remove the language barrier in global communication. As

translation requires more time, effort, as well as cost in the communication,

therefore it will reduce considerably the chances of effectiveness.

Interpretation, in any way, cannot be a distant substitute for the language

proficiency in English. It is very difficult to maintain emotions and tone in

interpretation. Greater expertise will be required to make interpretation

reliable. Translation is considered to be the most complex work keeping in

view all the variables involved in this process (Crystal, Cambridge

Encyclopedia 346). Although the concept of machine assisted translation

between languages is not new but yet it is far away to become a tool of utility in global business communication. Furthermore, translation or interpretation is very uneconomical and involves extra expenses to the budgets of organizations. The translation costs can require half of the budget of an international organization (Crystal, Global Language 10). With a weaker or no linguistic proficiency of the communicators, effectiveness of communication will remain very low.

Global business communication requires mutually comprehensible language. Organizations are becoming more conscious of the language proficiency of their employees especially those who communicate for the organization. It is recognized worldwide that the linguistic competence is a prerequisite for effective communication. Similarly, English language proficiency is given importance during the recruitment process. And additionally on-job training (OJT) in business communication and English language is becoming a common feature of organizational training programs. Language training programs are organized all over the world to bridge the gap between the existing proficiency and desired proficiency (Tahir 207). In those areas where English is second/foreign language, workers in organizations greatly need to develop their language proficiency. The linguistic proficiency especially in English is needed for all individuals involved in organizational working. It is also a fact that the improved language proficiency of the workers of an organization will promise two benefits: firstly it is economical

to develop language proficiency of the workers than translation or interpretation, secondly it will result in the better chances of effectiveness of organizational communication.

3.6 Conclusion

Communication remains fundamental to almost all organizational activities and effective communication pays dividends. On the contrary, miscommunication can result in substantial loss to an organization. In this regard, economy, clarity, and precision are three essential features of communication. English is the most widespread language of organizational and business communication allover the world. By virtue of this position, English language proficiency is a significant resource for effective communication in organizations.

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Chapter Four

Background to Business English Teaching (BET) in Pakistan

4.1 Introduction

While highlighting the background to BET in Pakistan, this chapter identifies the role of English in educational system of Pakistan at different levels. Pakistani English is an established non-native variety of English and it has relevance to BE and ESL/EFL teaching. An overview of the evolution of Business English to this day and some related concepts are described. The prevalent strategies and the three stages of BET procedures are discussed.

English, and mixed medium schools. Urdu is the only national language and four major regional languages are the mother tongues of most of people. In addition to these languages, about seven other languages are also spoken in various parts of Pakistan. In this scenario, Urdu is a link language and symbolizes national integrity as well as identity. English is the official language in the country. Although in theory, Urdu is also an official language but it is not used in top power circles and by the leading elite from various walks of life. Nevertheless, the use of Urdu is increasing in government communication especially which is concerned with the public (Haque 16). English however has an exclusive role in industry, science and technology, and professional education. According to Rahman, "English is demanded by students, their parents, and aspiring members of the professional middle class because it is the language of the elitist domains of power not only in Pakistan but also internationally" (Teaching Institutions 27). In this multilingual education system, English occupies an eminent position. English is a compulsory subject from class one to the bachelor's degree programs which are fourteen years in general education and fifteen or sixteen years in professional education. English is the only compulsory language throughout this period. In addition to it, English is the medium of instruction in professional education at the tertiary level whereas in general

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education Urdu is mostly used as a medium of instruction. In primary education at state schools, vernacular languages are also medium of instruction in some parts of Pakistan. Moreover, regional languages are also taught as optional subjects in secondary and tertiary education.

4.2.2 Primary Education:

The first six years in a school make primary education and the first year is of the preparatory class prior to class one. In state schools from class one to five, the medium of instruction is either vernacular languages or Urdu but English is taught as a compulsory foreign language. However, in English medium schools, English is the medium of instruction and Urdu is taught as a compulsory language. Therefore, English language teaching is compulsory in both private and public schools at the primary level. Middle school education starts from class six to eighth and pattern of language instruction remains similar as discussed earlier.

4.2.3 Secondary Education:

Secondary education of two years' duration is generally referred to as matriculation. In public sector education, Urdu remains the medium of instruction in science and arts studies. English is a compulsory subject in secondary education. Post secondary or higher secondary education of two years is called intermediate or FA (Faculty of Arts), FSc (Faculty of Science), and ICS (Intermediate in Computer Science). In commerce

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education, it is C.Com (Certificate in Commerce), and D.Com (Diploma in commerce). At the higher secondary level, English continues to be a compulsory subject, and in science as well as commerce programs, the medium of instruction is English except for Islamic Studies and Pakistan Studies. However, in arts programs Urdu is the medium of instruction. Some private schools offer British overseas GCSE O levels and A levels programs. In this scenario, two facts can be established: firstly, English is a compulsory subject from class one to the higher secondary level, and secondly, science and commerce programs at the higher secondary level use English as a medium of instruction. English language teaching is a component at the primary, secondary, and higher secondary levels as a compulsory language. It also remains a medium of science and commerce education at higher secondary level.

4.2.4 Tertiary Education:

After the intermediate level, various options are available for tertiary education:

Higher Secondary/Intermediate (12 Years Schooling)

MBBS/BDS	BE	BCS/BIT	BBA	BCS/BBA (Hons)	B.Com	BA	BSc
4-5 years	4 years	2 years	2 years	3-4 years	2 years	2 years	2 years
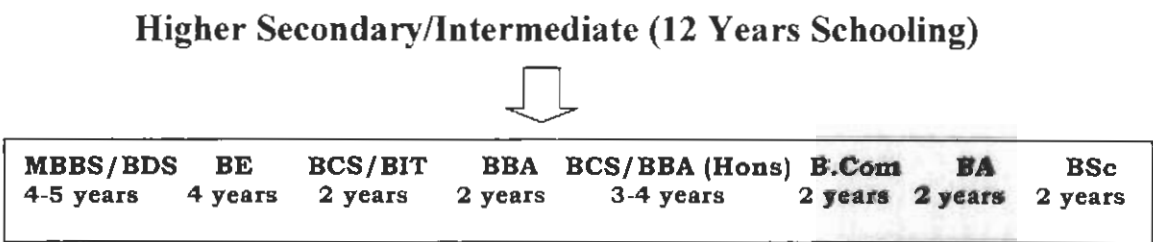
(Figure 4.1)

These are bachelor's level studies programs. The duration of bachelor's studies varies from two to five years. In all these programs, except BA, English is the medium of instruction and specialized English language courses are components of these programs. In the education system of Pakistan, this is the last level for English to be a compulsory subject. In BA programs, most of the social sciences are taught in Urdu. However, students have a choice to opt for English or Urdu. Moreover, in bachelor's programs English as a medium of instruction is not confined to either public or private sector education.

The master's level or postgraduate studies in science and technology, business, and commerce use English as a medium of instruction whereas arts, social sciences, and law studies are offered in both English and Urdu.

Bachelor's Degree

Postgrduation (Medical Sciences) Varies	MSc 2 years	MA 2 years	LLB 3 years	MBA 1-3 years	MCS 2 years
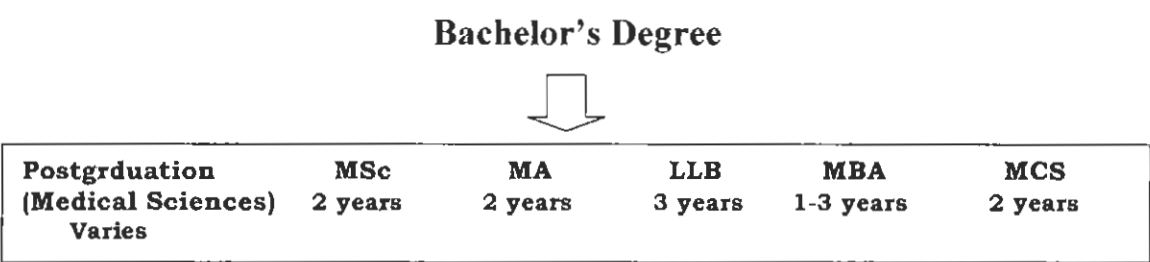
(Figure 4.2)

4.2.5 Conclusion:

This detailed description of the education system with reference to language use clearly presents English and Urdu as two major languages in the system. Vernacular languages are restricted to primary level education, and thereafter

studies in these languages are optional. Urdu remains compulsory up to the higher secondary level, whereas English is compulsory up to the bachelor's level. Secondly, in undergraduate and graduate studies, the role of Urdu as a medium decreases and resultantly English has a greater role in advanced studies. In addition, English also has greater popularity as a language and as a medium of instruction at all levels of education (Rahman, Teaching Institutions 50). English is considered as the medium of modern knowledge, technological advancement, and research. This preposition has given English an eminent position in the multilingual education system of Pakistan. Furthermore, quality education is linked with the state-of-art knowledge and efficient teaching practices. This goal is believed to be difficult to attain without using English as a medium of instruction.

It is nevertheless difficult to determine the status of English in Pakistan. Urdu is given an equal rather preferential status in theory but in practice English is a common language of official business, modern education, and of power (Qadir 11-12). This disparity between theory and practice is also manifested in the education system. State policy in this regard lacks clarity as well as stability (Khan 23). A balance is sought between the two dimensions as Khan points out the demand of national ideology to introduce Urdu more gradually and the necessity of English for accessing international technological advancement (22-24). However, the situation apparently seems to be in the favour of English in present education system. In advanced

business education particularly, English is the medium of instruction and its better proficiency is considered an asset.

4.3 Pakistani English as a Nativized Variety

In the Subcontinent, English was introduced in the early seventeenth century (Awan 6) as a foreign language. It was the language of British merchants who strengthened their position in the Subcontinent afterwards. The changing political situation in the Subcontinent became favourable to British merchants, who eventually established their rule in the entire region that lasted until 1947. During this time, English, despite being a minor foreign language, became the language of the government, education, and ruling elite. New political and sociological factors provided an impetus to English language to become a significant language in the Subcontinent. English was used as an official language. It was the language of the elitist administration setup, the armed forces, and a medium in higher education (Rahman, Pakistani English 1).

In India, English was given the official language status in1857, although its use was prevalent in various parts of India much before this proclamation. English has remained and continues to be an official language in the areas now making Pakistan for about a century and a half. During this period of time, English underwent a change linguistically. This change is quite obvious and various factors have led to this variation vis-à-vis the English

language spoken in Great Britain. According to Rahman, Pakistani English is "an institutionalized non-native variety" of English language in Pakistan (Pakistani English, 2). The term nativized variety being current and widely accepted in linguistics will be used for Pakistani English in this work. This is an important concept about English language in Pakistan to reckon with in ELT, ESP, as well as Business Communication studies. Although there is lesser realization of this fact (Rahman, Pakistani English 2) but it could result in clear mindedness of both the practitioners and learners as well as contribute towards effectiveness of language and communication development programs.

4.3.1 The Development of Pakistani English:

When the use of English as a language spread over a great geo-social expanse, it came under the influence of the native languages of the speakers who were using English as a foreign language. This linguistic interaction of English with other regional languages initiated, inter alia, productive process of borrowing words or lexical exchange. Since 1947, English in Pakistan is used in the multilingual culture of the country and certain features particular to Pakistani English have shaped it to a nativized variety. From the day English was introduced in the Subcontinent, it is absorbing various local 'linguistic cultural traits' of the users (Baumgardner 419).

This process of shaping British English to Pakistani English took place primarily at three levels. In fact there are three indicators of Pakistani English to distinguish institutionalized non-native variety. It also illustrates that how much English has changed since it was made official language and what differences it is has now (Baumgardner, Kennedy, and Shamim 155). Rahman has described Pakistani English at three levels: phonological and phonetic, morphological and syntactic, and lexical and semantic (Rahman, Pakistani English 21, 41, 63). These three levels could be seen in the context of linguistic interaction of English with regional languages of Pakistan over a period of about six decades. "Phonological end phonetic features of English as spoken in Pakistan" are quite obvious and make a real difference between this variety of English and RP (Rahman, Pakistani English 39-40). These patterns can be attributed to the interference and/or influence of local languages or the first language of the speaker in the pronunciation of English. This interference or influence is also extended to syntactic and morphological features. "It has emerged that in grammatical features, Pakistani English is different from British Standard English in a rule-governed manner like other non-native varieties of English" (Rahman, Pakistani English 61). Furthermore Baumgardner has observed, "at the sentence level, Pakistani English manifests incipient grammatical changes in adjective, verb, and noun complementation" (47). In lexical and semantic features, Pakistani English is distinguishable from other varieties of English. This aspect is the most evident of all levels and a large number of words of

Pakistani English have been borrowed from Urdu and other regional languages (Baumgardner 42). Baumgardner has pointed out significant patterns of lexical and semantic aspects of Pakistani English. It includes "the borrowing and subsequent grammaticalization of borrowed items", word formation with affixes, conversion, and vocabulary that are not in current use in British English (43-47).

4.3.2 Sub-varieties of Pakistani English:

Once Pakistani English is institutionalized as a nativized variety, it can further be divided into sub-varieties. According to Rahman, like other nativized varieties of English, Pakistani English also has four sub varieties (Pakistani English, 16). Although identification of these sub-varieties within a nativized variety is not a rigid principle (Rahman, Pakistani English 14) but these sub-varieties could be patterned distinctly. They exist within the parameters of Pakistani English and are useful descriptions of the English language in Pakistan for ELT practices. However, these sub-varieties are not dialects of a language. As English is a prominent language in Pakistan, a correlation between the social class and EFL is thus evident.

Rahman has described four sub-varieties of Pakistani English. These are characterized by the difference with BSE or RP, and occupational as well as social background of the users. The sub-varieties include the following:

(i) Variety A (Anglicized English):

This sub-variety is much closer to British Standard English (BSE) but slightly differs in phonological-phonetic features. It is used by the people who have greater exposure to BSE and RP. They come from the highly educated social class and are educated abroad, or at eminent national institutions. They are well-reputed academics, writers, and administrators.

(ii) Variety B (Acrolect):

Variety B differs from BSE in morphological, lexical, syntactical, as well as semantic dimensions. Its users are people with education from elite English medium institutions and a later exposure to RP and BSE. Reputed journalists, professionals, and administrators from upper middle class are included in this group.

(iii) Variety C (Mesolect):

This is the most widely used sub-variety and it differs more than the above mentioned varieties from the BSE and RP in almost every feature. The users of this variety are generally educated at Urdu medium schools and belong to the middle as well as upper middle class with no exposure to BSE and RP.

(iv) Variety D (Basilect):

It is the most different variety from BSE and RP. The users of Basilect are less educated and low positioned officials like clerks, typists, and other

minor employees. Intelligibility of this sub variety for foreigners is quite low. It has lexical choice that is otherwise outdated. This sub-variety probably resembles the Pidgin English variety of Indian English (Pakistani English 16-17).

4.3.3 Implications for ELT/ESP Practices:

Firstly, the existence of Pakistani English as a nativized variety is not widely recognized, especially in the ELT complex. This is partly due to lack of awareness and partly due to unacceptance of Pakistani English. In practice, it is mostly BSE or ASE (American Standard English) or a hybrid of the two that is considered standard in an ESL/EFL classroom, although in the real sense it exists in a few academic situations. Secondly, once Pakistani English is not recognized, its sub-varieties are certainly not recognized. Thirdly, BSE or ASE is almost ideally preferred to Pakistani English with its indigenous features.

However, in ELT practices it is important to be aware of the sub-varieties of the users of Pakistani English. Rahman has proposed a pedagogical model of English for Pakistan and it is valid in local academic situations, rather than being a universal model. It is likely to enhance the success of ELT practices (Pakistani English, 87).

The recognition of Pakistani English and its sub varieties by ELT practitioners is significant. It will make ELT more realistic to the language situation. Moreover, it can contribute towards needs analysis and will enable the ELT practitioner become better aware of the patterns of acquired proficiency of the learners. The legitimacy of Pakistani English will alleviate the burden of an alien as well as abstract standardization of English language that has made ELT for Pakistani learners a difficult job. As Rahman has pointed out, the awareness of Pakistani English is useful for the practitioners of ELT, who will become concerned with the genuine linguistic needs of the learners as well as the difference between mistakes and deviation from BSE will become clear to them.

4.4 Development of Business English Teaching

Business English is almost a new subject in Pakistan. Although it has remained a component of academic and training programs for decades in various forms, it was developed not long ago in its present form and content. In early 1990s, with major developments in business communication studies globally, Business English became a part of the syllabus at professional schools in Pakistan. On the international scenario, Business English has been of greater interest as well as awareness since 1980s (Ellis and Johnson 3). However, teaching English language tailored to the specific needs of the business and management world has continued for long. Determination of specific needs was not like the 'needs analysis' in present day ESP teaching

practices. In Pakistan, English language teaching to business students aimed at skills development for basic documents writing. Since 1950s a course entitled 'Business Correspondence' has remained a part of business studies and from 1970s 'Commercial English' was taught to intermediate level business students. These courses were predominantly writing skills oriented and did not address communication skills comprehensively. It is also a fact that from 1950 to 1990, business communication was comparatively a simple subject that involved little of technology in communication.

Business English is described as the English language used in business and organizational communication. Once the parameters of a particular context are established then language use also becomes specific to those dimensions. BE discourse can be distinguished from public or academic discourse. Professional discourse has a general and clear consensus about the meaning and usage of technical terms as well as about the registers (Beaugrande 338). (Also see section 1.4.)

4.4.1 Evolution of BET:

Business English teaching emerged from general English language teaching practices when the corporate sector expanded enormously with the scientific and technological revolution. Business communication became specialized as well as more consequential to organizations. In the Unites States, the introduction of Business English courses dates back to the early twentieth

century. For instance, the University of Texas offered a course in Business English in 1908 entitled "Business Forms and Practice" (Smith Jr 39). Business English instructions were started to train learners to be better performers in the business world. In 1912, an eminent expert Sherwin Cody stressed the need for Business English teaching for its practical applications in the United States which had become a business nation (Smith Jr 41). Thus, Business English teaching was not an accidental phenomenon. It developed to respond and cater the commercial and social needs of the business sector when writing for practical business purposes was not successfully taught through traditional English language teaching (Smith Jr 33).

The theory of BET was reinforced by various episodes of ESP in the late 1960s. According to Hutchinson and Waters, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (19). Business English is an occupational language especially in corporate and managerial occupations. It is categorized as EOP (English for Occupational Purposes) that is a part of ESP. It follows ESP procedures. As ESP and general ELT differ considerably, so does BET for being a subfield of ESP. Therefore, a fundamental difference between BET and general ELT practices exists.

4.4.2 Business English and General English Language Teaching:

Business English teaching is based on the notion discussed earlier and it is training to cope with the situations of business and professional communication with all its constraints, risks, and vitality. According to Ellis and Johnson, Business English is a part of ESP, and it shares the procedures of ESP teaching in needs analysis, syllabus design, course design, and materials selection and development. Business English will have a specific language corpus and it is a particular kind of communication in a specific context (3). It is the focal point of BET. Over a period of time, BET practices have evolved around this philosophy.

Business English is offered at a number of institutions at various levels around the world. Although BET is a part of ESP teaching, it involves some procedures similar to general English teaching. Nevertheless, there is a striking difference between general English and Business English courses. Ellis and Johnson have contrasted general English and Business English teaching. It is summarized below:

Teaching Process Stages	Business English	General English
(a) Needs Analysis	Assessing the needs of job position and employer or sponsor	Assessment of the language needs of the learner
(b) Assessment of level	Using formal tests or interviews or both	Placement tests or interviews
(c) Syllabus	Flexible to the needs	Prescribed tests or interviews
(d) Time	Constraint of time as training has to be cost effective	General language study is open ended
(e) Materials	Materials are developed for the specific course	Material development is not required
(f) Methodology	Activities related to workplace are preferred	There is broader range of techniques
(g) Evaluation	There can be an examination, but not necessary	Formal examinations are required

(10-13)

(Table 4.1)   General English and Business English teaching

4.4.3 BET as Training:

It is important to distinguish whether Business English is training or teaching. Teaching suggests generalized educational activity, but training is a specialized skills development program. Business English, however, includes both of these features (Brieger 122). Thus, BET is teaching as well as training, and these terms can be interchangeably used.

BET is training in sense of learners to take up practical roles in the business and management world. BET sets its objectives with a perception of the communication needs of the future profession of the learners. BET will organize its procedures and set the objectives based on an input comprising

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the analysis of background as well as future needs of the learners' group. Therefore, it becomes specific and demarcated training in communication. This is summed up in the following figure:

| Learner's Background | ⇨ | BET Procedures | ⇦ | Learner's Future Profession |

Academic and
Linguistic
(It is a fact)

Professional and
Communicative
(It is perception)
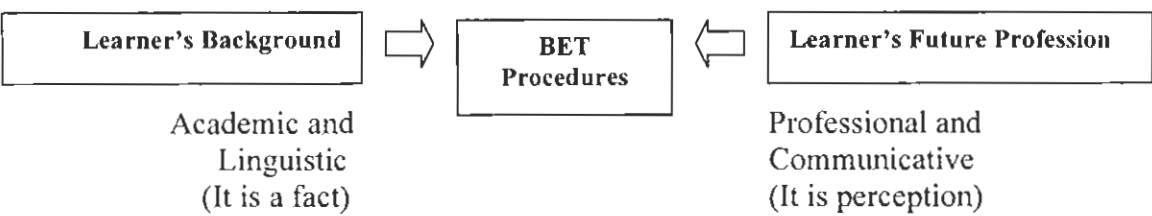
(Figure 4.3)   **Dimensions of BET**

While considering either learner's background or his/her future profession alone, a BET program will remain incomplete and eventually less effective or ineffective. At the planning stage, the practitioner should be professionally in a position to analyze the academic background of the learner in terms of linguistic competence. That is why needs analysis is an essential instrument of BET. Moreover, the communication patterns should also be analyzed with reference to local and international communication situations. Another reference point in this analysis is the communication skills required in future professional roles. This analysis is however complimentary to the interpretations of needs analysis. The word 'needs' pertains not only to the present, but also to the future of the learner.

A differentiation between training and education will **be useful to** illustrate the features of a training program:

Education is defined as an activity which aims at developing the knowledge, skills, moral values, and understanding required in all aspects of life rather than knowledge and skill relating to only a limited field of study. Education is general competence. Training is a planned process that modifies attitudes, knowledge, skill, or behaviour through learning experience to achieve effective performance in an activity or range of activities. Training is restricted competence. (Tahir 207)

BET is the training to enhance linguistic and communicative competencies. Efficiency in the performance of the learner in the practical operations of an organization is the nucleus of this training. BET has a fundamental "emphasis on performance" (Ellis and Johnson 35). Performance is related to a role. Analyzing roles and focusing on communication skills necessary to play these roles efficiently, determines the parameters of BET training. It is however significant that successful role-performance association will require a down-to-earth understanding as well as cognizance of the operational environment of the learner. A needs analysis based on the responses of the learner may not be adequate, and it can be supplemented by the other relevant data. The professional skills of the practitioner will synthesize all this information to develop outlines of the program.

Business English is teaching, as Brieger suggests, for its language teaching features (122). Therefore, elements of teaching in the usual sense are also a part of BET. Nevertheless, BET is overwhelmingly a kind of training to develop communication skills specific to a certain context. However, the teaching-training dichotomy in BET cannot be established. So the terms trainer/practitioner and trainee/learner can be employed in a Business English program.

