



Evaluation of ESL Textbooks for Academic Courses in Pakistan

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Abstract

Despite the importance of course evaluation in ESL programmes, it is largely an overlooked area of English Language Teaching (ELT), and only a limited number of studies have been conducted in evaluating academic courses in Pakistan. The current study evaluates an ESL course taught at a Pakistani university. At the level of Syllabus and Course designing special attention is paid to meet the objectives of the course but when it comes to implementation of those objectives through practice some areas are left or ignored. This study also seeks to find out what lacks in the implementation or teaching practice with regard to an ELT course. Drawing upon analysis of data from questionnaires and document analysis, the study found that although the university under study had adapted the course outline given by the Higher Education Commission, the course was only partially aligned with the HEC guidelines. The findings showed that the current course outline lacked coverage of all four language skills and vocabulary development as envisioned in the HEC guidelines. Therefore, the study recommends incorporating all four language skills into the course outline and aligning it with HEC criteria.

Keywords: Language Teaching, ESL, ELT, Curriculum, Assessment.

I. INTRODUCTION

The history of English in the subcontinent can be traced back to the arrival of the British in India and its subsequent colonization. When the colonizers replaced Persian with English as the official language, (Anwar, 2016) the ascendancy of the English language in the subcontinent became inevitable. The English language spread and gained status in the wake of British colonial expansion at the end of 19th century and the emergence of United States, another English-speaking country, as the leading economic/social power in the 20th century (Dewey, 2007). As part of colonialism, the British promoted linguistic elitism whereby English became the language of those who wielded political power during the Raj. Today, English has become the international means of communication the use of which has expanded beyond UK, USA and the former colonies. English fulfilled the need for an internationally used language because of its diverse nature and global expansion (Dewey, 2007). Presently, it is spoken by 1,500 million people around the globe and is considered to be the most successful language (Crystal, 2003). By 'successful language' Crystal (2003) means that the momentum of growth of the English language is so great that it is impossible to stop its continued spread as a global lingua franca. Tom McArthur (as cited in Crystal, 2003) observed that the reason for the establishment of English as a global language lies in its ability to assimilate features of other languages in diverse ways. Furthermore, the growth of American military and economic power has made English prominent all across the world.

Curriculum Evaluation in Pakistan

Curriculum is very important for ensuring coverage of relevant topics and concepts in a programme of study. Therefore, the participation of both experts and practitioners is a vital element of curriculum development. The involvement of experts helps to formulate a well-organized curriculum and practitioners' input aids in ascertaining its efficacy in light of the needs of learners and society's demands (Haider, 2016). Stenhouse (as cited in Kiely & Rea-Dickins, 2005) states that curriculum development is a continuous process and it aims to improve the quality of education by enhancing and revising the syllabi. He also asserts that evaluation explicates the meaning, goals and objectives of the curriculum.

In Pakistan, curriculum revision tends to be carried out on an ad-hoc basis and is based less on research, experimentation and evaluation than on convention and intuition. Little attention is paid to curriculum

upgradation, including revision of course materials and activities. (Haider, 2016). In 1959, a National Commission on Education was set up for the very first time in Pakistan. The main aim of this commission was to review and restructure the curriculum. As a result, a new educational policy was formulated in 1960. The main focus of the policy was on better quality education and character building of the learners. However, the policies remained confined to paper and did not manifest in practice. From 1972 to 1980, curricula were revised again. This time the aim was to design a curriculum in accordance with the pervading social and economic conditions of the country. This policy also could not fully achieve its objectives. During 1993 and 1998, attempts were made to improve education through qualitative improvements of physical infrastructure, curricula (by making the courses demand-oriented), textbooks, teacher training programs, and examination system at all levels of education. However, it became evident that the process of curriculum development in Pakistan continued to rely on 'arm chair research' and 'intuitive knowledge' rather than on real research and modern trends (Haider, 2016). It has now become crucial that curriculum developers understand contemporary requirements before redesigning the curriculum. This time policies should be crafted after exhaustive research. Teacher development is another important factor that is always given a low priority in Pakistan. It is important to understand the significance of training teachers in adopting new trends and becoming reflective practitioners. The objectives of the educational policies remain unfulfilled due to the inability of curriculum developers to understand and embrace these requirements.

Research Questions

1. Are the objectives of undergraduate English program in line with proposed objectives of HEC?
2. To what extent have language skills been imparted to the undergraduate students of BS English program?

II. THEORETICAL FRAMEWORK

This study follows the Context Adaptive Model proposed by Lynch (1988) as a theoretical framework. The distinctive feature of this model is its flexible nature as it is easy to apply in any context. The steps of the model are given below:

1. Establish the audience(s) and goals for the evaluation.
2. Develop a context inventory and determine which dimensions are important in light of the goals and audience for the evaluation.
3. Develop a preliminary thematic framework based on the issues that are central to the particular context.
4. Develop a data collection design/system based on the audience and goals, and the context inventory that is focused by the thematic framework.
5. Collect the data and revise Steps 3 and 4 as necessary; possibly elaborate Step 2.
6. Analyse the data and revise Steps 3 and 4 as necessary.
7. Formulate the evaluation report.

III. LITERATURE REVIEW

Talking about the definitions of syllabus in literature, Hutchinson and Waters (as cited in Chen, p.43, 2009) define syllabus as, "an integral part of curriculum and a statement of what is to be learnt." Similarly, Allen (as cited in Chen, p.43, 2009) termed syllabus, "as a sub part of curriculum that tells what specific topics will be taught." Both these definitions converge on the point that syllabus is a part of curriculum and both are closely related to each other.

Curriculum/Syllabus Design

In order to maintain harmony among the course objectives, course content and its materials, a sequence needs to be followed to design the course and then implementing it in the class room. The different syllabus layouts and curriculum suggest that both designs are closely related and follow almost the same sequence. Taba's model (as cited in Chen, 2009) for syllabus design is very similar to Gordon's (2008) model for curriculum design.

Taba's Model (Syllabus Design)		Gordon's Model (Curriculum)	
i.	Needs Analysis	i.	Diagnosis of need -Purpose
i.	Formulation of Objectives	ii.	Formulation of objectives – Aims, Objectives and Outcomes

i. Selection/Organization of Content	iii. Contents including Delivery, Learning Styles and Motivation
v. Selection/Organization of learning activities	iv. Programme related- Including Staffing, Qualifications and Environment
v. Decisions about evaluation	v. Determination of what to evaluate and of the ways and means of achieving it.

With reference to the Pakistani Context, a study was conducted by Asma Aftab (2013) that evaluated an English Textbook taught at secondary level. The main aim of the research was to evaluate how the materials and the content of the textbook affect the language teaching program. The study intended to improve the quality of the course. The results showed that the textbooks did not cater for the needs of the students and therefore called for additional content to fulfil the required needs of the learners. Being a very small-scale evaluation conducted only at the secondary level, there is need for evaluation on a larger scale and at the tertiary level by future researchers. Another study in the context of Pakistan was conducted by Anwar in 2016. The study evaluated on-going educational programs in the engineering universities of Punjab, Pakistan. The study also analysed the importance of English Language program evaluation before and after teaching English language. Data for the study were gathered through a mixed method approach. The responses of the participants showed that while the objectives of the course were presented systematically, the learner outcomes were inadequate. The responses also reflected that command over the four skills of the English language is of chief importance for both the academic context and the target setting.