4.4.4 Components of BET:

An evaluation of features of business communication (see sections 1.3 and 3.2.1) in a communication efficient system will be another significant input to design a Business English course. Broadly speaking, Business English has two segments: linguistic and communicative. A practical balance and blend of these segments will be essential to the success of training. As Beaugrande has indicated, trainers and textbooks authors qualified in ELT tilt towards the linguistic dimension of Business Communication, whereas teachers of business studies give no importance to language skills (2). This imbalance on either side will, more or less, adversely affect the effectiveness of a Business English course. Brieger has illustrated the structure of Business English by highlighting the general English component as well as business specific components:

BUSINESS ENGLISH

LANGUAGE KNOWLEDGE — COMMUNICATION SKILLS

- grammar
- vocabulary
- pronunciation

- presentations
- meetings
- telephoning
- report writing

BUSINESS ENGLISH

LANGUAGE KNOWLEDGE — COMMUNICATION SKILLS

General Language
- grammar
- vocabulary

Specialist Language
- marketing
- finance
- human resources

General Communication
- discussion and social
- listening

Professional Communication
- presentations
- telephoning
- negotiations

(Brieger 6)

(Figure 4.4)   Business English

Business English involves language, communication, and business contents. Practitioners of Business English can be divided into three major categories. Firstly, ELT practitioners, secondly business studies practitioners, and thirdly, although quite few, those who are qualified in other subjects but have some orientation as well as experience in BET. It is difficult to justify BET practice with any one of these qualifications. A suitable Business English practitioner will need to have combined knowledge and skills of ELT methodology, communication skills training, as well as business theories and practices (Brieger 15). It implies that concrete study, orientation, and professional qualifications in these areas will be almost essential for a Business English practitioner. For a suitable practitioner, there will be lesser chances of tilting towards any of the dimensions of BET. In Pakistan, a vast majority of Business English practitioners have qualifications in English literature and thus quite unfamiliar with other dimensions of Business English (Tamim 23). Consequently, BET practices are greatly confined to teaching language skills. ESP/EOP practices have yet to become common in Pakistan. There is hardly any specialized program

available in this area at postgraduate level. Although a few institutions have started ESP courses but it will take longtime to make ESP/EOP specialized practitioners easily available in the professional educational setup. It is perhaps the fundamental reason that BET in Pakistan lacks required expertise. Then there is not any orientation, training workshop, or research in BET.

4.5 Pedagogic Issues and Course Design

4.5.1 Business English Courses:

BET can be exclusive training of any duration, or it can be a component of a professional academic program. Various universities run Business English courses of varying duration for business executives, and workers from the corporate world. In Pakistan, no such courses are offered at institutions of higher education. But many universities worldwide have the availability of these courses. For instance, in South Asia, the Department of English, University of Colombo in Sri Lanka offers a course in Business English. The objective of this course "is to enable the participant to gain confidence in English at the work place" (Course in Business English 1). These courses, full time and part time, aim at developing Business English skills related to the field needs of the participants. Business English courses are part of regular programs of the concerned institutions. On the other hand, some organizations or institutions offer tailored Business English courses on demand. These courses are prepared for a particular group that has some

commonalities like being employees of the same organization. Therefore, Business English trainees/learners can be of various age groups, educational background, and occupational settings. This can be projected in the following manner:

BET

Regular Academic/Degree Program	Professional Development Program
Participants: a group of learners enrolled in an academic program	**Participants:** a group of professional trainees
Characteristics: mixed abilities and varying group size	**Characteristics:** uniform as well as mixed abilities and varying group size
Duration: usually longer, fulltime, and more than a semester	**Duration:** usually shorter over weeks and part time

(Figure 4.5)   **Business English courses**

4.5.2 BET Procedures:

Being a part of ESP, BET follows similar procedures in course design. Pedagogic procedures in BET will have a systematic sequence and these procedures are patterned on ESP methodology. All these procedures can be divided into three stages: Pre-course, On-course, and Post-course. These stages have both managerial as well as pedagogic procedures (Brieger 87, 104, 132). These include jobs like information collection, analysis, planning, methodology, evaluation, and review. These three stages with a particular set of jobs are arranged in the chronological order of a Business English course.

Typically, BET practices in professional as well as academic settings are organized on this pattern.

4.5.2.1 Stage I (Pre-course):

This stage includes all the steps taken before the first day of the course. Primarily, stage I has the following steps:

(i) Decision Making:

Decisions to set the parameters of the Business English program are both managerial as well as pedagogical. According to Brieger a course can be extensive or intensive. An extensive course can be of about twelve weeks, with one or two ninety minutes sessions per week, and an intensive course may be a full time course of one or two weeks. An intensive course is an efficient model in teaching-learning of Business English (87). An academic Business English course, which is component of a degree program, is usually spread over four to six months. Thus, decisions about fees, faculty, timetable, participants, class size, assessment, and schedule of the course are taken at this stage.

(ii) Needs Analysis:

(a) Fundamentals:

Determining and analyzing the needs of learners is an essential procedure of a Business English course. Hutchinson and Waters declare that it is a

characteristic feature of ESP (52) but it is a complex process (63). The needs and objectives of a Business English course are more specific than others. For a genuinely comprehensive awareness about learners, course objectives, and learning needs, a needs analysis will comprise three elements:

1. The range of communication and language required in the trainee's present and future professional roles.
2. The current ability of the trainee in terms of language and communication.
3. The actual objectives of the course.

Therefore a formula (by using 1, 2, and 3 of above sequence): $1 - 2 = 3$, can be applied to find out the contents of the course but student's needs $(1 - 2)$ will not always be equal to 3 or the actual objectives (Brieger 88).

Business English is focused on developing both linguistic as well as communication skills (see section 4.4.4). In order to carry out a needs analysis, it is significant to collect data relevant to these aspects of Business English. Both "needs" and "analysis" should be developed on these foundations. Language knowledge will have general and specialist dimensions, whereas communication skills will have general and professional skills (Brieger 88). Needs analysis procedures for a Business English program can be presented as the following:

```
                        Needs Analysis
                             ⇩

     ⇩                                            ⇩
  Language Knowledge                        Communication Skills
         ⇩                                         ⇩

  ⇩              ⇩                         ⇩              ⇩
General       Specialist               General       Professional
```
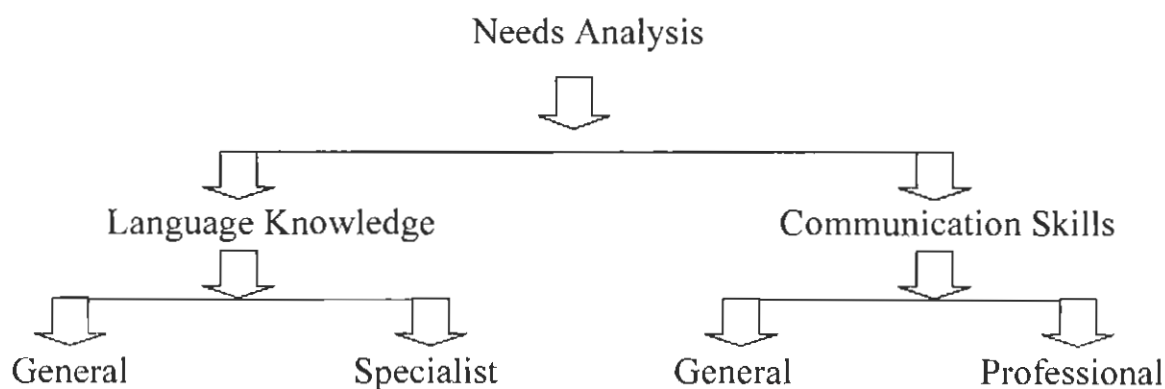
(Figure 4.6)   **Segments of needs analysis**

(b) Methods:

It is a crucial task to collect relevant information about target needs accurately. For this purpose methods employed include questionnaires, interviews, case studies, observation, and tests (Hutchinson and Waters 58, Brieger 90). As needs analysis is a complex procedure, Hutchinson and Waters suggest employing more than one of the previously mentioned methods for better accuracy. However, selection of these methods is linked with limitations like time, access to participants, resources, and other such factors. Needs analysis is not a "once-for-all activity" but a continuing process (59). Practitioners and course designers will receive more information about needs as the course progresses. Although needs analysis is part of pre-course procedures, it can also be carried out on the first day of the course (Brieger 97).

(iii) Development of Course Objectives:

Once sufficient data has been gathered about the needs of participants, it is followed by an analysis to formulate objectives. Analyzing data about needs will provide the foundation to draw objectives. As discussed earlier, subtracting the current ability of learners from the range of communication will be the course objectives. To accomplish "negotiation and agreement on the course objectives" will make a significant part of the course (Brieger 99). It lays the foundation of a Business English course. Nevertheless, agreed course objectives are not the finalization of this process rather it needs revisions at significant stages of the course (Brieger 99) to maintain the qualities of accuracy as well as relevance in the objectives of the course for a particular group of learners. Agreement on course objectives is followed by the development of course outlines or giving a practical shape to the objectives. Outlining however should be flexible for the practitioner to make a decision at any stage of the course while staying within the parameters of the course.

4.5.2.2 Stage II (On-course):

The on-course phase/stage starts with reliance on pre-course planning. Although this stage is primarily concerned with pedagogy, there are also administrative factors involved. For instance, in an intensive course, if any of the factors like social activities, administrative support, and lodging is unsatisfactory, it is likely to have an influence on the course (Brieger 104).

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Therefore, non-pedagogical factors during the on-course stage should also require consideration for realistic and effective course planning. In addition to other on-course activities, the following are major procedures:

(i) Lesson Plan:

Lesson planning, like other ELT practices, is a necessary step to implement course objectives within the parameters of the program. However, the major factor in the implementation of course objectives is the personal style of the practitioner (Brieger 105). The lesson plan is aimed at the effectiveness of pedagogy. According to Brieger "a lesson is a series of interrelated steps which aim to develop as aspect of language knowledge or communication skills, according to course objectives" (105). Moreover, a lesson plan maintains the balance among all segments of the course, and it is a crucial factor in the effectiveness of a Business English program.

(ii) Pedagogy:

There is no specific method in the traditional sense associated with BET. Similarly, in ESP practices, there is not any particular methodology (Hutchinson and Waters 142). In ESP and BET, a learner-centered approach is fundamental to the theory and planning of the course. Furthermore, the communicative approach has a major influence on BET practices and methodology (Brieger 104). Business English pedagogy is thus flexible, and should be adapted to the emerging learning characteristics of the learners.

(iii) Feedback Mechanism:

As discussed earlier, various decisions about the course are not final in the absolute sense and procedures cannot completely accurate. There is always room for revision and improvement. In order to maximize the effectiveness of the program, an evaluation of the program is necessary. This evaluation or feedback is almost essential for developing competence (Brieger 110). It becomes an input to the initial stage of a Business English program. Brieger has mentioned three types of evaluation:

1. The practitioner's self evaluation: a self-appraisal

2. The learner's evaluation: learner's realization of the effectiveness of the program

3. Testing and Feedback: determining to what extent the learning objectives have been achieved

Here it is pertinent that the Business English feedback mechanism differs from traditional feedback for it additionally includes fluency of general communication as well as effectiveness of professional communication (Brieger 110-111). It is also important to schedule the feedback mechanism. Feedback is usually a terminal procedure. It can be carried out during or after an activity, or when a module, or a part of the course is completed. Feedback can be a written, verbal or observation task. It has to be a comprehensive procedure and it is mainly an on-course job.

4.5.2.3 Stage III (Post-course):

Post-course procedures are comparatively fewer and these analyze previous stages of the course. These are given below:

(i) Course Evaluation:

Evaluation includes all steps in terms of relevance, accuracy, and effectiveness. A major input to this evaluation is all types of feedback information from learners. This information requires systematic analysis by the practitioner or other experts to assess the success of the program. Inferences will be drawn, and these can be prescribed for future programs. An evaluation of all significant steps is thus carried out.

(ii) Drafting Course Report:

A course report drafted by the practitioner is a reference document. It can be consulted for research, re-evaluation of the course, in exchange of professional materials with other practitioners, and for similar purposes. A course report is an organized documentation of all steps taken at different stages of the course. The following elements constitute a course report:

1. A restatement of the course objectives

2. A summary of course contents

3. An evaluation of the trainer's achievements

4. Recommendations for the future courses and training programs.

(Brieger 144)

A course report of a Business English program should be an organized, comprehensive, and analytical document. Although it is not an essential component of Business English program, it is extremely desirable for its functional value for the effectiveness of BET. As discussed earlier, Business English is a skill development training program. Therefore, an authentic and analytical report of the entire program would become a part of its procedures.

4.6 Conclusion

In multilingual education system of Pakistan, English has an eminent position. Its scope is increasing. Pakistani English is now an established nativized variety but requires recognition in ELT practices. Business English is a new subject in Pakistan. BET is a training to develop professional communicative skills of learners and it can be divided into three clear-cut stages. BET differs fundamentally with general English teaching.

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Chapter Five

Research Design

5.1 Introduction

This chapter gives a descriptive analysis of the design of the present research. The practical steps taken to set up and manage this research study are outlined. A number of decisions were involved regarding the methodology, research tools, sampling, timing of this research, and my role as a researcher. The background and the rationale behind these decisions will be discussed. Furthermore, description of the research tools used for data collection, sampling design, and data analysis program will be recounted.

Research procedures are discussed in sufficient detail, so that the study could be replicable.

5.2 Methodology

The research under discussion was an attempt to analyze the teaching-learning situation of Business English in Pakistan. After establishing the theoretical framework for this research, a database was developed. The contents of Chapter 3 and 4 are related to its theoretical framework that precedes the development of the database and data analysis. The database is an organized pool of information about the ground realities of BET in Pakistan. The data was collected directly from the following entities of BET at business schools:

(i)   The course coordinators/administrators.

(ii)   The practitioners of Business English.

(iii) The undergraduate learners of Business English.

For this purpose, a field survey was chalked out to collect data and subsequently analyze it. The option of survey was based on the fact that it provides the researcher a chance to collect data directly from the source. This procedure is also reliable. According to Emory, "The versatility of this method is its greatest strength" (213). While discussing the role of surveys in educational research as "perhaps the most commonly used descriptive method", Cohen and Manion have highlighted that "surveys gather data at a

particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events" (83). Similarly, Zikmund argues, "Surveys provide quick, inexpensive, efficient, and accurate means of assessing information about the population" (168). Thus, a survey was planned and undertaken for the current research. The parameters of the survey were fixed and research tools were identified. Details about the survey are given in the coming sections. It was a personally administered questionnaire survey.

Findings of the survey had projected the situation of BET in Pakistan. Data was analyzed and discussed and inferences were made, while linking this analysis with the theoretical framework. Following the analysis of BET in Pakistan, a set of recommendations was made. The recommendations are primarily addressed to the practitioners of BET as well as Business English course designers and academic coordinators.

Cohen and Manion have given three prerequisites to the design of any survey. These are: the purpose of inquiry, the population upon which the survey is focused, and the available resources (85). In the survey under review the following prerequisites were planned:

(i) The Purpose of Inquiry:

The inquiry in hand will investigate as well as analyze the teaching-learning situation of Business English at the undergraduate level in Pakistan. The analysis will be based on data about the field situation.

(ii) The Population:

For the purpose of present survey, the population comprised course coordinators/administrators of undergraduate academic programs in management sciences and IT, practitioners of Business English, and undergraduate learners at business and professional schools. (For more details see section 5.4)

(iii) Available Resources:

Although limited resources were available, both in terms of finances and time, it was possible to accomplish the survey through a judicious strategy. The survey involved questionnaire construction, piloting, printing, travel, coordination with institutions, and feeding data into a computer program. Therefore, the survey design was made in conformity with the available resources.

5.3 Description of Research Tools

5.3.1 Introduction:

Keeping in view the objectives of the research, as detailed in section 1.6, and

the collection of data through a field survey, as discussed in section 5.2, the questionnaire was identified as the research tool. There are various factors responsible in opting for this research tool. A questionnaire helps to collect factual data quickly as well as conveniently for a research study (Oppenheim 7). While pointing out the popularity of the questionnaire for data collection, Nunan mentions, "it enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers' journals, the transcripts of oral language" (143). A questionnaire records direct and independent responses of the subjects. It is possible and easy to quantify this information for analysis and interpretation. Therefore, three, possibly valid and reliable, questionnaires were constructed for the survey. The respondents of these questionnaires were coordinators/administrators of undergraduate programs offering Business English, the practitioners of BET, and the learners of Business English. These were self-completion questionnaires.

Questionnaires can be of many types varying in size, layout, and objectives. The questionnaires of the research under review consisted of a written set of questions asking the subjects directly about the issues involved in the research. The questionnaires were organized in such a way as to use the data for analysis. One of the strategy decisions affecting the design of the survey tool is communication modes (Emory 214). It was the impersonal

communication mode adopted in this survey by relying on printed tools or questionnaires for communication between the researcher and the subjects.

5.3.2 Characteristics of Measurement:

Emory argues that three elements, validity, reliability, and practicality, are the characteristics of sound measurement. Furthermore, "the tools should be an accurate counter or indicator of what we are interested in measuring. In addition, it should be easy and efficient to use" (128). The tools in this research, questionnaires, were constructed on these patterns and precepts. The element of validity was observed by possibly careful sampling, suitable instrumentation, as well as systematic treatment of the quantitative data at various stages. Moreover, all available measures were taken to maintain precision and accuracy in all aspects of the field survey in order to make the research reliable. Practicality of research measurement entails it to be economic, convenient, and interpretable (Emory 134-135). The field survey undertaken was planned to exhibit the element of practicality in its research procedures.

5.3.3 Design and Layout:

According to Zikmund, "The task of writing questionnaire, determining the list of questions, and designing the exact format of the printed or written questionnaire is an essential aspect of the development **of a survey** research design" (60). The questionnaires had a simple design **that was without** any

diagrams, illustrations, or charts. It was endeavoured to keep the overall structure of the questionnaires clear in layout, so that the subjects would find it easy to understand and to fill in. Questions were composed in MS Word program, Times New Roman font, on A-4 size white paper, and in black printing.

About the design and layout of a questionnaire, Cohen and Manion suggest employing the practice of putting a tick in the box format to choose an answer. It is more familiar way to the subjects than encircling a number, which is confusing and causes errors. And sublettering the question numbers, like Q.1 (a), (b), (c) etc, is "a useful technique for grouping together questions to do with a specific issue" (97). Therefore, in these questionnaires subjects were requested to tick or write the answer. They were to write numbers, titles, and other relevant information. In some questions, they were to tick the appropriate answer. Questions were numbered and sublettered. The numbering pattern was uniformly followed in all three questionnaires.

The main part of questions, scales, and instructions were typed in bold face, to make them prominent and clear. "Questionnaires should be designed to appear as brief and small as possible" (Zikmund 326). The layout was intended to make the questionnaires unambiguous. Questions should be arranged in an order from simple to less difficult and to difficult ones (Cohen and Manion 97, Smith 228). Thus, questions were sequenced in the

ascending order in terms of difficulty. Initial questions asked the subjects for information about themselves in order to get them involved in the process. In appearance, the questionnaires looked familiar, and their contents were appropriately spaced. At the end, due thanks were expressed to the subjects for their participation and cooperation in this survey.

5.3.4 Types of Questions:

The questionnaires had a written set of questions. Most of the contents of the questionnaires were closed questions and a few multiple-choice questions. Since these were self-completion questionnaires, there was the least number of open-ended questions (Cohen and Manion 94). Closed questions can be conveniently analyzed, and are more fulfilling in the collection of required information. Moreover, in these types of questions "variability of response" is minimized, demands on the researcher are less, and administering cost is low (Emory 235). The questions were simple worded, in familiar language, and had clear instructions, as for as possible. Similarly, complex and annoying questions or instructions as well as using negatives in questions were avoided (Cohen and Manion 94). The subjects were assured about the confidentiality of the information they would provide. Use of the data collected through the survey was restricted to the research study alone. The research was not designed to require names or contact addresses of subjects. Therefore, the subjects were not asked to give their names, signatures, or any

other identity information. That, perhaps, helped in collecting genuine responses by minimizing the consciousness of subjects about confidentiality. Questions were of professional and academic nature. These questions collected demographic and factual information about the subjects as well as their opinions. All the questions were clearly and briefly described. They expressed in one positive sentence to make them solid and specific. That helped in making the questions simple and clear. The questions were not suggestive or showed any socio-cultural bias (Nunan 143-144) and they did not solicit any derogatory or classified information from the subjects. Keeping in view the possible sensitivity of the subjects towards age and age grouping, three to four age groups were given in the questionnaires. The subjects were to tick the relevant box of the group. The questions were intended to be relevant to the objectives of the research and closely related to the experience of the subjects.

5.3.5 Scales:

In a research study, to translate behavioural subjective data into numerals, an appropriate measurement scale is required (Smith 56). In these questionnaires, the subjects on a given scale responded to certain sets of questions. It was a rating scale used in all such questions. A rating scale is interesting to use, demanding less time, and has wider application (Emory 264). Although there is no definite length of a rating scale, nevertheless three to seven point scales are most commonly used in research (Emory 261,

Smith 60). For this survey, a quantitative scale with ordinal measures was selected. It was a continuous four-point scale (00 to 03) therefore, it yields interval-like data (Hatch and Lazaraton 264-270). However, in the questionnaire for learners of Business English, Question 6 used an 'itemized scale' to select one statement that best described the learners' language level. There were six bands or prescriptors of English language proficiency for undergraduate students. This was a way to find the learners' subjective assessment of their own language proficiency. To collect this information, an itemized scale was necessary.

A four-point scale was selected for two reasons. Firstly, it sufficiently provided a range of options to subjects to express their judgment. Secondly, subjects tend towards the central point, while avoiding extreme response options, and this is responsible for "the error of central tendency" (Emory 264). Therefore, a four-point rating scale reduces the probability of this error.

5.3.6 The Structure of Questionnaires:

Three questionnaires were constructed for this survey. They are given below:

Questionnaire 1: For the Coordinators/Administrators of programs offering

Business English,

Questionnaire 2: For the practitioners of Business English,

Questionnaire 3: For the learners of the Business English.

Each questionnaire had a specific set of questions related to the subjects. To maintain coherence in the questionnaire, "topically related" questions were grouped within a question, and other related questions were organized consecutively (Smith 228). Similarly, the order of the questions was from demographic to opinion-oriented questions. According to Qadir, demographic questions come first in the questionnaires. Learners are familiar with this pattern, as they had been filling in the school and college examination forms with demographic questions given in the beginning. Secondly, giving information about oneself and then going to factual questions is a more engaging pattern (Qadir 138-139).

5.3.6.1 Questionnaire 1:

The questions structured in this questionnaire (see Appendix I) aimed at collecting basic information about the institution and institutional policy for BET. Usually program coordinators/administrators in business and professional schools come from disciplines other than English language teaching. So the questions in this questionnaire did not seek opinion about Business English teaching practices at that institution. Moreover, the subjects for this questionnaire did not have direct involvement in BET and had quite limited knowledge in this connection. They were solicited to provide specific factual information about BET at that particular institution. In all the cases, there was one class of learners sampled at an institution. Thus, there was one coordinator/administrator of that program.

The questionnaire comprised eight major questions or groups of questions. Three questions were further subgrouped ranging from two to four. It was very pertinent to find the total number of students enrolled in that institution and those studying Business English. It determined the proportion of BET in the overall instructional set up of institutions. To further explore the levels of Business English learners, they were divided into the elementary/beginner, intermediate, and advanced levels. Although all the learners had at least twelve years of schooling prior to their enrollment in an undergraduate program, it was possible that institutions might have offered a different level of Business English, according to their existing general English language proficiency. It was, thus, important to find out the level of BET offered to the particular class of learners.

Information about the total credit hours in the undergraduate program, and credit hours for Business English, would reflect how BET was planned as well as weighed in that program. Two questions were related to how institutions determine and evaluate the learner's proficiency in English language, at the start, and at the end of the program. Determining the learner's proficiency level at the start of the program, is a part of needs analysis and it is the foundation of BET to that class. Similarly, the semester and an end-semester evaluation of the learner's proficiency provides information about what is expected of BET and how it addresses particular

skills. This question was supplemented by information about the requirement to qualify for a certain level of Business English at the end of the semester.

Language teaching is the development of four linguistic skills, i.e. speaking, listening, reading, and writing. One cannot be ignored at the cost of other. BET, too, aims at development of these linguistic skills. It would be quite relevant to find out whether these four skills are evaluated in the examinations by including skill specific tests. It will also provide information about the skills focused in BET. This questionnaire was the shortest of the three, for seeking only factual information.