Research Design: Mixed Method

The study was primarily designed to evaluate General English 1 Course taught in a private university to tertiary level students. As a research method, mixed method approach had been used which included both qualitative and quantitative methods. Creswell (2014) defines the mixed method approach as:

Quantitative Data Collection: Questionnaire Design

Questionnaire in the present study was closed ended; however, some questions were open ended. The questions that needed to be asked to the students were very specific in context; therefore, the researcher made the questionnaire by herself without adapting it from any other source. The questionnaire for the present research was divided into two parts. The first part asked about the general information of the participants. The second part was about the evaluation of General English 1 course. The second part was further divided into six sub-parts which were about: course objectives, language activities, outline, assessments/quizzes, materials and teaching methodology. The last open ended question was about the problems that the participants faced during this course. The questionnaire consisted of total 15 questions. The respondents could choose the options that were horizontally arranged through the Likert Scale. The responses of students yielded whether the course objectives of General English 1 Course were helpful in developing their language skills or not. The questionnaires were employed in order to know the perceptions of students regarding the General English 1 Course that is a compulsory course which they have to take in the first four semesters. All the questionnaires were filled properly and returned. No such problem arose at the time when the questionnaires were filled as the questions were in simple and easy language.

For the present research, the participants were students. In order to select the sample, purposive sampling was used as the researcher has knowingly selected the participants.

Out of the total population of the students i.e. students of semester 1-4, the sample for the current study included the students of semester 1 only. The questionnaires were filled by the students of 1st semester of General English 1. There were total 11 students in the class, one male and ten female students. The age groups of the students lie between eighteen to twenty. The reason for selecting students as the sample match the research questions as the students know better about the content of the course.

The students enrolled in BS English program study eight-twelve semesters in four-six years with covering 124-136 credit hours. The courses that the students are offered are: compulsory courses (8 in number with 22 credit hours), general courses (8 in number with 24 credit hours), discipline specific courses (8 in number with 24 credit hours), major/core courses (16 in number with 48 credit hours) and elective courses (4 in number with 12 credit hours).

IV. DATA ANALYSIS

Questionnaire Results

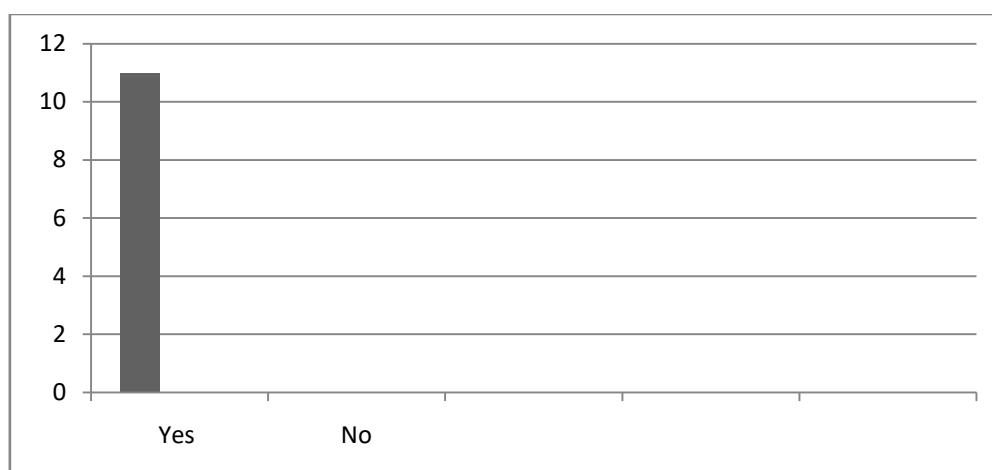
4.1 Part 1 Personal and General Information

Gender		Age		Qualification		
Male	Female	18-20	21-23	FA	F.sc	A'Levels
1	10	2	9	2	9	0

The total number of students in the class was eleven, and all these students participated in the study. One student was male, whereas the other ten were female. The above results show that 81% of the participants have done F.Sc at intermediate level. At the F.Sc level, all the subjects (except Urdu) are in English and the students are supposed to give the examination in English only. Only 18% students have done FA where the subjects are both in Urdu and English. Majority of the students (68%) are aged between 18 to 20.

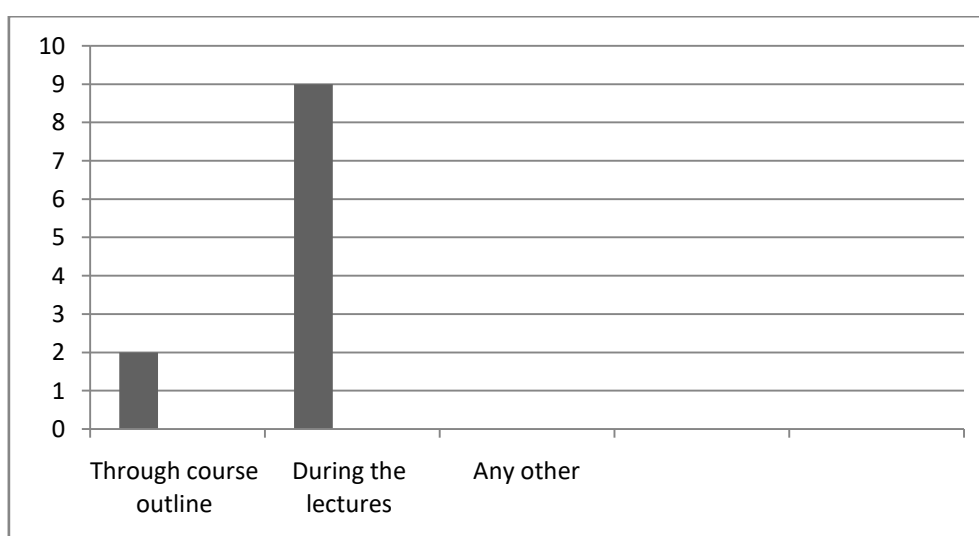
4.2 Part 2 General English 1 Course

1. I am familiar with the course objectives



100% of the sample expressed a familiarity with the course objectives.

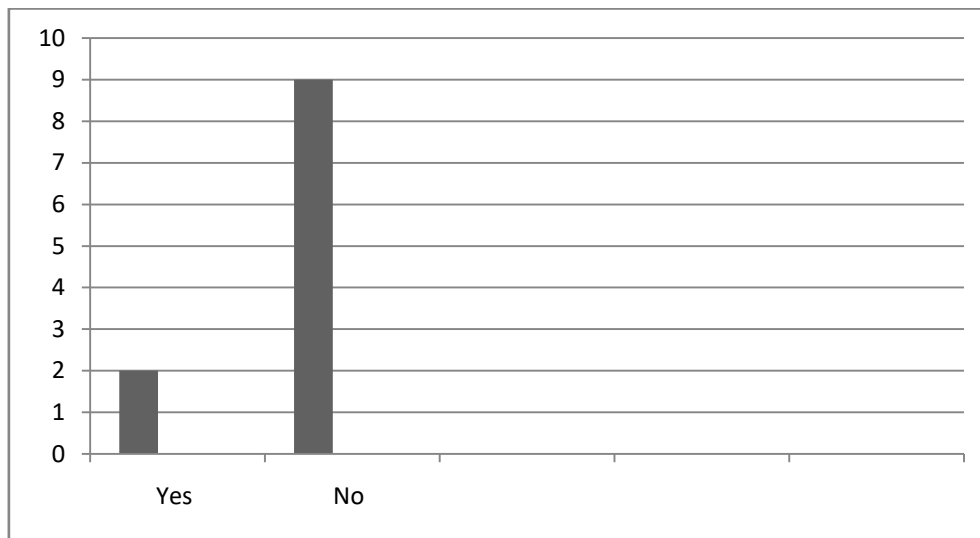
2. How did you get to know about the course objectives?