5.3.6.2 Questionnaire 2:

The questionnaire (see Appendix II) sought information from the practitioners of BET about the educational and professional background, approaches towards BET, teaching methodology, vision of the future language use of learners, and syllabus design. It was a comprehensive questionnaire of three full-page length. It consisted of demographic, factual, and opinion questions. All questions were sequenced and grouped in terms of topical relationship.

The first three questions were about the age, sex, and first language of the practitioner. It helped in developing a personal profile of the subject and was augmented by educational and professional data. The next three questions

were related to educational and professional qualifications and training received as an ELT/BET practitioner. The questions determined the strength of the practitioner in terms of education and training. The next four questions were complementary to the previous questions and required information about the levels of Business English taught, areas of focus in teaching practices, general English and Business English teaching experience at national and international levels, and research undertaken in ELT/BET. This data specifically highlighted the extent of professionalism as a BET practitioner. It was also an indication of being a generalist or specialist in language teaching practice. The next two questions asked for the views of the practitioner on certain aspects of practice and the significance of the four linguistic skills in both general as well as Business English teaching at three levels. Skills of learners can be developed effectively, if their specific weaknesses are determined adequately (Donna 126). Therefore, these questions reflected the approach towards BET and how the four linguistic skills are focused in BET and general English teaching at different levels.

An important group of questions was the frequency of certain teaching techniques employed in teaching practices. Twenty-three relevant techniques were grouped in this question. The subjects were to rate these techniques on a four-point scale from 'never' to 'frequently'. This detailed question provided an elaborate picture of the patterns of teaching practices and the diversity of various techniques. The techniques are **common to** modern

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language teaching practices, although a number of other techniques could be added to the list. A question on classroom management was supplementary to the question and it showed how these techniques were actually implemented as well as gave information about the atmosphere of the classroom. The last two questions sought data about significant dimensions of BET. The subject was to give information about the syllabus design and selection of teaching materials. It is an obvious indicator of the professional strength and adaptability of such materials.

5.3.6.3 Questionnaire 3:

This questionnaire (see Appendix III) was to be filled in by learners of Business English in a business/professional institution. The element of clarity and simplicity in the questionnaire was of greater consequence, as the subjects were young learners who were large in number and many of them had various problems in English language proficiency. The questionnaire had thirteen questions in total, spread over three full-length pages. Questions included in it could be categorized as demographic, factual, and opinion oriented.

The initial three questions were of demographic nature about the age, sex, and first language of the subjects. There were three age groups given in the questionnaire because not much variation in age was expected. Since all of them were undergraduate students who would be at least seventeen years of

age. Most of them were expected to fall in the first age group ranging from 17 to 21 years. Since this survey was to analyze BET, therefore all questions pertained to the language proficiency and Business English studies. The questionnaire sought information related to BET in their entire academic program.

The group of question 4, 5, 6, and 7 was concerned with English language learning and exposure to Business English. Question 4 asked for background information about English language learning. The next question was aimed at finding learners' existing language proficiency in a self-assessment style. There were six bands/prescriptors of English language proficiency given for reading and writing skills as well as listening and speaking skills. These prescriptors described a practical proficiency level in a simple and brief manner. It was important to know how the learners felt about their own proficiency in English language. It was followed by a question on the scores of English language in certain examinations. This information could be correlated to the previous question for analysis. Question 7 was to collect important information about the exposure of learners to Business English in the respective program. Different institutions offer Business English courses in different semesters. It helped in relating this information with the semester in which they were studying. It would indicate the institutional policy as to the length as well as timing of Business English in that program. Secondly, the length of exposure would be reflected in their responses as well.

According to Ellis and Johnson, Business English aims at training the learners to become effective in performance. Business skills, basically, include speaking, listening, reading, and writing skills in a specific context (35-36). Therefore, question 8 and 9 were concerned with the opinion of subjects about the significance of four language skills in Business English and the concentration of BET on given four broad areas, i.e. general English language skills, written and spoken business communication as well as preparation for language examinations. It was to find out learners' perspective of BET and expectations they attached to it according to their understanding of Business English. Question 10 listed twenty-three common but effective teaching techniques. The subjects were to rate these techniques in terms of usefulness. These techniques were related specifically to the four basic language skills and testing. Question 11 asked the learners' preference in carrying out classroom activities in different ways. In addition to the previous question, this information showed the learners' choice of teaching techniques and classroom management. The next question provided information about the use of English language outside the classroom. The role of English in the daily lives of learners would indicate their reliance on English language. This question was supplemented by reasons to learn Business English. It gave thirteen possibilities of future use of English and the subjects rated the importance of these possibilities on a scale. It showed learners' realization of the role of Business English in their studies and future professional life.

5.3.6.4 Contrastive Study of Questionnaire 2 and 3:

There were four almost similar questions in Questionnaire 2 and 3 related to BET. These questions included the importance of language skills in Business English, focus of BET on certain aspects, teaching techniques, and classroom management. Both groups of subjects, practitioners and learners, expressed their opinion about these questions. This data would be used in contrastive study of the opinions of both groups. The four questions would be indicators of the group differences in the perspective of practitioners and learners. It would help in reaching conclusions and interpreting data by drawing inferences about the effectiveness of BET. Moreover, the questions were concerned with the fundamental dimensions of BET and could provide useful information. This study will be detailed in Chapter 7 and the statistical technique of hypothesis testing will be applied. Through this technique, a theoretical hypothesis is tested by the empirical data (Zikmund 459).

5.4 Sampling Design

According to Zikmund, "Sampling is a procedure using a small number of units of a given population as a basis for drawing conclusions about the whole population" (361). A suitable sampling design is fundamental to the quality and success of the research study. Identifying the subjects is one of the important decisions in a survey (Emory 146). Sampling was one of the earliest decisions taken about this research. It was preceded by defining the population to be focused in this survey.

Identification of the total population is essential to the formation of a representative sample (Cohen and Manion 87). The population for this research comprised three groups: coordinators/administrators of undergraduate academic programs offering Business English, practitioners of Business English, and undergraduate learners of Business English enrolled in professional/business programs. These three groups are related to the teaching-learning situation of Business English. They were linked through BET at the institutions. BET is meant for the learners, carried out by BET practitioners, and coordinated by the coordinators/administrators. These institutions were the unit of BET. It was the population, which the research study was concerned with. BET units, professional and business schools, are scattered all over the country. However, these schools are not widespread in all cites or towns rather they exist mostly in bigger urban centers. All major cities have most of these schools whereas in some small cities one or more schools could be found. Even all district headquarters, as categorized in the state administrative system, do not have such schools. Thus, these units of BET are spread countrywide but they are limited to certain locations.

Learners of the three groups of population were most in number followed by practitioners. Coordinators/administrators were the smallest group. Usually

an undergraduate program with Business English as a component is coordinated/administered by one person. The number of practitioners depends upon the size of the undergraduate enrollment and the institution. At some schools, undergraduate students in a professional/business program can be a couple of hundred while at the other they could be just a few dozen. It was extremely difficult to find out the exact number of business/professional institutions, BET practitioners, and undergraduate learners therein. However, it was possible with some effort to collect information about most of the institutions, if not about all of them. These institutions were considered as the basic unit of BET. They greatly varied in the size of the target population for the research in hand. According to a rough estimate, over 70 universities and degree awarding institutions, recognized by the Higher Education Commission (HEC) Pakistan, Islamabad, all over the country, offer professional programs with Business English as a component. Some of these universities/institutes have multiple campuses in major cities of Pakistan as well as some affiliated institutions. These are not included in the above estimated number of institutions. In addition, there are a number of other, mostly small schools in the private sector that are not recognized by the HEC. This estimation is primarily based on the information displayed on the official website of the HEC and classified lists of institutions appearing from time to time in the national press. It is also supplemented by other sources.

5.4.2 The Sample:

As discussed earlier, the population surveyed was concentrated at different countrywide locations. It was not practically possible to collect dada from whole of the population. Enormous time, effort, and cost would have been required for that. In line with the modern research tradition, a sample was drawn to represent the population and to make inferences about the population. According to Cohen and Manion, "Researchers endeavour therefore to collect information from a smaller group or subset of the population in such a way that the knowledge gained is representative of the total population under study. This smaller group or subset is a 'sample'" (87). A sample was selected out of the population so that it presented a true picture of the total population. This sample comprised three entities concerned with BET. A relationship between this sample and the population under study could be established in terms of certain characteristics. All the coordinators/administrators were academics and were not BET practitioners. They, mostly, were teaching management sciences, IT, and other subjects. The BET practitioners were fulltime and part time academics teaching English language. Learners enrolled in business/professional institutions formed a similar age group and were of both sexes. The subjects in the sample were to have characteristics similar to the population (Cohen and Manion 87). It was endeavoured to draw a valid and representative sample of the population.

As discussed earlier, professional and business schools were the fundamental units of BET. Therefore, these institutions formed the population where the three entities, focused in this research, were grouped. The sample was selected from these institutions spread all over the country. The sampling frame was based on the HEC's list of recognized institutions of higher education categorized as universities and degree awarding institutions. However, the sampling frame was a 'refined list' of these institutions because only institutions offering BET were included. Other institutions like medical and engineering universities/institutes were thus excluded from the population units based on the HEC's list. The sample selection was carried out through cluster sampling in the probability method (Cohen and Manion 87-88). It was not feasible in terms of cost and time to include institutions from all locations. As the population was "large and widely dispersed", therefore a specific number of institutions was selected randomly (Cohen and Manion 88). The sample for this research comprised 13 professional/business institutions of higher education offering BET in seven cities from different areas. Geographically, these institutions were located in three regions: the NWFP, Islamabad Capital Territory (ICT), and the Punjab. The sample also had three major cities of the country like Lahore, the second biggest city of Pakistan, Islamabad, and Peshawar were included. Other cites were Nowshera, Rawalpindi, Sargodha, and Faisalabad. The following institutions were included in the sample: (more details will be given in coming chapters)

Table: 5.1 Selected institutions and dates of survey

Sr No	Institution	Sector	City	Distance from Islamabad	Date of Survey (2004)
1.	Institute of Management Studies, University of Peshawar	Public	Peshawar	180 Km	13 May
2.	Institute of Management Sciences (IMS)	Public	Peshawar	180 Km	13 May
3.	Northern University	Private	Nowshera	140 Km	5 May
4.	Foundation University Institute of Management and Computer Sciences	Private	Rawalpindi	16 Km	9 June
5.	University Institute of Management Sciences, University of Arid Agriculture	Public	Rawalpindi	3 Km	21 April
6.	COMSATS Institute of Information Technology	Public	Islamabad	−	12 April
7.	Iqra University	Private	Islamabad	−	19 April
8.	Faculty of Management Sciences, International Islamic University	Public	Islamabad	−	17 May
9.	University of Sargodha	Public	Sargodha	275 Km	6 May
10.	The University of Faisalabad	Private	Faisalabad	310 Km	7 May
11.	Institute of South Asia	Private	Lahore	390 Km	19 May
12.	Lahore School of Economics, City Campus	Private	Lahore	390 Km	20 May
13.	Institute of Business and Information Technology (IBIT), University of the Punjab	Public	Lahore	390 Km	21 August

The selected institutions were of a wide rage both from the public and private sector. The sample comprised old and new, large and small, as well as renowned and less known institutions. It was attempted to make the sample representative of the characteristics of the population. The size of sample provided data from 13 coordinators/administrators, 23 practitioners, and 316 learners of Business English. It was sufficient size of the sample to

meet, as Oppenheim suggests, the theoretical requirements, to provide adequate number of the subjects for analysis, and remain within the limitations of time and costs (44).

5.5 Field Survey: Planning and Implementation

5.5.1 Planning:

When decisions about the sample and questionnaires were finalized, the next procedure was planning to manage the project. It was the process of outlining all survey details with reference to the arrangements for implementation. Planning included piloting, timing of the survey, and coordination. All these procedures were sequenced and framed with practical considerations. When the questionnaires were finally organized, it required a field trial to determine their practicality. Oppenheim comments, "Questionnaires do not emerge fully-fledged; they have to be created or adapted, fashioned and developed to maturity after many abortive test flights. In fact, every aspect of a survey has to be tried out beforehand to make sure that it works as intended" (47). Therefore, a pilot for this survey was planned to explore problems and possibilities with the survey design.

About the timing of the research, it was decided to carry out the survey towards the end of semester. Learners would be in a better position then to reflect upon their opinion after they had spent a few months in the semester. It would give them time to adjust to the semester routine. Moreover, they

would have had more exposure to the teaching of Business English at that stage. Although advanced semester students at an institution were selected for the survey, the institutions do not have a uniform pattern of offering Business English. In most institutions, Business English is offered in the first semester, while others offer it in the second, third or even in advanced semesters. Survey at the end of a semester, in the case of learners studying Business English for the first time, ensured that they would have some exposure to BET. Furthermore, at that stage, the practitioners too would be more acquainted with the skills, abilities, and expectations of learners. Secondly, practitioners would be comparatively relaxed towards the end of a semester and will not hesitate to participate in the survey. It is also valid for the coordinators/administrators of the program. The first semester usually starts around January/February and continues until May/June. Through the initial phase of coordination and collection of basic information about institutions, it was found that April-June would be the end semester time at these institutions. Field survey program was chalked out according to the calendar of the institutions. It started around mid-April to early June. However, the IBIT of University of the Punjab, Lahore, was not available for the survey until the start of the next semester after summer vacations in May-June. This was the only institution that was surveyed in the last week of August, when it was accessible for the survey. Dates of the survey are mentioned in table 5.1 in section 5.4.2.

Coordination for this survey was a multi-step procedure. All of it was all carried out through personal resources. Firstly, it required collecting information directly from the institutions about the coordinators/administrators, students, programs, calendar, and accessibility. Most of the selected institutions had their websites and it provided basic information about them and contact details. However, this source sometimes proved unreliable, as the information displayed at these sites was outdated. It was the starting point to approach these institutions. The relevant class was selected and an initial timeframe for the survey was chalked out. It was discussed with the concerned individuals at these institutions through email, phone, and other means. Coordination was a time taking business and involved tactful efforts. After consultations with the program coordinators/administrators, the survey program was revised to incorporate their suggestions and directions. Afterwards, the final timeframe, travel program, and relevant logistic arrangements were made.

5.5.2 Implementation:

Piloting was the first phase of implementation. Oppenheim argues that everything and every aspect of a survey should be piloted. It will include all the major decisions like sampling and minor decisions like size and quality of paper for the questionnaire (48). COMSATS Institute of information Technology, Islamabad was the selected site for piloting. There the target sample was a BBA (ITM) class in 4th semester. It, however, did not

necessarily represent the whole of population for the research. Moreover, this class was different from the class later included in the survey. Learners, males and females, were of mixed ability and it was quite a heterogeneous class. The BET practitioner teaching the class and the coordinator/administrator of the program were other participants in the pilot. The data yielded was complied and observations made during the pilot were analyzed. It was found that certain sections of the questionnaires needed elaboration, formatting as well as rephrasing questions. Data was analyzed through the SPSS program (see section 5.6). In the light of the results, necessary amendments were made in the questionnaires as well as in the survey design.

Coordination remained a continuing process. In this regard, some institutions were easily coordinated with, while others were difficult. It was possible through repeated communication with institutions. After direct communication with the coordinators/administrators, a formal letter describing the objectives and details of the survey was dispatched. Nevertheless, it required active follow-up, as no institution replied to the letter. However, all institutions granted permission to carry out the survey, after this initial coordination exercise.

Smith has pointed out three significant aspects of questionnaire administration. Firstly, giving clear instructions to the subjects, secondly,

collecting all data under similar conditions, and thirdly, practicing and assuring the subjects confidentiality of their responses (68-69). It was decided to conduct the survey inside the classroom in order to avail of the serious and ordered setting of the classroom. All the survey was carried out in similar human and physical settings. During the class, the concerned lecturer allocated the researcher 10-15 minute time to conduct the survey. Learners there had focused attention and responded in an organized classroom atmosphere. The researcher introduced himself, the research objectives, and relevant instructions directly to the learners. It was to familiarize them with the survey and the significance of their participation. They were also told to ask for assistance in case of difficulty in understanding a question. The researcher oversaw the filling of the questionnaires and replied to questions of some learners. The average percentage of learners who asked for explanation was very small. All of them were able to complete the questionnaire in the maximum time of 10 minutes. They were duly thanked for participating in the survey. Practitioners and coordinators/administrators were approached in their offices to fill in the questionnaires. They mostly completed the questionnaires and returned them immediately but in some cases, practitioners were not available or did not have time to fill the questionnaires immediately. They later mailed the completed questionnaires to the researcher.

5.6 Data Analysis Program

The field survey yielded large amount of data. The SPSS (Statistical Package for Social Sciences) program was utilized to tabulate and analyze data by a computer. The latest available version of SPSS, year 2003, release 12.0 for Windows, had added features and offered a number of options for statistical analysis and projection of data. Since most of the questions were closed and scales were used in several questions, it facilitated entering the data into the computer.

5.7 Conclusion

The survey was, thus, planned in line with the existing quantitative research traditions and the selected tools were constructed specifically for the measurement of required data. The questionnaires were designed to collect data related to BET practices in Pakistan in order to find perception and reality about various dimensions of the target situation. The database developed after this survey, provided significant information about the field situation. Inferences were drawn after data analysis and hypothesis testing.

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Chapter Six

Comprehensive Data Analysis and Interpretation

6.1 Introduction
6.2 Questionnaire 1
6.3 Questionnaire 2
6.4 Questionnaire 3
6.5 Conclusion

6.1 Introduction

This chapter comprises a comprehensive study of the data collected through

a field survey with reference to the questions included in the questionnaires.

It is the descriptive analysis of the data. The chapter is divided into three

parts according to three questionnaires administered and will be discussed

with tables and projections. The data provided an approximate idea of the

teaching-learning situation of Business English at the undergraduate level in

Pakistan. The respondents include 13 administrators/coordinators at 13

institutions, 23 BET practitioners, and 316 learners of BE. All the

information discussed about the three questionnaires is sequenced according

to the order of questions in the respective questionnaire administered. Each

question or set of questions is first represented with a summary table,

followed by analysis as well as interpretation.

6.2 Questionnaire 1: For Administrators/Coordinators of Academic Programs

This questionnaire consisted of ten questions. The first three questions asked for the name of institution, total number of students, and number of students learning Business English at that institution respectively. This data is given in the following table:

Table: 6.1a Number of students

Sr No	Institution	Total Number of Students	BE Students	BE Students' %age	BE: Elementary Level	BE: Intermediate Level	BE: Advanced Level
1.	Institute of Management Studies, University of Peshawar, Peshawar	1000	1000	100%	0	0	1000
2.	Institute of Management Sciences, Peshawar	700	700	100%	0	0	700
3.	Northern University, Nowshera	96	34	35.4%	0	0	34
4.	Foundation University Institute of Management and Computer Sciences, Rawalpindi	400	390	97.5%	0	0	390
5.	University Institute of Management Sciences, University of Arid Agriculture, Rawalpindi	560	560	100%	0	0	560
6.	COMSATS Institute of Information Technology, Islamabad	2600	2600	100%	0	0	2600
7.	Iqra University, Islamabad	650	120	18.4%	0	0	120
8.	Faculty of Management Sciences, International Islamic University, Islamabad	1085	920	84.7%	0	0	920
9.	University of Sargodha, Sargodha	6000	200	3.3%	0	0	200
10.	The University of Faisalabad, Faisalabad	231	60	26%	0	0	60
11.	Institute of South Asia, Lahore	400	400	100%	0	0	400
12.	Lahore School of Economics, Lahore	550	550	100%	0	0	550
13.	Institute of Business and Information Technology, University of the Punjab, Lahore	534	534	100%	0	0	534

The thirteen institutions included in the sample were of greatly varying sizes with total number of students as 96 and 6000 in the smallest and the biggest institution respectively. It is important to mention that the institutes established as an independent unit of a university or being a separate institute were taken as the basic unit of the sample. Whereas those departments which were not independent institutes and were a part of the institution, then the whole of institution was considered as a unit of the sample. In this way, Northern University, COMSATS Institute of Information Technology, University of Sargodha and University of Faisalabad were units of sample according to this criterion.

In nine institutions, more than 84.7% students were studying Business English while in four institutions this percentage ranged from 3.3% as minimum and 35.4% as maximum. Therefore, it is common with the institutes of management sciences that an overwhelming majority of students learn Business English. In universities where management sciences make up a department, Business English learners form a smaller percentage in the whole student population of the institution. It also indicates that Business English is essentially related to management sciences programs. Thus, in the institutes of management sciences, it is likely that Business English teaching/training is at a larger scale and comparatively better organized and vice versa. However, this hypothetical inference will be tested later in accordance with the data.

A clear pattern has emerged about the level of Business English learners. Business English was divided into elementary, intermediate, and advanced levels. At all institutions, students were learning Business English at advanced level. There was no Business English learning at elementary and intermediate levels at any institution. It is a significant result and all other data in this survey will be analyzed as well as interpreted with reference to this information.

Table: 6.1b Distribution of the sample

Sr No	Institution	Number of BE learners in the class	%age of the sample
1.	Institute of Management Studies, University of Peshawar, Peshawar	32	10.12%
2.	Institute of Management Sciences, Peshawar	34	10.75%
3.	Northern University, Nowshera	9	2.84%
4.	Foundation University Institute of Management and Computer Sciences, Rawalpindi	13	4.11%
5.	University Institute of Management Sciences, University of Arid Agriculture, Rawalpindi	36	11.39%
6.	COMSATS Institute of Information Technology, Islamabad	18	5.69%
7.	Iqra University, Islamabad	16	5.06%
8.	Faculty of Management Sciences, International Islamic University, Islamabad	31	9.81%
9.	University of Sargodha, Sargodha	31	9.81%
10.	The University of Faisalabad, Faisalabad	8	2.53%
11.	Institute of South Asia, Lahore	13	4.11%
12.	Lahore School of Economics, Lahore	34	10.75%
13.	Institute of Business and Information Technology, University of the Punjab, Lahore	41	12.97%
	Total	**316**	**100%**

The above table is auxiliary information to the table 6.1a. It shows number of learners in a class of Business English at the time of survey. This was the minimum number of learners present in the class. Mostly, the size of class is large with more than 30 learners going upto 41.

Table: 6.2a
BE credit hours as percentage of the total credit hours in the undergraduate program

Sr No	Institution	Total Credit Hours in the program	BE Credit Hours	%age of BE Credit Hours
1.	Institute of Management Studies, University of Peshawar, Peshawar	126	6	4.76%
2.	Institute of Management Sciences, Peshawar	120	6	5%
3.	Northern University, Nowshera	109	6	5.50%
4.	Foundation University Institute of Management and Computer Sciences, Rawalpindi	108	9	8.33%
5.	University Institute of Management Sciences, University of Arid Agriculture, Rawalpindi	124	3	2.42%
6.	COMSATS Institute of Information Technology, Islamabad	141	12	8.51%
7.	Iqra University, Islamabad	138	9	6.52%
8.	Faculty of Management Sciences, International Islamic University, Islamabad	120	9	7.5%
9.	University of Sargodha, Sargodha	104	8	7.69%
10.	The University of Faisalabad, Faisalabad	132	12	9.09%
11.	Institute of South Asia, Lahore	96	12	12.5%
12.	Lahore School of Economics, Lahore	133	5	3.75%
13.	Institute of Business and Information Technology, University of the Punjab, Lahore	134	6	4.47%

Table: 6.2b

Average Total Credit Hours	Minimum Total Credit Hours	Maximum Total Credit Hours	Average BE Credit Hours	Average %age of BE Credit Hours
121.92	96	141	7.92	6.61%

The tables 6.2a and 6.2b show data about BE credit hours as percentage of total credit hours in the program. Business English credit hours in relation to the total credit hours of the program varied considerably. Minimum number was 3 and maximum was 12 credit hours of Business English. This indicates that course administrators/coordinators have different opinion about the importance as well as quantity of Business English suitable for undergraduate programs. It is however not due to the fact that Business English credit hours are decided according to the needs of learners. It is a perception-oriented decision.