The maximum number of students (81%) revealed that they learnt about the course objectives through daily lectures. However, only 18% stated that they got to know about the objectives through course outline, although a course outline is generally provided to the students at the outset of the course.

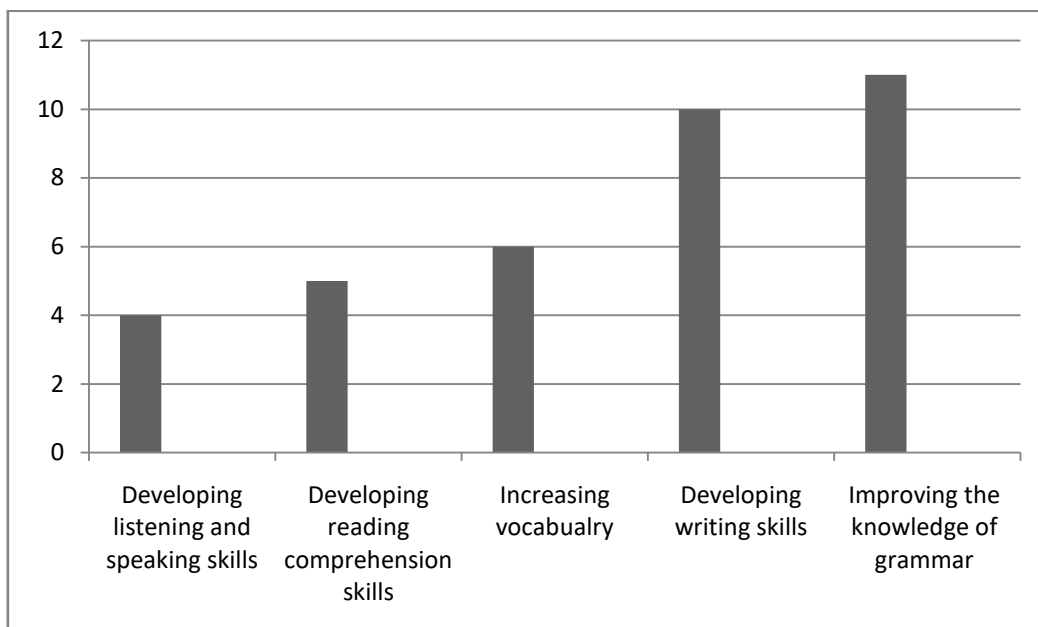
to convey information about the topics to be studied and possibly assignment descriptions and submission dates.

3. Were you provided with the course outline?



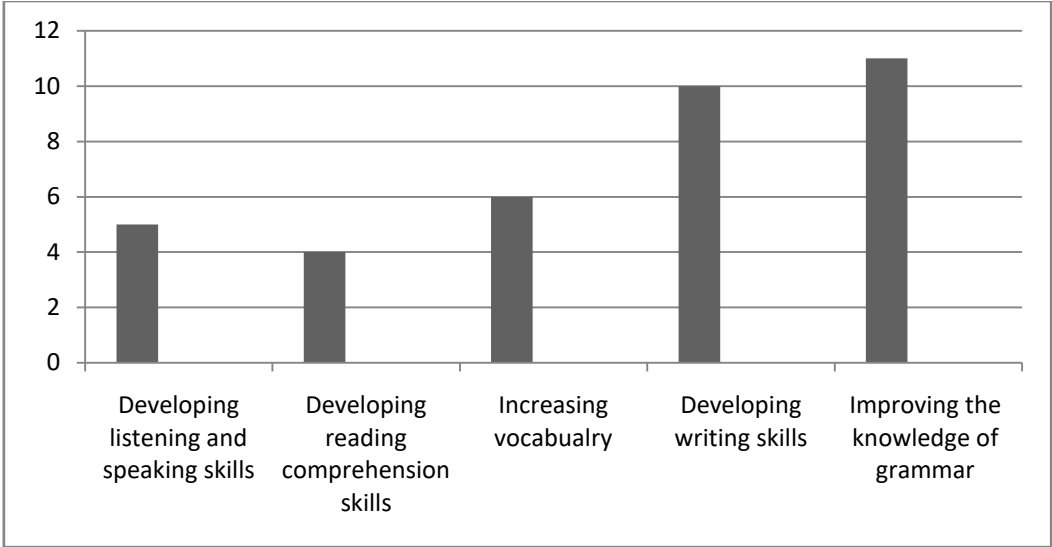
In line with data in question 3, only 18% students reported that they were provided with the actual course outline, majority of the students (81%) stated that course outline was not given to them. This is interesting because it suggests that the course outline has not been shared systematically, suggesting a gap in classroom procedures, which are usually established to ensure that all students have equal access to all resources created to facilitate their learning. Course outlines are one of those resources, “which should be available on the first day of class, not a week or a month into the semester” (Appleby, 1994).

4. Course Outline (Tick all the objectives covered in the course outline. Tick all that apply)



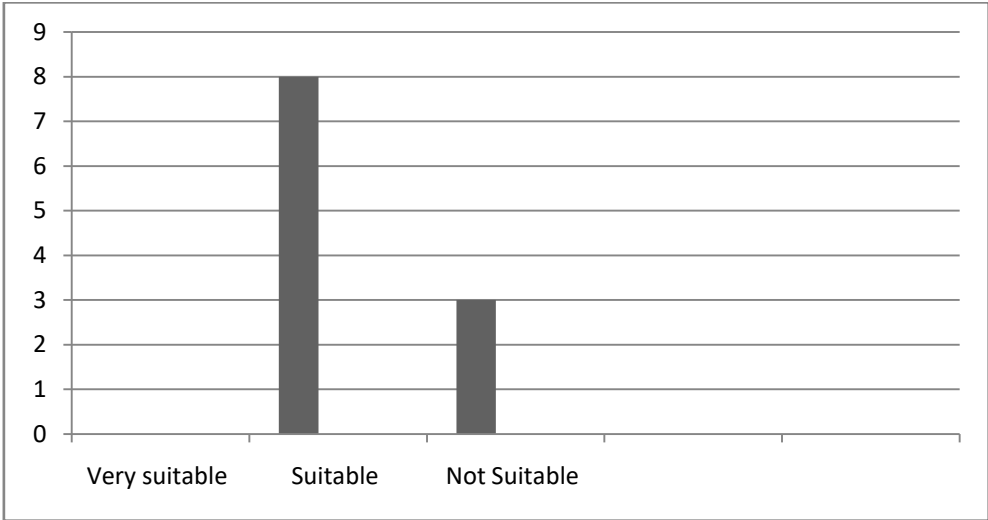
The responses to this question demonstrated whether the course outline was conveyed in written or verbal form, the students understood the improving of grammatical knowledge and writing skills to be the key foci of the course. Interestingly, only 36% students noted the listening tasks and speaking skills were part of the course outline, whereas 45% replied that the course outline included reading comprehension activities and 54% marked the presence of vocabulary building exercises in the course outline. This lack of

consensus over the objectives related to lexis development, listening, speaking and reading skills covered in the course outlines evidences confusion on the part of the respondents. Given that the course outline was shared through two modes with the students, it is interesting to note that while most of the students report grammatical knowledge and writing skills to be key focus areas of the outline, there is much less agreement over the other skills earmarked for inclusion according to HEC curriculum guidelines. Materials/Language Activities (Tick all the objectives reflected in the materials. Tick all that apply)