The minimum and maximum total credit hours of an undergraduate program were 96 and 141 respectively. The data also indicates that Business English credit hours are not directly proportional to total credit hours. For instance at the Institute of South Asia, Business English credit hours were 12 out of a total of 96 credit hours (12.50%). This is the maximum percentage of Business English credit hours in comparatively minimum total credit hours in the sample. The minimum percentage of Business English credit hours (2.42%) was 3 in a program of 124 total credit hours at the University Institute of Management Sciences, University of Arid Agriculture. There is no definite way to determine credit hours for Business English and there is no uniformity in the tradition of Business English teaching in terms of credit hours. It is obvious that Business credit hours are determined by the perception of the course designers and this perception is largely different.

Furthermore, the average for total credit hours of the program was 121.92 and average Business English credit hours were 7.92 (average percentage 6.61%). Keeping in view the general needs of the learners, Business English is not given much importance in the undergraduate program and it, therefore, does not fulfill the needs of learners.

Table 6.3
Determining English proficiency level and kinds of tests

Sr No	Institution	Criteria of determining English Proficiency Level	Kinds of Tests Conducted	To pass BE end semester examination required?
1.	Institute of Management Studies, University of Peshawar, Peshawar	Previous academic record and admission test	Written and Oral tests, Assignments	Yes
2.	Institute of Management Sciences, Peshawar	Admission test (including grammar) and presentations	In-class tests, presentations, mid term and final term exams	Yes
3.	Northern University, Nowshera	Students are interviewed in the class	Written and Oral tests	Yes
4.	Foundation University Institute of Management and Computer Sciences, Rawalpindi	Admission test	Quiz, Assignments, Mid term and Final term tests	Yes
5.	University Institute of Management Sciences, University of Arid Agriculture, Rawalpindi	Previous academic record, admission test (English a compulsory part)	Mid term and Final tests	Yes
6.	COMSATS Institute of Information Technology, Islamabad	Test about sentence construction and grammatical proficiency	Written test	Yes
7.	Iqra University, Islamabad	Test of writing and speaking on the stage	Presentation and written tests	Yes
8.	Faculty of Management Sciences, International Islamic University, Islamabad	Written test, interview in English, and 30% of previous academic record	Mid and Final term examinations, presentations, and projects	Yes
9.	University of Sargodha, Sargodha	Previous academic record	Quiz, presentation, assignment, mid and final term examinations	Yes
10.	The University of Faisalabad, Faisalabad	Previous academic record	Quiz, presentation, workshop, laboratory	Yes
11.	Institute of South Asia, Lahore	Admission test	Daily testing, Mid and final term examinations	Yes
12.	Lahore School of Economics, Lahore	Admission test and interview	Mid and final term examinations	Yes
13.	Institute of Business and Information Technology, University of the Punjab, Lahore	Previous academic record 50% and entry test (Math and English) 50%	Quiz, presentation, project, final report, mid and final term examinations	Yes

The table 6.3 exhibits the criteria of determining language proficiency level, kinds of the tests, and requirement to pass BE examination. Mostly, conducting an admission test and the previous academic record form the basis of selecting students for admission at various educational institutions. Admission test can be written or oral or both. It is obvious that English is an essential part of the admission test. Therefore, better proficiency in English language will be an advantage in the test. Similarly, a better score in English in the intermediate examination will also increase the chances of admission. However, this is not a substitute for a needs analysis for BET and no placement test is carried out. Business English classes remain widely heterogeneous and its practitioners do not have specific knowledge about the language proficiency of the learners. In the admission test, English language proficiency just adds to the score of the admission test but is not used for any planning for BET.

Different types of tests were conducted during and at the end of semester. These tests were both oral and written. Presentations and written assignments were very common types of tests. Quiz was another common type of oral tests. Other testes included projects, workshops, laboratory, and reports. There is not much variety in oral tests except presentations and quizzes. However, relevance as well as effectiveness of these common types of oral tests can vary from situation to situation. The popularity of presentations is largely because it is a usual activity in organizational

working. However, the effectiveness of these tests will depend upon the way these are planned and conducted and the results interpreted. Data also shows that it was compulsory everywhere to pass the Business English examination at the end of semester. Therefore, Business English courses will always require the learners to pass the end of semester examination. This shows that BET is an essential feature of professional studies.

Table: 6.4
Questions about four language skills in BE examination

Sr No	Institution	Reading Skills	Writing Skills	Listening Skills	Speaking Skills
1.	Institute of Management Studies, University of Peshawar, Peshawar	Yes	Yes	Yes	Yes
2.	Institute of Management Sciences, Peshawar	Yes	Yes	No	Yes
3.	Northern University, Nowshera	No	Yes	No	Yes
4.	Foundation University Institute of Management and Computer Sciences, Rawalpindi	Yes	Yes	Yes	Yes
5.	University Institute of Management Sciences, University of Arid Agriculture, Rawalpindi	Yes	Yes	No	Yes
6	COMSATS Institute of Information Technology, Islamabad	Yes	Yes	Yes	Yes
7	Iqra University, Islamabad	Yes	Yes	No	Yes
8.	Faculty of Management Sciences, International Islamic University, Islamabad	No	Yes	No	Yes
9.	University of Sargodha, Sargodha	Yes	Yes	No	Yes
10.	The University of Faisalabad, Faisalabad	Yes	Yes	Yes	Yes
11.	Institute of South Asia, Lahore	Yes	Yes	No	Yes
12.	Lahore School of Economics, Lahore	Yes	Yes	No	No
13.	Institute of Business and Information Technology, University of the Punjab, Lahore	Yes	Yes	Yes	Yes
	%age	84.6%	100%	38.4%	92.3%

Table 6.4 presents the data about the inclusion of questions related to four language skills in Business English examinations. The percentage of 'Yes' about these skills is 84.6% for reading skills, 100% for writing skills, 38.4% for listening skills, and 92.3% for speaking skills. Therefore, writing and speaking skills were given maximum importance in the examination followed by the reading skills. However, listening skills form the least part of the examination. This information also attests to the common use of written and oral kinds of tests, which evaluate writing and speaking skills. It also indicates that productive skills are considered more important. Nevertheless, it is also very significant to develop and evaluate receptive skills of the learners especially in Business English courses. It will require a balanced and integrated approach for the four language skills. Productive skills cannot be developed at the cost of receptive skills.

6.3 Questionnaire 2: For BET Practitioners

There were 23 respondents to this questionnaire. Therefore, N remains 23 in all case other than where it will be mentioned differently.

Table: 6.5 Age

Sr No	Age Group (in years)	%age
1.	20-30	26%
2.	31-40	52.1%
3.	41-50	8.6%
4.	51 and above	13%

The above table displays the data about the age of the practitioners. In these four age groups, maximum subjects (52.1%) were in the 31-40 years age group. It is followed by the 20-30 years age group (26%). It will indicate that the vast majority of the BET practitioners were under 40 years of age. Perhaps it was because Business English was relatively a new subject and senior ELT practitioners did not feel inclined towards BET in professional institutions. Nevertheless, there were 8.6% and 13% practitioners in the 41-50 and 51 and above age groups respectively. These senior practitioners would have turned towards BET at any stage of their general English language and literature teaching. It could be due to their interest or need. It is however very pertinent that they should have had some orientation and training in BET.

Graph: 6.1 Sex
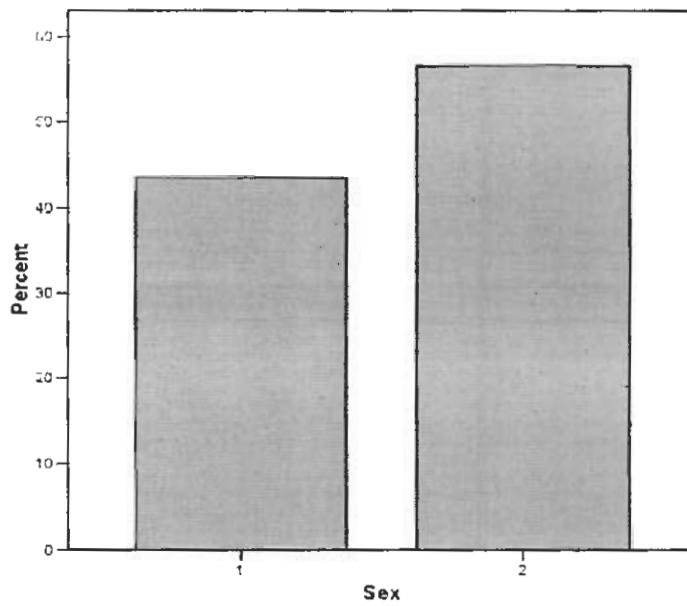
In this graph, 1 represents male and 2 female. The sample had 56.5% female and 43.5% male subjects. Males were outnumbered by females as Business English practitioners in the sample.

Graph: 6.2 First language
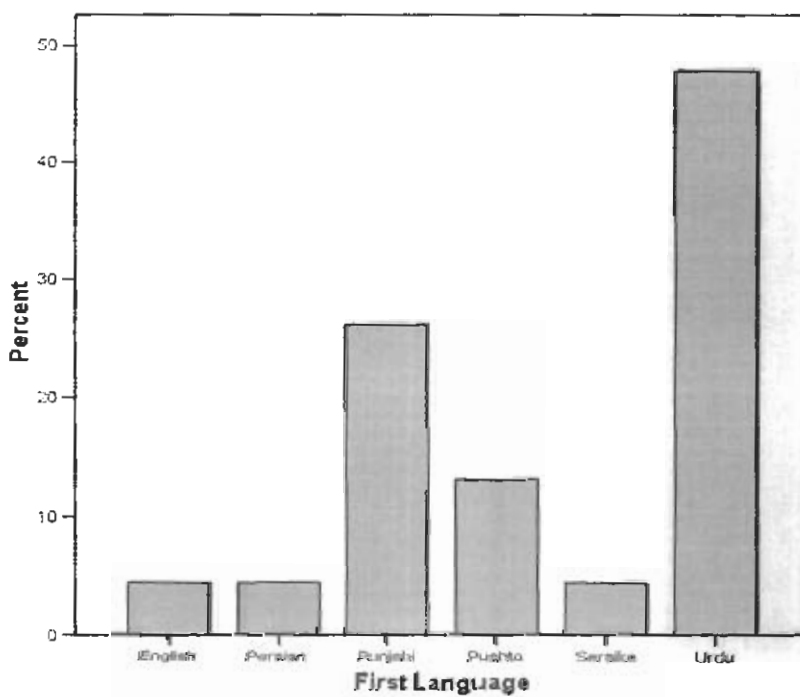
The above graph projects the data about the first languages of the subjects. The first languages of the practitioners were obviously according to the regions included in this survey. Urdu (47.8%) and Punjabi (26.1%) were first languages of the majority. Pushto (13%), Seraike (4.3%), Persian (4.3%), and English (4.3%) were other first language of the practitioners.

This data portrayed the demographical picture of the subjects. The following data presents academic and professional profiles of the practitioners.

Table: 6.6
Educational qualifications

Sr No	Qualification	Local	Abroad	Nil
a.	Graduation	95.6%	4.3%	0%
b.	Master	91.3%	8.6%	0%
c.	MPhil	17.3%	0%	82.6%
d.	PhD	0%	0%	100%

The above table provides the data about the educational qualification of the practitioners. All the practitioners held the master's degree. Most of them had local graduation (95.6%) and local master's (91.3%). A small percentage had graduation (4.3%) and master's (8.6%) from abroad and no MPhil and PhD from abroad. Only 17.3% had local MPhil degrees and none had PhD at all. It is indicative of less specialized educational qualifications especially

MPhil and PhD. The master's degree in English is traditionally a literature based program and at some universities rudimentary studies about linguistics as well as ELT are included in MA English programs. Therefore, most of the BET practitioners did not have specialized education in the area of their practice.

Table: 6.7
Professional qualifications

Sr No	Qualification	%age
a.	Certificate/Diploma	47.8%
b.	Master	39.1%

In this table, serial a and b are independently calculated out of 100. Professional qualifications included studies in TEFL/TESL/ELT or ESP/BET. Certificate/Diploma level courses were attended by 47.8% and only 39.1% had a master's level professional qualification. It shows that there is quite inadequate professional training of the BET practitioners.

Table: 6.8 Training received

Sr No	Training	Local	International	Local and International	Nil
a.	ELT Conference	8.6%	8.6%	13%	69.5%
b.	ELT Workshop	26%	13%	8.6%	52.1%
c.	BET Workshop	8.6%	4.3%	0%	86.9%

Table 6.8 shows data about the training of the practitioners. Training included professional development activities like workshops and conferences. A vast majority of the subjects had not participated in any of these activities either locally and internationally especially in BET workshop (Nil as 86.9%). Participation in ELT conference was 8.6% local, 8.6% international, and 13% both local and international. This situation can be due to the relatively rare occurrence of local ELT conferences or the lack of interest of the practitioners in such activities or both. It is also valid for BET workshops. However, the tradition of ELT workshop existed and 26% of them had attended local, 13% international, and 8.6% both local and international ELT workshops whereas, 52.1% had never attended any ELT workshop. If the data given in tables 6.6, 6.7, and 6.8 is analyzed together, it is clear that a small percentage of BET practitioners only had basic specialized academic as well as professional exposure in the area of their practice. A majority of them did not have adequate academic and professional strength required for effective BET practices. This was due to the unavailability of specialized courses and professional activities or due to the lack of interest of practitioners. However, it certainly affects BET practices at all stages.

Table: 6.9
Teaching BE at different levels

Sr No	BE Levels	%age
a.	Elementary	26%
b.	Intermediate	52.1%
c.	Advanced	86.9%

In the above table, data pertains to practitioners' experience of BET at different levels. Each of the three levels in the table is calculated out of 100%. It shows that most of the practitioners had taught Business English at advanced levels (86.9%). The second largest figure is at the intermediate level (52.1%). Only 26% of them had experience of BET at the elementary level. Therefore, the majority of practitioners remained concerned with BET at the advanced level. As mentioned in table 6.1, all the learners at the institutions were taught Business English at the advanced level. Thus, it would establish that both practitioners and learners dealt with BET at the advanced level. The responses in the following data will be discussed in this backdrop.

Table: 6.10
Area of focus in ELT practices

Sr No	Area	Yes	No
a.	General English	87%	13%
b.	ESP	56.5%	43.5%

The above table presents data about the area of focus in ELT practices. Practitioners were asked about the area of focus in their ELT practices. Here General English and ESP (BE) are defined in accordance with the discussion in section 4.4.2. The area of focus would reflect their interest as well as familiarity with ESP. Most of the practitioners were engaged in teaching general English teaching approach (87%) and 56.5% indicated ESP focused ELT practices. This shows that the ESP approach is not prevalent and BET is dealt mostly on a general English language teaching pattern. This indicates a fundamental flaw in the approach to BET. This is a significant factor to undermine the effectiveness of BET.

Table: 6.11 Experience as an ELT practitioner

Sr No	Experience	Average	Maximum	Minimum	SD (Months)
a.	National	9 Years 8 Months	30 Years	1 Year 6 Months	8
b.	International	5 Months	3 Years 6 Months	0 Year 0 Month	1
c.	General English	8 Years 1 Month	30 Years	0 Year 0 Month	8
d.	Business English	4 Years 6 Months	13 Years	4 Months	4

The above table contains data about the experience as an ELT practitioner is presented. Average and SD in months and is rounded to the nearest whole number. The table includes ELT experience at national and international levels as well as general English teaching and BET. Mostly practitioners had ELT experience inside the country, at average 9 years 8 months, and had

been teaching general English language, at average 8 years 1 month. Average international ELT experience was just 5 months and BET at average was 4 years 6 months. SD (Standard Deviation) remains high except for ELT international experience. This suggests that the data have great variation. In ELT national experience the maximum was 30 years and the minimum 1 year 6 months, in General English the maximum 30 years and the minimum 0 year/month, and in Business English the maximum 13 years and 4 months the minimum. Average BET experience would show that practitioners were almost new in this field and this confirms the findings of table 6.5 which showed most of the practitioners under 40 years of age. Since Business English is relatively a new subject (see section 4.3.1), it was unlikely that the practitioners would have long experience in this area. However, if it is seen with reference to the situation discussed in tables 6.6, 6.67, 6.8, and 6.10, it shows hardly any professional tradition in BET. This results in the current paucity of research, competitive practices, professional development, and similar dimensions of BET in the country.

Table: 6.12 EFL/ESL research

Sr No	EFL/ESL Research	Average	Maximum	Minimum	SD
a.	Research Papers Published	0.65	9	0	2.20
b.	Research Papers Unpublished	0.30	3	0	0.76
c.	Papers presented in conferences	0.30	5	0	1.1
d.	Edited/Co-edited a research journal	0	0	0	0.00
e.	Published books	0.26	4	0	0.91
f.	Newspaper/Magazine articles	1.98	15	0	4.29

This table highlights the tradition of EFL/ESL research. SD is high for published research papers (2.20) and newspaper/magazine articles (4.29). There seemed to be large variations in this data and the average calculated for each component is to develop an overall impression about EFL/ESL courses. Due to high value of SD, this average value of the sample cannot be generalizable to the whole population. For all the sections of EFL/ESL research, the average is less than one. It indicates low research output by BET practitioners. The highest average (1.96) remained for newspaper/magazine articles. This is followed by published research papers (average 0.65). This average suggests that practitioners are not much concerned about research, presenting papers in conferences, and book publishing. Due to this reason there is hardly any local book title available on business communication and Business English. If this information is seen in conjunction with tables 6.6, 6.7, 6.8, and 6.10, it would project the

absence of sound professional competence as well as established foundation of effective BET practices. Therefore, this scenario would not suggest the possibility of effective BET. It would prove that BET was carried out on general ELT pattern, as the indicators of professional skills of the practitioner were quite low. It was likely that they would rely on their general ELT experience and would not be able to adopt an ESP/EOP approach or methodology. It would be simply because their professional skills were inadequate.

The following three tables display data about the question asking the subjects to divide percentage of their BET into four different segments at three levels. Total BET was 100%.

Table: 6.13a
Percentage of BET focusing on these areas at elementary level

Sr No	Practice	Average	Maximum	Minimum	SD
a.	General English Language Skills	51.80%	80%	25%	26.35
b.	Written Business Communication	8.60%	25%	0%	12.03
c.	Spoken Business Communication	15.20%	33%	0%	14.85
d.	Preparation for Language Examinations	24.40%	33%	20%	5.32

(N = 5)

Firstly, all the subjects did not respond to this part of the question. They perhaps did not feel concerned about BET at the elementary level. The

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quantitative data would show that at the elementary level, practitioners would mostly focus on the development of general language skills (51.80%) and preparation for language examinations (24.40%). Spoken business communication (15.20%) and written business communication (8.60%) would come later.

Table: 6.13b

Percentage of BET focusing on these areas at intermediate level

Sr No	Practice	Average	Maximum	Minimum	SD
a.	General English Language Skills	38%	70%	10%	26.25
b.	Written Business Communication	21.40%	40%	10%	12.93
c.	Spoken Business Communication	20.60%	43%	0%	19.40
d.	Preparation for Language Examinations	20%	37%	10%	10.30

(N = 5)

Only five subjects responded to this part of the question also and it could be due to reasons mentioned previously. Here also more focus was on general English language skills (38%) whereas all other components had equal importance. General English also was the primary concern of the BET practitioners. SD was high for general language skills showing a large variation in the data.

Table: 6.13c
Percentage of BET focusing on these areas at advanced level

Sr No	Practice	Average	Maximum	Minimum	SD
a.	General English Language Skills	27%	70%	4%	15.60
b.	Written Business Communication	31%	76%	10%	15.20
c.	Spoken Business Communication	26%	50%	0%	12.97
d.	Preparation for Language Examinations	16%	44%	0%	10.62

(N = 18)

This part of the question was responded by most of the subjects. However, five of them abstained. Here written business communication (31%) was the major area of focus and general language skills (27%) and spoken business communication (26%) came closer to it. Here general English language skills too remained the second area of focus. This supports the view that the practitioners were seriously concerned about the language proficiency of the learners and would devout a great deal of BET to the development of learners' general language proficiency. In a way, it indicated dissatisfaction with the acquired language proficiency of undergraduate BET learners. However, it could also be their vision of BET where general English language skills formed a major part of it.

Table: 6.14

Importance of language skills in general English teaching and BET

Sr No	Language Skills	GET Elementary	GET Intermediate	GET Advanced	BET Elementary	BET Intermediate	BET Advanced
a	Speaking Skills	3	2.88	2.88	3	3	2.90
b	Listening Skills	2.57	2.75	2.27	2.80	2.60	2.40
c	Reading Skills	2.85	2.62	2.64	2.80	2.80	2.50
d	Writing Skills	2.85	2.87	2.94	3	3	2.90
		N= 5	*N = 5*	*N = 5*	*N = 5*	*N = 5*	*N = 20*

The quantitative data in the above table describes the importance of language skills in general English teaching and BET. Here again except the last part of the question, only five subjects responded. For the last part, twenty of them responded. It seems that practitioners were more concerned with advanced level of BET and were not interested to talk about GET as well as elementary and intermediate levels of BET. The interval scale used was from unimportant to very important (00 to 03). If it is seen collectively, the average of all parts of the question was between 02 and 03 on the scale. Opinion about four language skills tends towards 'very important' (03 on scale) except for listening skills at GET and BET advanced levels. It was 2.27 and 2.40 respectively (nearly 02) being 'important' on the scale. Secondly, in all cases, speaking and writing skills were given more importance, although there is not much difference, than listening and reading skills. It would also endorse the data given in table 6.4. In BET at advanced level section of the question, all four language skills were close to being

'very important' (nearly 03) with productive language skills more important than receptive. This situation would again suggest that practitioners considered language skills very significant in their BET practices. Thus, they would set language skills development as a primary objective of BET. It could also be their dissatisfaction with the existing language proficiency of the learners, or the continuing influence of general English language teaching. This is thus how Business English teaching is equated with general English language teaching and practiced on similar patterns.

Table: 6.15 Frequency of the teaching techniques

Sr No	Teaching Technique	Average Frequency	SD
a.	A textbook	1.70	0.97
b.	Other materials of your choice	2.13	1.18
c.	Audiocassettes	1.39	1.07
d.	Videos	1	0.90
e.	Language laboratory	0.48	0.84
f.	Grammar exercises	2.39	0.72
g.	Translation from Urdu into English	0.43	0.72
h.	Translation from English into Urdu	0.43	0.72
i.	New words and words games	1.83	0.98
j.	Practicing pronunciation	1.91	1.05
k.	Note taking exercises	1.74	0.96
l.	Summarizing the text	2.13	0.75
m.	Questioning about the text	2.35	0.98
n.	Creative writing exercises	2.61	0.83
o.	Classroom discussions	2.61	0.58
p.	Role-plays	1.70	1
q.	Problem-solving activities	1.87	1
r.	Language games	1.48	1
s.	Presentations	2.65	0.57
t.	In-class tests	2.30	0.76
u.	Short writing assignments	2.61	0.58
v.	Projects (research or surveys)	1.91	1

In the above table, opinion of the practitioners about the frequency of twenty-two teaching techniques on a scale of never to frequently (00 to 03)

is quantified. Of all these techniques, most frequent were presentations (2.65), creative writing exercises (2.61), classroom discussions (2.61), and writing short assignments (2.61). While grammar exercises (2.39), questioning about the text (2.35), in-class tests (2.30), other materials of your choice (2.13), and summarizing the text (2.13) were other frequent techniques. Frequency of all these techniques tended towards 03 (Frequently) on the scale. This set of techniques went up to the maximum on frequency scale and could be considered as very popular techniques especially of those twenty-two given in the questionnaire. These techniques could be relevant and effective tools in BET if employed appropriately. Frequency of these techniques would show that practitioners were finding them useful in their practices and would consider them important.