The responses to this question are consistent with the responses to question 4. The materials appear to be focused on building up grammatical knowledge and developing writing skills, with much less attention to lexis, listening, speaking and reading skills. Tallying this data with earlier results (q 4), it may appear reasonable to venture that the objectives of the course outline are being gleaned from the materials rather than conversations about the course outline during thelectures or the written document available only to one or two of the respondents. There is also manifestation of a pattern in the areas covered in General English 1 and these seem to be predominantly writing and grammar focused topics, which does not reflect alignment with HEC guidelines that place equal importance on coverage of listening, speaking and reading skills.

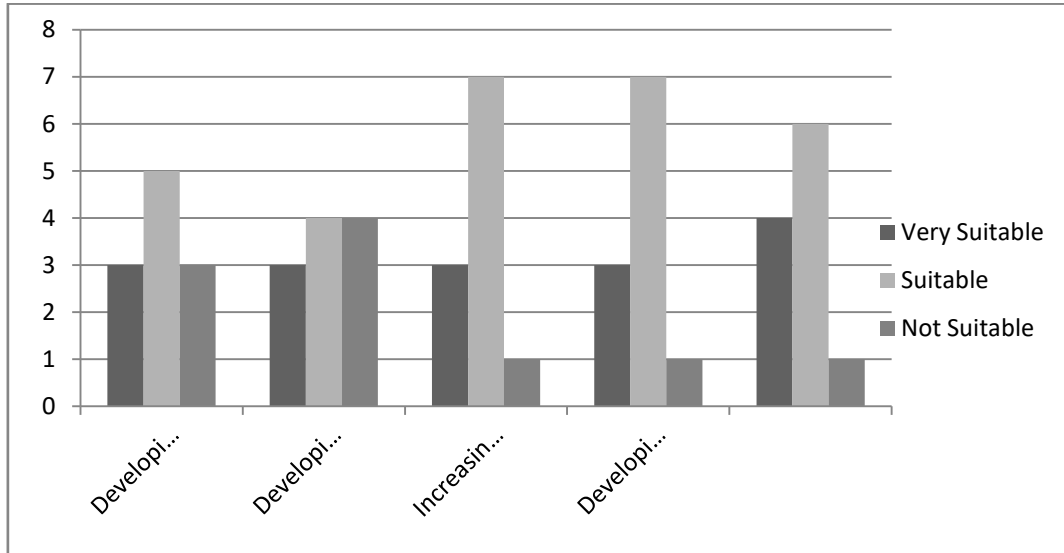
5. Suitability of materials in developing communication skills



The above graph shows that 72% students were of the view point that the materials were suitable enough to develop their communication skills. On the other hand 27% disagreed and stated that the materials did not help them to develop their communication skills.

The response of question five is again contradictory with the previous responses as here the students have mentioned that the materials were suitable to develop the communication skills, where as in the previous responses majority students reported that only writing skill and grammar were reflected in the materials.

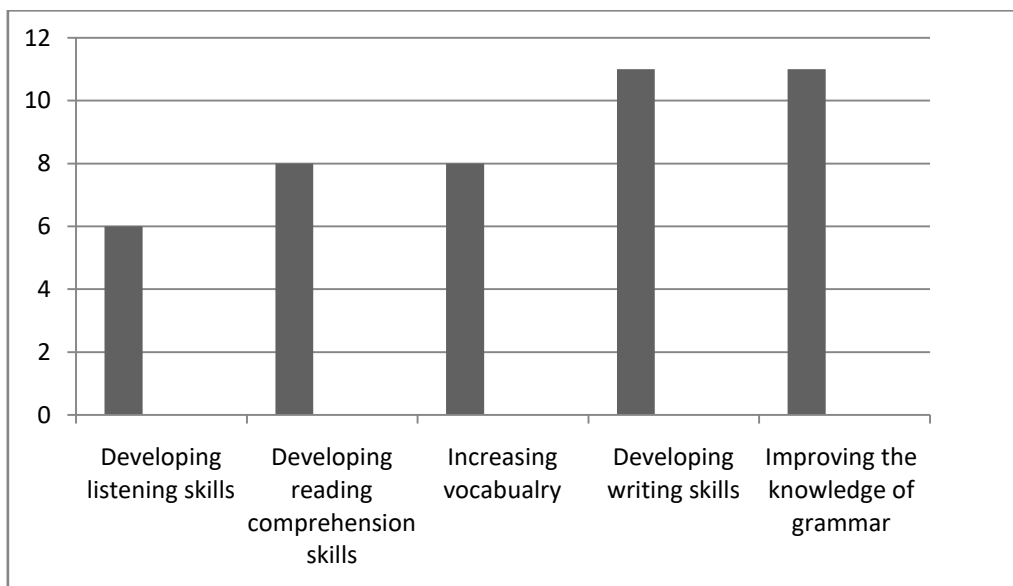
6. Materials/handouts/power point presentations used in the course helped you to:



72% agreed that the course materials helped them develop their listening and speaking skills; however, 27% disagreed to this. Talking about the reading comprehension skills; 63% stated that the course materials helped them in developing these skills and 36% stated that they could not develop their reading skills through course materials. 90% reported that they could build their vocabulary through course materials; on the other hand, 9% disagreed to this statement. 90% students replied that their writing skills and grammatical concepts were improved through the course materials; on contrary to this only 9% said these skills were not improved.

The recurring trends show that the materials reflected the objectives of developing writing skill and grammar and thus helped the students to improve these skills. However, the HEC outline prescribed to focus on all the four skills of the language along with grammar and vocabulary.