The next group of frequent teaching techniques was practicing pronunciation (1.91), projects (research or surveys) (1.91), problem solving activities (1.87), new words and word games (1.83), note taking exercises (1.74), a textbook (1.70), role plays (1.70), language games (1.48), and audiocassettes (1.39). These techniques tended towards 02 (Usually) on the scale. Therefore, these are usual techniques in the BET practices. These techniques mostly aimed at the development of language proficiency and independent project. Problem solving activities are considered very useful in BET if programmed to the context of business communication. Other techniques, which were 01 (Rarely) on the scale, included videos (01), language

laboratory (0.48), translation from English into Urdu (0.43), and translation from Urdu into English (0.43). Here the rare use of videos and language laboratory would show that it could be perhaps because of two reasons. Firstly, lack of apparatus and relevant facilities. Secondly, the practitioners might have not required expertise and familiarity with these techniques. Moreover, translations were not considered useful in BET and thus remained infrequent. GTM is otherwise commonly employed in EFL/ESL classrooms but it is not considered useful in BET practices although practitioners were quite concerned about the language proficiency of the learners. No technique was regarded as 'never' (00) on the given scale. Thus, all these techniques with varying frequency were in use in BET practices and most of these techniques were quite frequently used. Moreover, data is reasonably uniform with SD values 1 or less. It shows homogeneity of practitioners' responses about the listed teaching techniques.

Table: 6.16 Classroom management

Sr No	Classroom Management Methods	Average Importance
a.	Individual Working of Student	2.13
b.	Working in pairs	1.78
c.	Working in small groups	2.26
d.	Whole class	1.87
e.	Teacher directed/oriented	1.70

Five classroom management methods were rated on a scale of unimportant

to very important (00 to 03). Working in small groups was the most important of the given five methods (2.26). It went above 02 (important) on the scale towards 03 (very important). It was followed by individual working of the student (2.13). The practitioners considered both of these methods as quite important. Other methods whole class (1.87), working in pairs (1.78), and teacher directed/oriented (1.70) were closely rated as important. All of these three methods were almost equally important. Overall, these five methods remained important and very important on the scale. Therefore, the practitioners would consider all these methods of great utility. Traditionally the practitioners according to the teaching tradition and sometimes due to large classes dominate classrooms. It could be found in the rating of teacher directed/oriented as well as whole class method as important. However, working in small groups is possibly an effective method.

Table: 6.17 Possible uses of English after graduation

Sr No	Uses of English	Average Importance
a.	English as a common global language (CGL)	2.43
b.	To read newspapers and magazines	2.39
c.	To understand electronic media	2.39
d.	For career development	2.78
e.	For business communication	2.91
f.	International public relations	2.17
g.	For professional development	2.87
h.	To accomplish tasks in work situations	2.39
i.	To use IT programs	2.17

In the table 6.17, opinion about the nine possible uses of English by the learners was rated on a scale of unimportant to very important (00 to 03). Uses of English for business communication (2.91), for professional development (2.87), and for career development (2.78) were rated as very important (being closer to 03). As the learners were to take up professional jobs after graduation, therefore English would be required in business communication, professional, and career development. It was believed to be the most significant possible use for the learners. Practitioners considered English necessary for success in these areas. It is thus important to have good English language skills in this regard. While English as a common global language (2.43), to read newspapers and magazines (2.39), to understand electronic media (2.39), to accomplish tasks in work situations (2.39), international public relations (2.17), and to use IT programs (2.39) were other possible uses of English closely rated as very important on the scale. Furthermore, the practitioners rated all these uses maximum on the scale as almost very important. It would indicated that practitioners would give great significance to English for the learners after graduation in almost all aspects of their daily life especially professional work. It also suggested that they upheld BET as an important component of professional undergraduate program.

Table: 6.18 Selecting teaching materials

Sr No	Selection of teaching materials for a BE class	%age of Yes	%age of No
a.	Materials are prescribed by the institutions	26.1%	73.9%
b.	Materials are selected by the lecturers	82.6%	17.4%
c.	Students are referred to the materials	60.9%	39.1%
d.	A combination of all above	60.9%	39.1%

This table indicates that lecturers usually select teaching materials for a business English class (82.6%). This is followed by the 'students are referred to the materials' (60.9%) and 'a combination of all' given possibilities (60.9%). However, materials are also prescribed by the institutions (26.1%). Mostly, lecturers have complete freedom to select teaching materials and it is quite rare that institutions would restrict them to use certain materials. Therefore, professional skills of the practitioners will be consequential to the selection and usefulness of the materials for learners of Business English.

Table: 6.19 Syllabus design

Sr No	Syllabus design	%age of Yes	%age of No
a.	Syllabus is completely designed by the institution	4.3%	95.7%
b.	Syllabus is completely designed by the lecturer	65.2%	34.8%
c.	Syllabus is just outlined by the institutions	65.2%	34.8%
d.	Syllabus is designed on the basis of needs analysis	69.6%	30.4%

The table 6.19 shows the process of syllabus design for a Business English class. Firstly, it is evident that the syllabus is not completely designed by the institutions (95.7%), and it is just outlined by the institutions (65.2%). However, in most cases, lecturers completely design the syllabus (65.2%). They have complete freedom to do it. Here it is also very pertinent to know that the syllabus is designed based on needs analysis (69.6%). Therefore, needs analysis is carried out for a Business English class and the whole scheme of syllabus design is based on the outcome of this analysis. Almost one third of the subjects mentioned that the syllabus is not completely designed by the practitioners (34.8%), not just outlined by the institutions (34.8%), and a needs analysis is not conducted (30.4%). It shows that in a majority of institutions, practitioners completely design the syllabus and a needs analysis is conducted. The exercise of syllabus design depends on the professional skills of the practitioners. In most cases, however, syllabus design is carried out as per the ESP tradition.

6.4 Questionnaire 3: For BET Learners

This questionnaire was responded by 316 subjects. Firstly, tables and graphs present data about the demographic, linguistic, and educational backgrounds of subjects.

Table: 6.20 Age

Sr No	Age Group (in years)	%age
a.	17-21	84.8%
b.	22-25	14.9%
c.	26 and more	0.3%

This table shows that most of the learners were in the 17-21 years age group (84.8%). A small percentage belonged to the 22-25 years age group (14.9%) and a negligible number to the 26 and more years group (0.3%). Learners enter in the undergraduate program after the higher secondary qualification or twelve years of schooling (see section 4.2.3). This shows that they were at least 17 years old. Spending four years in the program would make them 21 year old. Therefore, most of the learners were in this age group. Those learners who were behind this usual age bracket possibly might have had some problems with their education due to a number of possible reasons. Those in the 26 and more years age group definitely had some problems with their normal academic schedule. It would indicate that such groups existed amongst BET learners, although in small numbers. However, the classroom culture was generally homogeneous according to the age of learners.

Graph: 6.3 Sex
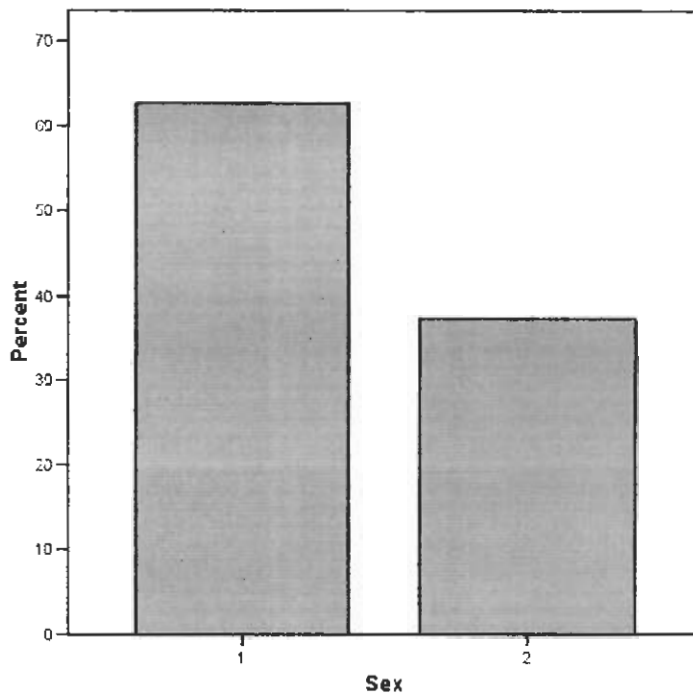
(1-Male, 2-Female)

Of all the subjects, 62.7% were male and 37.3% were female in the classes sampled in the survey. This ratio can vary in different classes and programs. However, it would show that male learners were double the number of female learners. This could be due the comparatively low popularity of management studies programs with females. This percentage was likely to remain in other classrooms as well in professional institutions of management and IT. This information shows the composition of the classes in terms of male and female learners.

Graph: 6.4 First language
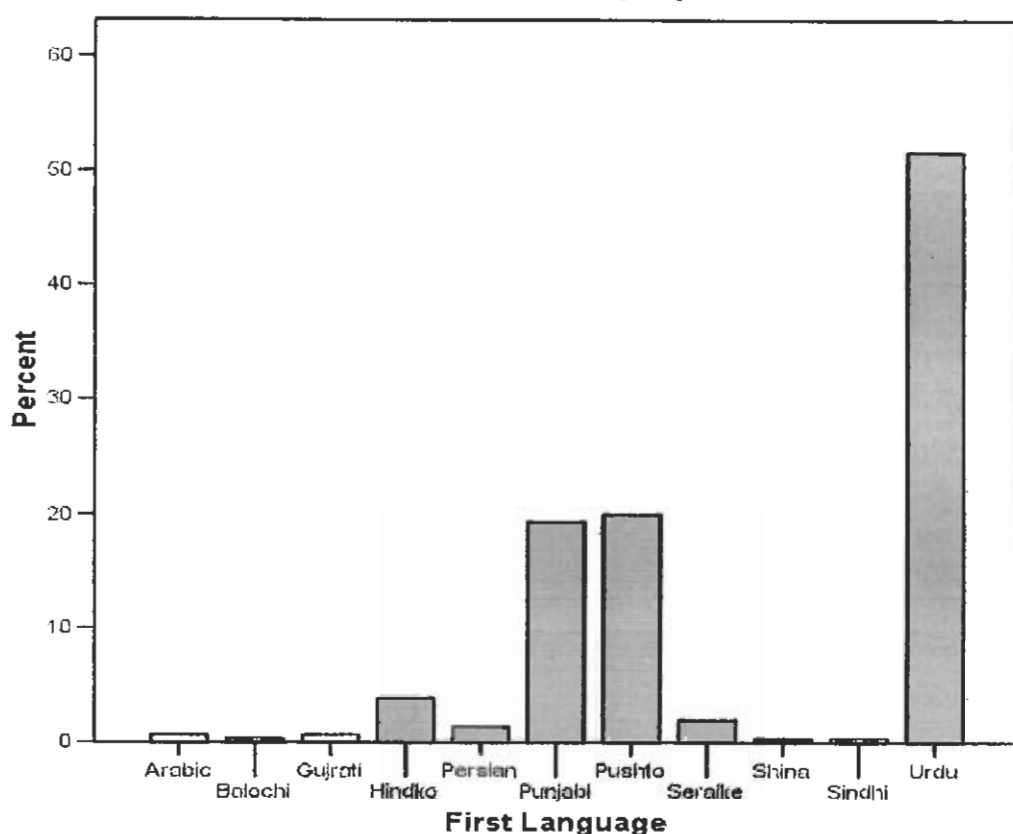
The above table has shown that subjects were speakers of eleven languages, although their proportion varied greatly. There were three major language groups: Urdu (51.6%), Pushto (19.9%), and Punjabi (19.3%). Other relatively small groups included Hindko (3.8%), Seraike (1.9%), Persian (1.3%), Shina (1%), Sindhi (1%), Arabic (0.6%), Gujrati (0.6%), and Balochi (0.3%). It would show that BET classrooms were linguistically heterogeneous (see section 1.4.3). This situation would be very demanding for the practitioners. Nevertheless, Urdu is used in the classrooms as the most common link language in Pakistan. The classroom culture is mostly bilingual i.e. English and Urdu.

Table: 6.21 Previous study of English language

Sr No	Level where English was studied	%age of Yes	%age of No
a.	Primary school	91.5%	8.5%
b.	Middle/High School	99.7%	0.3%
c.	College	100%	0%
d.	University	98.1%	1.9%
e.	Your personal study	40.2%	59.8%
f.	Abroad	5.7%	94.3%
g.	English language centre	7.3%	92.7%

This table provides information about the educational background and English language studies of the learners at different levels. From primary to college, it is 12 years schooling (see sections 4.2.2, 4.2.3, and 4.2.4). At primary school, only 8.5% of the learners did not study English whereas at middle/high School and college, almost all students studied English language. In Pakistani education system, English is a compulsory subject up to college and undergraduate studies at the university. At the university, only 1.9% learners have not studied English. They would later study English before they would complete their undergraduate programs. This implies that all the learners have studied English language for 12 years except 8.5% of them who have studied it for about 7 years. It is a long period and would give the learners enough exposure to English language. However, it depends upon the quality of ELT they had experienced. Personal study was by 40.2% of the learners. Therefore, a reasonable number of them were motivated

enough to make additional efforts by their personal study to develop English language proficiency. It seems that they had determination to improve their language skills. Moreover, 5.7% learners studied English abroad and 7.3% attended English language centers. Most of them (94.3%) had exposure to Pakistani English and were expected to have problems peculiar to the learners of English in Pakistan. There is a quite week trend of attending English language centers, which are mostly private institutions. It could be because English language centers are small in number especially those providing quality service. Secondly, these centers are found only in bigger cities. Therefore, most of the students rely on ELT as part of their formal education at the institutions. Undergraduate programs are the last tier of English language studies in the formal educational system in the country. As most of the learners confine their English language development to their studies at the educational institutions, the quality and effectiveness of ELT as well as BET will have a direct relationship with the proficiency level of the learners.

Graph: 6.5a

Score in the Exams: Year when passed FSc

Score in the Exams: Year when passed FSc

Graph: 6.5b

Score in the Exam: Year when passed FA

Score in the Exam: Year when passed FA

Score in the Exams: Year when passed A Levels

Score in the Exams: Year when passed A Levels
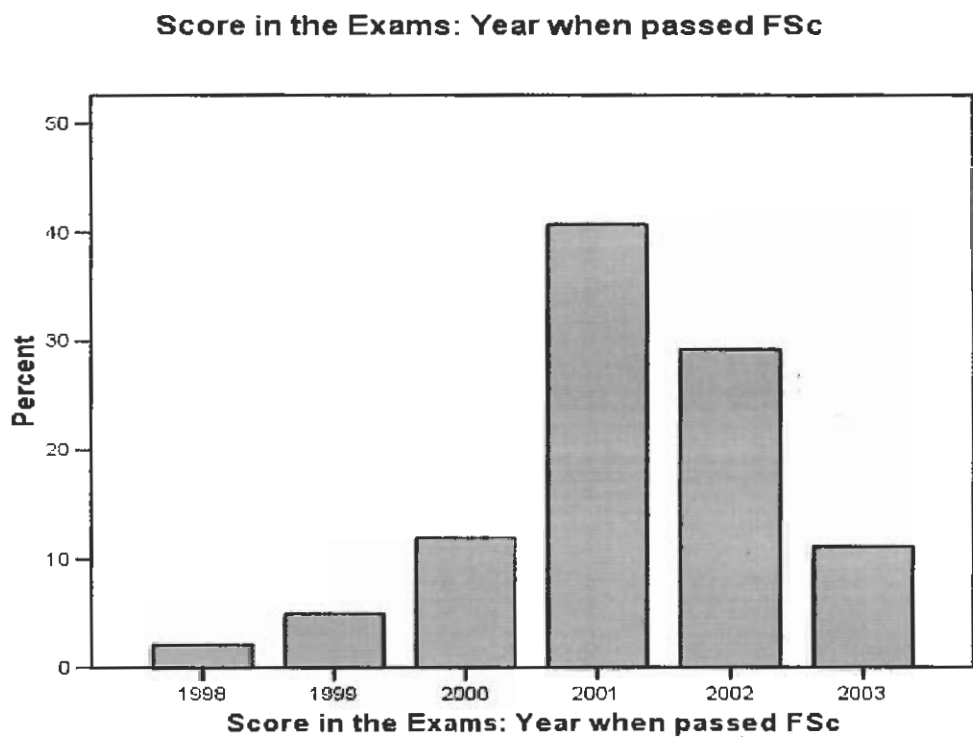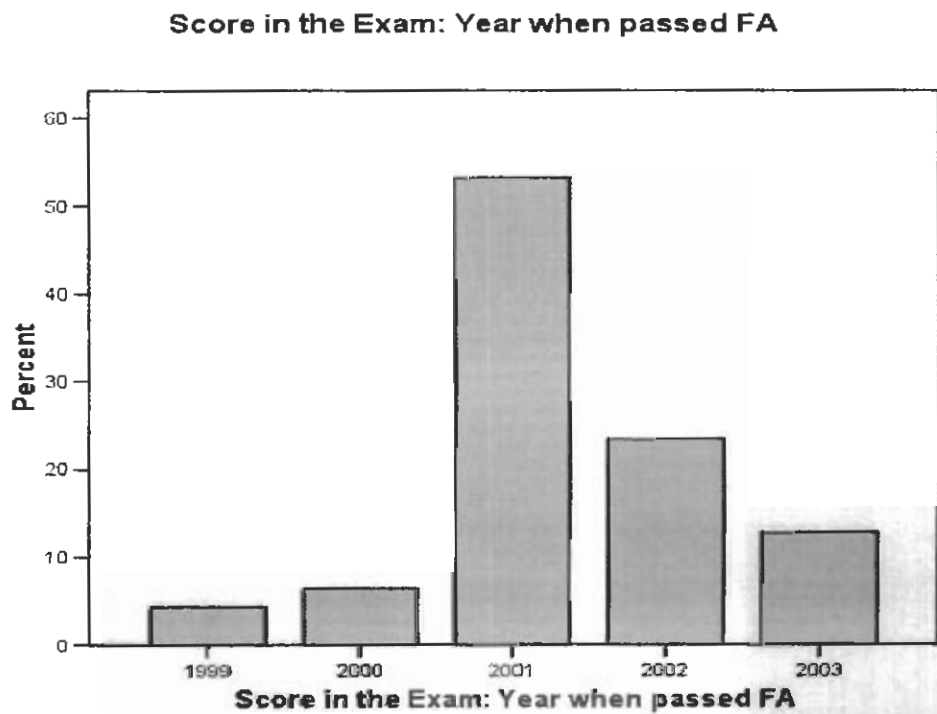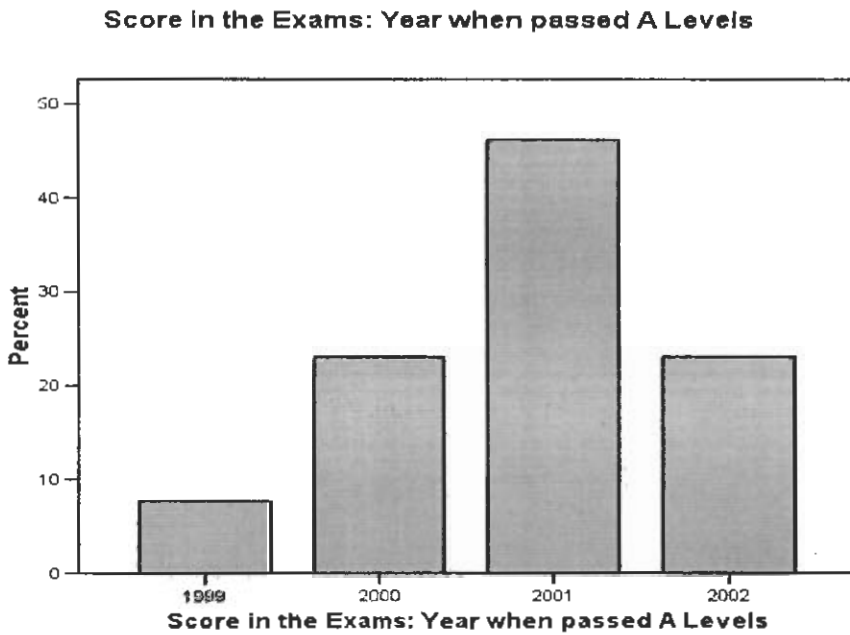
Table: 6.22 Score of English in examinations

Program	Number of Students	%age of the Total Number of Students	Average Score	%age	Minimum Score	Maximum Score
FSc	243	80.19%	129.17	64.58%	69	190
FA	47	15.51%	122.51	61.25%	76	170
A Levels	13	4.29%	65.54	65.54%	60	85

N = 303

The number of learners who had passed FSc, FA, and A Levels programs was 303. Other learners (13 out of 316) did not have any of these qualifications. They were probably foreign nationals coming from a different education system. It showed that most of the BET learners (80.19%) had studied in FSc followed by FA qualified students (15.51%). While a small number of them, 4.29%, had passed A Levels. According to the year of passing FSc, 2.05% passed in 1998, 4.93% in 1999, 11.93% in 2000, 40.74%

in 2001, 29.21% in 2002, and 11.11% in 2003. For FA qualification, 4.25% of them passed in 1999, 6.38% in 2000, 53.19% in 2001, 23.40% in 2002, and 12.76% in 2003. Out of those who passed A Levels, 7.69% of them passed in 1999, 23.07% in 2000, 46.15% in 2001, and 23.07% in 2002. It shows that mostly learners had passed FSc, FA, and A Levels in 2001-03. Although a relatively small percentage of the learners had completed these qualifications during 1998-2000. The survey was conducted during April-August 2004. At that time, learners had one to three years study in the undergraduate program.

This data provided the background information about the language proficiency of learners. These examinations were the last standard tests that the learners had appeared. Score of English in these examinations could be an indicator of their proficiency at the start of their Business English studies. However, in the prevalent system of education, these examinations, especially FSc and FA, have limitations to completely measure the proficiency in English language. For FSc qualified group, the average score was 129.17 (64.58% of the maximum score) while maximum score was 190 and minimum score 69. In FA qualified group, the average 122.51 (61.25% of the maximum score) with maximum score as 170 and minimum as 76. In FSc and FA programs, the syllabus is same and the students appear in same examination for the subject of English. For A Levels qualified group, average score was 65.54 (65.54% of the maximum), while maximum score

remained 85 and minimum was 60. The average score in FSc and FA examinations is nearly the same. Moreover, this average is above 61.25% that is a very good score compared to average in the subject of English, although the maximum and minimum scores varied considerably. It would indicate the presence of students with extreme scores like 69 and 76 when passing marks are 66 and 190 and 170 out of maximum 200. Therefore, some percentage of learners will be found with very low as well as very high English language proficiency. However, the average score suggests that the learners had shown very good performance in the last standard examination. They have a reasonably good background in English language especially in reading and writing as these examinations test reading and writing skills only. The average score of students with A Levels is also very good. Therefore, the performance of all these students in the subject of English was very good. It can be predicted by this data that they are likely to have good proficiency in English language at least in reading and writing. Their basic knowledge of English language, its syntax, lexis, and expression would be satisfactory to enroll them in an advanced level Business English course.