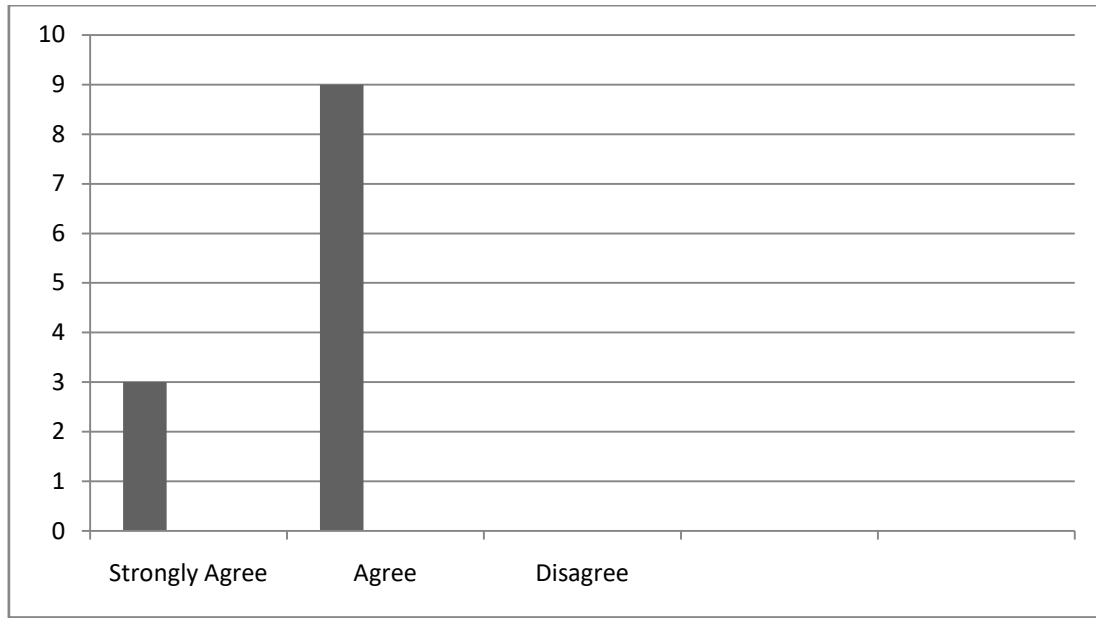
7. Assessments/Quizzes correspond to the course objectives



100% believed that the assessments, quizzes and assignments reflected writing activities and grammatical concepts. 54% stated that the assessments and quizzes included listening and speaking skills and 72% agreed that reading skills and vocabulary testing exercises were present in the assignments, quizzes and assignments.

This data shown in the table is related to previous responses where writing skill and grammar are given more weightage than other skills.

8. The assessments and quizzes were based on the language activities done in the classroom



The above chart shows that 100% students agreed that the assignments, quizzes and assessments were based on the activities and tasks that they had done in the classroom.

9. Language Activities

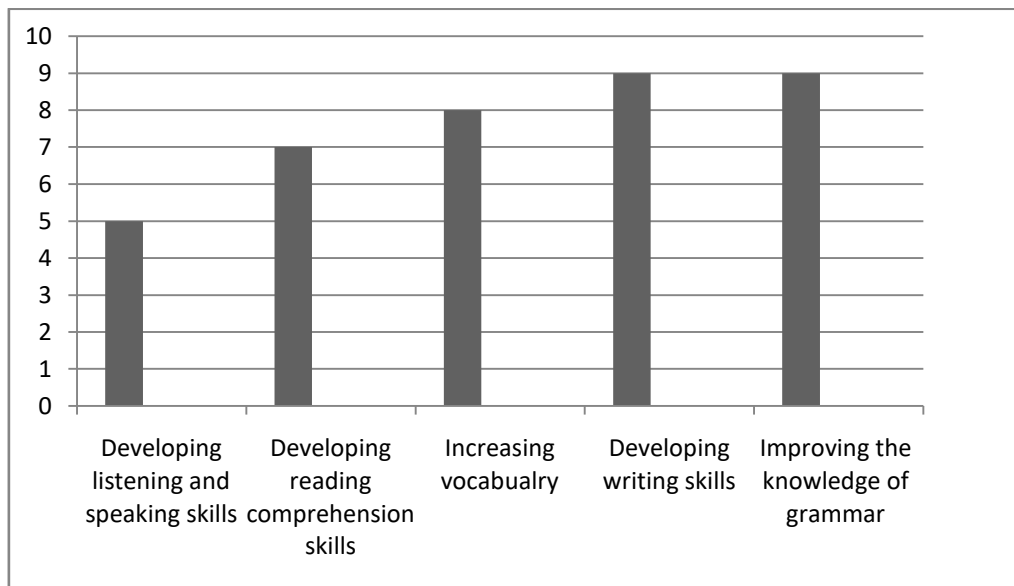
List down some language activities that you have done in the class (group/pair/individual activity)

Language Activities	No: of students
Connotation and denotation	10
Paragraph Writing	11
Story Writing	10
Active Passive Voices	7
Types of Sentences	5
Word Class	2

When the students were asked to mention the language activities that they have done in the class, 90% students mentioned that they have connotation/denotation and story writing activity in the class room. Out of the total sample of students, 100 pointed out they were involved in paragraph writing activity. Similarly, the activity of voices was indicated by 63% of students and 45% students mentioned that they did the activity of types of sentences in the classroom. A very few students (18%) students also pointed out that they have performed the activity related to word class.

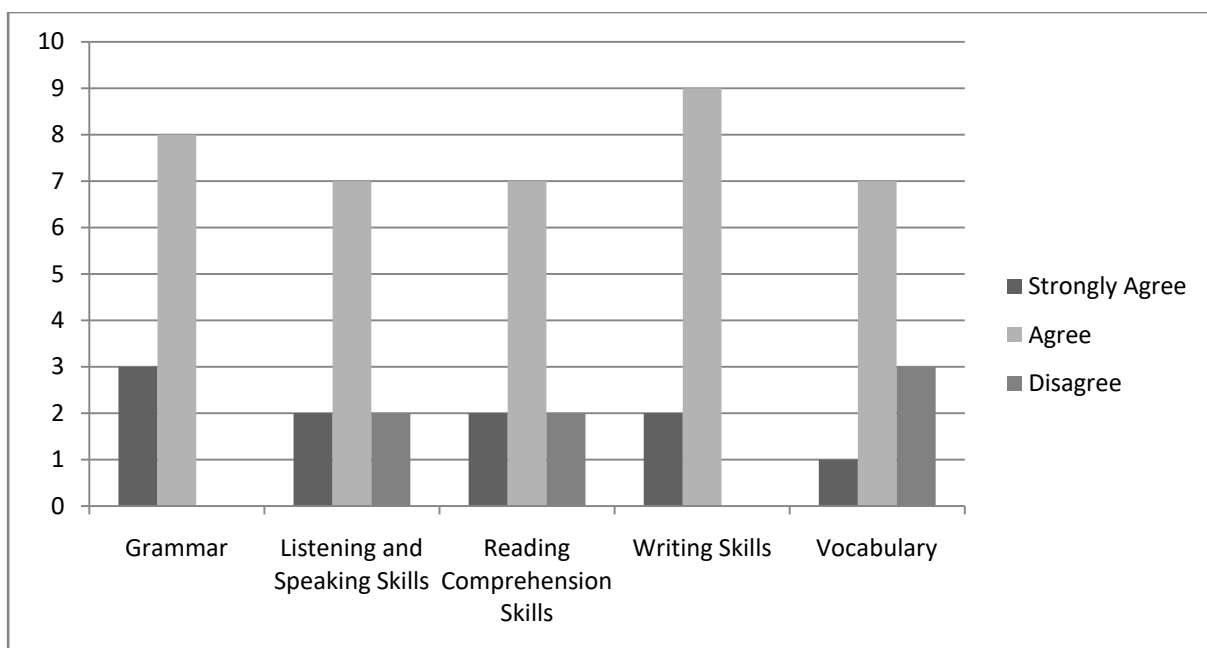
The responses from the open-ended question also revealed that the language activities were based largely on improving students' writing skills and grammar; whereas the other skills were not given substantial place in the course outline.

10. Objectives reflected in the materials/language activities



The above chart shows that 81% students agree that the objectives of developing writing skills and improving knowledge of grammar were reflected in the language activities. Similarly, 72% students responded that the language activities were related to the objective of increasing vocabulary. Talking about the objective of developing reading comprehension skills, 63% agreed that the language activities were based on this objective and 45% of the learners agreed that the language activities were based on improving their listening skills and speaking skills.

11. Language Activities helped you to improve

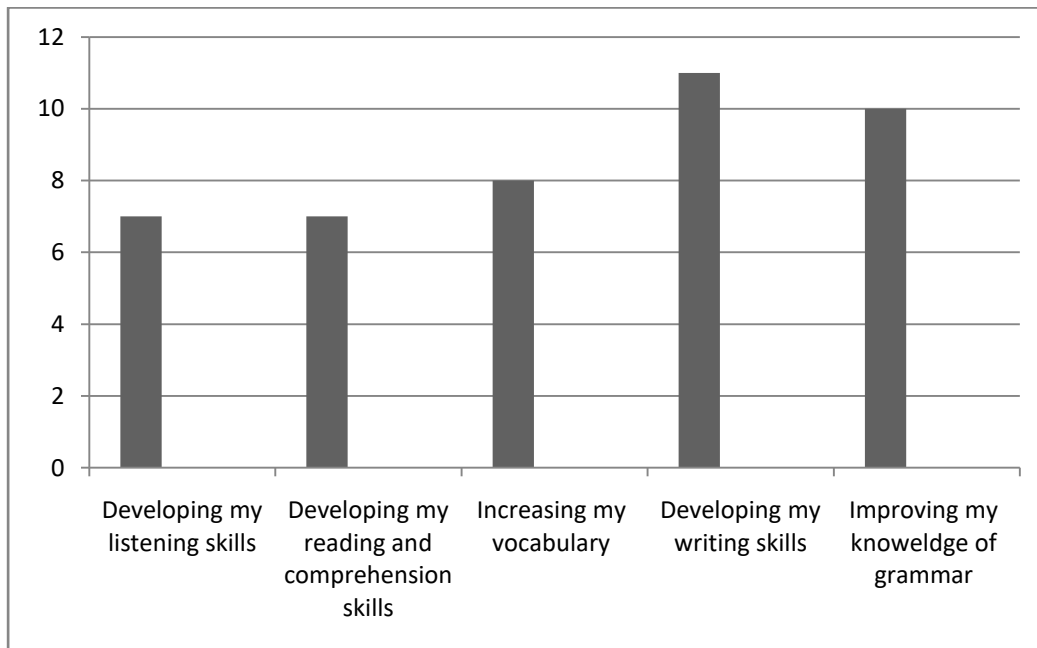


When the students were asked which of the aspects and skills of the language were improved through language activities, 100% stated that grammatical aspects and writing skills were improved a lot. Talking about the listening and speaking skills, 81% students agreed that they were helped by the course

materials to work on these skills; however, 18% disagreed to this. When asked about the role of developing reading skills through course materials, 81% agreed and 18% disagreed. Lastly, 72% stated that their vocabulary became better thorough the language activities and course materials; however, 27% deviated in this regard.

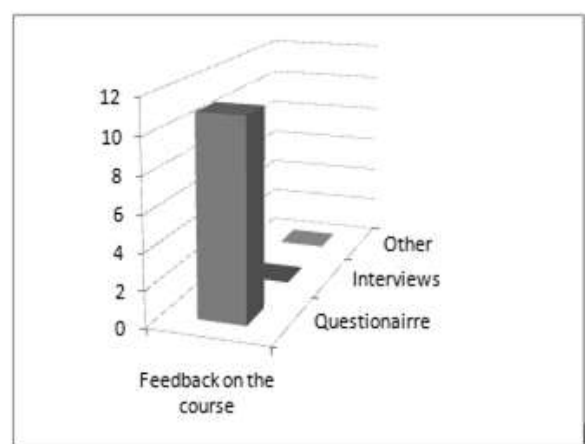
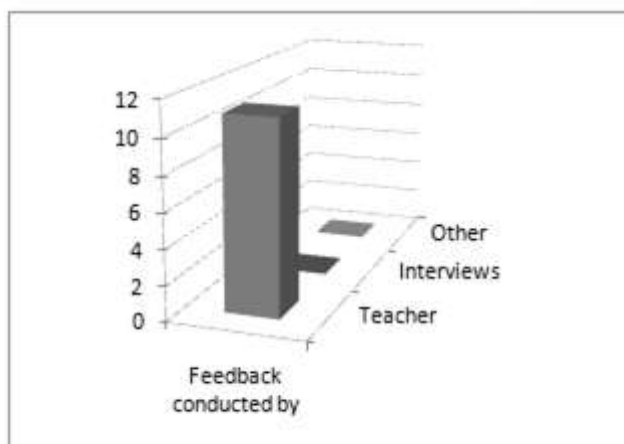
The responses about improving the written skills and grammar are consistent throughout the questions, which reveal the fact that only these were given due consideration and other skills were not improved to the required extent.

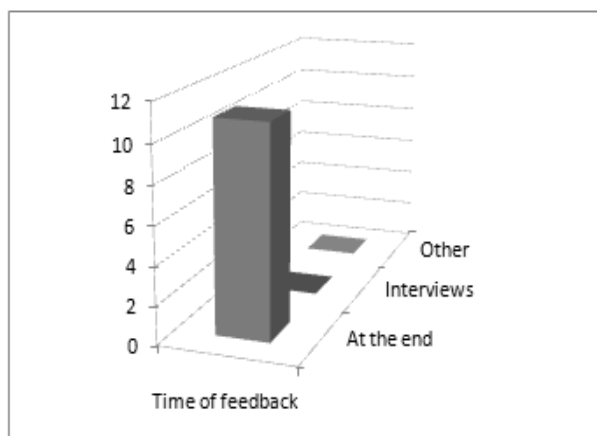
12. The course was helpful and effective in



When the students were asked whether the course was helpful in developing their listening, speaking and reading comprehension skills, 63% marked it positively. 72% responded that the course was effective in increasing their vocabulary, 100% agreed that it developed their writing skills and 90% stated that they improved their knowledge of grammar through this course.

It is evident from the questionnaire data that the course outline, language activities and assessment were mainly based on developing writing skills and grammar and whereas the other skills were overlooked.





The data above shows that the feedback on the course was conducted through questionnaire and it was carried out at the end of semester by the administration. The feedback taken at the end of the semester does not let the students improve and work on their skills, whereas the mid semester feedback has an additional advantage of incorporating student's concerns and to make appropriate changes before the end of the semester.