Graph: 6.6a Reading and Writing

Bar chart titled "Language Level of the Student according to the description: Reading and Writing" with Percent on the y-axis (0 to 70). Level 1 ≈ 22, Level 2 ≈ 64, Level 3 ≈ 13, Level 4 ≈ 1.
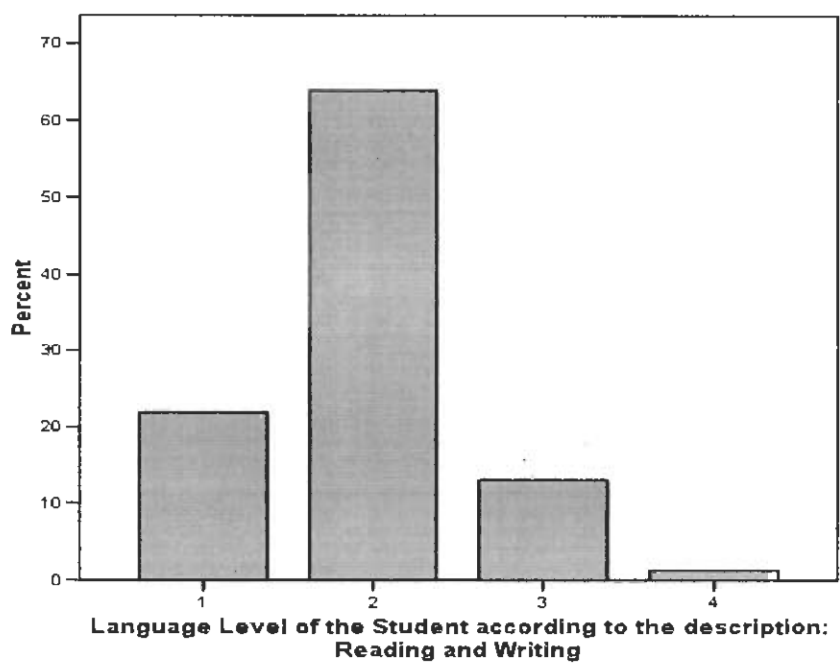
Table: 6.23a Reading and Writing

Average Level	Maximum Level	Minimum Level	SD
1.94	1	4	0.62

The above graph and the table present data about the self-assessment of the subjects of their existing proficiency in English language. They rated their proficiency on a six band scale. It was subjective evaluation of their language proficiency at the time of survey when they had spent some time in the undergraduate program and have been to Business English classes. This evaluation is divided into two related sections: reading and writing as well as listening and speaking.

There were 21.8% learners in level 1, 63.9% in level 2, 13% in level 3, 1.3% in level 4 and none in levels 5 and 6. Moreover, the average level was 1.94 while the maximum and minimum levels 4 and 1 respectively. SD remained 0.62 showing the uniformity of the data. It shows that the learners were confident and felt satisfied with their reading and writing skills in English language. Average level was 1.94, nearly 2, which means good proficiency. The level 2 says, "Can read and understand most texts and can write while making few mistakes." The combined percentage of level 1 and 2 is 85.7%. It means a majority of the learners believed to have level 2 and more proficiency in reading and writing English. In level 3, there were 13% of the learners and a very small percentage of 13% in level 4. However, a relatively smaller group felt problem with their language proficiency. This information reinforces the data given in table: 6.22 with reference to reading and writing skills. In fact, English language teaching practices in school and colleges largely comprise reading texts and writing about certain topics like summaries, essays, applications, and other similar tasks. Writing in English is mostly according to set tradition especially reproducing memorized texts. It can be this reason that learners felt satisfied with their reading and writing proficiency.

Graph: 6.6b Listening and Speaking
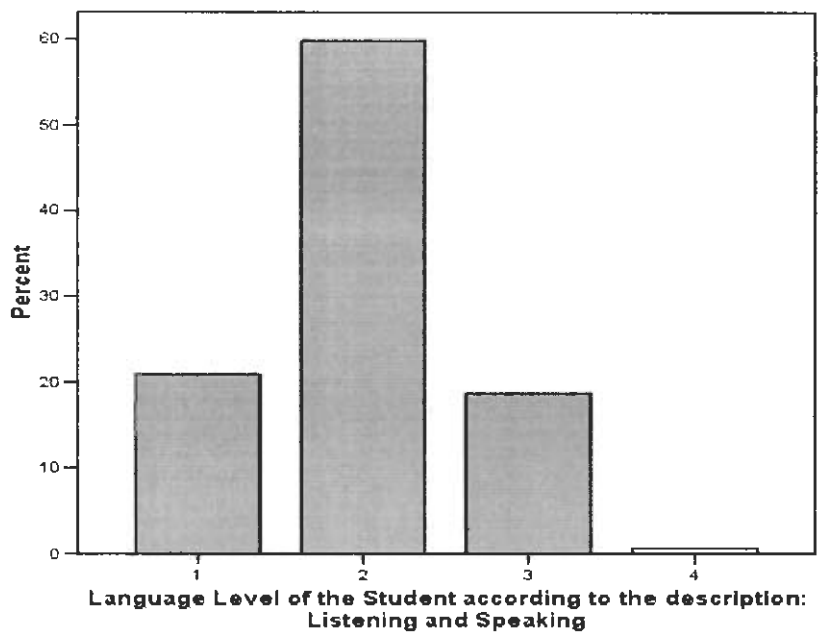
Table: 6.23b Listening and Speaking

Average Level	Maximum Level	Minimum Level	SD
1.99	1	4	0.65

Data about the proficiency of learners on listening and speaking skills shows almost similar pattern as discussed about reading and writing. According to their own assessment, 20.9% of them were in level 1, 59.8% in level 2, 18.7% in level 3, 0.6% in level 4, and none in level 4 and 5. A great majority of the learners were in levels 1 and 2 (80.7% total). The average level in listening and speaking remained 1.99, almost level 2 which describes the proficiency as, "Can understand most of what is said and can speak making few mistakes." Maximum level was 1 and minimum level was 4 with 0.65 SD to show the uniformity of data. Although in English language teaching at school and college, there is almost no emphasis on listening and speaking

and the students do not get opportunities in the classroom to involve in speaking and listening tasks in English. According to this data, learners seemed to have good functional proficiency in listening and speaking. They are content with their oral language skills. Thus, the self-assessment of the learners of their four language skills implies that the learners do not feel language proficiency as a hindrance in learning Business English. They also do not consider it a problem area.

Table: 6.24
Duration of Business English studies

Duration of BE studies	%age of Learners
0	2.8%
4 months	10.8%
6 months	12.7%
1 year	50%
1 year 4 months	9.8%
1 year 6 months	13.9%
Total	100%

N=316

Average duration of Business English studies was nearly one year. All the subjects had at least four months Business English studies except 2.8% of them who had not studies Business English at all. It would indicate that not all institutions offer Business English studies in the first semester. Classes in the sample were advanced semester students in the program at the

institutions. Moreover, 73.7% of the learners had studied Business English for one year or more and 23.5% had studied for four to six months. It provides a reasonable exposure to BET and they would be in a position to comment about their experience of BET about its various aspects. This data supports the sample planning (see section 5.6.2).

Table: 6.25
Importance of language skills

Sr No	Language Skills	Average Importance
a.	Reading	2.39
b.	Writing	2.47
c.	Listening	2.55
d.	Speaking	2.76

Subjects rated the significance of language skills in their Business English studies on a scale of unimportant to very important (00 to 03). According to the average importance presented in the above table, all four skills were rated higher than 02 on the scale. Listening and speaking skills were relatively given more importance. Speaking was considered the most important (2.76) while reading was the least (2.39) comparatively. Nevertheless, all four skills tended towards 'very important' (03). Moreover, listening and speaking could be regarded the extreme importance on the scale (2.55 and 2.76) as 'very important' for being more than 2.50. While reading and writing skills (2.39 and 2.47) would be 'important' on the scale for being less than 2.50.

Here learners expressed their opinion about the significance of language skills. Their preference to consider listening and speaking skills over reading and writing could be due to various factors. Firstly, they might be quite satisfied about their reading and writing skills that remained the primary focus during all their previous English language studies. Secondly, being in a professional program in management sciences, they perhaps would be more interested to developing their oral language skills. However, listening and speaking could not be their weak area as it would be contrary to the information provided in graph 6.6b and table 6.23b.

Table: 6.26 Percentage of BET focus on these segments

Sr No	Segments of BET	Average %age	Maximum %age	Minimum %age
a.	General English language Skills	24.48%	100%	0%
b.	Written Business Communication	27.85%	100%	0%
c.	Spoken Business Communication	30.36%	70%	0%
d.	Preparation for language examinations	17.31%	55%	0%

This table presents data about the percentage of BET to focus on four segments. Total BET is taken as 100%. Spoken business communication had the greatest average percentage (30.36%) followed by written business communication (27.85%). General English language skills had 24.48% and preparation for language examinations had 17.31%. Although there is great variation between the maximum and minimum percentage given to these

segments but the average percentage would give a better idea of the scheme of BET that learners would suggest. This information also shows learners' concern about spoken business communication. It is quite similar to the information given in table 6.25 where oral language skills were given more importance. However, all the first three segments (a, b, and c) had somewhat closer percentage. The learners would consider development of general language skills as well as written business communication as major areas of BET. Preparation for language examinations had average 17.31% share in BET. It would imply that the learners had some concern about language examinations. They would require separate preparation for language examinations and it should form the part of BET. It would further suggest that examinations had certain techniques as well methods to be learnt than just being proficient in target language. This situation would also show the seriousness of examination practices in BET.

Table: 6.27 Teaching techniques

Sr No	Teaching Technique	Average Usefulness	SD
a.	Listening to audios	2.25	0.78
b.	Watching videos	2.18	0.78
c.	Language laboratory	1.90	0.89
d.	Pronunciation drills	2.30	0.82
e.	Discussions/Conversations in English	2.93	1.70
f.	Role plays	1.90	0.85
g.	Problem solving activities	2.07	0.78
h.	Presentations	2.70	0.59
i.	Using a textbook and textbook reading practices	2.18	0.81
j.	Reading comprehension	2.23	0.72
k.	Using materials like English newspapers, magazines, business reports	2.71	0.54
l.	Learning new words and word games	2.25	0.77
m.	Summarizing texts	1.94	0.83
n.	Grammar exercises	2.41	0.72
o.	Translation from Urdu into English	2.17	0.85
p.	Translation from English into Urdu	1.90	0.90
q.	Composition (essays, reports, paragraphs etc)	2.47	0.76
r.	Note taking exercises	1.79	0.72
s.	Creative writing (letters, stories etc)	2.42	0.71
t.	Writing assignments	2.08	0.84
u.	In-class tests	2.12	0.77
v.	Interviews/Viva voce	2.56	0.68

This table lists twenty-two teaching techniques, which were rated by the learners for usefulness on a scale of 'useless' to 'very effective' (00 to 03).

Average of the responses was calculated for each listed technique. Discussions/conversations in English were considered 'very effective' (2.93, nearly 03 on the scale) among those techniques. It again shows how learners' feel about oral language skills given in tables 6.25 and 6.26. Learners would perhaps feel relaxed as well as more involved if this technique was used. This is their obvious liking in the classroom teaching. Learners considered using materials like English newspapers, magazines, and business reports in the classroom as the second most useful technique. It was average 2.71, nearly 03, being 'very effective' on the scale. It would imply that learners were more inclined towards reading general kind of materials from the real life situations than the traditionally prescribed reading materials in a Business English classroom. Presentations were 2.70 and interviews/viva voce were 2.56 on the scale. These techniques were nearly 03 and were 'very effective' on the scale. Both of these kinds of techniques were related to oral communication and here again learners showed interest and concern about oral language skills.

Composition (essays, reports, paragraphs etc), creative writing (letters, stories etc), grammar exercises, and pronunciation drills were rated 2.47, 2.42, 2.41, and 2.30 respectively (nearly 02) on the scale as being 'useful'. These techniques were related to writing and speaking skills. Creative writing activities are usually less frequented in Business English classrooms. However, learners' would find it useful. Furthermore, listening to audios,

learning new words and word games, reading comprehension, watching videos, and using a textbook and textbook reading practice had average usefulness 2.25, 2.25, 2.23, 2.18, and 2.18 respectively on the scale (nearly 02) as 'useful' techniques. These techniques are related to reading and listening skills. Learners gave them importance but it is obvious that productive skills are of more concern to the learners that the receptive skills. Translation from Urdu into English, in-class tests, writing assignments, and problem solving activities were rated average 2.17, 2.12, 2.08, and 2.07 (nearly 02) as 'useful'. All these activities also involve writing tasks. Translation is a common technique in ELT practices in the country. Even in professional programs and Business English classroom, learners would consider it a useful technique. Problem solving activities are not commonly used in the Business English classrooms both for writing and speaking skills. Learners considered it a useful technique. In-class test and writing assignments are frequent techniques in all language teaching practices.

Lastly, summarizing the texts, role plays, translation from English into Urdu, language laboratory, and notes taking exercises were rated 1.94, 1.90, 1.90, 1.90, and 1.79 (nearly 02) respectively at average on the scale and these were, however, 'useful' techniques. These techniques were the last on the usefulness sequence of this whole set of techniques. Nevertheless, learners would find these techniques useful in their learning experience. Summarizing the texts, note taking exercises, and translation activities are a

common technique in language teaching practices. Learners must have good familiarity with these techniques during their school and college English language studies. Learners considered translation from Urdu into English more useful than translation from English into Urdu. Role plays and language laboratory are usually least employed techniques in general English language teaching. One conclusion can be that the learners found all these techniques 'useful' and 'very useful' on the scale. Although some of these techniques are quite common in use and other are rarely employed in BET practices which was found during the survey. The low values of SD for all teaching techniques show the homogeneity of group data. SD remained less than 1 except discussions/conversations in English for which it was 1.70.

Table: 6.28 Ways of classroom activities

Sr No	Doing classroom activities	Average Usefulness
a.	Individual working of the student	1.82
b.	Working in pairs	2.14
c.	Working in small groups	2.40
d.	Whole class	1.68
e.	Teacher directed/oriented	2.17

This table presents data about the usefulness of carrying out classroom activities in different ways. Learners rated each classroom activity on a scale of 'very effective' to 'useless' (00 to 03). Although all ways of doing classroom activities were nearly 02 being 'useful' but there was difference in

average usefulness. Group work was rated the highest 2.40 at average followed by teacher/lecture oriented as 2.17 and pair work 2.14 at average. It would imply that learners were interested in the group work. The group work is a common way of classroom activities and learners would prefer it to all other ways. However, teacher/lecture oriented working is the most common way of doing classroom activities. Learners were quite familiar with this way. Its average usefulness was quite closer to 'working in pairs'. The average of 'individual working of the student' was 1.82 and 1.68 of 'whole class' on the scale. These are two extreme ways of doing classroom activities and for both comparatively low preference was shown by the learners.

Table: 6.29 Use of English other than studies in the classroom

Sr No	Use of English other than classroom studies	Average Usefulness
a.	Reading literature in English	1.74
b.	Reading English newspapers/magazines	2.22
c.	Watching English TV/films	2.14
d.	Listening to music in English	1.63
e.	Writing letters/emails in English to friends and relations	2.29
f.	Chatting/speaking in English	2.20
g.	Writing essays in English	1.77
h.	Learning words of English/Use of dictionary	1.67
i.	Collecting material from Urdu writings and presenting in English	1.05
j.	Computer/Internet assisted English language learning	1.43
k.	Attending lectures/presentations in English	2.02

Different ways of using English outside classroom were rated on a frequency scale of 'very frequently' to 'rarely' (03 to 00) and data is presented in the above table. Writing letters/emails in English to friends and relations, reading English newspapers/magazines, chatting/speaking in English, and watching English TV/films were rated at average 2.29, 2.22, 2.20, and 2.14 on the scale respectively. Writing letters and emails is a common way of communication and learners were quite involved in it. Media, both electronic and print, is an essential part of daily life. Although there are plenty of choices especially according to languages, learners had interest in English language. Speaking in English as well as chatting especially on the Internet were also usual affairs of the learners. All these four uses were rated 'usually' (02) by the learners. Similarly, attending lectures/presentations in English was rated 2.02 on the scale. In almost all professional education institutions English is medium of instruction and mostly all professional lectures as well as presentations are in English. That learners were quite familiar with it shows that they used the English language in different ways of their daily life.

Writing essays in English, reading literature in English, learning words of English/use of dictionary, and listening to music in English were rated 1.77, 1.74, 1.67, and 1.63 respectively on the scale. These were also 'usually' rated uses being nearly 02 on the scale. Reading, writing, and learning words seemed to be learners' usual activity. English music is quite popular with

young people. Thus, all these uses of English outside the classroom were usual to the learners. Computer/Internet assisted English language learning and collecting materials from Urdu writings and presenting in English were rated 1.43 and 1.05 being 'occasionally' on the scale. It would show that leaner were less interested to rely on computer/Internet assisted language learning activities or having no tradition of using these resources for language learning. Moreover, collecting materials from Urdu sources for presentations in English, is not common with the learners.

Table: 6.30 Importance of reasons to learn Business English

Sr No	Reasons to Learn Business English	Average Importance
a.	English needed to get a job	2.60
b.	English for personal/business relations	2.44
c.	English language learning is a hobby/pleasure	1.68
d.	Essential for studies	2.57
e.	To pass the examination and getting a degree	2.09
f.	To pass English proficiency examinations	2.27
g.	Necessary for better education	2.65
h.	To travel/work abroad	2.59
i.	English as Common Global Language	2.53
j.	To have higher grade in the examination	2.02
k.	For higher position/promotion in the job	2.37
l.	Because Urdu does not offer sufficient knowledge in the field of study	1.50
m.	English as better language than other local languages	1.52

This table shows data about the importance of possible reasons for learning Business English. Learners rated these reasons on a scale of 'very important' to 'of no importance' (00 to 03). Necessary for better education and English needed to get a job were the most important reasons to learn English. These were rated 2.65 and 2.60 (nearly 03) on the scale by the learners and were 'very important' reasons. Perhaps these were the most significant objectives for the learners and they were convinced that for better education and to a job, English is imperative. These were closely followed by the reasons like to travel/work abroad, essential for studies, and English as Common Global Language at average as 2.59, 2.57, 2.53 on the scale. These reasons were close to 03 and were 'very important' as well on the given scale. This would also show the learners' concept of English as an international language or common global language. They upheld that studies were in English and anything to do internationally would require English language proficiency to be successful. Furthermore, reasons like English for personal/business relations, for higher position/promotion in the job, to pass English proficiency examinations, to pass the examination and getting a degree, and to have higher grade in the examination were 2.44, 2.37, 2.27, 2.09, and 2.02 at the average. This average importance was, therefore, closer to 02 on the scale and would be 'important'. As English the link language for communication across cultures and people from different parts of the world, learners would also consider English as a necessary language for personal/business relations. Similarly, to get a higher position in the job

market and to be promoted in the service, English would be required. To complete an academic program and perform well in an examination whether English language proficiency or other kinds of examinations, learning English would be important. Learners were quite cognizant of local and international significance of English and they considered English an important language for all the reasons mentioned in the question.

Lastly, the least important reasons comparatively were English language learning is a hobby/pleasure, English as better language than other local languages, and because Urdu does not offer sufficient knowledge in the field of study. These were at average 1.68, 1.52, and 1.50 on the scale, being nearly 02, and also were 'important' reasons to learn Business English. These are more personal and social reasons. Somehow, English language learning was also a kind of hobby/pleasure for the learners for its obvious social as well as practical advantages. More critically, learners would have a preferential place for English than other local languages. This situation can be interpreted variously. However, it is further somehow explained by the response to the reason that because Urdu does not offer sufficient knowledge in the field of their study. It is a fact that Urdu is not the language of sciences, technology, commerce, and management studies. Moreover, medium of instruction in almost all professional institutions is English. Learners would find hardly any materials of their field of study in Urdu. It would then possibly beget a superior concept of English in their minds.

6.5 Conclusion

The large amount of data discussed in this chapter presents a detailed picture of BET in Pakistan. All the three questionnaires were analyzed independently without a comparison to eachother. However, a comparative analysis of the responses of practitioners and learners would be very significant for a comprehensive analysis of BET. Therefore, it will be discussed in chapter 7. Data presents a subjective/opinion oriented picture of BET in Pakistan as seen by the administrators/coordinators, BE practitioners, and learners of BE.

Chapter Seven

Contrastive Study

7.1 Introduction

This chapter includes a contrastive study of the data from questionnaire 2 and 3 about four similar questions in both of these questionnaires. It will juxtapose the opinions of practitioners and learners of Business English about certain aspects of BET. It will be studied through hypothesis testing. The chapter comprises the statistical analysis of the data. The following table lists the questions from the questionnaire 2 and 3 that will be included in this study:

Table: 7.1 Similar questions

Questionnaire 2 BE Practitioners	Questionnaire 3 BE Learners	Topic
Question 11	Question 9	Percentage of BET focus on fours segments
Question 12	Question 8	Importance of language skills in BET
Question 13	Question 10	Teaching Techniques in a Business English Classroom
Question 14	Question 11	Five ways of doing classroom activities

7.2 Hypothesis Testing

Practitioners and learners of Business English were two groups in the sample, which were directly concerned with the teaching-learning of Business English. To find out groups differences, hypotheses were formulated and tested. A hypothesis is a kind of statement that will be tested through empirical data for its acceptance or rejection. Hypothesis testing is an empirical method to judge a statement. In this chapter, 32 hypotheses will be tested. Some hypotheses used in this study were directional while others were non-directional. The t-test (Case II independent sample) was selected and applied to verify these hypotheses. The t-test considers generalizibility of the sample over the population and it analyses the data through the mean values of sample's opinions and relies on SD as well. The scheme of t-test selection is given below:

Table: 7.2
T-test selection scheme

Parametric Technique

Two-Sample Case

Two Independent Samples

T-test
(Case II Independent Sample)
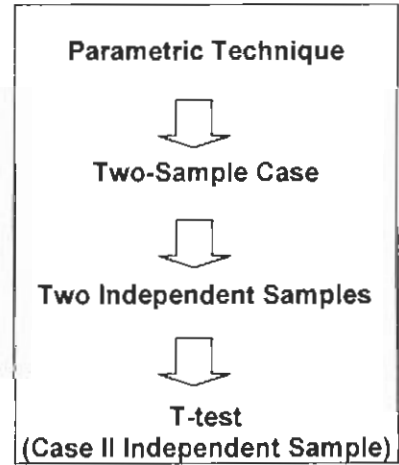
The hypotheses, both directional and non-directional, were formulated according to the thesis statement (see section 1.5). Confidence interval set was 95% throughout this analysis. Therefore, the value of α (probability) will be 0.05. It was verified that all assumptions for t-test were met in this study. Data was found appropriately normally distributed. T-test applied was two-tailed in case of non-directional and one-tailed for directional hypotheses. **Ho** stands for the null hypothesis, **HA** for alternative hypothesis, and p is the value of significance for the analysis. In statistical expression, μ_P and μ_L denote the mean of the opinion of the practitioners and learners about a variable respectively.

In analyses for which **Lp** (Levene test for equal variance) is greater than α (0.05), equal variance is assumed between the two samples. Therefore when reading the SPSS output, the value of p for equal variance is considered. On the contrary, if **Lp** is less than α, then equal variance is not assumed between the two samples and the value of p for unequal variances is considered.

7.2.1 The Percentage of BET Focus (Advanced Level):

(Question 11 in the questionnaire 2 and question 9 in the questionnaire 3)

Hypothesis Statement 1:

Practitioners would give more percentage of BET than the learners to focus on general English language skills (GES).

Ho: Practitioners and learners have similar opinion about the percentage of BET to focus on general English language skills.

$$\mu_{P\,(GES)} = \mu_{L\,(GES)}$$

HA: Practitioners would give more percentage of BET than the learners to focus on general English language skills.

$$\mu_{P\,(GES)} > \mu_{L\,(GES)}$$

$\mu_{P\,(GES)} = 21.17\%$

$\mu_{L\,(GES)} = 24.48\%$

$t = -1.236$

$p = 0.390$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 2:

Practitioners and learners have different opinion about the percentage of BET to focus on written business communication (WBC).

Ho: Practitioners and learners have similar view about the percentage of BET to focus on written business communication.

$$\mu_{P\,(WBC)} = \mu_{L\,(WBC)}$$

HA: Practitioners and learners have different opinion about the percentage of BET to focus on written business communication.

$$\mu_{P\,(WBC)} \neq \mu_{L\,(WBC)}$$

$\mu_{P\,(WBC)} = 24.13\%$

$\mu_{L\,(WBC)} = 27.85\%$

t = − 1.39

p = 0.355

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 3:

Learners would give more percentage of BET than the practitioners to focus on spoken business communication (SBC).

Ho: Practitioners and learners have similar opinion about the percentage of BET to focus on spoken business communication.

$$\mu_{P\,(SBC)} = \mu_{L\,(SBC)}$$

Ha: Learners would give more percentage of BET than the practitioners to focus on spoken business communication.

$$\mu_{L\,(SBC)} > \mu_{P\,(SBC)}$$

$\mu_{P\,(SBC)} = 20.30\%$

$\mu_{L\,(SBC)} = 30.36\%$

t = − 3.720

p = 0.006

Since the value of p is less than α, therefore H_A is accepted.

Hypothesis Statement 4:

Practitioners and learners seem to have different view about the percentage of BET to focus on preparation for language examination (PLE).

H_0: Practitioners and learners have similar opinion about the percentage of BET to focus on preparation for language examination.

$$\mu_{P\,(PLE)} = \mu_{L\,(PLE)}$$

H_A: Practitioners and learners seem to have different view about the percentage of BET to focus on preparation for language examination.

$$\mu_{P\,(PLE)} \neq \mu_{L\,(PLE)}$$

$\mu_{P\,(PLE)} = 12.65\%$

$\mu_{L\,(PLE)} = 17.31\%$

$t = -2.290$

$p = 0.023$

Since the value of p is less than α, therefore H_A is accepted.

7.2.2 Importance of Language Skills in BET (Advanced Level):

(Question 12 in the questionnaire 2 and question 8 in the questionnaire 3)

Hypothesis Statement 5:

Practitioners and learners do not have similar opinion about the importance of reading skills (RS) in BET.

Ho: Practitioners and learners give equal importance to reading skills in BET.

$$\mu_{P(RS)} = \mu_{L(RS)}$$

HA: Practitioners and learners do not have similar opinion about the importance of reading skills in BET.

$$\mu_{P(RS)} \neq \mu_{L(RS)}$$

$\mu_{P(RS)} = 2.17$

$\mu_{L(RS)} = 2.39$

t = 1.293

p = 0.197

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 6:

Practitioners and learners have different opinion about the importance of writing skills (WS) in BET.

Ho: For practitioners and learners, writing skills are **equally important** in BET.

$$\mu_{P(WS)} = \mu_{L(WS)}$$

H_A: Practitioners and learners have different opinion about the importance of writing skills in BET.

$$\mu_{P(WS)} \neq \mu_{L(WS)}$$

$\mu_{P(WS)} = 2.59$

$\mu_{L(WS)} = 2.47$

$t = 0.335$

$p = 0.821$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 7:

Practitioners would give less importance than the learners to listening skills (LS) in BET.

H_o: Practitioners and learners have similar opinion about the significance of listening skills in BET.

$$\mu_{P(LS)} = \mu_{L(LS)}$$

H_A: Practitioners would give less importance than the learners to listening skills in BET.

$$\mu_{P(LS)} < \mu_{L(LS)}$$

$\mu_{P\,(LS)} = 2.09$

$\mu_{L\,(LS)} = 2.55$

$t = -3.096$

$p = 0.002$

As the value of p is less than α, therefore H_A is accepted.

Hypothesis Statement 8:

Learners give more importance to speaking skills (SS) in BET as compared to the practitioners.

H_0: Practitioners and learners maintain similar opinion about the importance of speaking skills in BET.

$$\mu_{P\,(SS)} = \mu_{L\,(SS)}$$

H_A: Learners give more importance to speaking skills in BET as compared to the practitioners.

$$\mu_{P\,(SS)} < \mu_{L\,(SS)}$$

$\mu_{P\,(SS)} = 2.52$

$\mu_{L\,(SS)} = 2.76$

$t = -1.862$

$p = 0.001$

Since the value of p is less than α, therefore HA is accepted.

7.2.3 Teaching Techniques in a Business English Classroom:

(Question 13 in the questionnaire 2 and question 10 in the questionnaire 3)

Hypothesis Statement 9:

The practitioners and the learners do not have similar opinion about the usefulness of a textbook (T).

Ho: The practitioner and the learners have same views about the usefulness of a textbook.

$$\mu_{P(T)} = \mu_{L(T)}$$

HA: The practitioners and the learners do not have similar opinion about the usefulness of a textbook.

$$\mu_{P(T)} \neq \mu_{L(T)}$$

$\mu_{P(T)} = 1.70$

$\mu_{L(T)} = 2.47$

$t = -4.58$

$p = 0.000$

Since the value of p is less than α, therefore HA is accepted.

Hypothesis Statement 10:

Learners consider audiocassettes (A) more useful than the practitioners would.

H$_0$: Practitioners and learners have similar opinion about the usefulness of audiocassettes.

$$\mu_{P(A)} = \mu_{L(A)}$$

H$_A$: Learners consider audiocassettes more useful than the practitioners would.

$$\mu_{P(A)} < \mu_{L(A)}$$

$\mu_{P(A)} = 1.39$

$\mu_{L(A)} = 2.25$

$t = -4.948$

$p = 0.000$

Since the value of p is less than α, therefore H$_A$ is accepted.

Hypothesis Statement 11:

Learners would consider videos (V) more useful than the practitioners.

H$_0$: Practitioners and learners have similar opinion about the usefulness of the videos.

$$\mu_{P(V)} = \mu_{L(V)}$$

H$_A$: Learners would consider videos more useful than the **practitioners**.

$$\mu_{P(V)} < \mu_{L(V)}$$

$\mu_{P(V)} = 1.0$

$\mu_{L(V)} = 2.18$

$t = -6.920$

$p = 0.000$

Since the value of p is less than α, therefore H_A is accepted.

Hypothesis Statement 12:

Practitioners and learners do not have similar opinion about the usefulness of language laboratory (LL).

H_0: Practitioners and learners would find language laboratory equally useful.

$$\mu_{P(LL)} = \mu_{L(LL)}$$

H_A: Practitioners and learners do not have similar opinion about the usefulness of language laboratory.

$$\mu_{P(LL)} \neq \mu_{L(LL)}$$

$\mu_{P(LL)} = 0.48$

$\mu_{L(LL)} = 1.90$

$t = -7.341$

$p = 0.000$

Since the value of p is less than α, therefore H_A is accepted.

Hypothesis Statement 13:

Practitioners consider grammar exercises (G) more useful than learners.

H$_0$: Practitioners and learners have similar opinion about the usefulness of grammar exercises.

$$\mu_{P(G)} = \mu_{L(G)}$$

H$_A$: Practitioners consider grammar exercises more useful than learners.

$$\mu_{P(G)} > \mu_{L(G)}$$

$\mu_{P(G)} = 2.39$

$\mu_{L(G)} = 2.41$

$t = -1.48$

$p = 0.882$

Since the value of p is greater than α, therefore H$_0$ is accepted.

Hypothesis Statement 14:

Practitioners think translation from Urdu into English (TUE) a more useful technique than the learners.

H$_0$: Practitioners and learners equally consider translation from Urdu into English as a useful technique.

$$\mu_{P(TUE)} = \mu_{L(TUE)}$$

H$_A$: Practitioners think translation from Urdu into English a more useful technique than the learners.

$$\mu_{P\ (TUE)} < \mu_{L\ (TUE)}$$

$\mu_{P\ (TUE)} = 0.43$

$\mu_{L\ (TUE)} = 2.17$

$t = -9.478$

$p = 0.000$

Since the value of p is less than α, therefore H_A is accepted.

Hypothesis Statement 15:

Practitioners and learners do not have similar opinions about the usefulness of translation from English into Urdu.

H_O: Both practitioners and learners consider translation from English into Urdu useful.

$$\mu_{P\ (TEU)} = \mu_{L\ (TEU)}$$

H_A: Practitioners and learners do not have similar opinion about the usefulness of translation from English into Urdu.

$$\mu_{P\ (TEU)} \neq \mu_{L\ (TEU)}$$

$\mu_{P\ (TEU)} = 0.43$

$\mu_{L\ (TEU)} = 1.90$

$t = -7.623$

$p = 0.000$

Since the value of p is less than α, therefore H$_A$ is accepted.

Hypothesis Statement 16:

Practitioners and learners do not have similar opinion about learning new words and words games (WG).

H$_0$: Practitioners and learners will find learning new words and words games technique equally useful.

$$\mu_{P\,(WG)} = \mu_{L\,(WG)}$$

H$_A$: Practitioners and learners do not have similar opinion about learning new words and words games.

$$\mu_{P\,(WG)} \neq \mu_{L\,(WG)}$$

$\mu_{P\,(WG)} = 1.83$

$\mu_{L\,(WG)} = 2.25$

$t = -2.472$

$p = 0.14$

Since the value of p is greater than α, therefore H$_0$ is accepted.

Hypothesis Statement 17:

Learners find practicing pronunciation (PP) a more useful technique than the practitioners.

Ho: Practitioners and learners have similar opinion about the usefulness of practicing pronunciation.

$$\mu_{P(PP)} = \mu_{L(PP)}$$

HA: Learners find practicing pronunciation a more useful technique than the practitioners.

$$\mu_{P(PP)} < \mu_{L(PP)}$$

$\mu_{P(PP)} = 1.87$

$\mu_{L(PP)} = 2.30$

$t = -2.395$

$p = 0.017$

Since the value of p is less than α, therefore HA is accepted.

Hypothesis Statement 18:

Practitioners and learners do not have similar opinion about the usefulness of notes taking exercises (NTE).

Ho: Learners and practitioners have similar opinion about the usefulness of notes taking exercises.

$$\mu_{P(NTE)} = \mu_{L(NTE)}$$

HA: Practitioners and learners do not have similar **opinion** about the usefulness of notes taking exercises.

$$\mu_{P(NTE)} \neq \mu_{L(NTE)}$$

$\mu_{P\,(NTE)} = 1.74$

$\mu_{L\,(NTE)} = 1.79$

$t = -0.318$

$p = 0.751$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 19:

Practitioners find summarizing the text (ST) a more useful technique than learners.

Ho: Practitioners and learners have similar opinion about the usefulness of summarizing the text

$$\mu_{P\,(ST)} = \mu_{L\,(ST)}$$

HA: Practitioners find summarizing the text a more useful technique than learners.

$$\mu_{P\,(ST)} > \mu_{L\,(ST)}$$

$\mu_{P\,(ST)} = 2.13$

$\mu_{L\,(ST)} = 1.94$

$t = -1.058$

$p = 0.291$

Since the value of p is greater than α, therefore HO is accepted.

Hypothesis Statement 20:

Practitioners and learners do not have similar opinion about the questioning about the text (QT).

Ho: Practitioners and learners have same perception about the usefulness of questioning about the text.

$$\mu_{P\,(QT)} = \mu_{L\,(QT)}$$

HA: Practitioners and learners do not have similar opinion about the questioning about the text.

$$\mu_{P\,(QT)} \neq \mu_{L\,(QT)}$$

$\mu_{P\,(QT)} = 2.35$

$\mu_{L\,(QT)} = 2.23$

t = 0.74

p = 0.571

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 21:

Practitioners and learners have different perception about the usefulness of creative writing (CW) exercises.

Ho: Practitioners and learners would perceive creative writing exercises equally useful.

$$\mu_{P\,(CW)} = \mu_{L\,(CW)}$$

H_A: Practitioners and learners have different perception about the usefulness of creative writing exercises.

$$\mu_{P(CW)} \neq \mu_{L(CW)}$$

$\mu_{P(CW)} = 2.61$

$\mu_{L(CW)} = 2.42$

$t = 1.195$

$p = 0.233$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 22:

Learners would consider classroom discussions (CD) more useful than practitioners.

H_0: Practitioners and learners have similar opinion about the usefulness of classroom discussions.

$$\mu_{P(CD)} = \mu_{L(CD)}$$

H_A: Learners would consider classroom discussions more useful than practitioners.

$$\mu_{P(CD)} < \mu_{L(CD)}$$

$\mu_{P\ (CD)} = 2.61$

$\mu_{L\ (CD)} = 2.84$

$t = -2.23$

$p = 0.077$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 23:

Practitioners and learners do not have similar opinion about the usefulness of role-plays (RP).

Ho: Practitioners and learners have similar opinion about the usefulness of role-plays.

$$\mu_{P\ (RP)} = \mu_{L\ (RP)}$$

HA: Practitioners and learners do not have similar opinion about the usefulness of role-plays (RP).

$$\mu_{P\ (RP)} \neq \mu_{L\ (RP)}$$

$\mu_{P\ (RP)} = 1.70$

$\mu_{L\ (RP)} = 1.90$

$t = -1.098$

$p = 0.273$

Since the value of p is greater than α, therefore HO is accepted.

Hypothesis Statement 24:

Practitioners and learners do not have similar opinion about the usefulness of problem solving (PS) activities.

Ho: Practitioners and learners have similar opinion about the usefulness of problem solving activities.

$$\mu_{P\,(PS)} = \mu_{L\,(PS)}$$

HA: Practitioners and learners do not have similar opinion about the usefulness of problem solving activities.

$$\mu_{P\,(PS)} \neq \mu_{L\,(PS)}$$

$\mu_{P\,(PS)} = 1.87$

$\mu_{L\,(PS)} = 2.07$

$t = -1.128$

$p = 0.260$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 25:

Practitioners and learners do not have similar opinion about the usefulness of presentations (P) as a teaching technique.

Ho: Practitioners and learners would consider presentations a useful teaching technique.

$$\mu_{P\,(P)} = \mu_{L\,(P)}$$

H$_A$: Practitioners and learners do not have similar opinion about the usefulness of presentations as a teaching technique.

$$\mu_{P(P)} \neq \mu_{L(P)}$$

$\mu_{P(P)} = 2.65$

$\mu_{L(P)} = 2.71$

$t = -0.421$

$p = 0.674$

Since the value of p is greater than α, therefore H$_0$ is accepted.

Hypothesis Statement 26:

Practitioners perceive in-class tests (IT) more useful than learners.

H$_0$: Practitioners and learners have similar opinion about the usefulness of in-class tests.

$$\mu_{P(IT)} = \mu_{L(IT)}$$

H$_A$: Practitioners perceive in-class tests more useful than learners.

$$\mu_{P(IT)} > \mu_{L(IT)}$$

$\mu_{P(IT)} = 2.30$

$\mu_{L(IT)} = 2.12$

$t = 1.085$

$p = 0.279$

Since the value of p is greater than α, therefore H_0 is accepted.

Hypothesis Statement 27:

Practitioners and learners do not hold similar opinion about the usefulness of short writing (SW) assignment.

H_0: Practitioners and learners find short writing assignments equally useful.

$$\mu_{P(SW)} = \mu_{L(SW)}$$

H_A: Practitioners and learners do not hold similar opinion about the usefulness of short writing assignment.

$$\mu_{P(SW)} \neq \mu_{L(SW)}$$

$\mu_{P(SW)} = 2.61$

$\mu_{L(SW)} = 2.08$

t = 2.962

p = 0.003

Since the value of p is less than α, therefore H_A is accepted.

7.2.3 Classroom Management Methods:

(Question 14 in the questionnaire 2 and question 11 in the questionnaire 3)

Hypothesis Statement 28:

Practitioners and learners do not perceive the usefulness of individual working (IW) of student similar.

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Ho: Practitioners and learners consider individual working of student equally useful.

$$\mu_{P\,(IW)} = \mu_{L\,(IW)}$$

HA: Practitioners and learners do not perceive the usefulness of individual working of student similar.

$$\mu_{P\,(IW)} \neq \mu_{L\,(IW)}$$

$\mu_{P\,(IW)} = 2.13$

$\mu_{L\,(IW)} = 1.82$

$t = 1.553$

$p = 0.121$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 29:

Learners would find working in pairs (WP) more effective than practitioners.

Ho: Practitioners and learners have similar opinion about the effectiveness of working in pairs.

$$\mu_{P\,(WP)} = \mu_{L\,(WP)}$$

HA: Learners would find working in pairs more effective than the practitioners.

$$\mu_{P\,(WP)} < \mu_{L\,(WP)}$$

$\mu_{P\,(WP)} = 1.78$

$\mu_{L\,(WP)} = 2.08$

$t = -1.70$

$p = 0.090$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 30:

Practitioners would consider working of learners in small groups (WSG) more useful method than learners would think.

Ho: Practitioners and learners have similar opinion about the effectiveness of working of learners in small groups (WSG).

$$\mu_{P\,(WSG)} = \mu_{L\,(WSG)}$$

H$_A$: Practitioners would consider working of learners in small groups (WSG) more useful method than learners would think.

$$\mu_{P\,(WSG)} > \mu_{L\,(WSG)}$$

$\mu_{P\,(WSG)} = 2.26$

$\mu_{L\,(WSG)} = 2.40$

$t = -0.843$

$p = 0.400$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 31:

Practitioners perceive that working of whole class (WC) will be more effective method than learners would think.

Ho: Practitioners and learners have similar opinion about the working of whole class.

$$\mu_{P\,(WC)} = \mu_{L\,(WC)}$$

HA: Practitioners perceive that working of whole class (WC) will be more effective method than learners would think.

$$\mu_{P\,(WC)} > \mu_{L\,(WC)}$$

$\mu_{P\,(WC)} = 1.87$

$\mu_{L\,(WC)} = 1.68$

$t = 0.830$

$p = 0.407$

Since the value of p is greater than α, therefore Ho is accepted.

Hypothesis Statement 32:

Practitioners would consider teacher directed/oriented (TD) working of learners more effective method than the learners would uphold.

Ho: Practitioners and learners have similar opinion about the effectiveness of teacher directed/oriented working of learners.

$$\mu_{P\,(TD)} = \mu_{L\,(TD)}$$

H_A: Practitioners would consider teacher directed/oriented working of learners more effective method than the learners would uphold.

$$\mu_{P\,(TD)} < \mu_{L\,(TD)}$$

$\mu_{P\,(TD)} = 1.70$

$\mu_{L\,(TD)} = 2.17$

$t = -2.553$

$p = 0.011$

Since the value of p is less than α, therefore H_A is accepted.

7.3 Follow up Discussion

The hypotheses were statistically tested and results ascertained the facts about various aspects of BET. It would provide reliable information that can be interpreted to reach at conclusions. Furthermore, it is significant to establish that opinion of either group of the sample does not stand as a standard. It however reflects collective view of the group about the effectiveness of techniques, methods, and other aspects of BET. This is analyzed comparatively. If it is seen with reference to the theoretical framework for this study, it can assist in reaching at the conclusions about BET practices in Pakistan.

About the percentage of BET to focus on general English language skills and written business communication, both the practitioners and learners have similar opinion. General English language skills and written business communication forms the most part of BET in Pakistan. It would show that there is a sense of concern amongst both groups about the general English language skills and they would continue it to be a part of BET. Similarly, writing skills are a predominant segment of general English language teaching where learners have several years of studies prior to this program and where most of the practitioners would be experienced. Moreover, written business communication is also a significant part of business communication. This feeling of both groups remains quite relevant to the effective BET practices. However, learners would like to give more

percentage of BET to focus on spoken business communication as compared to the practitioners. It would prove that, firstly, learners would require their spoken business communication be given more importance than the practitioners had perception. Secondly, it is because they did not feel confident with their spoken proficiency. Therefore, spoken business communication remained their area of concern in BET. It is a valid point, as BET does not offer the amount of spoken business communication as is required by the needs of the learners. Although the mean values of learners' assessment of their language skills show their speaking and listening skills slightly better than reading and writing, they are still more concerned about it in BET.

Practitioners and learners had different view about the percentage of BET to focus on preparation for language examinations. These examinations are various tests conducted during and at the end of a BET program. Firstly, this hypothesis would prove that preparation for language examination remains an issue of concern for both practitioners as well as learners. It is a fact that BET practices devote a part of it to preparation for examinations. Examinations measure the degree of improvement at the end of a Business English program. BET should, therefore not be directed to it. Secondly, practitioners and learners had different opinion about the percentage of BET to focus on preparation for language examinations. Although the statistical analysis will not further elaborate the fact, by looking at the averages of

percentage 12.65% (BET is 100%) and 17.31% as suggested by practitioners and learners respectively, it shows that both of the groups would like BET practices to give a reasonable share to preparation for language examinations. Learners give more percentage to this segment. They seem to be more concerned about examinations. It also reflects preparation for language examinations is significant to teaching practices. It manifests to some extent the fact that ELT practices are examination oriented.

About the four language skills, hypotheses tested proved that practitioners and learners give equal importance to reading and writing skills. However, learners give more importance than the practitioners to listening and speaking skills. As discussed earlier, it establishes that the learners give more importance to listening and speaking skills. This could be because they consider listening and speaking skills as their weaker area and also that in BET practices, practitioners would give less importance to listening and speaking skills. Oral language skills in EFL/ESL settings are usually given secondary position. Nevertheless, for the advanced learners of Business English, oral language skills are consequential. The agreement of practitioners and learners about the importance of reading and writing skills suggests that both groups consider these skills fundamental to business communication. Therefore, in course planning and practice these skills retain the primary position in BET. Learners too feel satisfied as these skills were given due importance according to their expectations or needs. However, it

remains a different dimension as to how effectively these skills are taught in BET practices.

Of the given teaching techniques, practitioners and learners find most of them equally useful. Both of the groups found grammar exercises, translation from English into Urdu, learning new words and word games, note taking exercises, summarizing the text, questioning on the text, creative writing exercises, classrooms discussions, role-plays, problem solving activities, presentations, and in-class tests equally useful. These teaching techniques were considered useful by both groups of subjects. All these techniques are commonly employed in BET classrooms and most of them are concerned with reading and writing skills. However, about using a textbook, language laboratory, and short writing assignments, practitioners and learners had different opinions. They differed over the usefulness of these techniques but the degree of their disagreement cannot be exactly determined. Using a textbook is a common technique in BET in Pakistan. It is perhaps according to the prevailing textbook oriented ELT practices. Using the materials tailored to the linguistic needs and related to the profession of learners is not an essential feature of BET in Pakistan. Consequently, materials development is uncommon especially in BET. Language laboratory is also a much less available and used facility in developing language skills whether in general ELT or BET. Difference over the usefulness of very commonly employed technique of assigning short writing assignments also existed.

Practitioners found translation from Urdu into English more useful than learners considered. Use of the first language in BET classrooms is not preferred. Thus, translation exercises are usually not considered useful especially in BET. Learners considered the use of audio and video cassettes, and practicing pronunciation more useful as compared to the practitioners. This reinforces the similar situation discussed earlier where learners are more concerned about development of their oral skills. They like techniques and aids related to oral language skills. They find these techniques more useful than the practitioners would consider. However, these techniques are not commonly used in BET practices in Pakistan.

About classroom management methods, practitioners and learners considered individual working of student, working in pairs, working in small groups, and working of whole class equally useful. It depends upon the tasks and activities in the class as how these are carried out. All these methods are useful if practitioners can employ them skillfully. Moreover, practitioners considered teacher directed/oriented working of the learners more effective than the learners considered. It also shows the tendency of teacher dominated classroom culture in BET and learners do not find this very useful. It is also a fact that the practitioners adopt this method in crowded classrooms where other methods are not workable. Such classrooms are also common especially in public sector institutions. In BET particularly, it is important to

utilize pairs, small groups, and individual working of the learners to develop job related communication skills.

7.4 Conclusion

The testing procedure statistically verified important hypotheses about various aspects of BET. Comparative analysis of the opinion of both groups showed areas of agreement as well as disagreement. The collective opinions of practitioners and learners about these aspects of BET are mostly in agreement. The difference in the perception of both groups about the usefulness of techniques and methods is significant and related to this study.

Chapter Eight

Conclusion and Recommendations

8.1 Introduction

This chapter looks at the outcome of the study with reference to the earlier discussions as well as data analysis. The conclusion of the study highlights the fulfillment of the research objectives and testifies to the validity or otherwise of the hypothesis statement. Lastly, the chapter presents a set of recommendations to reconstitute BET in Pakistan in the light of the theoretical framework established in the first part of the research and data analysis.

8.2 Conclusion of the research

The study concludes with a number of possible inferences. It can also be seen in the context of how the objectives of research **(see section 1.6)** were met and by analyzing the assumed problems (see section **1.5) of** BET in Pakistan.