Although the students were clearly notified before they started filling in the questionnaire that the data would be used for research purpose only and research ethics would be given due consideration, however it is observed that there is a contradiction between the responses of open-ended question and the close ended questions and it seemed as if the students did not want to give a true picture of the course. In the open-ended question the students have clearly mentioned that the course content lack listening, reading, speaking and vocabulary building exercises, where as in the closed ended questions majority of the students reported that the course content reflected all the language skills. According to Macaky and Gass (2005), the change of emotions or feelings can be the reason of contradiction in participants' views and in the data from the questionnaires it becomes hard to explain whether the participants were truthful or not.

4.3 Objectives set by the University

The university sets the objectives into three main categories: Grammar, Communication Skills, Technical Writing and Presentation Skills. The first category of Professional English tends to prepare the students for using English language in different contexts like academic and professional setting. This category focuses entirely on the spoken and written skills of the students. In the same way, the second category entails different components of grammar in it. The main focus of this category relies on improving the basic grammatical errors that the students make while using English language. The third aim, as set by the university, involves training of different writing formats, preparing the students for presentations and working on developing their reading skills through variety of techniques. The last objective aims at fostering the technical writing skills along with the ways of writing a research proposal among the students.

Aims and objectives by HEC

4.3.1 Aims of HEC
<ol style="list-style-type: none"> 1. To develop the ability to communicate effectively 2. To enable the students to read effectively and independently any intermediate level text 3. To enable the students to use grammar and language structure in context 4. To make the experience of learning English more meaningful and enjoyable

The first aim as set by HEC focuses on communication among the students. This implies that the course designers should formulate such language activities that involve verbal or written communication. Similarly, the second aim lays emphasis on developing the independent reading skills among the students. Therefore, it becomes the responsibility of the teacher to adopt different strategies and techniques that can help students become fluent readers. In the same way, the third aim concentrates on fostering the grammatical knowledge and understanding of the language structures among the students. The last aim, in a way, tells the methodology of carrying out all the activities. According to HEC criteria, instead of adopting the traditional way of teaching, the teacher should incorporate learning and fun. This would keep the interest of the students and will help them learn better and fast

4.3.2 Objectives of HEC
1. Listening and Speaking Skills*
<p>Towards the end of the successful completion of the course, the following objects have to be achieved: To develop the ability to</p> <ul style="list-style-type: none"> • To understand and use English to express ideas and opinions related to students' real life experiences inside and outside the classroom. • To give reasons (substantiating) justifying their view • To understand and use signal markers • To extract information and make notes from lectures • To ask and answer relevant questions to seek information, clarification etc.
2. Reading Comprehension Skills
<p>To enable the students to read a text to:</p> <ul style="list-style-type: none"> • identify main idea/topic sentences • find specific information quickly • distinguish between relevant and irrelevant information according to purpose for reading • recognize and interpret cohesive devices • distinguish between fact and opinion
3. Vocabulary Building Skills To enable the students to:
<ul style="list-style-type: none"> • guess the meanings of unfamiliar words using context clues • use word formation rules for enhancing vocabulary • use the dictionary for finding out meanings and use of unfamiliar words
4. Writing skills
<ul style="list-style-type: none"> • To enable students to write descriptive, narrative and argumentative texts with and without stimulus input

The objectives prescribed by HEC are divided into clear categories. All the four skills of the language are also covered in this outline. In addition to this, vocabulary has also been highlighted. If we look closely, we find out that the aims have been narrowed down to objectives. To develop the communication skills among students, is the prime aim as suggested by HEC, and while looking at the objectives it is seen that this aim is incorporated in almost all the objectives, though it is listening, speaking, writing skill or vocabulary building skill. In addition to this, reading and grammar are also covered in the objectives. Therefore, it is quite evident that each objective reflects the aims as set by HEC.

4.3.3 Analysis of Power Point Lectures, Language Activities, Assessments/Quizzes

Wk	Topics	Language Activity	Assignment	Quiz
1	Pronouns and Story Writing	1. Sorting activity of pronouns 2. Writing a picture story	1. Nouns	--
2	Parts of speech	1. Sorting activity of parts of speech 2. Sorting activity of verbs	---	1. Parts of speech 2. Verbs
3	Types of sentences	1. Identifying types of sentences	1. Practice sheet of types of sentences	--
4	Kinds of sentences and articles	1. Identifying kinds of sentences 2. Fill in the blanks activity for articles		1. Articles
5	Spelling and punctuation	---	---	---
6	Subject-verb agreement	1. Exercise of subject-verb agreement 2. Texts for summarizing		1. Subject-verb agreement
7	Voices and Essay writing	1. Differentiating between essays	1. Essay writing	2. Voices
8	Connotative and denotative meaning		1. Writing connotative denotative meaning of 100 words	

The researcher reviewed all the materials that were used during the first semester. The discussion of each material with respect to its corresponding topic and week is given below:

Week 1

To enable the students to identify and use the pronouns appropriately.

To enable the students to write a coherent story.

Topics: Pronouns and Story Writing

For teaching both these topics, the teacher used power point presentations. A detailed discussion of pronouns was given in the presentation including the concept of antecedent along with different kinds of pronouns.

Language Activity

Two activities were planned to clarify the concept of pronouns. In the first activity the students had to identify the pronouns and antecedents from different sentences. The second activity was about the identification of singular or plural pronouns.

For writing a story, students were given an interesting picture. The selected picture reflected a real life situation, thus enabling the students to use variety of language structures and express openly.

Assignment/Quizzes

The students were given an assignment of nouns. The assignment was according to the level of students and it was about basic nouns. The main aim of setting up this assignment was to check the prior knowledge of the students about nouns.

Week 2

To identify the eight parts of speech in simple sentences

To explain the function of each part of speech

Topic: Parts of Speech

All the parts of speech: nouns, pronoun, action/linking/helping verbs, adjectives, adverbs/kinds of adverbs, conjunctions, interjections and prepositional phrases were effectively covered in the presentation. Each part of speech was discussed with examples and activities where the students had to figure out the part of speech that was asked to them.

Language Activity

In the presentation, the students were exposed to several sentences where they had to point out each part of speech. The activity was relevant to the objective and was organized properly. In order to clear the concept of transitive and intransitive verbs, the teacher had organized two separate activities. The students in the verb activities had to sort out the transitive, intransitive and linking verbs.

Assignment/Quizzes

To see whether the students have understood the different parts of speech, the teacher had planned a formal quiz. In the quiz, the students were given multiple choice questions, matching and sorting exercises. Another formal quiz was also planned for the students which assessed the concept of transitive, intransitive and linking verbs. Both quizzes were objectively assessed students' understanding in a less time.

Week 3

To enable students to understand different types of sentences.

Topic: Types of Sentences

In the third week, a presentation on different types of sentences (simple, compound, complex and compound complex) was prepared by the teacher. The presentation included a detailed discussion of several types of sentences. Initially, the basic elements of sentences were discussed and later on all four types of sentences in relation to clauses and conjunctions were discussed with the students.

Language Activity

By the end of the lesson, an exercise of finding out different types of sentences in a text was given to the students. Different sentences were showed to the students and they had to sort out the sentences into their corresponding types.

Assignment/Quiz

A practice sheet was given to the students, to further clarify the concept of different types of sentences.