8.2.1 Fulfillment of the research objectives:

The objectives of this research are laid down in section 1.6. The research can be divided into two parts. The first four chapters developed a theoretical framework for Business English (Objective i). It had discussed Business English at length as the most widely used language of business and organizational communication. The fundamentals of business communication were chalked out and place of Business English was established in the system. A field survey was carried out to validate the hypothesized situation of BET (Objective ii). The output of the survey led to the statistical analysis of the data about BET in Pakistan. There will be a detailed discussion about it in the following section. The theoretical framework fixed the parameters as well as procedures about ESP/EOP while referring to methods and strategies in BET (Objective iii). The analysis of the survey output also concluded with a review of teaching techniques, strategies, and patterns of syllabus design in BET (Objective iv) as well as suggestions for effective BET practices in Pakistan. Lastly, the study was a pioneering work at the doctoral level in EOP and BET in Pakistan. It laid down the foundation for further study (Objective v) in this least researched area in Pakistan. Therefore, the study has fulfilled its objectives according to its delimitation (see section 1.7) outlines.

8.2.2 Evaluating the thesis statement:

The assumed problems given in the thesis statement (see section 1.5) of the

research are discussed by data analysis and hypothesis testing in earlier chapters. Business English is an essential component of undergraduate (Bachelor's) programs in professional institutions. However, BE does not have an adequate share or any intensive skill development in the academic programs. At all institutions, it is compulsory to pass the Business English examination at the end of the semester involving mostly reading, writing, and speaking skills, and very rarely listening skills.

At the start of the Business English program, needs analysis to determine the language and communication needs of the learners is not conducted. Although some institutions require entry tests and consider scores in previous examinations, it is for admission purposes only. Consequently, BET practices are carried out according to the subjective judgment of the practitioners about the needs of the learners. BET will have a fixed pattern for all new classes because practitioners will rely on generalizations about the needs of learners. However, the learners were quite confident of their language proficiency in oral and written language skills. At the same time, they showed greater concern about their oral language skills. On the given six band scale of English language proficiency, the average proficiency in listening and speaking was 1.99, and 1.94 in reading and writing. It is a reasonable level of proficiency as learners assessed their own proficiency. This was self-assessment of the learners, but if seen with reference to their average score in the subject of English in FA/FSc/A Levels examinations

(Table 6.22) their language proficiency seems very good. This factor endorses the validity of learners' self-assessment. Moreover, their emphasis on oral linguistic skills is supported by the fact that ELT in pre-undergraduate studies was concerned primarily with reading and writing skills and this is also endorsed by the hypothesis statement 3 (Chapter 7).

The size of BE classes varied greatly and can be linked with the size of the institution. Although classes included in the sample at 13 institutions had the minimum size because all students were not present in the class at that particular time, at eight institutions the BE class had above 30 students with a maximum number of 41 (Table 6.1b). This proves that BE classes are large, with proportional heterogeneity of learners according to their proficiency as well as linguistic and communication needs. It would certainly influence the effectiveness of BET for not being relevant to the needs and set objectives for a large heterogeneous group of learners. It would also suggest that BET is almost equated with general ELT with such a large size of the class. However, size of the class is equally important for all kinds of teaching, it is fundamental to the success of an EOP program where needs are determined and addressed.

Practitioners seriously lacked professional qualifications required for BET and had hardly any exposure to business communication practices. None of the practitioners in the sample had a PhD qualification and the vast majority

of them did not have an MPhil degree in the area of practice. This scenario is primarily responsible for the unsystematic BET practices. It will also testify that these approaches and strategies in BET cannot result in successful Business English programs that will enable the learners to be effective communicators at the workplace. Therefore, BET in Pakistan is passing through an evolutionary phase, and the development of a professional culture of BET is strongly needed. As a corollary, it can also be concluded that there will be lack of referring to the actual organizational communication in classroom activities, reading materials, and in setting the objectives of the course. According to Almabekova, "The main objective of teaching ESP as a selective course is to enable students communicate in the environment of their specialism, using all four language skills" (2). Thus, this objective cannot be attained without sound professional skills of the BET practitioner. The above discussion implies that BET practices in Pakistan are unlikely to train the learners to meet the demands of business and organizational communication.

The focus of BET practitioners remains general English teaching. This is also an outcome of their educational qualifications in English language and literature with no or less qualification in ESP/EOP. They will stay on the linguistic side of BET without incorporating authentic samples of business communication and business discourse. As a result, learners of Business English are not trained in communication "in the environment of their

specialism". The concept of user-friendly communication is very pertinent especially to written business and organizational communication. It would require going beyond traditional stereotyped approaches and methods. Moreover, developing and utilizing authentic materials in Business English would demand sound professional knowledge of BET practitioners. Thus, the situation of professional skills of the practitioners presented by the quantitative data in this research would prove less likelihood of these approaches in BET. As in most BET situations, practitioners select materials, and learners are referred to those materials. The syllabus is just outlined by the institutions and the practitioners design it with full autonomy. Thus, the whole scheme of BET rests on the professional skills of the practitioners and that, in addition to other factors, will be responsible for the effectiveness of BET.

The terminal examinations, alongwith other examinations, should test the learner's ability to communicate effectively. The examinations conducted as a part of a Business English course, would be according to the syllabus and the approaches to BET. Therefore, these examinations would primarily test the language abilities of the learners instead. Furthermore, the hypothesized situation of BET research is proved by the quantitative data. Practitioners of Business English rarely involve themselves in research to be published and presented in conferences. Hardly any research is conducted and there is no active participation in professional research (Table 6.12). Nearly non-

existence of research and inadequate professional qualifications combined would render the BET program less effective. It is quite possible that BET programs would remain the continuation of general ELT in all its aspects. Thus, the whole BET complex is far from being an ESP program in its procedures as well as available infrastructure.

8.3 Recommendations

Based on the inferences, various recommendations can be made to improve prevailing BET practices in Pakistan. These recommendations are likely to take BET practices from where they are to where they should be as discussed in the earlier chapters of this research. The recommendations relate to the following three broad areas:

8.3.1 BET Practitioners:

Training of the practitioners and the characteristics of the teaching-learning situation are two major factors responsible for the effective BET practices. BET practitioners have a vital role in entire BET complex and they are a very significant entity to be reckoned with towards successful BET. According to the ESP approach, the leading role of the BET practitioner is spread over all the three stages of an EOP program i.e. pre-course, on-course, and post-course. Therefore, qualification in ESP is a fundamental requirement for the practitioners. They need to have sufficient professional exposure to the theory and practice of EOP. In the prevailing scenario,

ESP/EOP specialization is rarely available at the educational institutions in Pakistan. Therefore, BE practitioners with master's degrees in English language and literature would essentially need basic professional exposure to ESP/EOP. To fill this gap, institutions can organize short courses for the practitioners through faculty development programs, training workshops, and orientation courses. It is the sine qua non for achieving the objectives of BE training, and there cannot be any alternative to it.

BET could be undertaken as teamwork rather than as individual practice at least in pre-course and post-course stages. Practitioners who are qualified and trained in BET can take the leading role at an institution where more than one practitioners are working. Although professional collaboration is needed in every discipline, it is especially relevant to BET in Pakistan due to the reasons discussed earlier. Usually, BET is considered an individual's personal domain of practice at all stages where they just try out their strategies mostly originating from their general ELT practices. However, any kind of training opportunity planned for in-service practitioners will pay dividends in the form of enhanced effectiveness of BET. Institutions concerned about the effective BET should not miss this factor in their policy and planning.

Donna pinpoints some other pertinent aspects of required expertise in BET as the following:

In the Business English classroom relevant expertise can mean familiarity with management theory, news on actual current practice, knowledge of formats used for faxes, reports, etc., preferences or practices within specific industries or corporate cultures, as well as familiarity with a wide range of specialties–such as computing or advertising, banking or telecommunications. (291)

Donna further comments that BET practitioners are primarily language experts. However, knowledge about the management and organizational setup will be quite relevant (291). Therefore, BET practitioners should not undertake their teaching in isolation. It is quite possible that their understanding of communication in business and organizations may not be adequate and consequently their practices will not make learner effective communicators in organizational communication. However, this can be achieved by the developing interest of the practitioners as well as through professional interaction with individuals concerned with the theory and practice of business management, IT, and other related fields.

8.3.2 Business English Courses:

Business English courses have very specific objectives, as discussed in sections 1.4.1, 2.2.4.1, and 4.4. According to Brieger, three fundamental

objectives of a Business English course are to develop communication accuracy, fluency, and effectiveness (4-5). It is recommended that BE courses need clarity of objectives and should be planned to meet the objectives at the end of the course. Setting the objectives should not be outlining teaching units rather a package to develop required level of communicative and linguistic abilities of the learners that can be measured through assessment. Therefore, pre-course stage should be given adequate importance in BET practice.

It is also suggested that Business English courses should be organized on ESP/EOP pattern as discussed in sections 2.2.3, 4.4.3, and 4.5.2. BET is a part of the ESP family. Thus, proceeding through pre-course, on-course, and post-course stages is fundamental to effective BET. Moreover, developing and using authentic materials, activities like simulations and case studies are especially recommended in teaching reading and wring skills. Carrying out classroom activities in pairs, groups, or involving the whole class should be decided according to the skills to be developed and nature of the activity. For instance, to develop negotiation skills pair work will be appropriate, problem solving activities can be in small group, and general discussion can involve whole class. Every activity has a different pattern and should be in line with the objectives of the course.

Although inculcating self-reliance amongst learners is relevant to all language teaching, it is, however, crucial to BET. Donna considers that learners will be empowered if they can be "reliant on their own resources". It could be done through sharing all decisions with learners about the course, using homework as a useful mean, discussing objective and review of the course, motivating them to find supplementary materials from different sources, asking them for feedback, and through other similar steps in BET (53-55). In this regard, Tamim recommends that "a language and study skills resource center" is required for ready and quick help (238). A number of less expensive but very useful resources can be made available at the center. Establishing a resource center can prove to be a valuable resource towards the effectiveness of BET. It will assist the learners to make sustainable efforts to develop their communication skills independently and beyond the classroom. These are a few aspects of the output of a resource center and there can be other benefits as well.

Although there cannot be a specific number of credit hours for Business English in an undergraduate program, it should be determined according to a needs analysis as well as significance of communication skills. A Business English course cannot be intrinsically effective unless it sufficiently meets the needs of the learners. Therefore, it may not be possible to fluctuate the credit hours for Business English in a program but it can be supported by supplementary intensive English language/business English course. If

demand arises for a supplementary English proficiency course after the needs analysis, it should neither be ignored due to time constraints nor should it be transferred to the Business English class to enhance language proficiency. The Business English course should not be planned or considered to address general English language proficiency alone, though the development of linguistic skills is a part of the Business English course. The difference between general English and business English teaching has been discussed in section 4.4.2.

A very wide range of Business English courses are offered at various institutions all over the world. Business English course at the department of English, University of Colombo, Sri Lanka can be considered as an example of contemporary thinking in this field in ESL/EFL background. It targets optimally the skills required in business and organizational communication. Although this course is meant for in-service professionals, it can be adapted for pre-service learners in professional institutions at undergraduate level. The outlines of the course are given below:

Course in Business English

Objective of the course:

The objective of the course is to enable the participant to gain confidence in English at the work place, in writing business letters, attending meetings,

giving presentations or handling customers. The course would help achieve the career ambitions of many.

Course Description:

The course will cover the four components of reading, writing, speech and listening in 10 comprehensive units over the duration of 60 hours. The units include:

a) Communication Skills such as

  ➢ Building confidence and fluency in spoken English

  ➢ The language of meeting

  ➢ Telephone skills

  ➢ Negotiation skills

  ➢ Presentation skills

  ➢ Customer care.

b) Business English Grammar

  ➢ The passive voice

  ➢ Asking questions

  ➢ Joining sentences

  ➢ The tense system

  ➢ Determiners prepositions.

c) Writing Skills

  ➢ Using modern business English

- ➤ Improving clarity and style

- ➤ Business letters–getting the correct tone

- ➤ Preparing the speeches and presentations

- ➤ Analyzing charts and graphs.

Who is this Course for?

This course is designed for people who use English in their work place, and who want to improve their English in order to be more successful in a business environment. This course will help executives in any field of business who aspire to further their career.

Final Examination:

A final examination will be held at the end of course consisting of both a written and a spoken component. Candidates who are successful at the examination will be awarded a certificate from the University of Colombo.

8.3.3 Business English Research:

The pressing need for both qualitative and quantitative research in BET in Pakistan has been. Practitioners should involve in various research projects to address indigenous problems in this area. Teaching and research go side by side in institutions of higher education. In addition to other benefits of research projects, it provides an opportunity for the practitioner to gain first hand professional awareness about specific areas of practice. Publishing and

sharing research should be made a frequent practice and institutions should encourage practitioners in this regard. Institutional support to the researchers will probably is required in the present setup. Practitioner can plan collaborative research projects at different levels depending upon the feasibility of the project. Qadir suggests "involving the teachers in action research to try out new innovations and find new solutions to the existing snags in their teaching" (258).

This doctoral study is, to the best of the researcher's knowledge, a pioneering effort to investigate and analyze BET in Pakistan (see section 1.6). The study is likely to provide the foundation for future research about various dimensions of BET in the country (section 5.2 Objective v). Moreover, the necessity of research in BET is established. It needs to be made a part of professional development programs. It will also lead towards materials development and to the resolution of various problems to enable practitioners meet challenges in BET in Pakistan.

8.4 Conclusion

The objectives of the study were fulfilled and most of the hypothesized situations about BET in Pakistan were proved by the quantitative data. The key role of BET practitioners was established by the literature reviewed as well as the output of survey. There are hardly many BET practitioners with adequate professional qualification and satisfactory research output in this

area. Consequently, all stages of BET lack the pattern leading to the effectiveness of practices. The recommendations are aimed at shaping BET design and practices to achieve its stated objectives.

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PhD English Language Program
1. Questionnaire for the Coordinators/Administrators of Programs offering Business English at the Institutions in Pakistan

Institution:————————————————————————

1. **Total number of students (Full time & Part time)**--------------------

2. **Total number of students learning Business English**------------------

3. **Total number of students learning Business English at different levels:**
(a) Elementary/Beginner:----------------
(b) Intermediate:-----------
(c) Advanced:--------------

4. **Business English Teaching (Undergraduate Studies)**:

  (a) Maximum Credit hours/ Semester --------------------
  (b) Total Credit hours/ Course ----------------------------

5. **The criteria of determining students' level of proficiency in English language at the start of the course:**

6. **Kinds of tests/examinations conducted during/at the end of semester to evaluate the proficiency of Business/General English:**

7. **Are all students required to pass the examination at the end of semester?**
  Yes/ No   (If no, please mention the level of students)

8. **Are questions specifically set in the examinations regarding these skills? Please tick:**
a) Reading Skills   Yes/No
b) Writing Skills   Yes/No
c) Listening Skills   Yes/No
d) Speaking Skills   Yes/No

Dated:————/2004

Thank you for your participation and cooperation.

PhD English Language Program
2. Questionnaire for BET Practitioners in Pakistan

Please tick or write the relevant answer/answers:

Institution---**Date**---------- /2004

1) **Age**: [20-30] [31-40] [41-50] [51 and above] 2) **Sex**: [Male] [Female]

3) **Your First (Mother) Language**:------------------------

4) **Your Educational Qualifications:**

Qualification
a) Graduation   [Local] [Abroad]
b) Master   [Local] [**Abroad**]
c) M Phil   [**Local**] [Abroad]
d) PhD   [**Local**] [Abroad]

5) **Your Professional Qualifications:**

a) Certificate/Diploma--
b) Master--

6) **Training you received:**

a) ELT Conference: International / Local
b) ELT Workshop: International / Local
c) BET Workshop: International / Local

7) **Levels of Business English you are teaching or have taught:**

a) Elementary/Beginner: Yes/No
b) Intermediate: Yes/No
c) Advanced: Yes/No

8) **Areas of focus in your ELT practices: (Please tick)**
a) General English ☐   b) ESP ☐

9) Your experience as an ELT practitioner:

		Years	Months
Total Experience			
a) National	:	-------	---------
b) International	:	-------	---------
Specialized Experience			
c) General English	:	--------	---------
d) Business English	:	---------	---------

10) Your EFL/BET research:
a) Research Papers Published:-------------------
b) Research Papers Unpublished:---------------
c) Papers presented in Conferences:------------
d) Edited/Co-edited a research journal:--------
e) Published Books:-----------------------------
f) Newspaper/Magazine articles:---------------

11) What percentage of your ELT (BET) practices focuses on these areas at different levels:

Practice (Advanced)	I (Elementary)	II (Intermediate)	III
a) General English Language Skills	——%	——%	——%
b) Written Business Communication	——%	——%	——%
c) Spoken Business Communication	——%	——%	——%
d) Preparation for language examinations	——%	——%	——%
	Total: 100%	100%	100%

12) How you will rate the importance of the following language skills in your BET as well as General English Teaching practices at different levels:

(Please write appropriate number in the relevant space.)

Scale: **00**=Unimportant, **01**=Of some Importance, **02**=Important, **03**=Very Important

Language Skills	General English Teaching			Business English Teaching		
	Elementary	Intermediate	Advanced	Elementary	Intermediate	Advanced
a) Speaking Skills	----	-----	------	------	------	------
b) Listening Skills	----	-----	------	-----	------	-----
c) Reading Skills	---	-----	------	------	------	-----
d) Writing Skills	----	------	------	-----	----	-----

13) <u>How frequently do you employ the following teaching techniques in your practices</u>:

a) A textbook---
   (Title of the textbook---)
b) Other materials of your choice---------------------
c) Audiocassettes--
d) Videos---
e) Language laboratory---------------------------------
f) Grammar exercise------------------------------------
g) Translation from Urdu into English--------------
h) Translation from English into Urdu--------------
i) New words and words games---------------------
j) Practicing pronunciation------------------------
k) Note taking exercises-----------------------------
l) Summarizing the texts-----------------------------
m) Questioning about the texts-------------------------
n) Creative writing exercises-----------------------
o) Classroom discussions------------------------
p) Role-plays--------------------------------------
q) Problem-solving activities-------------------
r) Language games-------------------------------
s) Presentations----------------------------------
t) In-class tests----------------------------------
u) Short writing assignments-------------------
v) Projects (research or surveys)----------------

14) <u>What is your view about the following classroom management methods</u>:

a) Individual working of the student---------
b) Working in pairs----------------------------
c) Working in small groups------------------
d) Whole class----------------------------------
e) Teacher directed/oriented-------------------

15) What is your opinion about the following possible use of English by your students after graduation:

Scale: **00**=Unimportant, **01**=Of Some Importance, **02**=Important, **03**=Very Important

a) English as common global language (CGL)-------------
b) To read newspapers and magazines--------------------
c) To understand electronic media------------------------
d) For career development---------------------------------
e) For business communication----------------------------
f) International public relations---------------------------
g) For professional development--------------------------
h) To accomplish tasks in work situations----------------
i) To use IT programs-------------------------------------

16) How you select teaching materials for a Business English class:
(Please tick the relevant answer.)
a) Materials are prescribed by the institutions: Yes/ No
b) Materials are selected by the lecturers: Yes/ No
c) Students are referred to the materials: Yes/ No
d) A combination of all above: Yes/ No

17) How syllabus design is carried out:
(Please tick the relevant answer.)
a) Syllabus is completely designed by the institution: Yes/ No
b) Syllabus is completely designed by the lecturer: Yes/ No
c) Syllabus is just outlined by the institution: Yes/ No
d) Syllabus is designed on the basis of needs analysis: Yes/ No

Thank you for participating in this research.

PhD English Language Program
3. Questionnaire for the Learners of Business English in the Institutions in Pakistan

Please write your reply or tick the relevant box.

Institution--

Full title of the Course---------------- **Semester**: 1ˢᵗ 2ⁿᵈ 3ʳᵈ 4ᵗʰ 5ᵗʰ 6ᵗʰ 7ᵗʰ 8ᵗʰ

1) **Age**: 17-21   22-25   26 and more   2) **Sex**: Male   Female

3) **Your First (Mother) language**:--------------------------------

4) **Background information about your English language learning**:
Please tick the levels where you studied English.

(a) Primary School   -----------
(b) Middle/High School   -----------
(c) College   -----------
(d) University   -----------
(e) Your personal study   ------------
(f) Abroad   -----------
(g) English language centre ---------

5) **Your score in these examinations, if applicable**:

	Year of Exam	Your Score/Total Score
a) FSc (English)	---------	--------/200
b) FA (English)	---------	-------/200
c) A Levels (English)	---------	------/100

6) **Reading the following description of language levels, how you will describe your level of English**: (Please select one level and write the number in the box.)
(a) Reading and Writing
   1) No difficulties whatsoever.
   2) Can read and understand most texts and can write while making few mistakes.
   3) Reading is slowed down by the presence of unfamiliar words in the text. Writing is hindered by the lack of appropriate vocabulary but meaning is communicated relatively successfully.
   4) Reading proves very difficult at times. Writing contains many mistakes.
   5) A great deal of difficulties with regard to both reading and writing.
   6) Cannot read or write at all beyond a few words and expressions.
Your current level: [　　]

(b) <u>Listening and Speaking</u>
 1) No difficulties whatsoever.
 2) Can understand most of what is said and can speak making few mistakes.
 3) Listening takes a great deal of concentration and speaking proves difficult at times.
 4) Both understanding spoken language and speaking are very difficult tasks.
 5) Understanding and production of spoken language is very limited indeed.
 6) Unable to understand or speak English apart from a few basic words and expressions.

Your current level: ☐

7) <u>How long you have studied Business English in this course:</u>
Years---Months---

8) <u>How important following language skills are in your Business English studies:</u>

Scale: **00**=Unimportant, **01**=Less Important, **02**=Important, **03**=Very Important

 a) Speaking -----------
 b) Listening -------------
 c) Reading -----------
 d) Writing-----------

9) <u>What percentage of your Business English Teaching should focus on these segments</u> (Total Business English teaching as 100%):

General English language skills--------%
Written Business Communication--------%
Spoken Business Communication---------%
Preparation for language examinations-------%

10) <u>What is your opinion about the use of these teaching techniques in a Business English class:</u>

Scale: **00**=Useless, **01**=Of Some Use, **02**=Useful, **03**=Very Effective

For Listening Skills
 a) Listening to audios------------------
 b) Watching videos---------------------
 c) Language laboratory----------------
 d) Pronunciation drills----------------
For Speaking Skills
 e) Discussions/Conversations in English---------
 f) Role Plays--
 g) Problem Solving Activities--------------------
 h) Presentations--

For Reading Skills
i) Using a textbook and textbook reading practise ----------------
j) Reading Comprehension--
k) Using materials like English newspapers, magazines, business reports-----
l) Learning new words and word games---
m) Summarizing texts---
For Writing Skills
n) Grammar exercises---------------------------------
o) Translation from Urdu into English---------------
p) Translation from English into Urdu---------------
q) Composition (Essays, Reports, Paragraphs etc)-------
r) Note taking exercises------------------------------------
s) Creative Writing (Letters, Stories etc)-----------------
t) Writing Assignments------------------------------------
Tests
u) In-class Tests---------------------------
v) Interviews/Viva Voce-----------------

11) **What do you think how much it is useful to carry out the classroom activities in the following way**:

Scale: **00**=Useless, **01**=Of Some Use, **02**=Useful, **03**=Very Effective

   a) Individual working of the students----------
   b) Working in pairs------------------------------
   c) Working in small groups---------------------
   d) Whole class------------------------------------
   e) Teacher directed/oriented-------------------

12) **How much, other than your studies in the classroom, you use English**:

Scale: **00**=Rarely, **01**=Occasionally, **02**=Usually, **03**=Very Frequently

   a) Reading literature in English---------------------
   b) Reading English newspapers/magazines--------
   c) Watching English TV/films------------
   d) Listening to music in English----------
   e) Writing letters/emails in English to friends and relations---------
   f) Chatting/Speaking in English----------
   g) Writing essays in English--------------
   h) Learning words of English/Use of dictionary------------------------------
   i) Collecting material from Urdu writings and presenting in English-------
   j) Computer/Internet assisted English language learning-----------
   k) Attending lectures/presentations in English----------------------