Week 4

To help the students learn the use of articles in their writing

To enable the students to understand the structure of a sentence

Topic: Kinds of Sentences and Articles

Different kinds of sentences (declarative, exclamatory, imperative and interrogative) were discussed with the students. Each kind of sentences was supported with relevant examples to help students gain full insight of all the types of sentences. The next part of the lecture included a very comprehensive discussion of articles. It contained the types of articles with their examples and correct usage in the language. Few exceptions related to the use of articles were also present in the presentation.

Language Activity

By the end of discussion, an activity of identifying different kinds of sentences and filling in the blanks with appropriate articles was given to the students.

Assignments/Quiz

Students were given a formal quiz in order to assess their understanding related to the use of definite and indefinite articles. The quiz was prepared in the form of fill in the blanks, where the students had to insert correct article.

Week 5

To help the students understand the strategies for spelling a word correctly

To enable the students to know the rules of punctuation

Topic: Spelling and Punctuation

The first part of the presentation dealt with the different strategies for avoiding spelling mistakes in writing. Each strategy was discussed in detail with supporting examples. The common spelling errors were also discussed.

In the later part of the presentation, the different punctuation marks were discussed. Each punctuation mark was explained properly and with examples, so that the students could understand the concept and use punctuation marks in their writing. The purpose, relevance and importance of punctuation were also talked about.

Language Activity

No language activity was planned in the lecture.

Assignment/Quiz

No assignments and quizzes were planned for spelling and punctuation.

Week 6

To help students construct a sentence having agreement of subject and verb

To enable the students to summarize a text.

Topic: Subject-Verb Agreement

In the sixth week, the concept of subject-verb agreement was delivered to the students through an interesting presentation. In the presentation, the rules for forming a sentence having agreement of subject and verb were explicated in detail. In this lesson, the appropriate way of writing a summary was also explained to the students with the help of different texts.

Language Activity

The lecture ended with a short exercise of subject-verb agreement where the students were supposed to form a grammatically correct sentence with special focus on subject-verb agreement. Students were provided with texts in order to summarize them.

Assignment/Quiz

A subject-verb agreement quiz had also been prepared for the students. The concept of subject-verb agreement was asked in several different ways (match the column, distinguishing the right and wrong sentences) to assess the learning of the students.

Week 7

To enable the students to understand the concept of voices

To enable the students write descriptive and narrative essays.

Topic: Voices, Essay Writing

The concept of active and passive verbs was explained with the help of examples. The transformation of active verbs into passive verbs and vice versa was also included in the presentation. It is also conveyed to the students to make use of both active and passive verbs to develop good writing skills.

The next part of the lecture was based on essay writing. The introductory part, how to develop a thesis statement, body of essay and finally concluding the essay were discussed with the students. The referencing format of essay in MLA was also touched upon in this lecture.

Language Activity

No language activity was planned for voices. For essay writing, two essays were shown to the students and they had to find out the differences (on the basis of introduction, body of essay, conclusion) between them. Later the differences were discussed with the students.

Assignment/Quiz

Students were given a quiz about voices, where the students had to change the active voices to passive voices. As an assignment of essay writing, students were given a topic to write an essay on that following the rules as discussed in the presentation.

Week 9

To enable the students to understand the difference between connotative and denotative meaning.

Topics: Connotative/Denotative Meaning

The presentation included the difference between connotative and denotative meaning, the definitions and their use in different text like poetry. The discussion was supported with relevant examples.

Language Activity

No activity was planned for the students.

Assignment/Quiz

An assignment in pairs was given to the students. In the assignment, the students were supposed to find 100 words from thesaurus and write their connotative and denotative meanings.

4.3.4 Final Assessment Analysis

The final assessment consisted of 100 marks with five questions in all. Two hours were given to the students for completing the exam paper. The first question contained ten marks and was a comprehension passage, where the students had to read the passage and answer the questions. One of the questions included the identification of parts of speech. In the next question, the students were supposed to fill in the blanks with appropriate verbs. The third question was about re-writing the wrong sentences into correct ones. The second last question was about changing the active voices into passive voices and finally in the last question, the students had to write an essay on the given topic.

The students were assessed on the topics that they had studied in the classroom. The assessment was based on grammar, writing skills and reading comprehension.

V. CONCLUSION AND IMPLICATIONS

Before designing any program, it is very important to identify and know the learning goals of the students (as cited by Nunan in Anwar, 2016). Therefore, it is very important to design a course that fulfills the requirements of the contemporary world. In the light of the students reply to the questionnaire it can be observed that they want to improve their language skills, especially the speaking skill. Whereas the course

materials reflected that very less time is given to work on the spoken skills of the students and more focus is given to the writing skills. Grammar is taught theoretically, instead of incorporating it with the language skills and ensuring its practical use. Thus, by the end of the course, the students remain inefficient in other skills of the language like speaking, reading and listening. The importance of fulfilling students' needs is shown by the words of Kennedy (as cited in Anwar, 2016) who once said if there are needs, they need to be satisfied. Therefore, it is very important to bring the course outline and content according to students' needs. The academic/professional and language needs of learners are fulfilled only when they gain mastery over the four language skills. Harris (as cited in Tunc, 2010) corroborated this point and stated that language teaching should include four skills: listening, speaking, reading, and writing in order to help students develop their language skills. In this regard, the course outline prescribed by HEC covers all the four skills of the language along with some grammatical concept and vocabulary building exercises. Therefore, the university needs to formulate the course outline according to HEC in order to address the needs of the students.

The analysis of the documents revealed that the all the course content only focused on developing the writing skill and grammar of the students. The course content was not designed according to the HEC criteria and was not according to the needs of the students. The materials of General English 1 covered mostly the theoretical part of the concepts and did not include enough activities for improving students' language needs. However, the materials should be based on improving the language skills of the students, their grammar and vocabulary. The students reported that they pay less attention towards this course. It is because of number of reasons: the students are not motivated, the teaching method did not excite them or the materials were boring. If the students are giving such responses, it is very important to find out the reasons behind it. Therefore, it is concluded that the course content needs to be reviewed and should be made according to HEC and students' needs. The teaching methods also need to be reviewed, as traditional methods of teaching take away students' autonomy and due to this they lose interest in the course.

The results showed that the majority of the students were motivated enough to work on their language skills as they know the importance of English language in the current world. In the suggestion part the students clearly stated that they need such activities in the classroom that can help them develop all four skills of the language. Also they want a practical use of the language through this course. To address these challenges, the teaching strategies need to be changed by following the contemporary methods for English teaching which focus not only on inductive teaching of grammar but give equal weightage to all four skills of the language.

Evaluation is a monitoring agent that checks the accountability, quality assurance, improvement and development of the program. It also entails the strengths and weaknesses of the program (Anwar, 2016). In regards to evaluating the course, the students confirmed that feedback was taken from the students at the end of the semester. The students also mentioned that the evaluative feedback form was given at the end of semester; this means summative evaluation was done instead of ongoing evaluation of the course. The summative evaluation does not help the students as it taken at the point of time when the students are moving to the next level. Such type of evaluation might help the new students taking the course but does not benefit students who already took the course. Therefore, the present study suggests evaluating the course during the time when it is being taught. This would give clear insights to the university to make the course according to the needs and demands of the students.

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